

*Eva Bakran*

## VOCABULARY GAMES

Various vocabulary games could be used in our work with pupils in the classrooms. On our last seminar in Crikvenica, in October 1978. Mrs. Gladys Lipton, Program Coordinator for Foreign Languages and English to Speakers of Other Languages, Anne Arundem County Public Schools, Annapolis, Maryland, showed us some of vocabulary games which could be used in classrooms. These games are interesting for the pupils and can be used either to create a warm-up atmosphere or in some cases as a full period occupation.

Here are some of them.

1. For a more elementary level this game could be used. One of the pupils begins: I say ten. Then another one must continue by using a word with the same ending -EN.

For instance:

The first one says: TEN, the second one says MEN, the third one goes on with PEN, the fourth one says HEN and so on until it comes to a pupil who can't continue.

Or: I say BUSH, you say PUSH etc.

Or: I say CAUGHT, you say BOUGHT, he says FOUGHT etc.

2. Colour game

The pupils should hide in a simple sentence or a question one word denoting colour, or they could by themselves choose colours and then make sentences.

For example:

Why can't you ever a|gree, N|ancy?

I am neither devilish n|or ange|lic.

Whe|re d|id you go yesterday?

Have you seen his eye|brow, N|ick?

He is kidding either dogs |or chil|dren.

The same game could be used for various parts of the body etc.

3. Vocabulary games with prefix DE-.

This should be used at a higher level because a wider range of vocabulary is needed.

What happens to an electrician when there is no light?

He is delighted.

What happens to a musician when he hasn't got his music?

He is denoted, decomposed.

What is wrong with a dry cleaning machine when it's out of order?

It is depressed.

Other examples: a model is **deposed**;  
a clergyman is **defrocked** etc.

4. At the beginning of a lesson, to warm up, or as a relaxation at the end of a hard lesson this game could be used.

The pupils are asked to write down or say one or two adjectives beginning with the same letter as their own name:

Snježana would, for instance, say sad and safe.

Tomislav can say — talented and talkative

Mira could write — magnificent, merry or mad, malicious

But this needn't be only a game. It could well be used for learning new adjectives in an easy way.

5. Another vocabulary game could be this one. The pupils are given, for instance, the word BLUSH. By changing only one letter in the word, in six steps they should have the word CROWS, as follows:

BLUSH

1. BRUSH
2. BRASH
3. CRASH
4. CRASS
5. CROSS
6. CROWS

The words could be prepared either by teachers who would give the pupils only the initial and the final word so that they find out the other words or the pupils can prepare some words by themselves.

The pupils can also prepare words for each other and do it in pairs or it can be used in groups. One group of pupils prepares the words for another group of pupils and then they exchange the words. A competition can be organized in the classroom as well. (To see who can prepare the words with a higher number of steps to pass or if they all have the same number of steps to pass — to see which group will be the quickest and so on.)

6. The following game consists of giving a group of pupils a few words with which they have to create a scenario.

For instance:

At the seminar one group of participants was given these three expressions: TELEPHONE, OLD PEOPLE'S HOME, COLLAPSE.

The story the pupils produce will depend on the level of their linguistic knowledge and on how imaginative they are.

One of the ways to do it is as follows: the pupils can perform the scene without any talking and the class must guess what words were given.

Or alternatively, they reproduce the scene orally and the others should work out which were the most important words for the scene, or the pupils who perform the scene will tell the others their words.

The story might go like this:

In an old people's home in the sitting room a few old women were chatting.

1. woman: You know, Mary, in our day people didn't use to be as they are today.
2. woman: Yes, dear. We cared much more about our parents and old people. But today they are always in a hurry and only think about themselves. Even my daughter who used to come every weekend now comes only once a month . . .

At that moment the telephone rings. One of the women answers the phone. It is Mary Smith who is asked for. She takes the receiver:

"What? Am I Mary Smith? Yes, I am. Who is speaking? Who are you? What? What? It can't be. It can't be. I have won the pools? Oh! Oh! I don't know what to say. I . . .

The other women: "She has collapsed. What shall we do? Call the doctor!"  
The choice of words is limitless. There is no need for the teacher to think of them: each group of pupils can choose some for another group.

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## JEUX AVEC LES NOMBRES DANS LES PREMIÈRES ANNÉES DE L'APPRENTISSAGE DE LA LANGUE ÉTRANGÈRE

Il faut que s'écoule beaucoup de temps avant que les élèves ne commencent à se servir spontanément des nombres dans la langue étrangère. Pour cette raison, nous proposons ici quelques jeux qu'on peut utiliser non seulement pendant les classes consacrées à l'apprentissage des nombres, mais aussi chaque fois que l'on a un peu de temps libre. En outre tous ces exercices peuvent être adaptés à une classe plus avancée.

### *I Jeu avec les cartons (nombres 1—10)*

On écrit les nombres de un à dix sur des cartons ayant une dimension de 8 cms × 8 cms. On distribue ces cartons à 10 élèves. On partage le tableau noir dans le sens de la longueur en dix parties de 60 ou 70 cms, sur lesquelles on écrit les numéros de 1 à 10.

Le professeur se tient à côté du tableau et appelle les nombres. S'il appelle par ex. le numéro 6, l'élève qui a reçu ce carton court jusqu'à la partie du