

Title: Teaching with fun and games in higher levels

Aim: To understand why advanced level students need a different kind of instruction and how to deliver interactive vocabulary lessons using games

-Students really know a word when:

-They don't take any time in recalling it

-When they can explain it in other terms within the same language

-When they understand its relationship within other words

-Teachers should work to provide these relationships via examples, the Socratic Method (having students find their own explanation and answer through hints) or activities such as these.

Translations should not be the only method.

Note: All these activities require **strong class room management**. It's best to try them with small groups first to troubleshoot potential problems with bigger groups.

Internet Resource: www.freerice.com is a website that supplies quizzes at various levels. The vocabulary section provides pronunciation to all words. Every correct answer donates 10 grains of rice to United Nations World Food Program.

Game 1: "One word only!"

Object: To have a single student guess a given word through one word hints.

Instructions:

1. Have one student stand in front of class.
2. Write a word on the blackboard behind him/her. He/She must not see the word.
- 3.
4. The other students will take orderly turns to give one word hints to make the student at the front of the class guess the word.
5. The student that provides the last hint that leads to the correct word wins.

Example: Word is: LUNCH

Appropriate one-word hints: "meal," "afternoon," "sandwich"

Inappropriate hints: "It's after breakfast."

Game 2: "Taboo"

Object: To have students describe a vocabulary word without using certain words

Instructions:

1. Create some flashcards with one word on top. This is the target word. Write 4 words below it. These words cannot be used in the description.
 - a. Example: **BREAD** is the word that the students must guess. TOAST, FOOD, GRAIN, BAKE are words that cannot be used in the description.
2. Have small teams of 5-6 students. Each will take turns describing words while the others guess. Keep score.
3. Give a time limit of 2 minutes. The student giving the
 - a. Do not use any word on the card.
 - b. Do not use any declension or conjugation of any word.
 - c. Do not use any rhyme or translation of any word.

BREAD

TOAST
FOOD
GRAIN
BAKE

- d. Do not use any gestures or noises relating to any word.
 - e. If the student breaks a rule, she/he must stop and that word will not be counted. He/She must move to a new card.
4. Keep one student to time and enforce the rules.
 5. The team that guesses the most words per time limit wins the round.

Example: Student describing: *It's a food. It's white and black. We eat it for breakfast.*
 Students guessing: *We don't know. Is it rice, or cereal?*
 Student describing: *No. It's made with flour and yeast. You eat it with butter and jam.*
 Students guessing: *Bread!*

Game 3: "Shiritori"

Object: To have students use spelling and listening skills in providing vocabulary words.

Instructions:

1. Arrange students playing in a wide circle, or use seating arrangement.
2. Explain that students will hear a word and the next word they say must start with the last letter of the previous word.

Example: train → neck → kangaroo → orange → elephant → tiger → rain...

3. First person to break the chain loses. Continue until there's only one student left.

Variations:

1. You can limit vocabulary by categories such as animals, colors, themes, etc.
2. You can make it more difficult by removing letters from the alphabet. For example, in the above chain, "neck" followed "train" because of "n". Therefore, new words cannot start or end with "n" anymore.

Game 4: "Stringing letters"

Object: To test students' ability to lengthen words via prefixes, suffixes, conjugations, etc.

Instructions:

1. Make two students go up to the blackboard
2. Flip a coin to see who will go first. The winner will write one letter on the word.
3. The other student will write another letter on the board either before or after the letter.
4. The first student to complete a word loses. Therefore the point of the game is so that each student must keep adding letters to lengthen a word.

Example: (red is the first student, blue is the second student)

A
 CA
 CAD
 ACAD
 ACADE
 ACADEM
 ACADEMI
 ACADEMIC
 ACADEMICA
 ACADEMICAL
 ACADEMICALL

ACADEMICALLY

Blue loses because there is no way to lengthen this word. Red would have lost at **ACADEM** if **Y** was added to finish 'ACADEMY'. Blue didn't lose at **ACADEMIC** because red decided to continue. It's a good strategy to count letters ahead to see if you or the opponent will end up with the last letter.

Game 5: "Pyramid"

Object: To have students provide words within categories and relationships

Instructions:

Stage One:

1. Arrange students into teams of 4 where one student will guess words through hints given by the other three. The positions should rotate.
2. Announce a category (example, "things that are red") and give the three students a list of words that correspond with the category (example, "cherry," "apple," "roses," "blood")
3. As quickly as possible, the three students will provide hints to the guesser to make them guess the correct words.

Stage Two:

1. Now instead of guessing words through a category, the guesser must guess a category through words.
2. Give the three students a list of categories that they must make the guesser guess
3. Example: the three students will say, "Hawaii," "Indonesia," "Sicily". The correct answer is, "Islands."
4. Example: the three students will say, "Banana," "the sun," "egg yolks." The correct answer is, "Things that are yellow."

Resources for "Taboo": *cut out to use during game*

TIRE CAR BICYCLE RUBBER SPIN	DESIRE WANT USE POPULAR GIFT	TIME CLOCK HOUR MINUTE SECOND
MOTHER PARENT BIRTH FATHER WOMAN	BEHAVIOR ACT MANNER CHARACTER GOOD/BAD	MACHINE MOVING PARTS MECHANICAL FACTORY MAKE

<p>WATER</p> <p>LIQUID DRINK MELT SWIM</p>	<p>SOUR</p> <p>LEMON ACID BITTER TART</p>	<p>HAMMER</p> <p>NAILS TOOLS CONSTRUCTION JUDGE</p>
<p>PICKLE</p> <p>VINEGAR CUCUMBER PRESERVE JAR</p>	<p>ADJECTIVE</p> <p>NOUN DESCRIBE GRAMMAR MODIFY</p>	<p>MOBILE PHONE</p> <p>WIRELESS CELLUAR CALL NUMBER</p>
<p>ALUMINUM</p> <p>METAL FOOD ROLLS SILVER</p>	<p>AMATEUR</p> <p>PROFESSIONAL TRAINED RECREATIONAL EXPERIENCE</p>	<p>ALIEN</p> <p>SPACE MONSTER HUMAN OUTSIDER</p>
<p>BEE</p> <p>HONEY INSECT YELLOW BUZZ</p>	<p>BEGINNING</p> <p>END ORIGIN START FIRST</p>	<p>BELLY</p> <p>STOMACH TUMMY FOOD ABDOMIN</p>