

# Talk a Lot

## Big Word Game

### Instructions

The Big Word Game is based on either the list of 50 questions (see page 5.15), or the set of 50 cards with the same questions printed on them (see pp.5.23-5.28), to be used in conjunction with a set of discussion word cards from any Talk a Lot topic – or any word list that you want to study. The question cards could be laminated for durability, if possible.

There are a few different ways for you to use the questions. Here we outline some of the methods that we like, for both competitive and non-competitive activities. No doubt you and your students will be able to think of further variations and more ways to utilise the questions!

The first time you use this activity with your class, you may need to concept check some of the more difficult questions to make sure that your class understands them, e.g. “How many consonant clusters does this word contain?” This is an impossible question for a student to answer, unless they have learned what a “consonant cluster” is! See the notes for teachers on pp.5.17-5.19 to check what students need to know to be able to answer each question.

The following activities are ideal for use during the word focus sessions on a Talk a Lot lesson plan; as warmers at the beginning of a lesson, or as the basis of some competitive fun at the end of a busy lesson. It’s up to you what you want to do with them!

*With grateful thanks to M. for her invaluable help and encouragement in trialling this activity, and for providing some of the questions. Dziękuję! ;o)*

### Competitive Game #1: Question Cards – Pairs

#### SET UP:

Students work in pairs. A set of 40 discussion words (or your chosen vocabulary words) is spread out on the table in front of them, so that they can both see all of the words. There is also a pack of shuffled question cards face down on the table. You should use only the first 40 question cards (in black type) for competitive games, and all 50 cards (including the last ten in blue type) for non-competitive activities. Each player has 20 tokens – or coins – which they will use to “buy” questions during the game. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

#### HOW TO PLAY:

Player A chooses a discussion word, but does not touch it or say what it is. Player B then “buys” a question card by giving one token to their opponent.<sup>1</sup> To buy a question card costs one token. Player B picks up the top card from the pack and reads out the question. Player A has to answer truthfully about the word that they have chosen. Player B then tries to guess the word. To have a guess costs one token. If Player B can’t guess the word, they can buy another question for one token. This continues until they guess the word, or “give up” and Player A reveals the word. To “give up” costs two tokens. After this, the roles are reversed and Player B chooses a word, whilst Player A has to buy questions and guesses.

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<sup>1</sup> Or, if you are using the question list, Player A chooses a number between 1-40, which Player B reads out (i.e. Player B cannot choose their own – perhaps easier! – question), and then tries to guess Player A’s word. Player B still has to “buy” the question from their partner.

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#### WINNING:

The game ends when one player has used up all of their tokens. The winner is the player who still has tokens. Therefore the winner is the person who buys the least questions and guesses. Variation: you could agree a set time for the game – e.g. 15 minutes – and when the time has finished, the winner is the player with the most tokens left.

#### BENEFITS:

Both students are working with the vocabulary words and thinking about a wide range of topics and techniques connected with word focus.

#### EXAMPLE:

Here is an example of how a game might start, using the discussion words from the “Transport” unit in Elementary Book 1:

Player A: OK. I've chosen a word.  
Player B: Don't tell me!  
Player A: I won't. Don't worry!

*Player B buys a question card by giving one token to Player A.*

Player B: (Reading) “Is it a phrase or a word?”  
Player A: It's a phrase.

*This information eliminates all but six of the discussion words from the “Transport” unit. Player B buys a guess by giving one token to Player A.*

Player B: Is it “service station”?  
Player A: No.

*Player B buys a question card by giving one token to Player A.*

Player B: (Reading) “Describe this word using exactly four words.”  
Player A: OK. Leave your vehicle here.  
Player B: Car park!  
Player A: Yes. That's right.  
Player B: OK. Now I'll choose a word.

*Player B has chosen a word. Player A buys a question card by giving one token to Player B.*

[etc.]

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#### Competitive Game #2: Question List – Whole Class

##### SET UP:

This game is played by the whole class, or a large group of people, and uses the question list (see page 5.15) rather than the question cards.

##### HOW TO PLAY:

A volunteer is chosen from the group, who chooses one of the 40 discussion words (without revealing it) as well as a number from 1-40. The teacher reads out the question from the question list. The volunteer answers the question and the whole group have to look at the 40 words and find the answer. This continues, with each volunteer choosing three or four words, before the next student is picked. This could be used as a fun warmer at the beginning of a lesson, or as a short “time-filler”, or a wind-down, at the end of a lesson. It could be made more competitive by dividing the class into teams and giving points to each team when they correctly identify the word – not to mention offering prizes for the winning team, and forfeits for the losers, e.g. wipe the board!

##### WINNING:

The first team to 10 / 20 / 30 etc. wins. Or, within a time limit, the team with the most points at the end wins.

##### BENEFITS:

It's a fun and noisy group activity which everybody can play. Students will explore a variety of word focus themes from the Talk a Lot course, as well as continue to focus on the discussion words from the lesson or topic that they happen to be studying at that time.

#### Competitive Game #3: Question Cards – Quick Game

##### SET UP:

This is a simpler competitive game for two players, using the 40 question cards in black type (not the blue ones). All of the discussion word cards are lying face down spread across the table, in no particular order; and all of the question cards have been shuffled and are face down in a pack on the table. This game is random! Each player has 20 tokens – or coins. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

##### HOW TO PLAY:

Student A picks up any discussion word card and reads out the word or phrase, so that both students know the vocabulary word. Next they pick up a question card and have to perform the task given. If they can't, they have to give one token to Student B, who can also try to answer the question. If Student B can do it, Student A has to give them another token. Then they swap over, so that Student B picks up a discussion word card, reads it out loud, then picks up a question card and has to perform the task given – and so on.

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#### WINNING:

The game ends when one player has used up all of their tokens; the player who still has tokens left wins. Therefore the winner is the person who answers the most questions correctly. Variation: you could agree a time-limit for the game and, when the time is up, the player with the most tokens left is the winner. Note: the teacher may need to adjudicate / help when neither student is sure that the correct answer has been given!

#### BENEFITS:

A quick and fun activity for students working in pairs, focusing on the language of the topic and some of the general spoken English themes of the Talk a Lot course.

#### Competitive Game #4 – Board Game

#### SET UP:

This is a sit-down board game for 2-6 players, which uses the game board on page 5.29. You could print it (or photocopy it) so that it's bigger – e.g. A3 size instead of A4 – and therefore easier to use. You could also laminate it for durability, or even design your own game board along similar lines! You can use any group of vocabulary words, such as a set of discussion words from any of the Talk a Lot topics, e.g. "Animals" from Elementary Book 2. All players should be able to see all of the words at all times. You will need one counter for each player (e.g. a coin), and a dice or spinner with 1-6 on it. You will also need one set of question cards (questions 1-40 only), which should be shuffled and placed face downwards on the table.

#### HOW TO PLAY:

All players place their counters on the START square (#1). Each player throws the dice once. The player with the highest score goes first. This player throws the dice and moves their counter forward the same number of spaces as shown on the dice. If the space they land on is blank, the next player throws the dice, and so on. However, there are several "action" spaces, where the player has to do something. These are both positive and negative:

#### POSITIVE ACTION SPACES:

e.g. +2 = move forward x spaces, in this example two spaces

e.g. →12 = move forward to this number space on the board, in this example #12

Also, look out for two arrows which will take you forward several spaces!

#### NEGATIVE ACTION SPACES:

e.g. -2 = move back x spaces, in this example two spaces

e.g. ←17 = move back to this number space on the board, in this example #17

X = miss a turn – i.e. when it's their next turn to roll the dice, they don't play!

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Also, look out for two arrows which will take you back several spaces!

#### QUESTION SPACES:

- ? If a player lands on a question space they have to choose a word from the vocabulary words, and write it down, but keeping it secret from the other players. Another player takes a question card and asks the first player the question. The first player has to answer the question and the other players have to guess the word. If they can guess the word, the first player can move forward four spaces. Therefore, it's very much in the first player's interests to give as good an answer as possible. If they can't answer the question, or the other players can't guess the word, the first player must move back two spaces. It's in the interests of all the players to guess the words, because they all have to rely on each other to do this throughout the game. Therefore if one player doesn't guess your word, or deliberately jokes around and says the wrong word, you will be less disposed to guess their word correctly when *they* land on a question space!

#### WINNING:

The winner is the player who reaches the finish space – #100 – first.

#### BENEFITS:

The aim is to learn about and talk about the chosen vocabulary words and to practise different ways of thinking about them within a fun, competitive, and structured team activity.

#### Competitive Game #5 – Talk a Lot Bingo!

##### SET UP:

See p.5.30 for full instructions.

#### Non-Competitive Activity #1: Analyse a Set of Words

##### SET UP:

Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be done using either the question list or the question cards.

##### METHOD:

Students simply analyse a specific group of words. The words could be part of a vocabulary set, a complete set of 40 discussion words, or words that the students (or the teacher) have chosen to look at, e.g. a set of eight specific discussion words. Perhaps they could be words that the group has had the most problems with in terms of pronunciation or spelling during the unit. Students select a word from the word set and a question from the question cards (or

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question list) – either at random or from a group of questions that they (or the teacher) have specifically chosen to study. For example, if you wanted to focus on spelling you could use only the question cards from the question category of “spelling”. (See the question list “categories” version on page 5.16.) The teacher may set a time limit for this activity, and the focus should be on speaking out loud, via discussion of the words and the questions, although students may wish to write a few notes.

### Non-Competitive Activity #2: Analyse a Single Word

#### SET UP:

This is a great way to introduce the tasks on the question cards, and to fix any problems that students may have in understanding how to approach them. Students could work in pairs, in small groups, one to one with the teacher, or as a whole class with the teacher. This activity uses all 50 questions, and could be carried out using either the question list or the question cards.

#### METHOD:

This time, students analyse any word from the set of 40 discussion words (or any noun that they or the teacher has chosen). For example, from the “Films” unit in Talk a Lot Elementary Book 3, they might choose (or randomly select) the word “blockbuster”. Students go through as many questions as they want – or as time allows – and answer each one using the same word: “blockbuster”. There is an example of this activity on pp.5.20-5.22. Again, the teacher may set a time limit for this activity, or even set it for homework. The focus should be on speaking out loud during this activity, via discussion of the words and the questions, although, of course, students may want to write down some of their findings.

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### Question List (Mixed)

#:	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary.
2.	ASSOCIATION	Tell me a person that you associate with this word.
3.	COLLOCATION	Tell me an adjective that can go before this word.
4.	SOUNDS	Say only the consonant sounds in this word.
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
7.	COLLOCATION	Tell me a verb that can go before this word.
8.	MEANING	Describe this word using exactly four words.
9.	DRAWING	Draw the shape of this word.
10.	SPELLING	Are there more than four letters in this word?
11.	WORD	Does this word have an adjective form?
12.	SYLLABLES	How many syllables does this word have?
13.	MEANING	Tell me a word or a phrase that means the same as this word.
14.	ASSOCIATION	Tell me a place that you associate with this word.
15.	SOUNDS	How many individual sounds does this word have?
16.	WORD	Does it have a colour? If yes, what colour is it usually?
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
18.	SOUNDS	Say only the vowel sounds in this word.
19.	SPELLING	How many vowels are there in the spelling of this word?
20.	DRAWING	Draw this word with your eyes closed.
21.	SOUNDS	Tell me the third sound in this word.
22.	ASSOCIATION	Tell me an object that you associate with this word.
23.	SOUNDS	What is the vowel sound on the stressed syllable in this word?
24.	WORD	Does this word contain a suffix? If yes, what is it?
25.	SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
26.	SPELLING	What is the second letter of this word?
27.	MEANING	Is this word a person, place, or thing?
28.	SYLLABLES	Which syllable is stressed in this word?
29.	SPELLING	How many vowel clusters does this word contain?
30.	SOUNDS	Does this word contain a weak stress schwa sound? /ə/
31.	DRAWING	Your partner has to draw this word from your instructions.
32.	SPELLING	How many consonant clusters does this word contain?
33.	WORD	Is it a phrase or a word?
34.	ASSOCIATION	What's the first thing you think of when you hear or see this word?
35.	DRAWING	Draw a picture of this word without lifting your pen from the paper.
36.	SPELLING	Does the spelling of this word contain any double letters?
37.	WORD	Is this word a countable or uncountable noun?
38.	SPELLING	Are there any smaller words hidden within this word?
39.	SPELLING	How many consonants are there in the spelling of this word?
40.	WORD	Is this noun concrete or abstract?
41.	PRONUNCIATION	Say the letters of this word out loud.
42.	QUESTION FORMS	Write a wh- question that includes this word.
43.	WORD	Translate this word into your language. Is there any similarity or link?
44.	PRONUNCIATION	Say this word broken up into its different syllables.
45.	QUESTION FORMS	Write a yes/no question that includes this word.
46.	SPELLING	Write this word using the IPA.
47.	PRONUNCIATION	Say this word very quickly.
48.	SPELLING	Tell me the plural form of this word.
49.	SPELLING	Say the letters of this word out loud backwards.
50.	PRONUNCIATION	Say this word very slowly.

*Note: questions 1-40 are for the competitive games, whilst questions 41-50 (in blue type) are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*

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### Question List (Categories)

Question Category:	Question:
<b>WORD</b>	Say any word that comes before this word and after it in the dictionary.
<b>WORD</b>	Does this word have an adjective form?
<b>WORD</b>	Does it have a colour? If yes, what colour is it usually?
<b>WORD</b>	Does this word contain a suffix? If yes, what is it?
<b>WORD</b>	Is it a phrase or a word?
<b>WORD</b>	Is this word a countable or uncountable noun?
<b>WORD</b>	Is this noun concrete or abstract?
<b>WORD</b>	Translate this word into your language. Is there any similarity or link?
<b>ASSOCIATION</b>	Tell me a person that you associate with this word.
<b>ASSOCIATION</b>	Tell me a place that you associate with this word.
<b>ASSOCIATION</b>	Tell me an object that you associate with this word.
<b>ASSOCIATION</b>	What's the first thing you think of when you hear or see this word?
<b>COLLOCATION</b>	Tell me an adjective that can go before this word.
<b>COLLOCATION</b>	Tell me a verb that can go before this word.
<b>SOUNDS</b>	Say only the consonant sounds in this word.
<b>SOUNDS</b>	Tell me a word that rhymes with this word, or that sounds similar.
<b>SOUNDS</b>	How many individual sounds does this word have?
<b>SOUNDS</b>	Say only the vowel sounds in this word.
<b>SOUNDS</b>	Tell me the third sound in this word.
<b>SOUNDS</b>	What is the vowel sound on the stressed syllable in this word?
<b>SOUNDS</b>	What kind of sound does this word begin with and end with – vowel or consonant?
<b>SOUNDS</b>	Does this word contain a weak stress schwa sound? /ə/
<b>PRONUNCIATION</b>	Does this word have any silent letters? If yes, what are they?
<b>PRONUNCIATION</b>	Say the letters of this word out loud.
<b>PRONUNCIATION</b>	Say this word broken up into its different syllables.
<b>PRONUNCIATION</b>	Say this word very quickly.
<b>PRONUNCIATION</b>	Say this word very slowly.
<b>MEANING</b>	Describe this word using exactly four words.
<b>MEANING</b>	Tell me a word or a phrase that means the same as this word.
<b>MEANING</b>	Could I buy this thing? If yes, where could I buy it? How much would it cost?
<b>MEANING</b>	Is this word a person, place, or thing?
<b>DRAWING</b>	Draw the shape of this word.
<b>DRAWING</b>	Draw this word with your eyes closed.
<b>DRAWING</b>	Your partner has to draw this word from your instructions.
<b>DRAWING</b>	Draw a picture of this word without lifting your pen from the paper.
<b>SPELLING</b>	Are there more than four letters in this word?
<b>SPELLING</b>	How many vowels are there in the spelling of this word?
<b>SPELLING</b>	What is the second letter of this word?
<b>SPELLING</b>	How many vowel clusters does this word contain?
<b>SPELLING</b>	How many consonant clusters does this word contain?
<b>SPELLING</b>	Does the spelling of this word contain any double letters?
<b>SPELLING</b>	Are there any smaller words hidden within this word?
<b>SPELLING</b>	How many consonants are there in the spelling of this word?
<b>SPELLING</b>	Write this word using the IPA.
<b>SPELLING</b>	Tell me the plural form of this word.
<b>SPELLING</b>	Say the letters of this word out loud backwards.
<b>SYLLABLES</b>	How many syllables does this word have?
<b>SYLLABLES</b>	Which syllable is stressed in this word?
<b>QUESTION FORMS</b>	Write a wh- question that includes this word.
<b>QUESTION FORMS</b>	Write a yes/no question that includes this word.

*Note: the questions in blue type are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*



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### Question List – Notes for Teachers

#:	Question Category:	Question:
1.	WORD <i>Students need to know:</i>	Say any word that comes before this word and after it in the dictionary. <b>...about alphabetical order</b>
2.	ASSOCIATION <i>Students need to know:</i>	Tell me a person that you associate with this word. <b>...the context of the word.</b>
3.	COLLOCATION <i>Students need to know:</i>	Tell me an adjective that can go before this word. <b>...how to put together adjectives and nouns to make a phrase (adjective-noun collocation).</b>
4.	SOUNDS <i>Students need to know:</i>	Say only the consonant sounds in this word. <b>...how to identify consonant sounds in a word using the IPA, and how to pronounce them.</b>
5.	PRONUNCIATION <i>Students need to know:</i>	Does this word have any silent letters? If yes, what are they? <b>...that silent letters are letters which are in the spelling, but are not pronounced when the word is spoken.</b>
6.	SOUNDS <i>Students need to know:</i>	Tell me a word that rhymes with this word, or that sounds similar. <b>...the sound of the word; the phonetic spelling of the word; that words with the same or similar sounds rhyme.</b>
7.	COLLOCATION <i>Students need to know:</i>	Tell me a verb that can go before this word. <b>...how to put together verbs and nouns to make a phrase (verb-noun collocation).</b>
8.	MEANING <i>Students need to know:</i>	Describe this word using exactly four words. <b>...the meaning of the word.</b>
9.	DRAWING <i>Students need to know:</i>	Draw the shape of this word. <b>...how to draw around a word to show the shape of the word.</b>
10.	SPELLING <i>Students need to know:</i>	Are there more than four letters in this word? <b>...how to count the letters in a word.</b>
11.	WORD <i>Students need to know:</i>	Does this word have an adjective form? <b>...that some nouns have an adjective form.</b>
12.	SYLLABLES <i>Students need to know:</i>	How many syllables does this word have? <b>...how to identify syllables in a word.</b>
13.	MEANING <i>Students need to know:</i>	Tell me a word or a phrase that means the same as this word. <b>...the meaning of the word, and how to look for synonyms in a dictionary or thesaurus.</b>
14.	ASSOCIATION <i>Students need to know:</i>	Tell me a place that you associate with this word. <b>...the context of the word.</b>
15.	SOUNDS <i>Students need to know:</i>	How many individual sounds does this word have? <b>...how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.</b>
16.	WORD <i>Students need to know:</i>	Does it have a colour? If yes, what colour is it usually? <b>...what the word looks like.</b>
17.	MEANING <i>Students need to know:</i>	Could I buy this thing? If yes, where could I buy it? How much would it cost? <b>...the context of the word.</b>
18.	SOUNDS <i>Students need to know:</i>	Say only the vowel sounds in this word. <b>...how to identify vowel sounds in a word using the IPA, and how to pronounce them.</b>
19.	SPELLING <i>Students need to know:</i>	How many vowels are there in the spelling of this word? <b>...how to identify vowels in a word.</b>
20.	DRAWING <i>Students need to know:</i>	Draw this word with your eyes closed. <b>...what the word looks like.</b>
21.	SOUNDS <i>Students need to know:</i>	Tell me the third sound in this word. <b>...how to identify individual sounds (phonemes) in a word, using the IPA spelling of the word.</b>
22.	ASSOCIATION <i>Students need to know:</i>	Tell me an object that you associate with this word. <b>...the context of the word.</b>

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23.	SOUNDS <i>Students need to know:</i>	What is the vowel sound on the stressed syllable in this word? <b>...how to find the stressed syllable in a word and then identify its vowel sound.</b>
24.	WORD <i>Students need to know:</i>	Does this word contain a suffix? If yes, what is it? <b>...how to identify suffixes (the part at the end of a word that is common to lots of other words).</b>
25.	SOUNDS <i>Students need to know:</i>	What kind of sound does this word begin with and end with – vowel or consonant? <b>...how to identify individual sounds in a word, and know whether they are vowel or consonant sounds.</b>
26.	SPELLING <i>Students need to know:</i>	What is the second letter of this word? <b>...how to count letters in a word.</b>
27.	MEANING <i>Students need to know:</i>	Is this word a person, place, or thing? <b>...the meaning of the word.</b>
28.	SYLLABLES <i>Students need to know:</i>	Which syllable is stressed in this word? <b>...how to identify the stressed syllable in a word.</b>
29.	SPELLING <i>Students need to know:</i>	How many vowel clusters does this word contain? <b>...how to recognise vowel clusters (groups of two or more vowels that occur together in the spelling of the word).</b>
30.	SOUNDS <i>Students need to know:</i>	Does this word contain a weak stress schwa sound? /ə/ <b>...that in English there is a weak stress sound called a "schwa", which looks like this in the IPA: /ə/</b>
31.	DRAWING <i>Students need to know:</i>	Your partner has to draw this word from your instructions. <b>...what the word looks like, and how to describe it so that their partner can draw it, and guess the word from their own drawing.</b>
32.	SPELLING <i>Students need to know:</i>	How many consonant clusters does this word contain? <b>...how to recognise consonant clusters (groups of two or more consonants that occur together in the spelling of the word).</b>
33.	WORD <i>Students need to know:</i>	Is it a phrase or a word? <b>...the difference between a phrase (two or more words together, e.g. "post office") and an individual word (e.g. "park").</b>
34.	ASSOCIATION <i>Students need to know:</i>	What's the first thing you think of when you hear or see this word? <b>...the meaning of the word.</b>
35.	DRAWING <i>Students need to know:</i>	Draw a picture of this word without lifting your pen from the paper. <b>...what the word looks like.</b>
36.	SPELLING <i>Students need to know:</i>	Does the spelling of this word contain any double letters? <b>...how to identify double letters in the spelling of a word, i.e. two of the same letters that occur together in the spelling of a word, (e.g. "school").</b>
37.	WORD <i>Students need to know:</i>	Is this word a countable or uncountable noun? <b>...that nouns can be countable (e.g. one table, two tables) or uncountable (e.g. some bread, but not two breads).</b>
38.	SPELLING <i>Students need to know:</i>	Are there any smaller words hidden within this word? <b>...that sometimes a word can contain another, shorter word. For example, in the word "qualification" we can find the shorter word "cat".</b>
39.	SPELLING <i>Students need to know:</i>	How many consonants are there in the spelling of this word? <b>...how to identify consonants in a word.</b>
40.	WORD <i>Students need to know:</i>	Is this noun concrete or abstract? <b>...that nouns can be concrete, e.g. something that we can see and touch, like "bag", or abstract, e.g. we cannot see them or touch them because they're concepts, like "music" or "happiness".</b>
41.	PRONUNCIATION <i>Students need to know:</i>	Say the letters of this word out loud. <b>...how to say the letters of the alphabet.</b>
42.	QUESTION FORMS <i>Students need to know:</i>	Write a wh- question that includes this word. <b>...how to make wh- question forms.</b>

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43.	<b>WORD</b> <i>Students need to know:</i>	Translate this word into your language. Is there any similarity or link? <i>...how to translate the word into their own language, and how to look for links in spelling and/or origin. For example, the English word "hospital" has a similar form in Polish: "szpital".</i>
44.	<b>PRONUNCIATION</b> <i>Students need to know:</i>	Say this word broken up into its different syllables. <i>...how to identify syllables in a word.</i>
45.	<b>QUESTION FORMS</b> <i>Students need to know:</i>	Write a yes/no question that includes this word. <i>...how to make yes/no questions, e.g. "Is...?" or "Has...?" etc.</i>
46.	<b>SPELLING</b> <i>Students need to know:</i>	Write this word using the IPA. <i>...how to write a word using the IPA (International Phonetic Alphabet) spelling rather than the regular dictionary spelling.</i>
47.	<b>PRONUNCIATION</b> <i>Students need to know:</i>	Say this word very quickly. <i>...how to pronounce each syllable of the word quickly, whilst maintaining the stress of the word.</i>
48.	<b>SPELLING</b> <i>Students need to know:</i>	Tell me the plural form of this word. <i>...that with many nouns in English we put an "s" at the end of the word to make the plural form, whereas other groups of nouns have different irregular plural forms, e.g. one glass, two glasses; one child, two children, etc.</i>
49.	<b>SPELLING</b> <i>Students need to know:</i>	Say the letters of this word out loud backwards. <i>...how to say the letters of the alphabet.</i>
50.	<b>PRONUNCIATION</b> <i>Students need to know:</i>	Say this word very slowly. <i>...how to pronounce each syllable of the word slowly, whilst maintaining the stress of the word.</i>

# Talk a Lot

## Big Word Game

### Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:


#:	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary. <b>“Dog” comes before this word, and “grape” comes after it. [Therefore the word in question must be somewhere between “dog” and “grape” in the dictionary.]</b>
2.	ASSOCIATION	Tell me a person that you associate with this word. <b>A worker.</b>
3.	COLLOCATION	Tell me an adjective that can go before this word. <b>“Permanent.”</b>
4.	SOUNDS	Say only the consonant sounds in this word. <b>The consonant sounds are: /m/ /p/ /l/ /m/ /n/ /t/</b>
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they? <b>No.</b>
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar. <b>“Enjoyment” rhymes with this word.</b>
7.	COLLOCATION	Tell me a verb that can go before this word. <b>“To accept” could go before this word.</b>
8.	MEANING	Describe this word using exactly four words. <b>“Do this every day.”</b>
9.	DRAWING	Draw the shape of this word. <b>[The student has to draw the outline shape of the word. In a competitive game, don’t write the word – let your partner guess it!]</b> 
10.	SPELLING	Are there more than four letters in this word? <b>Yes.</b>
11.	WORD	Does this word have an adjective form? <b>Yes. [The adjective form is “employed”; but in a competitive game, don’t say the adjective form!]</b>
12.	SYLLABLES	How many syllables does this word have? <b>Three. [“em - ploy - ment”; but in a competitive game, don’t say them!]</b>
13.	MEANING	Tell me a word or a phrase that means the same as this word. <b>“Work.”</b>
14.	ASSOCIATION	Tell me a place that you associate with this word. <b>An office.</b>
15.	SOUNDS	How many individual sounds does this word have? <b>Nine: /l m p l ɔɪ m ə n t/</b>
16.	WORD	Does it have a colour? If yes, what colour is it usually? <b>No. [Because it’s an abstract noun.]</b>
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost? <b>No. [Because it’s an abstract noun.]</b>
18.	SOUNDS	Say only the vowel sounds in this word. <b>The vowel sounds are:/ɪ/ /ɔɪ/ /ə/</b>
19.	SPELLING	How many vowels are there in the spelling of this word? <b>Three. [The vowels (letters) are: “e”, “o”, and “e”, but in a competitive game, don’t say them!]</b>

# Talk a Lot

## Big Word Game

### Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

20.	DRAWING	<p>Draw this word with your eyes closed.  <b>[This word is hard to draw because it’s an abstract noun, rather than something that you can see and touch. You could draw a contract, for example (as we have done below), or a CV, or a queue outside a job centre, etc. Try to think laterally!]</b></p> 
21.	SOUNDS	<p>Tell me the third sound in this word.          /p/</p>
22.	ASSOCIATION	<p>Tell me an object that you associate with this word.  <b>A wage packet, or a CV.</b></p>
23.	SOUNDS	<p>What is the vowel sound on the stressed syllable in this word?          /ɔɪ/ <b>Here is the full phonetic spelling:</b> /ɪm'plɔɪ.mənt/</p>
24.	WORD	<p>Does this word contain a suffix? If yes, what is it?  <b>Yes. The suffix is “ment”.</b></p>
25.	SOUNDS	<p>What kind of sound does this word begin with and end with – vowel or consonant?  <b>It begins with a vowel sound – /e/ – and ends with a consonant sound – /t/</b></p>
26.	SPELLING	<p>What is the second letter of this word?  <b>The second letter is “m”.</b></p>
27.	MEANING	<p>Is this word a person, place, or thing?  <b>It’s a thing.</b></p>
28.	SYLLABLES	<p>Which syllable is stressed in this word?  <b>The second syllable is stressed.</b></p>
29.	SPELLING	<p>How many vowel clusters does this word contain?  <b>None. [I.e. there aren’t two vowels together in the spelling of this word.]</b></p>
30.	SOUNDS	<p>Does this word contain a weak stress schwa sound? /ə/  <b>Yes: /ɪm'plɔɪ.m ə nt/</b></p>
31.	DRAWING	<p>Your partner has to draw this word from your instructions.  <b>[Your instructions could be:] “Draw a long line of people waiting outside an office [i.e. a job centre]. They look bored. Draw some pound notes or dollar bills coming from the office... etc.</b></p>
32.	SPELLING	<p>How many consonant clusters does this word contain?  <b>Three. [The consonant clusters are: <u>em</u><u>pl</u><u>me</u>, but in a competitive game, don’t say what they are!]</b></p>
33.	WORD	<p>Is it a phrase or a word?  <b>It’s a word.</b></p>
34.	ASSOCIATION	<p>What’s the first thing you think of when you hear or see this word?  <b>Jobs.</b></p>
35.	DRAWING	<p>Draw a picture of this word without lifting your pen from the paper.  <b>[See the answer to #20 above.]</b></p>
36.	SPELLING	<p>Does the spelling of this word contain any double letters?  <b>No. [I.e. there aren’t two of the same letters together in the spelling of this word.]</b></p>
37.	WORD	<p>Is this word a countable or uncountable noun?  <b>Uncountable. [E.g. “I’m looking for employment”, rather than “I’m looking for an employment, or two employments...” etc.]</b></p>

# Talk a Lot

## Big Word Game

### Question List – Sample Answers

Below are some sample answers based on the word “employment” from the “Life Events” unit in Elementary Book 2:

38.	SPELLING	Are there any smaller words hidden within this word? <b>Yes. [E.g. “ploy”, “me”, “men”, but in a competitive game, don’t say what they are!]</b>
39.	SPELLING	How many consonants are there in the spelling of this word? <b>Seven. [I.e. “m”, “p”, “l”, “y”, “m”, “n”, “t”, but in a competitive game, don’t say what they are!]</b>
40.	WORD	Is this noun concrete or abstract? <b>It’s an abstract noun.</b>
41.	PRONUNCIATION	Say the letters of this word out loud. <b>You should say: “E-M-P-L-O-Y-M-E-N-T”.</b>
42.	QUESTION FORMS	Write a wh- question that includes this word. <b>For example: “What kind of employment are you looking for?”</b>
43.	WORD	Translate this word into your language. Is there any similarity or link? <b>[Answers will vary. Look for a link – if there is one. For example, in French “employment” translates as “l’emploi”.]</b>
44.	PRONUNCIATION	Say this word broken up into its different syllables. <b>“EM-PLOY-MENT”</b>
45.	QUESTION FORMS	Write a yes/no question that includes this word. <b>For example, “Did you accept the offer of employment?” Answer: “Yes, I did”, or “No, I didn’t”.</b>
46.	SPELLING	Write this word using the IPA. <b>/ɪmˈplɔɪ.mənt/</b>
47.	PRONUNCIATION	Say this word very quickly. <b>[Answers will vary. The idea is to say the word as quickly as possible, but so that it can still be understood. Try to retain the correct stress and sounds.]</b>
48.	SPELLING	Tell me the plural form of this word. <b>There is no plural form. [Because this word is an uncountable noun.]</b>
49.	SPELLING	Say the letters of this word out loud backwards. <b>You should say: “T-N-E-M-Y-O-L-P-M-E”.</b>
50.	PRONUNCIATION	Say this word very slowly. <b>[Answers will vary. The idea is to say the word as slowly as possible, so that you can hear the individual sounds (phonemes) in the word. Try to retain the stress on the correct stressed syllable.]</b>

# Talk a Lot

## Big Word Game

Question Cards (Page 1 of 5)

<p style="text-align: center;"><b>WORD</b></p> <p>Say any word that comes before this word and after it in the dictionary.</p>	<p style="text-align: center;"><b>ASSOCIATION</b></p> <p>Tell me a person that you associate with this word.</p>
<p style="text-align: center;"><b>COLLOCATION</b></p> <p>Tell me an adjective that can go before this word.</p>	<p style="text-align: center;"><b>SOUNDS</b></p> <p>Say only the consonant sounds in this word.</p>
<p style="text-align: center;"><b>PRONUNCIATION</b></p> <p>Does this word have any silent letters? If yes, what are they?</p>	<p style="text-align: center;"><b>SOUNDS</b></p> <p>Tell me a word that rhymes with this word, or that sounds similar.</p>
<p style="text-align: center;"><b>COLLOCATION</b></p> <p>Tell me a verb that can go before this word.</p>	<p style="text-align: center;"><b>MEANING</b></p> <p>Describe this word using exactly four words.</p>
<p style="text-align: center;"><b>DRAWING</b></p> <p>Draw the shape of this word.</p>	<p style="text-align: center;"><b>SPELLING</b></p> <p>Are there more than four letters in this word?</p>
<p style="text-align: center;"><b>WORD</b></p> <p>Does this word have an adjective form?</p>	<p style="text-align: center;"><b>SYLLABLES</b></p> <p>How many syllables does this word have?</p>

# Talk a Lot

## Big Word Game

Question Cards (Page 2 of 5)

<p style="text-align: center;"><b>MEANING</b></p> <p>Tell me a word or a phrase that means the same as this word.</p>	<p style="text-align: center;"><b>ASSOCIATION</b></p> <p>Tell me a place that you associate with this word.</p>
<p style="text-align: center;"><b>SOUNDS</b></p> <p>How many individual sounds does this word have?</p>	<p style="text-align: center;"><b>WORD</b></p> <p>Does it have a colour? If yes, what colour is it usually?</p>
<p style="text-align: center;"><b>MEANING</b></p> <p>Could I buy this thing? If yes, where could I buy it? How much would it cost?</p>	<p style="text-align: center;"><b>SOUNDS</b></p> <p>Say only the vowel sounds in this word.</p>
<p style="text-align: center;"><b>SPELLING</b></p> <p>How many vowels are there in the spelling of this word?</p>	<p style="text-align: center;"><b>DRAWING</b></p> <p>Draw this word with your eyes closed.</p>
<p style="text-align: center;"><b>SOUNDS</b></p> <p>Tell me the third sound in this word.</p>	<p style="text-align: center;"><b>ASSOCIATION</b></p> <p>Tell me an object that you associate with this word.</p>
<p style="text-align: center;"><b>SOUNDS</b></p> <p>What is the vowel sound on the stressed syllable in this word?</p>	<p style="text-align: center;"><b>WORD</b></p> <p>Does this word contain a suffix? If yes, what is it?</p>



# Talk a Lot

## Big Word Game

Question Cards (Page 3 of 5)

<p style="text-align: center;"><b>SOUNDS</b></p> <p>What kind of sound does this word begin with and end with - vowel or consonant?</p>	<p style="text-align: center;"><b>SPELLING</b></p> <p>What is the second letter of this word?</p>
<p style="text-align: center;"><b>MEANING</b></p> <p>Is this word a person, place, or thing?</p>	<p style="text-align: center;"><b>SYLLABLES</b></p> <p>Which syllable is stressed in this word?</p>
<p style="text-align: center;"><b>SPELLING</b></p> <p>How many vowel clusters does this word contain?</p>	<p style="text-align: center;"><b>SOUNDS</b></p> <p>Does this word contain a weak stress schwa sound? /ə/</p>
<p style="text-align: center;"><b>DRAWING</b></p> <p>Your partner has to draw this word from your instructions.</p>	<p style="text-align: center;"><b>SPELLING</b></p> <p>How many consonant clusters does this word contain?</p>
<p style="text-align: center;"><b>WORD</b></p> <p>Is it a phrase or a word?</p>	<p style="text-align: center;"><b>ASSOCIATION</b></p> <p>What's the first thing you think of when you hear or see this word?</p>
<p style="text-align: center;"><b>DRAWING</b></p> <p>Draw a picture of this word without lifting your pen from the paper.</p>	<p style="text-align: center;"><b>SPELLING</b></p> <p>Does the spelling of this word contain any double letters?</p>

# Talk a Lot

## Big Word Game

Question Cards (Page 4 of 5)



<p><b>WORD</b></p> <p>Is this word a countable or uncountable noun?</p>	<p><b>SPELLING</b></p> <p>Are there any smaller words hidden within this word?</p>
<p><b>SPELLING</b></p> <p>How many consonants are there in the spelling of this word?</p>	<p><b>WORD</b></p> <p>Is this noun concrete or abstract?</p>
<p><b>PRONUNCIATION</b></p> <p>Say the letters of this word out loud.</p>	<p><b>QUESTION FORMS</b></p> <p>Write a wh- question that includes this word.</p>
<p><b>WORD</b></p> <p>Translate this word into your language. Is there any similarity or link?</p>	<p><b>PRONUNCIATION</b></p> <p>Say this word broken up into its different syllables.</p>
<p><b>QUESTION FORMS</b></p> <p>Write a yes/no question that includes this word.</p>	<p><b>SPELLING</b></p> <p>Write this word using the IPA.</p>
<p><b>PRONUNCIATION</b></p> <p>Say this word very quickly.</p>	<p><b>SPELLING</b></p> <p>Tell me the plural form of this word.</p>

# Talk a Lot

## Big Word Game

Question Cards (Page 5 of 5)

<p style="text-align: center;"><b>SPELLING</b></p> <p style="text-align: center;">Say the letters of this word out loud backwards.</p>	<p style="text-align: center;"><b>PRONUNCIATION</b></p> <p style="text-align: center;">Say this word very slowly.</p>
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# Talk a Lot

## Big Word Game

Board Game (for 2-6 players)

1 START	+2 2	? 3	? 4	-2 5	6	→12 7	? 8	X 9	? 10
? 11	? 12	+4 13	15	? 16	? 17	X 18	? 19	←17 20	
→26 21	? 22	? 23	X	-4 26	? 27	→46 28	? 30		
? 31	X 32	+1 33	? 34	? 36	-3 37	? 38	→42 40		
? 41	? 42	? 43	46	? 46	→54 47	←41 48	49		
53	X 53	? 55	+2 55	? 56	? 57	-5 58	? 60		
? 62	→65 63	←56 64	? 65	X 66	? 68	? 69	+1 70		
? 74	? 74	+1 75	? 76	? 78	-5 79	? 80			
? 83	? 83	→93 84	? 85	←76 86	88	X 89	? 90		
-8 91	? 92	→98 93	←1 94	? 95	? 96	? 98	←3 99	100 FINISH	

# Talk a Lot

## Big Word Game

Talk a Lot Bingo! – Instructions

### Competitive Game #5 – Talk a Lot Bingo!

#### SET UP:

Talk a Lot Bingo! is a fun bingo-style game, that uses similar topics to the ones used in the Big Word Game. This game is best played with a group of students, with the teacher, or one of the students, reading out the questions. Each student has their own bingo card (copied from pp.5.32-5.33) on which they have to write fifteen words from any vocabulary set, for example fifteen words (and phrases) from a group of forty discussion words (from any Talk a Lot unit). Each student should write their fifteen words in private, so that none of the students have got the same fifteen words on their cards.

#### METHOD:

The teacher, or a volunteer from the group of students, reads out each statement (on p.5.31) – either in order or randomly – and students have to look at the words on their card and cross out each one that the statement applies to. For example, if the statement was: “This word begins with a vowel sound”, students would cross out all of the words on their cards that begin with a vowel sound. If the statement was: “This word is an abstract noun”, students would cross out all of the words on their cards that were not abstract nouns – and so on. Note: it may be necessary to give students a bit of time in between reading the statements, so that they have time to check all the remaining words on their cards. Variation: to make a longer game you could increase the number of words, and to make a shorter game you could simply reduce the number of words.

#### WINNING:

The first player to cross out all of the words on their card is the winner. The winning card could be checked by the teacher, or an independent adjudicator – depending on how competitive things tend to get in your classroom! If desired, the teacher could keep note of which questions they asked in that round, so that they could spend time discussing the language points raised by the vocabulary words on the winning card with the whole group, and perhaps do some board work.

#### BENEFITS:

A great warmer or wind-down for the whole class to join in with, generating plenty of practice that is really worthwhile in terms of improving spoken English. Plus the competitive edge makes it fun – something that students will really enjoy playing.

# Talk a Lot

## Big Word Game

Talk a Lot Bingo! – Statements

TALK A LOT BINGO! – STATEMENTS:

1. This word is a place.
2. This word has seven or more letters.
3. This word has an adjective form.
4. This word is a concrete noun.
5. This word has four or more vowels in its spelling.
6. This word ends with a vowel sound.
7. This word has a verb form.
8. This word has three or more syllables.
9. This word has four or fewer letters.
10. This word has three or fewer consonants in its spelling.
11. This word has the strong stress on its first syllable.
12. This word does not contain any vowel clusters.
13. This word contains the letter “k”.
14. This word begins with a consonant sound.
15. This word has three or fewer sounds.
16. This word is an abstract noun.
17. This word begins with a consonant sound.
18. This word is an object.
19. This word has one or two syllables.
20. This word has five or more sounds.
21. This word begins with a vowel sound.
22. This word has the strong stress on its fourth syllable.
23. This word begins with a vowel sound.
24. This word does not contain any double letters.
25. This word has only one vowel in the spelling.
26. This word does not contain the letter “a”.
27. This word has six or more consonants in its spelling.
28. This word does not contain the schwa sound: /ə/
29. This word comes before “milk” in the dictionary.
30. This word has a regular plural form.
31. This word has an irregular plural form.
32. This word contains the letter “l”.
33. This word does not contain any consonant clusters.
34. This word contains double letters.
35. This word has the strong stress on its third syllable.
36. This word does not contain the letter “t”.
37. This word comes after “milk” in the dictionary.
38. This word is a person.
39. This word contains a suffix.
40. This word is a countable noun
41. This word has the strong stress on its second syllable.
42. This word contains the schwa sound: /ə/
43. This word is an uncountable noun.
44. There is a smaller word hidden within this word.
45. This word ends with a consonant sound.

# Talk a Lot

## Big Word Game

Talk a Lot Bingo! – Bingo Cards



NAME: _____ DATE: _____		

NAME: _____ DATE: _____		

NAME: _____ DATE: _____		



# Talk a Lot

## Big Word Game

Talk a Lot Bingo! – Bingo Cards (Print on the Reverse Side)



Talk a Lot

Talk a Lot

Talk a Lot