Additional Games and Activities

for Recycling Vocabulary in Project English

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Milan Staněk: Additional Games and Activities for Recycling Vocablulary in 'Project English I'

1. The issue of recycling vocabulary is a very valid one with respect to Project English I.
2. The section of the paper on theory is clear, well-organized, and thoughtful.
3. The Royal Family reading is innovative insofar as it gets students up and moving around to do a matching exercise.
4. The appendix has ready to use materials for teachers created/assembled by the author.
5. Many variations are mentioned, as well as ways to make activities more or less demanding for different level students. The author amply demonstrates that he is learning from his teaching.
6. Problems encountered while teaching are mentioned and addressed, with suggestions given.
7. The 'Are you afraid of (subject)?' activity gives the students language practice while addressing their feelings about school, which is useful affective information for the teacher.
8. The appendix has an extremely useful table for teachers and trainers who will read this paper. It summarizes concisely each vocabulary activity and where exactly it can fit in Project English I.

Points for discussion:
1. The games and activities could be listed in the outline.
2. The table summarizing where activities fit the book is extremely useful, but the place each activity fits the book could also be included in the introductory information for each activity.
3. More car pictures in the appendix would be useful so teachers using the activity don't have to search for such pictures.

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Outline

Thesis: The teacher using Project English as the main source needs to create some complementary activities and games for recycling of vocabulary.

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VI. Examples of the games and activities

VII. Conclusion

Abstract

Most textbooks coming from the English speaking authors involve a teaching strategy for the teachers. Nevertheless, mere observance of the strategy recommended by the author cannot save the teacher from problems. One of the problems occuring in using Project English by Tom Hutchinson is recycling vocabulary. According to my experience the teacher using Project English as the main source needs some more activities or games to enable an effective and regular reiteration for the students. The teacher can add some more activities from the research books or produce his or her own activities and games. The addition of the activities in the teaching plan and in single lessons should follow certain rules.

I. Focus of the paper

Recycling is one of the most important factors involving new vocabulary retention. Teachers usually concentrate on establishing the certain lexis in the learner's memory and its automatic usage within various semantic networks.

The lexis can enter the long term memory only by well premeditated and consistent recycling. Many textbooks guide the teachers to practice and revise the vocabulary within several lessons. As we think in the category of time, the period under discussion is about one or two weeks /it is usual to teach 2 - 3 English lessons a week in our schools/. After the period, the lexis is put into the student's memory. In the following months the vocabulary should return in extended intervals into the learning process. This is what we call recycling. Systematical reiteration in that phase of learning depends mostly on the invention and organisational ability of the teacher.

I have used Project English by Tom Hutchinson from the very beginning of my teaching English. Three years ago I had no experience in teaching foreign languages. I assumed that mere observance of the teaching plan, and the teaching strategy recommended by the author in the teacher's book was the only condition to be successful. A few months later I found that the results in the field of vocabulary retention and its recalling were not very good, contrary to my expectation. There were two kinds of imperfections in the area of learning vocabulary:

1. There was little occasion for recycling vocabulary after its retention in the memory. Every part of the textbook takes aim at a certain topic and the vocabulary connected with it. For example, the names of the school subjects appear in Project 2, part 6 /My school/ for the first time. The students

learn the vocabulary within several lessons but the same vocabulary does not appear again till the end of the textbook.

2. The new vocabulary in Project English, as in other textbooks, is taught in semantic fields. It means that there are groups of words that are semantically similar. In Project English the grouping is given by topic. Although my pupils learnt to use some words and phrases within a certain semantic field quite well, sometimes they were not able to recall them from their memory and use them within another group of words.In Project 6 e.g. they acquired the phrase "to be afraid of". Later I found that in their memory those words are connected only with the names of animals and they had difficulties in using them with other parts - people, school subjects etc.

These problems were caused by my lack of experience in using the textbook and probably by the rather high number of students /about 20 or even more in several groups/.The high number of students did not allow me to devote sufficient attention to the individual students. The fact made me think about changes. I concluded that the teacher using Project English as the main source needed to create some complementary activities and games for recycling vocabulary to reach better results. In this paper I shall deal only with activities and games that seemed to be successful in the process of learning.

II. Memory and its capacity

It is useful to make oneself acquainted with some regularities involving the process of learning before the teacher begins to think about the additional activities. Memory is one of the most important conditions that is necessary for successful learning. Gairns and Redman /1991/ speak about two

types of memory -- short-term memory and long-term memory. They characterize the long-term memory as the ability of the human brain to recall the pieces of information stored in the memory weeks, months or even years ago. They suppose that the capacity of the long-term memory is almost unlimited /Gairns and Redman 1991:87/.

I think that it is better to speak about the ability of retention because every word, piece of knowledge, experience or event leaves a certain trace in the human brain. It is known that very old people can remember many interesting details from their childhood. Despite the fact that some of them are considered to be completely unuseful for living, these pieces of information are sleeping in the deepest layers of their subconscious waiting for the impulse that makes them wake up. From this point of view, dividing this ability into long-term and short-term seems to be irrelevant.

That is why I find it unnecessary to speak about the capacity of retention. The ability of the human brain to store the information seems to be practically unlimited and people will never be able to disclose the capacity of their brains on the whole. I think that it is more useful to speak about the potentiality of recalling the information stored in the human brain and about the conditions influencing recall.

III. Conditions influencing the recall of the information

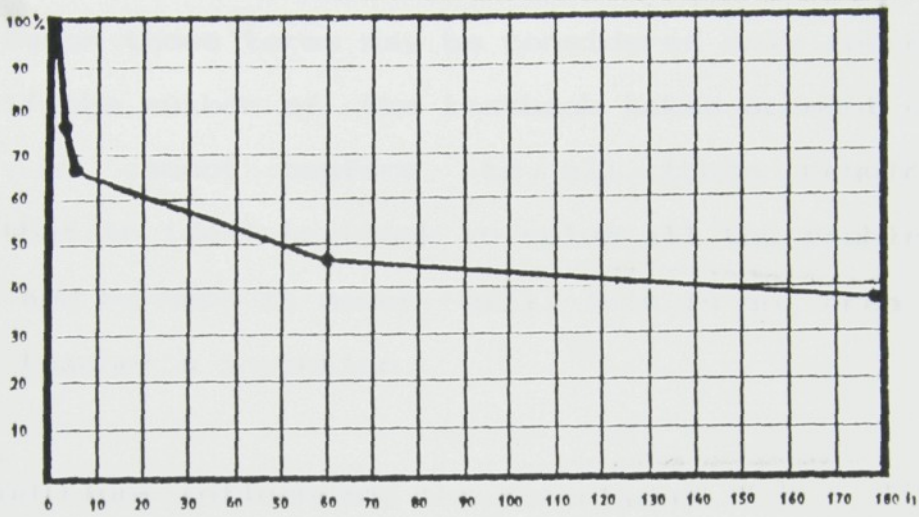
Though the capacity is enormous, there are some limits influencing the ability to recall the stored information. One of them is called forgetting.

Why do people forget? There is more than one reason. First of all, forgetting is caused by little usage of the items stored in the memory. The traces in the brain grow more and

more weak, they are being covered with other traces, and after a period of time, the information can hardly be recalled. It means that the old traces have to be renewed from time to time.

The factor of time is very important when we think about forgetting.

Amount of retention in per cent



Time from the original input in hours

/ Hyhlík and Nakonečný 1977:136/

From the Ebbinghaus'diagram of forgetting, we can see that the largest amount /about 40 per cent/ of the material is forgotten within 24 hours after the input. Then the rapidity slows down. The teacher should take this into account and adapt the teaching process to that fact. As the teacher respects the teaching strategy given by Tom Hutchinson in the teacher's book, systematical revision of new items is guaranteed in the course of 1 - 2 weeks.It depends on the rate of progress. If the teacher follows the schedule recommended in the teacher's book then the period of intensive revision is about 1 week but if he or she slows down, which is usual in our schools, it could take about 2 weeks. Including homework. I think this frequency of revision is sufficient in the initial phase of acquisition. After the time, the set of vocabulary should

return in extended intervals.

Gairns and Redman /1991/, quote Peter Russell, who recommends two following revisions -- one month later and six months later /Gairns and Redman 1991:94/. In practical teaching it is difficult to observe this schedule. It is important to add the vocabulary set that is being revised to a fitted topic. For that reason those terms may be considered only approximate.

Even if the author of the textbook takes account of these intervals, he cannot conform to all those requirements. I suppose that an ideal textbook to solve all the problems does not exist and perhaps it never will. This is an area for the individual teacher's invention.

IV. Conditions influencing the retention

The amount of the information kept in the memory depends on the events preceding and following the process of learning. The preceding events deal with motivation and they can involve the student's ability to receive the new information both in positive and in negative ways. While an argument with the teacher before a lesson usually has a bad influence, the comfortable and friendly atmosphere before and during the lesson is desirable. The evidence for this could be the fact that pleasant experience and the information connected with it can be remembered quite well many years after. On the other hand, people do not like to think about unpleasant experience and that is the reason why they tend to forget it.

Learning activities can also be influenced by interference The theory of interference presumes that forgetting is a consequence of overlapping the older experience with information from the new one. The stronger the following experience is, the more inconvenient it is for recalling the

older information.

"How long this interference persists is difficult to determine but the effects are likely to be most acute in the hours immediately preceding or following periods of learning" /Gairns and Redman 1991:90/. From this theory results a problem for the teacher. A new amount of vocabulary coming immediately after the process of learning can interfere with the words put into the memory before and it can destroy the previous teacher's work. Many people use this knowledge and they learn before sleeping to avoid the involvement of the following experience. In conditions of school teaching it is impossible, of course.

Nevertheless, the teacher has to take the possibility of interference into account and prepare such exercises, activities and games for the students that will prevent it. I suppose that the possibility of interference in Project English is limited by the selection of vocabulary and the topics in the separate projects, and the teacher can avoid it by observing the teaching strategy recommended by the author of the textbook. The mistake that most teacher-beginners can make is adding activities and games involving a large amount of new vocabulary not presented in the textbook. If the teacher wants to enrich the teaching using his or her own invention, he or she should start from the vocabulary used in the textbook.

Very important for good retention is learning the new words not as single items but in connection with the others. It is necessary for the creation of the structures because our speech is realised mostly in structures, not in single words. This enables teaching in semantic fields or networks. It means that the words are taught in groups in which the items are related in some way. The groups can be based on the topic, similarity

of meaning etc.

For the younger pupils I think grouping by the topic is the most suitable. Their world is closely connected with concrete situations and their ability to think in abstract categories is still not well-developed after all.

Besides that, grouping the words by the topic corresponds with the theory of cue-dependent forgetting "...which asserts that information does in fact persist in the memory, but we may be unable to recall it" /Gairns and Redman 1991:89/. The recall of a word is made easier by the existence of helping cues. For example, the students are unable to recall a single word -- breakfast -- but if they are given a topic -- meals -- their ability to recall increases quickly. They are more capable of recalling the whole file from their memory rather than a single word. The word -- meals -- takes the function of a cue in this case.

Nevertheless, David Nunan objects that " The principle of avoiding items that are semantically related in some ways runs counter to the notion of using semantic networks or fields in teaching vocabulary" /Nunan 1991:130/. I think it may happen by teaching words similar in meaning or similar in their structure. For instance, students may have difficulties with words like bedroom, bathroom, living room, dining room. The similarity of these words can produce a possibility of replacement, which is undesirable, of course. According to my experience the students tend to replace the words --bedroom-- and --bathroom-- especially. Probably it is caused by similar spelling. If the words are related by the topic, this case is very rare and the teacher can foresee it and avoid it by the reduction of the new input items.

I suppose that the limit of the input in a single teaching

unit cannot be determined as a standard. It differs from one group of students to another and depends on the ability of the students and their level. I mean that the limits of the beginners are lower than those of the advanced students that have already had some experience with learning languages. In Project English I, for example, the input of new words increases from 7-10 at the beginning to 15-20 in the end of the textbook. I assume these limits are suitable for most pupils.

V. Rules for additional activities

The conditions influencing the retention and the recall of the items suggest that the teacher preparing games and activities for recycling vocabulary should respect several rules:

1.The way of revision should be interesting and pleasant for the pupils. Although they know the words, they must have the feeling of learning something new. It means that the activity should be different from the one used by the original input. The words should occur in connection with new structures and vocabulary, which is desirable for the creation of new constructions between various semantic fields. It should help the learners to increase their ability of using the language.

2.The set of words for recycling should appear in the teaching process repeatedly, about one month and six months after its original input.

3.The set that is revised should fit with the words that are on the programme of the lesson. Nevertheless, it must be different enough to avoid interference.

4.The activities and games should be connected with concrete life and situations. It is important especially for younger pupils and beginners.

5. The number of unknown words in games and activities must not exceed the limits suitable for the pupils. The misunderstanding would destroy the effect of the activity and the result would be disappointing both for teacher and pupils.

VI. Examples of the games and activities

CAR GAME

Language – spelling the numbers and the alphabet

Skills – listening and speaking

Control – free / guided

Level – beginners

Time – 5 minutes

Materials– a set of pictures of various cars with number plates

Preparation: You need a set of pictures of cars, one for each student /See Appendix, p.29/. Join the pictures into pairs and assign the same number plate to each pair /e.g. JKC – 28 – 36/.

Procedure: Give one picture to each student. The students walk round the classroom asking questions about the number plates of their schoolmates. They'll sit together at the desk as soon as they find the same number. The first pair is the winner.

Variations : The students are given the cars with some similarities in their number plates. They have to form groups according to them e.g. the third letter of the number plate must be the same, the first number must be the same etc.

I used this game in Project English I, Project 2 /My Penfriend/ for the first time. At the beginning of the lesson I divided the class into two teams and we played the game suggested by the author in Exercise 3. I chose one pupil from Team 1. The pupil chose a word and said:'What have I got in my bag beginning with ...?' The members of Team 2 had to discover the word by suggesting possible answers. When Team 2 was

successful, the teams changed their position.

After the game the pupils worked in pairs. They copied and completed the table from Exercise 4. Then the students were given the pictures of cars and we played the car game for about five minutes. In the course of the game the students formed pairs at random and they continued with pair work in Exercise 5.

Younger pupils especially like to play the game. It offers a good possibility to revise the spelling of the whole alphabet and the numbers from 1 to 99 very quickly. The other advantage of the game is a good chance to form pairs or groups of various numbers at random whenever the teacher needs to do it for other activities in the lessons.

THE GOOD OLD DAYS

Language - revision of vocabulary items, negative and positive form of past simple tense

Skills - writing, speaking

Control - guided

Level - beginners / intermediate

Time - 15-20 minutes

Materials- set of pictures, a piece of paper for each student

Preparation: The teacher needs to collect several sets of pictures e.g.means of transport /car, bicycle, tram, balloon, plane, horse/, clothes /jeans, trousers, dress, tights, vest, trainers, shorts, bra/, musical instruments /piano, guitar, electric guitar, saxophone, keyboard/, sports /football, windsurfing, volleyball, hockey/, various objects /TV set, radio, taperecorder, typewriter, pen/.

Procedure: Divide the class into groups of 3-4 pupils. Put the pictures on the tables. Give each group a sheet of paper with

the instructions and questions:'Find at least two objects that people didn't use 100, 50 years ago. What people didn't /couldn't/ do 50-100 years ago? What did /could/ people do 50 years ago but didn't /couldn't/ do 100 years ago? 'Pupils walk round the tables. They look at the pictures and take down notes. After few minutes they sit down and formulate their statements. They discuss their statements in groups and then write them in a form.

I placed this activity in Project English I, Project 7 /The Good Old Days?/. At the beginning of the lesson the pupils revised the grammar, they completed the sentences in Exercise 2. Then the students gave their answers to Exercise 3. They had to prepare them as a homework.

Afterwards the lesson continued with "The good old days" activity. Students gave various answers e.g. 'People didn't use planes 100 years ago. They didn't wash cars 100 years ago. They could listen to the radio 50 years ago but they couldn't listen to the radio 100 years ago.' At the end the leaders of the teams put their statements in the form on the blackboard and we discussed them.

The activity combines the input vocabulary from the previous lessons with new grammar. I can say that the most suitable from the materials were means of transport, clothes and objects like taperecorder, TV set and radio. The students were able to answer the questions quite well. Little problems seemed to appear when they spoke and wrote about people's activities. They were probably caused by little familiarity especially with the irregular verbs. The teacher could use cards with words instead of pictures to make the activity easier.

Another problem of this activity is its duration. It is

possible to shorten it by using fewer pictures. If the students have fewer pictures the work would be easier but I think that their answers would be less interesting, too. From this point of view the best solution is to give them more pictures and to limit the time of observing.

THE ROYAL FAMILY

Language - vocabulary of the family relationship

Skills - reading

Control - free to guided

Level - post-beginners / lower intermediate

Time - 15-20 minutes

Materials- photographs of the members of the British royal family, the schema of a family tree /It is practical to place the materials in an envelope, one for each group./

Preparation: You need the photos of the members of the British royal family. You can cut them out from various magazines and make as many copies as necessary. Every group of students must have the same set /See Appendix, pp. 30-31 /. Write short descriptions of the persons on the separate strips of paper and short descriptions of their relationship. Make a schema of a family tree.

Procedure: Stick the strips of paper with the descriptions on the walls of the classroom. Divide the class into groups of 3-4. Give the students the materials. The task is to fill the names in the schema and make a family tree from the photos. Students walk round the walls and read the descriptions. They can cooperate in the groups. The first one is the winner.

I placed this game in Project English II, Issue 6 /Snapshots/. Before the lesson I stuck the strips of paper on

the walls. In the previous lesson we spoke about London and we played the cassette /Item 1/. I briefly revised the previous lesson and we played the cassette again. The students gave answers to 'Language Corner'. Then I showed them several pictures of London and they had to guess what buildings were in the pictures. The last one was Buckingham Palace. Then we started to speak about the Queen and her family. I divided the class into groups of four and gave them the materials in envelopes. I explained the task and the students started to walk round the walls.

I gave them these clues on the strips:

1. The Queen is the oldest woman in the pictures. She is wearing a hat. She is smiling in a very friendly manner. Her name is Elizabeth II.
2. Prince Phillip is wearing a dark jacket, white shirt and a tie with stripes.
3. The young lady going down the stairs is Princess Diana.
4. Prince Charles is the gentleman wearing dark suit. He is putting his left hand in the pocket of his jacket.
5. The two boys wearing school uniforms and caps are Prince Harry and Prince William.
6. The only man playing a sport in the pictures is Prince Edward. You can see a bow in his hands.
7. The lady in a dark dress is Princess Anne. She doesn't seem to be very happy in the picture.
8. Prince Harry and Prince William are Charles and Diana's sons.
9. Prince Phillip is the Queen's husband.
10. Prince Charles and Prince Edward are the Queen's sons.
11. Princess Anne is Prince William's aunt.

The students put the names in the schema and made a family

tree from the pictures. At the end I briefly checked their work. I asked a few questions e.g. 'Who is Prince Harry's uncle? Who is Prince William's grandmother?' etc.

This activity is very interesting for the pupils. It is connected with real life. Pupils know something about the Queen but they usually do not know much about the royal family and this game can give them more information. The most surprising fact for them is that the British call the Queen's husband Prince instead of King.

Besides the relationship vocabulary we can revise the clothes and other items. A few unknown words /e.g. suit, hat, cap, bow/ can be explained after the activity or the students can guess their meaning from the context, which is usual according to my experience.

Although the preparation of this game is more demanding, the teacher can use it several times in variations. It can replace Exercise 3 in Project English II, Issue 1 /Alex Haley's Family/, which seems to be difficult for less talented students. On the other hand, the teacher can enrich it and add another relationship vocabulary /e.g. in-laws/ for gifted and clever students. It can be adapted for other famous families. The teacher can also read the clues instead of sticking them on the walls. It is a less demanding variation that concentrates on listening.

BLIND MAN'S GAME

Language - using the present continuous, past continuous and past simple tenses, verbs of action

Skills - listening and speaking

Control - guided

Level - beginners/intermediate

Time - 10 minutes

Materials- none

Preparation: Write down a list of actions on a piece of paper e.g. open / close the door/window/, clean the blackboard, write on the blackboard, walk across the room, clap the hands, sing a song, switch on / off the lights etc. Put the activities in short sequences e.g. walk across the room, open the door, go out and close the door.

Procedure: The students close their eyes and put their heads on their arms so as not to see anything. The teacher calls one of them, shows him/her an action from the list and asks him/her to do it. For example, the teacher asks the student to write several words on the blackboard. While the student is writing, the rest of the class is listening to the sounds and the teacher asks:'What is he/she doing?' The students' task is to listen and interpret what they can hear.

Variation: The teacher gives the student a sequence of actions written on a piece of paper and asks him/her to do it, e.g. Go to the teacher's desk, take a piece of chalk, write the names of the days and then clean the blackboard. The rest of the class has to listen to the whole sequence and to describe the actions in the correct order,e.g. He/she was going to the teacher's desk, he/she took a piece of chalk, he/she was writing on the blackboard etc.

The game was adapted from Games for Language Learning by Andrew Wright /1991:92/.

I put this game in Project English II, Issue 2 /Children of Courage/.In the beginning of the lesson we checked the answers to Exercise 2b /the pupils did it as a homework/. Then I asked them a few questions about the picture in Exercise 5 and we played the cassette /Item 2/. I asked the pupils what the

people were doing and they said everything they could remember. I played the cassette again, stopped after each utterance and asked the pupils about the activity, that the people were doing. Then we played the BLIND MAN'S GAME. We started with simple actions like going, sitting, writing to revise the present continuous. Afterwards I gave the individual pupils the sequences of actions to practice the past simple and past continuous tenses.

The game is suitable for revision of vocabulary that the students know very well because of its usage in organising the lessons but in this game they have to use them in connection with the new grammar. I used both variations to show the pupils the difference between the present and past continuous tenses.

I find this activity very attractive for children. They like to participate both as the listeners and the actors. It is important that everyone in the classroom must cooperate. The only problem that I had to solve was in the technique of playing. If the pupils put their heads on the arms, it was difficult to understand their answers. Therefore I asked them to put their hands on their faces instead.

FIND SOMEONE WHO

Language - names of the school subjects, making questions with 'Are you afraid of ...?'

Skills - speaking, writing

Control - guided

Level - beginners

Time - 15-20 minutes

Materials- questionaires

Preparation: You need to prepare a form for a questionnaire with the names of the school subjects /See Appendix, p.32/ one

for each student.

Procedure: Divide the class into groups of 3-5 so that you have 2 or 4 groups in the class and give a form to each student. The task is to find someone from the other group who is afraid of Maths, English, Geography etc. If you have 4 groups, the students from groups A and B interview each other and the students do the same in groups C and D. Pupils walk around, ask questions and fill in forms. After a few minutes the groups sit together and they make a survey to find what subjects pupils from the other group are afraid of. In the end the groups report their findings and the teacher makes a survey on the blackboard to show what school subjects are the most feared and why.

I used the activity in Project English I, Project 6 /Animals/. At the beginning I checked the homework. Pupils had to complete the sentences to the pictures from Exercise 3. Afterwards I divided the class into groups of 4. I played the cassette /Item 6/, the students listened and tried to decide what animal it was. They discussed their answers in groups and then I played the cassette again and the 'bosses' of the groups gave their answers.

After the Exercise 4 the students stayed in groups, they were given the forms and we did the Find someone who activity. It was a long time activity and took the rest of the lesson.

I had two reasons to add this game. It is an ideal possibility for revision of the school subjects vocabulary that had been learned many weeks ago /in Project 2/. The names of the school subjects are closely connected with the students' lives and so the students are naturally interested in them. They also had to give reasons for their answers. It was the most difficult part of the activity because of the number of

vocabulary they had learned. The most frequent reasons were 'Idon't like it' and 'It is difficult'.

I placed it in the lesson instead of Your project activity that involves the same vocabulary as Exercise 4. That is why I decided to let the pupils to do the Project activity as a homework.

DETECTIVE GAME

Language - positive and negative forms of the past tense of the irregular verbs

Skills - speaking, listening

Control - free / guided

Level - lower intermediate

Time - 5-10 minutes

Materials- none

Preparation: Prepare a list of sentences using irregular verbs.

Procedure: One of the students is a detective amd goes out of the room. One of the students in the classroom is given a name of an unreal student, e.g. Bob. The student is accused of making a 'crime', for instance, writing his homework at school. The detective returns back and accuses any student:'Did you write your homework at school?' The accused student answers:'No,I didn't /write it/. Bob wrote it.' The detective watches the students to detect the 'criminal' from the behaviour. Then he accuses another student and the procedure repeats untill Bob is found. Afterwards 'the criminal'goes out and another student is accused of making a 'crime'.

Other possible 'crimes': 'Did you break the window/ eat my breakfast/leave the school yesterday/come late/drink my tea/wear jeans yesterday?'

The game was adapted from Five-Minute Activities by Ur and

Wright /1992:16/.

I put the game in Project English II, Issue 2 /Hot Dog and Cool Cat/. The whole story is connected with the theme of the detective's work. Therefore I think it suits well.

The game is acceptable for revision of the irregular verbs. Pupils usually have difficulties in using positive and negative forms. In this game they must use them several times. It is in fact a kind of a drill but the pupils do not feel the game as a drill.

The game can be played in a little group of students /7-10/. If there are more than 10 students in the class the teacher can divide the class into 2 groups. Every group has its own detective.

SUITCASE GAME

Language - describing objects, identifying objects from their descriptions, using adjectives, verbs and nouns, using phrases like 'You have got...''You can ...'

Skills - listening and speaking

Control - free / guided

Level - post-beginners / lower intermediate

Time - 10-15 minutes

Materials- a little suitcase, word cards

Preparation: Make a little suitcase-like box from the paper and fill it with a set of word cards.

Procedure: Divide the class into two teams. Choose one student to be a moderator of the game. One representative from each team comes and stands in front of the blackboard facing his/her team. The moderator takes one card from the suitcase and writes it on the blackboard so that only members of the teams can see it. Their task is to make a description to help

their representative to guess the word. Team A begins but if their representative's answer is wrong then team B takes a turn. The teams work by turns until one of their representatives gives the right answer. Afterwards the teams change their representatives and the moderator takes another word from the suitcase. The next round team B begins.

E.g.: The moderator writes: pencil.

Team A: You have got it in your school bag.

Representant A: A book.

Moderator: No.

Team B: You can write with it.

Representant B: A pencil.

Moderator: One point for team B.

I used this game several times with various sets of vocabulary. The first possibility to use this activity is in the end of Project 3 /Our Town/ because the students need to know the language for the organisation of the game /It's your turn.One point for you./. Beside that they must have some experience in using verbs --have got-- and --can--.

For the first time I used this set of vocabulary: pencil, pen, textbook, camera, watch, television, postcard and letter. The pupils know the vocabulary from the previous projects and they are able to use them in simple sentences. The second opportunity of using the game was in the end of Project 4 /Time/. I used the names of buildings for revision /station, disco, clothes shop, hotel, swimming pool, market, bank, cinema, post office/. The pupils had learned the vocabulary several weeks before in Project 3 /Our Town/. I made the game easier for the pupils by announcement of the topic before the start.

The popularity of the game brought me to the idea of

placing it in the end of every project. I tried to use the sets of vocabulary with the abstract names and the names of activities but I found that it made the game too difficult for the beginners and lower intermediate students. It worked well with the concrete names.

The advantage of the game is its knowledge from our TV. It is, in fact, a variation of the TV competition, very popular among the pupils. The students know the rules from TV and the teacher need not explain very much. In addition, every repetition of the game with another set of vocabulary is a good opportunity for the teacher to observe the increasing ability of using the language.

COFFEEPOTTING

Language - names of activities and questions about them

Skills - listening, speaking

Control - guided

Level - beginners / lower intermediate

Time - 5-10 minutes

Materials- none

Preparation: You need several cards with the names of activities, for example, household activities /ironing clothes, making the beds, setting the table, washing up, cooking/, free time activities /watching TV, listening to the radio, reading books/, sports /playing football, skiing, windsurfing/ etc.

Procedure: Divide the class into two groups of different sizes. According to my experience, the most adequate number of students in the smaller group is three. The smaller group sits facing the rest of the class. Then the teacher showes all the members of the smaller group a card with an activity /e.g.windsurfing/ written on it. The members of the bigger

group have to guess that activity. They can only ask questions using the substitute nonsense verb 'to coffeepot', e.g. 'Can I coffeepot at school? Is coffeepotting a school subject?'. They can ask whatever questions except the direct question 'What is coffeepotting?'. The pupils in the smaller group have to give correct answers but they can give evasive answers too if it is necessary. As soon as a student from the bigger group thinks that he/she has found the verb, he whispers it to the teacher and /if it is correct/ joins the smaller group. The game is finished when the number of the students in the smaller group doubles. New members form a new answering group and the original members return back to the questioning group. Then the game continues with a new activity.

This game was overtaken from Keep Talking by Klippel /1984:63/.

The game is suitable for revision of the verbs. I put it in Project English I, Project 5 /Family Life/. After Exercise 4 /guessing game/ I suggested the pupils to play other guessing game. I used these activities: playing football, playing volleyball, skiing and windsurfing. The beginning seemed to be too difficult for pupils. So I decided to help them. I told them the topic -- sports. Then the guessing was very easy for them because there were few possibilities.

In another lesson I tried to play the game once more with the other group of students. I mixed the vocabulary sets /reading books, watching TV, skiing and windsurfing/ and announced the topic -- sports and other free time activities. This way of presenting the game seemed to be more acceptable for my students. They knew the topic but did not know too much.

The pupils accepted the game quite well. During explaining the rules I found that they knew the game in Czech. After this

finding there were not too much to be explained. They only had to remember the nonsense verb 'coffeepotting'.

VII. Conclusion

Recycling vocabulary is an important component in the teaching process. In addition to its importance for the students it is useful for the teacher to devote a certain time to recycling. It affords a good possibility for the teacher to look backward. It functions as a kind of feedback that enables the teacher to check the amount of vocabulary that had been learned and kept by the students in their memories. The difficulties that appear in the recall can direct the teacher's attention to the fact that the teaching strategy and the methods used in the previous process were not correct.

It is very difficult to follow all the rules in using the additional activities, sometimes it is almost impossible. I suppose that the most important of the rules is the timing. Regular repeating of the vocabulary set about one month after its original input seems to be substantial for its retention. From this point of view the placing of FIND SOMEONE WHO activity with the names of the school subjects was wrong. The pupils had problems with the recall of the names because the time between input and recycling was too long. From the other rules especially the pupils' motivation is important. It is useful if the game is connected in some way with the topic that is on the programme of the lesson. I think that especially DETECTIVE GAME, THE ROYAL FAMILY and THE GOOD OLD DAYS fulfil this requirement quite well.

Some games and activities are demanding for preparation of the materials /THE ROYAL FAMILY, THE GOOD OLD DAYS/ but the teacher can use the materials several times in various

activities.

The last two games /SUITCASE GAME and COFFEEPOTTING/ can be repeated regularly after a certain time with various sets of vocabulary. The teacher can give points to the winners and prepare a long-term competitions for the students.

I tested at least one possibility of use for every activity but I am sure that every activity can be added to various parts of the textbook. The survey /See Appendix, p.33/ suggests some other possibilities.

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APPENDIX

Leasing
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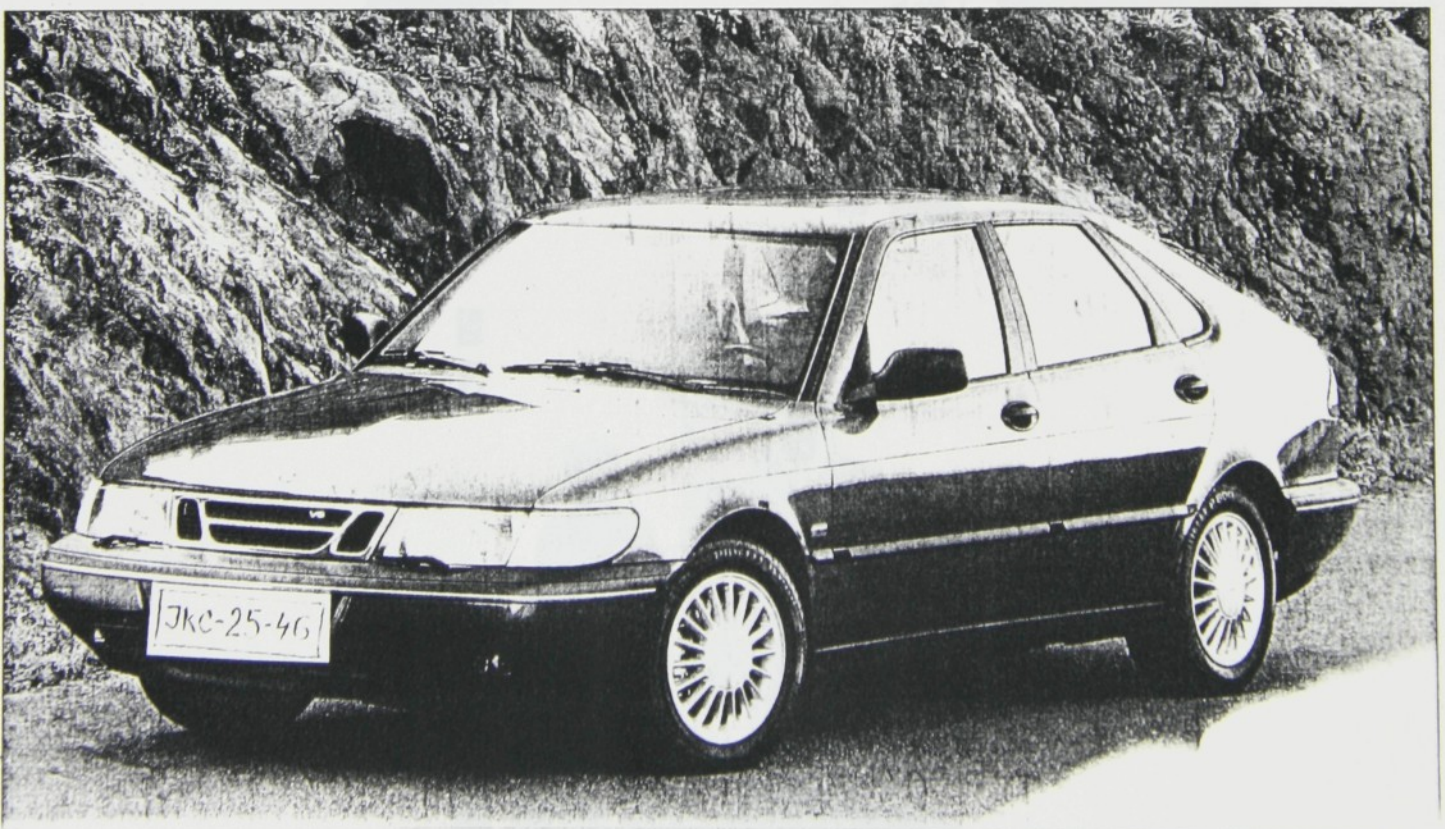
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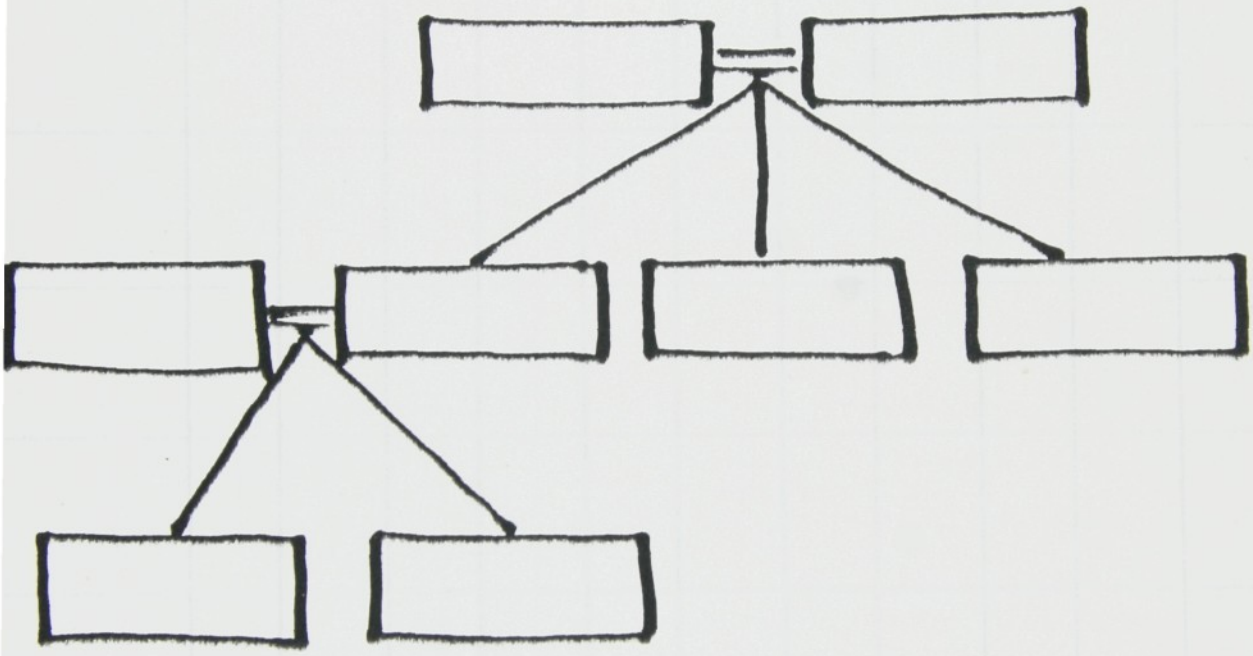
THE ROYAL FAMILY TREE



Are you afraid of

Name	Maths		Geography		History		Music		English		Why ?
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

GAME/ACTIVITY	USE
CAR GAME	PE I /My Penfriend/, p.21 PE I /Rebecca's Project/, p.29
THE GOOD OLD DAYS	PE I /The Good Old Days?/, p.83 PE II /Times Have Changed/, p.58 PE II /The Fire of London/, p.73
THE ROYAL FAMILY	PE II /Snapshots/, p.68 PE II /Alex Haley's Family/, p.13
BLIND MAN'S GAME	PE II /Children of Courage/, p.17 PE II /Times Have Changed/, p.57 PE I /Tony's Week/, p.79
FIND SOMEONE WHO	PE I /Animals/, p.65 PE II /Save the Whales/, p.64
DETECTIVE GAME	PE II /Hot Dog and Cool Cat/, p.23 PE I /Accidents/, pp. 79-80
SUITCASE GAME	PE I /Explore with Mickey, Millie and Mut/, p.36 PE I /Millie and the Time Machine, p.48 The game can be used /with various sets of vocabulary/ in the end of every project.
COFFEEPOTTING	PE I /Family Life/, p.53 PE I /People or Machines/, p.56 The teacher can use the game repeatedly whenever there is a left time in any lesson.