**Supplementary Teaching Ideas**

**Whole Class Activities**

**Writing Race (No preparation required)**

 After studying new words, have the students are close their books. Divide the class into teams. Say a new word and have one member from each team race to the whiteboard. The first team to write the correct spelling on the board gets a point. Continue until each student has a turn at writing on the board, or as time allows.

**What’s the Word? (No preparation required)**

Divide the class into two teams. Have one student from each team (Team representative) sit on a chair with their back to the whiteboard. Write a word from the unit on the board.

The other students should give clues to the student from their team. They must not use the word. The first team to guess the word wins.

**Sample dialog:**

*Team 1 to their Team representative*

*S1: Jenny, this cries a lot.*

*S2: Yes. It’s young.*

*S3: It’s very young.*

*S4 (the student sitting on the chair): It’s a baby!*

*S1&2: Yeah! One point for Team 1!*

**Word Detective (Preparation required: word cards or stickers)**

Write each vocabulary word from the unit on index cards or stickers.

You will need one card (or sticker) per student. Stick the cards to the students’ backs so they can't see their own card.

Students cannot tell each other what word is written on their back, but they should walk around giving each other clues. The aim is for the students to guess the word from the clues their classmate give them.

**Sample dialogs**:

*S1: Hi Min-Jeong. It’s such a hot day today.*

*S2: Um, is my word ‘summer’?*

*S1: No, that’s not it.*

*S2: I see. I don’t know my word yet. But thanks!*

*S2: Hey Jack.*

*S3: Hi. Oh, it’s getting cold.*

*S2: Is my word ‘temperature’?*

*S3: Sorry, no.*

*S2: Can you help me guess my word?*

*S4: Yes. It snows in winter.*

*S2: Oh, I know! Is my word ‘climate’?*

*S4: Yes, good job.*

**Vocabulary Basketball (Some preparation: tape or ruler, ball or crumpled paper)**

Divide the class into teams. Put a line of tape, or a large ruler, on the floor. The first student from each team should stand in front of the tape. Read a definition. The first student to say the correct word gets a chance to “shoot a basket”. The “basketball” can be a real ball or a crumpled ball of paper. The student tries to throw the ball into a box or other container. If they get a ‘basket,’ they score a point. The students move to the back of the room and the next students take their turn.

*Variation:* Say the word and the students must give a definition

**Spelling Train (No preparation)**

The teacher picks someone to begin. The teacher should read one word from the unit the students have finished. All books must be closed. The first student must say the first letter and the next student the second letter and so on until the word is spelled. After the entire word is spelled, the student with the last letter (after saying the letter) will say “Word done” and sit down. Students also sit down if they say a wrong letter.
Keep going until there are only three students left. Each of those students will earn two board points for whichever team they’re in.

**Find and Match** (**Preparation required: strips of paper, worksheet**)

This can be done *before* studying a unit as a preview *or after* studying a unit as a review.

1. Choose 10 words from the unit you are studying. Write each word on a separate paper. On 10 more papers, write the definitions. Stick the papers around the classroom walls. Do NOT put the words and their definitions together.

2. Next, put the students into pairs or small groups. Give them a copy of worksheet #4. Each group member will take it in turns to run, read a word, remember it, and then run back to tell it to the other group members. The other team members must write it down on the worksheet ‘Notes’ section. The students should gather all ten words and all ten definitions. Do not match them yet. (They cannot take the papers from the classroom walls - they must remember the words).

3. Now the students should use the table on the back of the worksheet and match the words and definitions.

4. Go over the sheet with the whole class and check the answers.

**Explain a Word** (Preparation required: word cards, tape, and box)

Place all the word cards in a box or envelope. Have students pull out a word card. They should then try to explain the word to a partner (or in groups or to the whole class). When the other students have guessed the word, get another student to pull out a word.

**Mime It (Some preparation required)**

Put word cards in a box. Have students pull out a word card and mime it. Other students should guess the word.

NOTE: Some words are difficult to mime, so keep this in mind when choosing words.