



Camouflaged Words



1. Student ability: **Beginner ~ Advanced**
2. Approximate length of lesson: **30+**
3. Number of students necessary: **4+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Quad Work (4 people)**

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Language Target: An all purpose lesson including the following: vocabulary development, spelling, writing, listening, identifying parts of speech, asking questions, telling stories and guessing.

Setting Up: Prepare enough worksheets for every student in class. Make one copy of the Camouflaged Words Easy* worksheet and cut it into cards. Also prepare either staplers, paste or tape (which the students will use to attach the cards to the main worksheet).

For younger or lower ability students, before handing out the worksheet and cards, write these three words on the board: **noun, adjective** and **verb**. Ask students for several examples of each. Then offer the students a list of prepared words; students identify which of the three (noun, adjective, verb) they belong to.

Getting Started (Part 1): Put students into groups of four. Give everyone one Camouflaged Words Worksheet and one pre-cut card. Students paste, staple or tape the card into the box at the top that says **Paste card here**. Tell students to keep their cards hidden.

Explain that they are going to create a short story using the three words on the card. Then explain the meaning of **camouflage**. To camouflage the three words on the card, they need to add a lot of additional nouns, adjectives and verbs to their story so that the three words on the card are carefully hidden in the story.

The object of this lesson is **hide** the three words so well that the group mates can not easily identify them.

Allow students about three minutes to organize a short story using all three of the words on the card. The order of the words is not important, but **they must use all three**. When planning their story, students should list additional nouns, adjectives and verbs in the box titled **My Story Notes**. The more nouns, adjectives and verbs, the better.

Note: Verbs may be used in any tense, past, present or continuous.

Getting Started (Part 2): Before students start to tell their stories, make sure that they have written the names of their group mates on the appropriate lines in the boxes (on the lower half of the worksheet).

One of the students tells his/her story and the others listen carefully and **write all of the nouns, adjectives** and **verbs** in the appropriate columns under the storyteller's name. Spelling should not be an issue here; students can fix the spelling afterward – but speed is important and to write all of the nouns in the noun box, the adjectives in the adjective box and the

verbs in the verb box.

When the storyteller has finished, the other students in the group try to guess which of the nouns, adjectives and verbs were the original ones from the card.

Note: The first run at this may be disastrous, either the story teller wouldn't be able to tell a very good story, or the three words were not camouflaged very well or the group mates were either not listening carefully or had forgotten to take notes. Don't fret – the second time through is guaranteed to be much, much better!

Scoring: Group mates asks the storyteller questions to find the original three words from the card. (The questions are written near the top of the worksheet, on the left.)

Is the noun _____ ?

Is the adjective _____ ?

Is the verb _____ ?

The storyteller replies with either

Yes, it is. –OR–

No, it isn't.

For every *No, it isn't* response, the storyteller gets one (1) point (storytellers should keep track of their own points).

Once the noun has been discovered, the group continues asking for the adjective and finally the verb. When all three words have been identified, the storyteller totals up the points and writes the score in the box titled **My Score**.

Then a second storyteller begins and the whole process starts afresh. Finally, after all four storytellers have finished and all the words have been identified, the student with the highest score is the winner (because the three words were so well camouflaged!).

Bonus Points: If the group mates are not able to identify one or more of the words from the card, the storyteller receives **5 points for each unidentified word** in addition to the points for *No* responses.

Variation 1: It may be a good idea to put a time limit on the stories. Obviously, verbose students could string together dozens and dozens of nouns, adjectives and verbs making the job of identifying them all nearly impossible. Two or three minutes is recommended.

Variation 2: Rather than giving everyone in the group a card and allowing for preparation, give only one student a card and allow no preparation time. Students must ad lib their story.

Variation 3: At a later date, do this lesson again but give students a different card. Their ability to tell a story will dramatically improve (as well as their fluency) and the listening skills of the group mates will also increase.

Writing Practice: Encourage students to use their story notes to write out the short story. This written version would then work very well to repeat this lesson with three different group mates.

* The cards for **Camouflaged Easy Words** are included with this free lesson. Members of EFL4U.com who have purchased the lessons can also download **Camouflaged Medium Difficulty Words** and **Camouflaged Difficult Words**. These cards work best for intermediate and advanced students. Even the best students will be challenged by and have fun with the difficult nouns, adjectives and verbs found on the cards.

Contributed by Kurt Scheibner

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