ben ansatzweise zum Ausdruck kommt. In der Klassenstufe 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 hingewiesen werden, in dem nicht nur für Musikpädagogen interessante Ausführungen zum unterrichtlichen Einsatz von *The Wall* gemacht werden: W. D. Lugert, „The Wall – Sozialisationstheorie in der Rockmusik. Eine Unterrichtssequenz für die 10. bis 13. Klasse", in: *Politische Didaktik* 2/1981, S. 45–54. Diese in erster Linie auf die Fächer Sozial- und Gemeinschaftskunde zugeschnittene, inzwischen allerdings nicht mehr erscheinende Fachzeitschrift wurde im Verlag J. B. Metzler in Stuttgart verlegt.

5. Quellennachweis

Musik und Text: Roger Waters. Copyright: Pink Floyd Pubs. Ltd., London.

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 consist 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 before, as in the game mentioned at the beginning, whether there are any constraints on the selection of "chain links", as in an association game, or whether certain time limits have to be kept. Nevertheless 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 disadvantage 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?")

3. Your letter *has reached* me today.

   (Is *reached* equally acceptable?)

4. Yesterday somebody left *his* hat here.

   (Is *their* better?)

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

   (Which of these translations is best for „Sie kann keine Kritik ertragen"?)

6. I want to buy *myself* a new umbrella.

   (If this sentence is correct, why is *ourselves* unlikely in the following example: "We wanted to buy ourselves a record-player"?)

7. What volume *is* this container?

   (I have been told that *is* is wrong here. Do you agree?)

8. He *made / gave / delivered* a speech.

   (Are all these versions acceptable?)

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

   (Is it possible to leave out *during/in/for* in this kind of sentence in spoken English?)

10. Do come in. You're *trembling with cold*!

    (Is there something wrong?)

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

    (Is this a good translation for „Sparkasse"?)

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

    (Is the singular use of *review* acceptable here?)

Die Besprechung der einzelnen Punkte erfolgt auf Seite 370f.