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|--------------------------------------------------|------------------------------------------------------------------------------|
| <b>Use</b><br>Unit 5, after classroom activity 4 | <b>Activity</b><br>in groups; taboo game                                     |
| <b>Duration</b><br>20 mins.                      | <b>Focus</b><br>Describing, defining and paraphrasing activities and objects |

### Preparation

Make one copy of the worksheet for every group of three/four students and cut up as indicated to get a set of 36 cards per group.

### Procedure

1. Beginners often want to say something but lack the words. This authentic activity prepares them for such a situation – by practising defining, paraphrasing, describing, and even using compensation strategies, like drawing or miming, to make themselves understood. The others try to guess the word. The activity is based on the well-known game, *Taboo* and is both efficient and a lot of fun.
2. Tell your class you are going to review vocabulary and phrases from Units 1 – 5 with a game. Ask them if they know *Taboo* or have ever seen the show *Dingsda* on German TV. Explain the basic idea and give some examples. For instance, imagine your word is *kayaking*, you say: *It's an activity in the water, and it's not sailing*. Students will probably guess, *windsurfing, canoeing, kayaking*, etc.
3. Do one or two more examples together and practise explaining things with non-spoken hints as well, such as drawing a kayak on the board, or miming the motion of paddling a kayak. Stress that they can only draw or mime after they have given a spoken description.
3. Get students into groups of three/four. Put a set of word cards face down on each table. Before they take a card, tell them that their cards are top secret! They must not show or talk about them. Now one student takes a card and thinks of a definition and how he can draw it or mime it afterwards. If the student doesn't know the word, he can put it back at the bottom of the stack and take another card from the top. Give each student time to think, but not too much; the authenticity lies not in giving the perfect explanation but in getting the meaning across. Students can of course ask questions, but saying the word is absolutely taboo!
4. After the word has been guessed, the next student takes the top card and begins the next round.
5. Walk around and help and take part in the activity. It is vital for this activity that students use the language they already have in their repertoire, and not try to give complicated definitions. Keep it short and simple!

### Extension

Use the cards for making sentences. In pairs, students put all the cards face down and choose two. Then they incorporate the two cards into one sentence, i.e., *play football* and *cash machine*: *when we played football we damaged a window, so we needed money and went to a cash machine*.



|               |                |                |
|---------------|----------------|----------------|
| tent          | football       | Nordic walking |
| kayaking      | campfire       | church         |
| igloo         | shopping       | grape          |
| knife         | recipe         | vegetarian     |
| baggage       | bungee jumping | glove          |
| toothbrush    | cash machine   | hairstylist    |
| car rental    | whiskey        | windsurfing    |
| nervous       | queue          | rucksack       |
| dark blue     | golfing        | suitcase       |
| old-fashioned | cinema         | belly dancing  |
| cycling       | dinner         | speed dating   |
| waterskiing   | chair          | hat            |