

YOUNG SPEAKERS

Vocabulary and Pronunciation Slap

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Levels	<i>All</i>
Aims	<i>Develop word recognition ability</i> <i>Practice pronunciation</i>
Class Time	<i>5–15 minutes</i>
Preparation Time	<i>5–10 minutes</i>
Resources	<i>Flash cards (teacher created)</i>

This is a common activity used to teach vocabulary listening skills to younger learners. Any type of vocabulary can be used, from simple words to full sentences for older learners. In this variation, pronunciation is also focused on as students must correctly identify the card and then read it back to the teacher before being awarded a point.

This activity is suitable for busy teachers who need a warm-up or ending activity to review vocabulary without much preparation. Once students know how to play this game, it can be set up quickly, allowing for maximum game time. As students must listen carefully to identify the correct card, their attention remains focused.

PROCEDURE

1. Before class, prepare a set of flash cards. Depending on how large you would like the word to be written, use an index card or a sheet of paper for each word.
2. Begin by teaching the target vocabulary using the flash cards.
3. Place the flash cards face up on a large table or the floor and have the students gather around. (You may wish to divide the class into groups if there are too many students to easily make a circle. Have several identical sets of flash cards for each group.)
4. Call out a word from the cards, and the student who can slap the card quickest gets a point.
5. The student should pick up the card and say the target vocabulary word. If the word is correctly selected and correctly pronounced, the student earns a point and keeps the card to indicate they received that point.
6. Continue to call out words until all of the flash cards are gone.
7. Total the number of cards collected to determine a winner.

CAVEATS AND OPTIONS

1. For young learners who have energy to spare, the cards may be placed across the room, and the students must run to get the target card. This is good for high-energy classes when you want to let the students release some energy.
2. This activity can be made easier or harder depending on the vocabulary words. If you wish to teach listening skills, the word might be used in a sentence, and students have to react when they hear that word in context. Additionally, you can require that after identifying the card, students use that word to create their own original sentence.
3. Call the first word, then have the student who identified that card call the next, and so on. This allows the students a chance to better engage with the activity. More advanced students may enjoy the chance to make rather unusual and strange sentences that incorporate the chosen word.
4. Include a fluency component by asking a follow-up question. For example, the student may correctly guess and pronounce the target word “rain” to earn 1 point. Next, ask a question, such as, “How would you describe the rain that we had yesterday?” If the student correctly answers, they may earn another point.