

and – but – so – bingo!

Language focus	connectives
Learning skills	Thinking through a sentence to find the relationships between the ideas.
Time	15 minutes
Preparation and equipment	Some bingo cards (9x9 grids – example below) and some suitable sentences with the connectives missing. Big pens (highlighters or felt tips work fine).

The discourse markers of a text are crucial in understanding the argument or ideas contained within it, but sometimes these 'little words' are the ones that students find hardest to grasp fully. This exercise focuses on those connecting words that show the relationship between the ideas.

Warm-up: Recap on any connectives that the class has already come across, and try to group them into categories. This activity for elementary learners uses only three: 'and' (addition) 'but' (contrast) and 'so' (consequence) but you might want to focus on sequence ('first', 'next', 'then') or reason ('because', 'due to') or any other type of discourse marker the learners have met.

Example Procedure (elementary level):

- 1) Give out the bingo grids and let the learners have a good look at what they have on their cards. Explain that you will read out a sentence but where there should be one of their words, you will make a noise instead (you could use a squeaker, a bell, or simply knock on the table to indicate the missing word). They should decide which word is missing and mark it on their card. If they mark 3 in a row they can shout 'Bingo!'. When they have marked all their words they can shout 'House!' and will be declared the winner.
- 2) Read out a few examples and elicit from the class which words should fit into the gaps. When they have got the idea, read out the first sentence and allow a few seconds for the learners to decide which word they want to block out. Keep the pace quite fast, so that they have to think quickly.
- 3) When you have read 3 or 4 sentences, some students might start shouting 'bingo'. Check that they have got the right words by asking them to recap on the sentences they heard. This gets harder the longer the game goes on, so they might want to number the words as they mark them with the number of the sentence, for reference later.
- 4) After a few students have got a 'bingo' explain that you are only going to stop for 'house'. Keep reading the sentences until somebody wins, then recap on the sentences and make sure that everybody got the right words into the gaps.

and	but	so
so	but	and
and	so	but

Some examples of words that could be added to the game,
according to the level / needs of the learners:

ADDITION	CONTRAST	CONSEQUENCE	SEQUENCE	REASON
and also in addition as well as moreover furthermore	but however although even though in contrast conversely	so therefore consequently thus hence	firstly secondly then next after that finally	because due to since as

Example sentences:

	Example sentence	Target word
1)	I have two brothers _____ three sisters.	and
2)	I love tea _____ I don't like coffee.	but
3)	The bus broke down, _____ I was late for class.	so
4)	John can speak French _____ German.	and
5)	The sun is bright _____ I am wearing sunglasses.	so
6)	David watches TV in the evenings _____ not in the mornings.	but
7)	Susie wants to go to Italy _____ she has no money for the ticket.	but
8)	My mother bakes great cakes _____ bread.	and
9)	Jo wants to play football _____ he is phoning his friends.	so
10)	It is raining _____ cold outside.	and

Make it easier: show the sentence on the board, (or at least a representation of the main ideas).

Make it harder: Ask the learners to fill in their own grid before the game starts. Increase the number of possible words (or categories of words) that you will be looking for.

Differentiate: Give out different cards to different learners, with a range of vocabulary suitable for their abilities.