



Have Something Done – Bingo

Teachers Notes

Clear up any problems with meaning without using the collocations from the game to explain them, eliciting meaning from other learners as far as possible.

Explain that you are going to call out nouns that can combine with the verb forms in the structure 'have something done, where the noun is the 'something' and the participles are the 'done'.

As an example, ask them which participle matches with the noun 'novel' (published).

If you need a second example, use 'bedroom' (redecorated).

When the learners make a combination they should write down the noun in the same box as the participle it goes with.

When a learner has a line of four boxes completed with nouns, they have won and should shout Bingo.

Feedback as a class, checking the winner has matched their nouns correctly. If they have made a mistake resume the game until someone else calls Bingo. Make sure the learner gives you the complete phrase (i.e. I've had my purse stolen) when feeding back.

There is sometimes more than one possible combination, accept any sensible combinations.

As you call out the clues, monitor to see learners are playing correctly, and to help you decide which clues to call to shorten or lengthen the game appropriately. Or even to favour weaker learners.

The clues for the above participles are the following nouns in the same order:

purse	ears	suit	windows
carpets	blood	hair	application
arm	shoes	passport	car
marriage	lawn	house	letter

Call them out randomly, but number the nouns in the order you call them out to make feeding back in order easier for you. **Aim of the Game**

Learners revise vocab topics by putting target language items into sensible and correct context sentences.

Pre Class Preparation

Make an A3-sized photocopy of the game board.

If you think your learners will understand the game more easily by reading written instructions, make a copy of **How to play the game** for each learner.

Prepare counters for each team, which require blu-tac or sellotape to stick them to the game board.



Procedure

Put the game board on the white board or a notice board where it is visible to all the learners.

Tell the learners you are going to play a game of Connect Three to revise/practise vocabulary they have learnt recently.

Give out the instructions and read through them together, illustrating them step-by-step on the game board and doing an example or two together.

Decide which team starts and ask them to choose a word to play for.

Remember they can only play for the lowest available word in each column at any time.

If they can put the word into a sensible sentence correctly, they win the square and you place one of the teams counters on top of the square.

The turn moves to the other team. The game continues in this manner, until one team manages to complete a row of three squares (horizontally, vertically or diagonally) and wins the game.

Variations

Instead of putting the vocab in a sentence learners could be required to define its meaning.

To make the game last longer, play connect four!

Once the learners are clear about how to play the game, they could play again in pairs, on the understanding they cannot repeat sentences used in previous games.

If a team wins quickly, play again but from the top of the board, always using the highest placed word in a column instead of the lowest, therefore using the unused words at the top of the board.

How to play:

Remember you always play for the lowest available square. So if the first team to play chooses the '**shopping**' column they play for the '**receipt**' square.

To win the square, you have to use the lexical item in a suitable, natural context sentence (e.g. 'I can't take the dress back, because I lost the **receipt**').

The first team to successfully build a row of three squares in any direction is the winner.



