ben ansatzweise zum Ausdruck kommt. In der Klassensstufe 10 genügt es, daß die Schüler
das Hauptanliegen des song verstehen lernen und so z.B. – wie im eigenen Unterricht
geschehen – am Text belegen lernen, daß die doppeldeutige Rolle der Mutter weitaus
stärker negativ zu bewerten ist. Interessant ist auch die Bewußtmachung des Kontrastes
zwischen der textlichen Aussage und der musikalischen Darbietungsweise, die mit ihrer
warmen und weichen Melodik bedingungslose mütterliche Liebe zu betonen scheint.

Abschließend soll noch empfehlend auf einen Aufsatz eines Musikdidaktikers hingewie-
sen werden, in dem nicht nur für Musikpädagogen interessante Ausführungen zum
unterrichtlichen Einsatz von The Wall gemacht werden: W. D. Lugert, „The Wall –
Sozial- und Gemeinschaftskunde zugeschnittene, inzwischen allerdings nicht mehr erschei-
nende Fachzeitschrift wurde im Verlag J. B. Metzler in Stuttgart verlegt.

5. Quellennachweis

Aufnahme: Pink Floyd: The Wall. EMI Electrola. 1 C 198 – 63410/11. Dort: Seite 1,
Lied Nr. 6, Dauer: 5:15 Minuten.

BERTHOLD STURM

Friederike Klippel

Chain Games

Chain games have been popular in foreign language classes for quite a while. A well
known example is the “I went shopping ...” game, which makes pupils repeat and
extend an ever growing sentence. The basic rule for chain games is very simple:
every player adds another link of the “chain” in his turn. These links may con-
sist of letters, words, or sentences and the result can be extremely long-winded –
mostly in the case of chain stories – or quite funny. Additional rules determine
for example whether each players has to repeat everything that has been said be-
fore, as in the game mentioned at the beginning, whether there are any con-
straints on the selection of “chain links”, as in an association game, or whether
certain time limits have to be kept. Never-
theless chain games are easy to play,
because their simple rules do not need much explanation at the start of the game.
Since their language content is usually
restricted to certain words or sentence
types, they are suitable for slow learners
and beginners with a limited command of
the foreign language. However, one dis-
advantage has to be mentioned as well. In
large classes chain games that require each
pupil to have a go can become very boring
for those who started the game and who
will not be called up again. In this instance
it is better if several chain games are
played simultaneously in groups or if the
turns in the game are decided on by
chance (dice) so that everyone has to stay
alert in case he is called upon for another
contribution. One last general point: chain
games should be played quickly; this keeps
them interesting and exciting.

The following games can be used from the
beginner’s level upwards. Each of them
may be adapted to suit the language needs
of your particular classes, to revise and
practise certain vocabulary or structures.

1. Letter chains
Skills/aims: spelling
Organisation: two teams
Time: 10–15 minutes
Procedure:
Team 1 calls out a letter of the alphabet, which is the initial letter of a word team 2 have to spell. The first player of team 2 repeats this letter, whoever in team 2 can think of a word then gives the second letter. A third player in team 2 who knows a word starting with these two letters continues by saying the third letter. In this way a word is spelt out. It may not be the word that the second or third player thought of initially.
No player is allowed to say two consecutive letters or to mention the word he or she is thinking of to the others in the team. Points are awarded for correct spelling with a bonus point for words of more than five letters. In more advanced classes a time limit can be set. If the spelling team make a mistake, the challenging team can earn a bonus point by giving the correct spelling.

2. Word chains

2.1 Associations
Skills/aims: vocabulary revision
Organisation: class
Time: 5–10 minutes
Procedure:
The teacher tells the class the first word and names the topic area all other words in the chain have to belong to as well, e.g. blackboard - topic: classroom. The pupils have to say a word that is in some way connected with classroom and begins with “d”, the last letter in “blackboard”. The chain could continue like this: blackboard - door - ruler - read - desk - ... If the pupils find at least eight words within two minutes, the whole class score a point, if not, the teacher scores a point.

2.2 Similarities
Skills/aims: vocabulary revision, giving reasons
Organisation: teams
Time: 5–15 minutes
Procedure:
Team 1 start by saying a word, e.g. cat. Team 2 have to find a word which has something in common with cat, e.g. dog (both are animals) or carpet (both words begin with ‘c’). Team 1 continue the chain. No word may be used twice and the common feature has to be mentioned each time. If the members of one team cannot continue the chain within a minute, it is the other team’s turn and – if they are able to go on – they score a point.

3. Sentence chains

3.1 Chain story
Skills/aims: simple past tense, story telling
Organisation: class
Time: 10–20 minutes
Procedure:
The teacher prepares word cards with one word each. These may be nouns and adjectives taken from a similar context (e.g. weather) or unrelated words. Each pupil receives a word card. The teacher starts telling a story, breaks off after a few sentences, and calls on a pupil to continue. Each player called upon goes on with not more than five sentences and has to incorporate the word on his or her card in the story.

3.2 The changing sentence
Skills/aims: paraphrasing
Organisation: groups of six to ten pupils
Time: 15–25 minutes
Procedure:
The teacher prepares as many big pieces of paper as there are groups. At the top of each sheet he or she writes a sentence which should contain at least the following parts of speech – adverbial of time and/or place, subject, verb, object.
Example: Early yesterday morning our cheerful postman brought me a very important telegram from my old aunt Agatha in Australia.
Each group receives a piece of paper with a different sentence. The first player in each group has to rewrite the sentence and paraphrase one part of it. He or she then folds the paper over so that only the second sentence can be seen. The second player again rewrites the sentence changing one part of it. When the last player in
each group has written his or her sentence the groups exchange papers and speculate about the original sentences.
(Instead of paraphrasing parts of the sentence the players can be asked to change them completely.)

3.3 Question and answer chain
Skills/aims: finding as many answers as possible, wh-questions
Organisation: class
Time: 10–20 minutes
Procedure:
Each player writes down a wh-question without showing it to the others. The questions should be as open as possible and allow many different answers, e.g.

"What do you like about 'Dallas'?" rather than "Who is the president of the United States of America?" One player starts by reading his or her question and calling on someone to answer it. The second player calls out another name, that pupil has to answer the question as well but giving a different answer. After about eight to ten different answers have been given the first player has to answer his or her own question. The game continues with a second question.
(A scoring system can be introduced with players scoring points for as many answers as were given to their questions; alternatively the game could be played in teams with each team scoring for the number of different answers they find.)

Would you have marked it wrong?

The material for this edition was kindly supplied by Herr Adolf Ringhofer of Köflach in Austria. The layout is slightly different from usual. The right-hand column contains attempts to pin down the problem, rather than simply correct errors.

1. The journey will take three days.
   (When should one use take for „dauern“, and when should one use last?)

2. Have you heard the latest news yet?
   (Two native speakers said that yet should be left out here. Why not in the sentence “Have you seen her new dress yet?”)
   (Is reached equally acceptable?)
   (Is their better?)

3. Your letter has reached me today.
   (Which of these translations is best for „Sie kann keine Kritik ertragen“?)
   (If this sentence is correct, why is ourselves unlikely in the following example: “We wanted to buy ourselves a record-player”?)
   (I have been told that is is wrong here. Do you agree?)
   (Are all these versions acceptable?)
   (Is it possible to leave out during/in/for in this kind of sentence in spoken English?)
   (Is there something wrong?)
   (Is this a good translation for „Spar­kasse“?)
   (Is the singular use of review acceptable here?)

4. Yesterday somebody left his hat here.
   (Is the singular use of review acceptable here?)

5. She can’t stand / take / bear (any) criticism.

6. I want to buy myself a new umbrella.
   (Is the singular use of review acceptable here?)

7. What volume is this container?
   (Is the singular use of review acceptable here?)

8. He made / gave / delivered a speech.
   (Are all these versions acceptable?)

9. We haven’t been out the last few weeks.

10. Do come in. You’re trembling with cold!

11. I have to go to the savings bank this morning.

12. The film had good reviews / a good review / a good press.

Die Besprechung der einzelnen Punkte erfolgt auf Seite 370f.