

# Collocation Bingo

## **Levels**

Intermediate +

## **Aims**

Extend collocational knowledge

## **Class Time**

20 minutes

## **Preparation Time**

15 minutes

## **Resources**

Bingo cards

Prepared word lists

Nearly every kind of collocational activity involves a matching task of words that collocate. In this case, the collocational task has been embedded in a bingo game to improve motivation and also to increase the number of collocational pairs that can be covered. For every *called* prompt word, students have to consider collocational possibilities with most of the 25 words on their bingo card. Also, the class has to judge the validity of the winner's pairs of words. This kind of attention can lead to the type of deeper cognitive processing that promotes learning. If there is any debate about the fitness of a collocational pair, so much the better, because negotiation also leads to deeper processing and fosters information retention.

## Procedure

1. Develop a list of 30 or more pairs of words that collocate. Collocational word pairs can be taken from a passage that has been read or from words that have already been taught, but take care to limit the number. One side of this list becomes the "called" word list, and the words on the other side are "card" words to be written on the blank bingo cards. Bingo cards with 25 empty squares should be prepared before class.
2. Give each student one card.
3. Write the card word list on the blackboard and ask the students to fill in their squares with those words in a random order. This should ensure that every bingo card is slightly different.
4. Read words from the called list, and if a student thinks that it collocates with a word on their card, they write it in the same square under that word.

5. When a student gets a bingo, read the five winning word pairs and let the class decide if they match well. If a majority of the class agrees, that student wins. A winner can also be required to use the word pairs in a sentence.
6. The game is then played for second and third places.
7. Finally, the object is to get a "blackout bingo," where every square is filled. This guarantees that almost all of the collocational pairs will be used.

## Caveats and Options

Prepare several versions of bingo cards with the card words already written in the squares. This method saves writing time in class, and also allows you to fix the arrangement of the words on the cards so that almost all of the collocational words can be called before someone gets the first bingo.

## Appendix: Sample List

The following example shows a list with 30 collocational pairs and two possible game cards. The 25 words on each card vary and are in a different order. Note that the arrangement of the words on the cards is designed to prevent a bingo until relatively late in the game.

Called List	Card List	Called List	Card List
ice	cream	tie	tightly
fire	truck	spend	foolishly
guitar	string	strong	coffee
color	photograph	heavy	weight
cassette	tape	wind	blows
knife	cuts	pen	writes
ball	bounces	bright	sun
green	leaf	furry	animal
nylon	stockings	cold	winter
argue	loudly	pretty	baby
aeroplane	flies	brake	stops
whisper	softly	candle	lights
front	door	tall	building
shirt	sleeve	chef	cooks
telephone	booth	clear	glass

**Card 1**

bounces	cooks	stockings	animal	cuts
sleeve	cream	writes	foolishly	stops
blows	winter	building	tape	sun
glass	photograph	baby	weight	string
door	tightly	truck	lights	flies

**Card 2**

animal	photograph	softly	glass	bounces
loudly	sun	writes	cream	building
cuts	foolishly	cooks	door	tightly
lights	truck	coffee	blows	string
baby	stops	stockings	winter	sleeve

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# More Than Meaning

## **Levels**

Intermediate +

## **Aims**

Develop awareness of the range of associations a word can have

## **Class Time**

30 minutes

## **Preparation Time**

5 minutes

## **Resources**

Grids

There are many other kinds of word knowledge besides meaning. This activity is designed to have students focus on other kinds of word knowledge that are not often given attention. It is intended as an enrichment activity for words that have already been introduced. To fill in the blanks, students must carefully consider and analyze the connections the target word has with other words. This should lead to the kind of deeper processing that facilitates learning. It is organized as a group activity to encourage cooperative learning where weaker students can learn from better ones. Although this activity can use a considerable amount of class time, students are learning much more than the selected target words. They are considering numerous words as answer possibilities. Also, this activity encourages students to think more broadly about what it means to “know” a word, giving them a better sense of the kinds of word knowledge they should be trying to develop.

## Procedure

1. Before this activity can be used, teach the students about the different kinds of word knowledge. It is probably necessary to use nontechnical definitions when explaining these concepts:

Meaning: The general meaning of a word

Part of speech: Is the word a noun, verb, adjective etc.?

Derivative forms: Other members in a word family (e.g., *act*, *active*, *actively*, *action*)

Synonyms: Words with a similar meaning

Antonyms: Words basically opposite in meaning

Collocates: Words that frequently appear together

Superordinate: The name or description of a group of things (e.g., *anger*, *jealousy*, *bate*, *love* → *emotions*)



**Coordinates:** Members of a concept group, such as the four emotions above

**Subordinates:** Types or varieties of whatever the word is (e.g., *vehicles* → *cars, buses, trucks*)

The last three categories may best be taught with some type of tree diagram to illustrate their interrelationship.

- For each group, make a worksheet by drawing a cross-hatch design on a piece of paper. In each section, write as many numbers as there are groups. If you will have a large number of groups, you may want to limit the answer spaces in each section to five. Write a different target word at the top of each sheet. In class, draw a master chart on the blackboard to show the students which category of word knowledge goes in each worksheet section. It will look something like this, although the definitions should be the same as you used in your explanations:

meaning	coordinates	part of speech
superordinates	synonyms	derivative forms
subordinates	antonyms	collocates

- Divide your students into groups.
- Then give each group one worksheet and tell them they have a set amount of time (e.g., 5 minutes) to complete as many sections as possible. They can put more than one answer in each section.
- When that time is over, rotate the sheets between the groups. Ask each group to try to answer as many sections as possible, writing on Line 2. They may of course look at the answers on Line 1 and agree with them or try to come up with better ones. When time is up, rotate the sheets again, the answers going on Line 3 and so forth. If there are more than five groups, there will be some sheets that every group will not have a chance to work on. Having every group use a different colored pen is helpful in keeping the answers separate.

## Caveats and Options

## Appendix: Sample Worksheet

6. When the answer sheets are completed, have each group in turn read off the answers written down on the sheet they last worked on, section by section.
7. The class decides which answers are correct, but you have the final say if there are any problems.

If the activity is to be played as a game, then points can be given with the teacher keeping a running tally on the blackboard. If two or more different answers are correct, the groups who wrote them get points. When a correct answer is duplicated, the first group to have written it gets the point. The winning group is the one with the most points after all the sheets have been evaluated.

SHY

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

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# ◆ Word Building

## Word Family Practice

### **Levels**

Intermediate

### **Aims**

Extend use of  
derivational suffixes

### **Class Time**

5–10 minutes

### **Preparation Time**

None

### **Resources**

None

It is useful to make learners aware of regular rules and features that can be generalized in the future, thus making subsequent learning easier for the student. If the main derivational suffixes of English are learned, this can help give the student access to the other members of a word family, even though only one member may be initially learned. This simple activity is intended to raise students' consciousness about this fact, and to give them practice in manipulating the parts of speech of different members of a word family.

## Procedure

1. When a new word is introduced, write it on the blackboard along with its part of speech.
2. Ask the students to give (or guess if they don't know) the other related words in the word family along with their parts of speech and write them on the blackboard also. Point out the regular suffixes that signal different parts of speech.

After this activity is used a few times, some students may begin to realize that they already know many words that are related to the newly introduced words. This should encourage them to look for derivational relationships in the future. When the students can formulate the derivations on their own, this activity can be used occasionally to remind them to continue thinking in terms of word groups.

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