

## Vocabulary Quartet

(Vocabulary and pronunciation)

- Description:** A card game for vocabulary revision and the phonetic alphabet.
- Use with or after:** *English Network Connection*, Unit 10.
- Skill:** Vocabulary and pronunciation.
- Focus:** Words from the text “*Bristol asks the people*” in unit 10, with their pronunciations, example sentences and definitions.
- Time:** 30 minutes
- Preparation:**
- Print out all four pages of this file.
  - Make a copy of the second page (*How to play the game*) for each student.
  - Make copies of the third and fourth pages, on stiff paper if possible, for every three, four or five members of your class.
  - Cut along the dotted lines to obtain decks of 32 cards. (Ideally you should use a different colour of 120 g/m<sup>2</sup> paper for each deck of cards.)
- Procedure:**
- Write the word *increase* on the board and ask the students to count the number of times it appears in the text “*Bristol asks the people*” in unit 10, page 54, of *English Network Connection*.
  - Point out that in the first line of the text the word *increase* is a verb, pronounced [ɪn'kri:z], with the stress on the second syllable. In the rest of the text the word is used five times as a noun, pronounced ['ɪnkri:z], with the stress on the first syllable.
  - Divide the class into groups of four if possible. (The game can also be played in groups of three or five.) Each group should sit around a table.
  - Give each group a complete deck of 32 cards, and give each student a copy of the instruction sheet.
  - Some of your students may know how to play the card game *Quartet* (also known as *Authors* or *Happy Families*), in which case they can help you explain it to the rest of the class. In this particular version, the four cards that go together are a word, its pronunciation, an example sentence and a definition. Unlike most children’s *Quartet* games, which are labelled with letters and numbers to make them virtually foolproof, this version is purposely not labelled so that the students will have to think about what the definitions and the phonetic symbols mean. The somewhat elaborate scoring instructions are intended to make the students look more closely at the phonetic transcriptions. (The “extra points” are only for the pronunciation cards, not for the others.)
  - As you monitor this activity, pay particular attention to their pronunciation of the word *pronunciation* [prə,nʌnsi'eɪʃən] and make corrections if necessary.



## How to play the card game *Vocabulary Quartet*

- Form groups of three, four or five players. Each group should sit around a table.
- The goal of this game is to get as many quartets as possible. In each quartet there are four cards that fit together:
  - 1 the word
  - 2 the pronunciation
  - 3 an example sentence
  - 4 a definition
- Before you play the game, spread out all the cards on the table and sort them into groups of four, so you can see which ones fit together.
- In each group someone (the *dealer*) mixes the cards, deals out five to each player and puts the rest in a pile face down in the centre of the table.
- Look at your cards to see if you have any that fit together.
- The player on the dealer's left starts and asks another player (by name) if he or she has a certain card, for example:

*Veronica, have you got the pronunciation of the verb consult?*  
*Wolfgang, have you got an example sentence for the noun increase?*  
*Claudia, have you got a definition of the verb afford?*
- If you have the card, you have to give it to the person who asked you for it, and that person goes on asking. If not, the person who asked takes one card from the top of the pile in the centre of the table (as long as there are still some cards there).
- If someone asks you for a card, and you do not have it, then it is your turn to ask next.
- When you get a quartet, spread the four cards out on the table so everyone can check that that they really belong together. (Ask your teacher if you are not sure.) If you have made a mistake, you have to pick up the four cards again and go on playing with them.
- When all eight quartets are on the table, count up your score as follows:

Four points for each quartet.  
One extra point for the sound [aɪ] as in nice.  
One extra point for the sound [ʌ] as in cut.  
Two extra points for the sound [ʃ] as in shave.

<p>the word</p> <p><b>afford</b> (verb)</p>	<p>the pronunciation</p> <p>[ə'fɔ:d]</p>	<p>an example sentence</p> <p><i>We won't be able to afford that kind of travel in the future.</i></p>	<p>a definition</p> <p>to be able to pay for something</p>
<p>the word</p> <p><b>binding</b> (adjective)</p>	<p>the pronunciation</p> <p>['baɪndɪŋ]</p>	<p>an example sentence</p> <p><i>The result of the referendum won't be <u>binding</u>.</i></p>	<p>a definition</p> <p>means that something must be obeyed</p>
<p>the word</p> <p><b>consult</b> (verb)</p>	<p>the pronunciation</p> <p>[kən'sʌlt]</p>	<p>an example sentence</p> <p><i>Bristol will be the first big British city to <u>consult</u> voters about a tax increase.</i></p>	<p>a definition</p> <p>to ask someone for advice</p>
<p>the word</p> <p><b>definitely</b> (adverb)</p>	<p>the pronunciation</p> <p>['defɪnɪtli]</p>	<p>an example sentence</p> <p><i>I'll <u>definitely</u> vote for six percent.</i></p>	<p>a definition</p> <p>without any doubt</p>

<p>the word</p> <p><b>enough</b> (<i>adverb</i>)</p>	<p>the pronunciation</p> <p>[ɪ'naʊf]</p>	<p>an example sentence</p> <p><i>We pay <u>enough</u> already.</i></p>	<p>a definition</p> <p>as much as is necessary or wanted</p>
<p>the word</p> <p><b>increase</b> (<i>noun</i>)</p>	<p>the pronunciation</p> <p>['ɪnkriːs]</p>	<p>an example sentence</p> <p><i>I'm not going to vote for an <u>increase</u>.</i></p>	<p>a definition</p> <p>a rise in number or amount (noun)</p>
<p>the word</p> <p><b>increase</b> (<i>verb</i>)</p>	<p>the pronunciation</p> <p>[ɪn'kriːs]</p>	<p>an example sentence</p> <p><i>Bristol plans to <u>increase</u> its council tax.</i></p>	<p>a definition</p> <p>to make something bigger (verb)</p>
<p>the word</p> <p><b>politician</b> (<i>verb</i>)</p>	<p>the pronunciation</p> <p>[ˌpɒlə'tɪʃn]</p>	<p>an example sentence</p> <p><i>A local <u>politician</u> said they might have to fire some teachers.</i></p>	<p>a definition</p> <p>someone who works in politics, such as an elected member of the government</p>