

# Bingo - different and more demanding

## Notes for the teacher

### Objectives

The students will practice all kinds of known language items by listening to them and writing them down.

### Requirements

These depend on which language items are targeted. Bingo games are suitable at the lower and intermediate levels.

### Didactic remarks

Teachers who employ the usual bingo with numbers keep reporting how the students enjoy playing the game for a certain period of time. What spurs them on, is the playful element and the fact that there is a winner. They are not required to word anything of their own accord, so the task is relatively simple. However, when things are too easy they tend to become boring.

This is where our suggestions come in. Why not drill the alphabet - the letters from A to Z? Here the sounds of the letters e, i, g, h, j, r, and y often pose problems. Our main trick, however, is that the bingo cards which are called out are not identical with the items which the students have written into their grid. They will first have to work something out in their head. Here is an example: instead of calling out a number, the teacher can ask them to do some arithmetic and the calculation result is the number which has to be crossed out.

### Traditional Bingo

Call: Seven

Response: "Seven" is crossed out.

### Our Bingo:

Call: 10 minus 3.

Response: "Seven" is crossed out.

### Suggested Procedure

#### *Drawing the grid*

The teacher should not miss out on the chance to explain the game in English and to tell the students what they have to do in English. On the first occasion the teacher can slip in some words of German. Next time only English is spoken. Thus: the language of the game is the target language, „die Spielsprache ist die Zielsprache“, the game language is the aim language!

Take a sheet of paper and draw a nine box grid (or six box grid for beginners) like I do on the blackboard. You draw four horizontal lines and four vertical lines so that you get nine boxes. Use your ruler if you've got one. Make the boxes big enough so that you can write words in them.


Of course, there can be as many boxes as you wish, but five across and four down will usually be enough. This will give you twenty spaces.

*Explaining the rules: traditional bingo.*

There are three stages of the game.

1. Filling-in.

Here's a list of twenty-five numbers / words to choose from. Write down any nine (six) of the numbers from the list. Choose any nine numbers. One number for each box. You can choose the numbers you like, but it must be a number from the list. Tim, can you work on the blackboard and fill in the numbers in my grid?- Have you got nine numbers for your nine boxes?

2. Comparing and crossing out.

I've got the same numbers / words on slips of paper in this bag. Tom, you can draw the numbers from the bag one by one and read or call them out loud. You are the caller. - When you hear one of your numbers, cross out / off the number in your grid or tick it off. (So you'll have to compare the called numbers against the numbers on your grid.) The first person to cross out all the numbers / words / items in their grid is the winner. So, when all your words are crossed out, shout BINGO, or FULL HOUSE. So bingo is the name of the game and the winning cry. That's the end of the game.

3. Checking

The winner then reads back what he's got (to prove his claim) and we'll all see if he or she is right. (The player who claims bingo gets his card verified, and if indeed the call is correct the game is over and the winner collects the prize) Then hand your grid to me so that I can check the spelling. There can be more than one winner on a call; it doesn't matter who calls bingo first.

***Variations of the bingo grid***

Instead of blackout or coverall bingo there may be winning patterns which will take less time. Again, the students will have to fill in all the nine boxes, but only certain patterns will win:

*horizontal* bingo: first, second or third row only


*vertical* bingo: first, second or third column only


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*diagonal bingo:*


*cross bingo:*


*four corner bingo:*


You may also devise your own patterns, if you wish, or use a standard bingo card which has 25 squares arranged in five columns of five boxes each.

Better: Make a master sheet that can hold several cards to be photocopied and cut out with scissors

### **Bingo games with various language materials**

#### **Numbers / arithmetical problems**

„Choose any nine numbers, say from 12 to 44. But instead of numbers, you’ ll get arithmetical problems (Rechenaufgaben). So you’ ll have to add, to subtract, to multiply and divide. For instance: What’s 22 plus 13? The answer is of course 35. So all those who have got this number in their grid, will cross it out. Don’t cross out 22 or 13, but 35 only. 44 minus 7 is...? 6 multiplied by three is...? (also: six times three). 36 divided by three is...?“

#### **Principal parts of verbs**

The teacher asks the pupils to open their coursebook and go through the vocabulary index. Together they tick off all the irregular verbs introduced so far. The pupils now choose any nine verbs from the list and write down the infinitive form in their grid. The teacher calls out little phrases which contain the past tense forms or the past participles. The pupil may hear „Yesterday I bought a pair of shoes“ and he or she crosses out „to buy“.

#### **Collocations / translations**

Remember: not just words, but multi-word lexical strings form the main building blocks of fluent connected speech. In language acquisition theory they are also called „pre-fabricated patterns“, „routines“, „formulas“, „formulaic units“. They are stored in the mental lexicon just

like words and retrieved as easily as words. Among them the collocations which contain a verb are most useful. (**worksheet 1**). The pupils pick nine expressions from the English list. The caller, however, uses idiomatic translations such as „duschen“ or „unter die Dusche gehen“ for „have a shower“.

### **Definitions / explanatory phrases**

The pupils take their pick of nine words from the list on **worksheet 2**. The caller reads out the definitions /explanatory phrases. The dots or gaps are indicated by the caller knocking loudly three times on the desk. Alternatively, the dot or gaps can be replaced by the German equivalents: Cornwall is a beautiful (Teil) of England.

### **Opposites**

Pupils choose phrases/words from the list on (**worksheet 3**). The caller reads out the terms to his/her classmates. It is their task now to cross out the opposite terms if they have got them in their grid.

### **Location phrases / translations**

Teacher and pupils alike must know the phrases necessary to identify words or places on a page. (**worksheet 4**) Using them will contribute to creating an all-English atmosphere. The fact that the caller uses translations for a bingo game will not destroy such an atmosphere. It will fix the phrases in the pupils' memory.

### **Polite phrases / translations**

The players and the caller use the phrases on **worksheet 5**. These phrases should be taught in preparation of a school exchange. Of course, if you want to make sure that your pupils will use them in real-life settings outside the classroom, bingo games are not enough. They must be practised in role plays. Again, the caller will use idiomatic German translations.

### **What will the future bring (worksheet 6)**

The same procedure as before.

## Worksheet 1: Collocations

1. have a bath
2. have a shower
3. have a wash
4. have a picnic
5. have a nice time
6. have a race
7. have an argument
8. have a guess
9. have lunch
10. have tea
11. have breakfast
12. do a test
13. do an exercise
14. do sports
15. do tricks
16. do the housework
17. do homework
18. do well in a test
19. do someone a favour
20. do 80 miles an hour
21. make a mistake
22. make a phone call
23. make tea
24. make coffee
25. take an exam
26. take photos
27. take the dog for a walk
28. take place
29. take part in
30. choose verbs
31. complete sentences
32. answer questions
33. make questions
34. make sentences
35. make lists
36. translate a passage
37. study an example
38. collect examples
39. ask your partner
40. complete dialogues
41. act out a story
42. find new titles
43. use infinitives
44. use pronouns
45. find combinations
46. find opposites
47. make comparisons

## Worksheet 2: Definitions and words in explanatory contexts

part	Cornwall is a beautiful ... of England
medicine	You must take ... when you're ill
ache	I've got a stomach ....Yes, my stomach hurts.
helmet	When you ride a moped, you must wear a ...
umbrella	An ...protects you from the rain.
envelope	Have you got an ... for this letter to my friend?
saucer	A cup usually stands on a ...
nod	It's what you do with your head when you want to say yes.
test	Can we practise for the ... in the next lesson?
mistake	There's a ... on the board. Can I correct what's wrong?
match	England lost the football ... against Germany
competition	There's a swimming ... at our school
disabled	A man in a wheelchair is ...(behindert).
wood	We get fire ... from trees
price	How much is the car? I mean what's the ...
irregular	'go' is an ... verb. What kind of verb s go?
wet	We can't sit on the floor. It's too .. (because of the water)
tall	My dad is six feet ....
plans	What are your ... for the weekend?
size	What ... are your shoes?
language	English is my first foreign ...
accident	Three people lost their lives. It was an ...It wasn't murder.
to believe	I don't ... in ghosts. I ... in God.
to offer	Can I ... you a cup of tea?
to knock	Please ... on the door when you come into the room.
to fit	The new trousers ... very well.
to collect	My parents ... me from school in their car
to pay	I ... 5 pound a week for guitar lessons.
to hide	When you ..., nobody can see you. You can play ... and seek.
to repair	I need a handbook to ... the car.

### Worksheet 3: Opposites

(Sample Sheet for Classes 5 and 6)

at five p.m.

in the future

rain

a question

hard work

a fat man

morning

the first

back door

mine

it's his

nobody's perfect

upstairs

black

hot, isn't it?

that was easy

yes

the tea is rather strong

a new idea

I was wrong

empty

interesting, wasn't it?

late

quite cheap

clean

long

tidy

happy

big

to open

to push

to be out

to come

to stand up

at five a.m.

in the past

sunshine

an answer

easy work

a thin man

evening

the last

front door

yours

it's hers

everybody's perfect

downstairs

white

cold, isn't it?

that was difficult

no

the tea is rather weak

an old idea

I was right

full

boring, wasn't it?

early

quite expensive

dirty

short

untidy

unhappy

small

to shut

to pull

to be in

to go

to sit down

## Worksheet 4: Location Phrases

1. at the top of the page
2. below the photo
3. five rows further up
4. five lines further down
5. in the margin on the left
6. somewhere near the middle of the page
7. toward the bottom
8. let's move on to the next page
9. let's turn to the next page
10. not the next line but the one after that
11. the last but one word
12. turn the page over
13. on the left-hand side
14. in the foreground
15. in the background
16. halfway down the page
17. in the lower right-hand corner
18. in the upper left-hand corner
19. the second paragraph from the bottom
20. right at the bottom
21. right in the centre
22. in the far left column
23. in the following paragraph
24. on the next page
25. on the previous page

## Worksheet 5: Polite Phrases

1. Perhaps we could spend an afternoon in the zoo?
2. Could I ask you something?
3. I'll get up when it suits you.
4. The meal's delicious!
5. I'm afraid I can't manage any more.
6. Thank you for a lovely time.
7. Thank you for looking after me.
8. That would be great.
9. Could I possibly ask some friends to call round on Sunday?
10. Could I possibly come back late on Saturday?
11. Could I possibly use your washing machine?
12. Do you mind if I use your hairdryer?
13. Do you mind if I use your umbrella?
14. Do you think you could possibly lend me a pound?
15. I wonder whether I could have an early breakfast.
16. I'd rather we went to bed early tonight.
17. Oh, don't worry about that.
18. Oh, that's quite all right.
19. Surely I can manage it.
20. Would you care for another cup of tea?
21. It was a pleasure to be with you.
22. That's very kind of you.
23. I'd love to, but I have to be up early tomorrow.
24. Thank you for the wonderful meal.
25. I'm afraid I can't come with you.
26. Sorry, I can't help you.
27. Sorry, but I missed that.
28. I beg your pardon?
29. Would you mind if I turned the TV on?

## Worksheet 6: What will the future bring?

predict the future  
plan the future  
have plans for the future  
face the future  
look into the future  
see into the future

in the near future  
in the immediate future  
in the distant future  
in the foreseeable future  
What might the future hold in store for us?

a bleak future  
a bright future  
a promising future  
a rosy future  
there is no future for them  
our future looks uncertain  
the society of the future

the future president  
at some future date  
future generations

one day  
some day  
one of these days  
in years to come  
ten years from now  
ten years away  
the weeks and months which lie ahead

prospects for peace  
the prospect of something happening

a nightmare scenario  
a worst-case scenario (the worst possible situation that could happen)

something is likely to happen  
something is on the horizon



