

“Domino

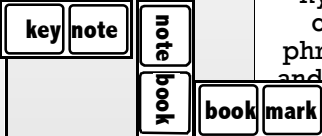
LANGUAGE-LEARNING “TOPIC”

IMAGE ON THE FIRST HALF OF EACH CARD FACE

IMAGE ON THE SECOND HALF OF EACH CARD FACE

INTERMEDIATE LANGUAGE-LEARNING LEVEL

Compound Words & Phrases*

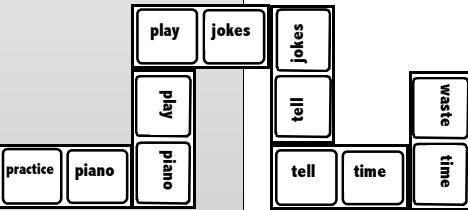


The first part of a compound words, hyphenated words (with the hyphens), or compound phrases (words and/or pictures)

The second element of the same compound words, hyphenated words, or compound phrases (words and/or pictures)

* For “Compound Word Domino Cards,” the second element of each card must be the same as the first part of the following card.

Transitive Verb Phrases*

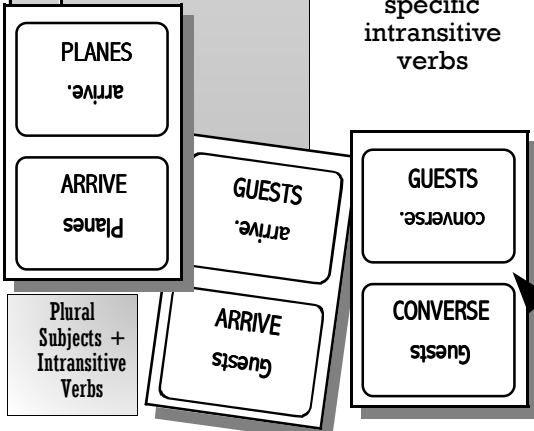


Transitive verbs often associated with specific noun objects (words and/or pictures)

Noun objects that often follow those verbs (words and/or pictures)

* For “Transitive Verb + Noun Object Domino Cards,” the noun object of the second card should be the same as the second part (the noun) of the first card. The *verbs* of the *second and third* cards should be the same, as should the *nouns* of the third and fourth cards, and so on.

Subjects + Intransitive Verbs*



A plural noun subject commonly associated with specific intransitive verbs

An intransitive verb that often follows that noun subject in a sentence.

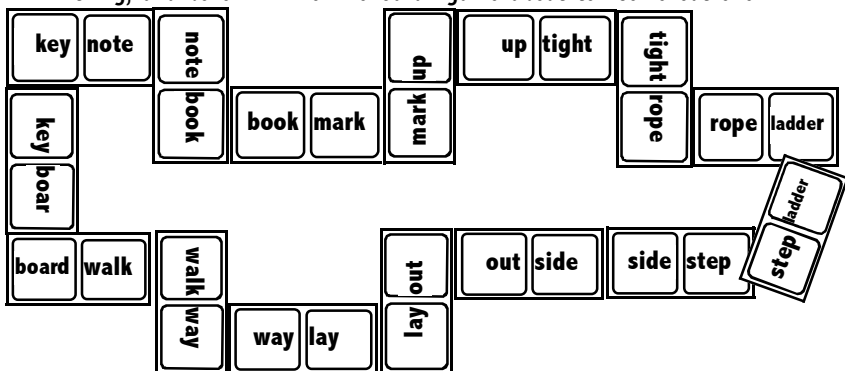
* For “Noun Subject and Intransitive Verb Domino Cards,” the verb of the second card should be the same as the second part (the verb) of the first card. The *nouns* of the *second and third* cards should be the same, as should the *verbs* of the third and fourth cards, and so on.

What might the next card in this “Noun Subject + Intransitive Verb” card deck say? Perhaps *FRIENDS converse*? Next might come *FRIENDS hang out*, and then *TEENAGERS hang out*, and

IDEAS FOR DOMINO-CARD ACTIVITIES: The top half of each “Domino” card displays the first part of a word or phrase. The bottom half shows a second, or matching, element. It is best to play “Domino Cards” with decks of 28 different cards created in “chain fashion,” so that the second card can be linked to the first, the third to the third, and so on. The last card should have one element in common with the first.

The object of a traditional game of “Dominoes” is to be the first person to get rid of all your tiles. Tiles are distributed equally to all participants, who in turn put them face up on the playing surface. The tiles must be placed in the appropriate arrangement, of course, with half of each newly-placed tile adjoining the like half of another tile. In the same way, learners can play games of “Compound Word Domino Cards,” “Transitive Verb + Noun Object Domino Cards,” “Plural Noun Subject + Intransitive Verb Domino Cards,” or other suitable language-learning subjects. Here are some more specific suggestions of how to do so:

- ♣ Each group of two to six learners or players receives a deck of 28 “Domino” cards in one language-learning content area. All the cards are dealt out, approximately equally to all players.
- ♦ The player to the dealer’s left begins the game by placing any card face up on the table. If the next player has a card with an element that matches half of the first card, that person arranges his or her card with “like half touching like half.” The next player does the same thing, and so on. A “Domino Card” game about to “come out even”



- ♥ If a player does not have a card that matches one of the two ends of the “Domino Chain” on the table, that person must pass.
- ♠ One way to speed up the game is to allow each player to place *all* of his or her cards that fit into the “Domino Chain” at one time. The winner of each round is the first player to get rid of all of his or her cards. That person gets one point for each card not yet placed on the table (still in another player’s possession).
- ♣ After completing a “Domino Card Deck” game, learners should review the language content of the cards. One way to do this is to use them as “Basic Flash Cards”—as explained on page 16 of this booklet or in even more creative or effective ways. Instead of the “answer” to each item being on the back of the card, however, it appears on the other half of the card face. Therefore, the person showing each card to others in the group must cover half of it before asking for responses. Learners should give not only the answer they recall from the card itself (the rest of a compound word or phrase, the object of each transitive verb or the verb that precedes each object, a common noun subject of an intransitive verb or a verb that often follows a subject, etc.) In addition, learners should suggest other ways to complete the phrase suggested by each “Domino Card.” Cooperatively, they can check their guesses in a dictionary and/or ask a native speaker of English for correction and feedback.
- ♦ In “credit” or “academic” language courses, learners might be asked to list the phrases they have learned from each card deck, perhaps in conjunction with their other ideas for possible phrase elements. These group papers can be handed in for correction, comment, and/or a “cooperative learning” grade.
- ♥ After thoroughly reviewing the language content of a deck of “Domino Cards,” students can exchange it for another set of cards and repeat some of all of the steps suggested above.
- ♠ To “squeeze” maximum educational value out of each set of materials, the cards of all the “Domino Card” decks can be used for whole-class games or review. For example, the instructor or leader can tell—or write on the board—one element from one card. Individuals, pairs, or small groups can compete in thinking of or listing possible matching elements. The “winner” of each “round,” the player(s) with the most correct items, wins a point. Perhaps the “winner” of the most rounds can receive a small prize.