

# UNO

## **Levels**

Intermediate

## **Aims**

Increase awareness of word class, word stress, and their relationship while practicing the pronunciation of words with difficult stress patterns

## **Class Time**

20 minutes

## **Preparation Time**

5 minutes

## **Resources**

A packet of word cards and some special UNO cards

Students work on word stress and recognizing word class in a card game format.

## **Procedure**

1. Prepare lists of four-syllable words with various stress patterns, selecting words from different word classes. An example of this can be seen in Appendix B. There should be a total of at least 40 words to make the game enjoyable.
2. Put these words on poker-sized cards to form a set of at least 40 cards. Include the special UNO cards to increase the fun of the game.
3. Ask students to sit around a table.
4. Shuffle the set of cards as if playing poker. Give each student a set of five cards and then put the rest of the pack face down on the table.
5. Turn over the first card of the pack and put it on the table to show the word.
6. The players take turns to play the game, with the objective of giving out all the cards in their hands. Each time, the player has to give out a card either with the same word class (noun, adjective . . .) or with the same stress pattern as the word on the table. If the student cannot find one, he or she has to draw another card. If he or she has one, he or she says the word while giving the card out.
7. Monitor the game and correct any misuse of word stress or incorrect recognition of word class, penalizing the player by making him or her take two more cards from the table.
8. The player who has only one card in hand after giving one out when it is his or her turn has to call out "uno" or "last card," which signals to other players that he or she is going to finish the game unless they adopt strategies to prevent it.

## Caveats and Options

9. The first player to have given out the entire hand of cards wins, while the rest of the players can continue to play until every player has finished with their cards.
  10. Special UNO cards add fun to the game. These should be of a very limited number, say, just one or two sets in the whole pack. When the player holds one of these cards, he or she can give it out at any time. When a player gives out Card A, the next player is penalized by having to pick two more cards. When a player gives out Card B, the next player must pick four more cards. With Card C, the next player misses a turn, whereas Card D changes the direction of flow of turns from a clockwise to a counterclockwise direction, or vice versa.
1. This game is best played with three to six players, or, alternatively, three to six pairs. Pairing up students for the game can be helpful for a weaker class, as advice from a partner can reduce hesitation and help the players develop greater confidence.
  2. Words to be put on cards are up to your discretion. Three- or five-syllable words, or words with an assortment of syllables and stress patterns work well.
  3. With a big class, students not playing can learn from watching others play. The last two students or pairs of students to get rid of their cards are regarded as losers and have to remain in the game to compete with new players.
  4. Word stress and word class often have a predictable relationship. Even advanced students, however, often fail to place the correct word stress on words when they appear in a word class different from their more frequently occurring counterparts. Common problem words include *explanatory* and *distributive*, where students tend to place the stress as they would for their corresponding nouns. Similarly, for *preferable* and *maintenance*, they tend to place the stress as for their corresponding verbs. This activity is designed to heighten students' awareness of the relationship of words of different grammatical categories to their stress patterns.

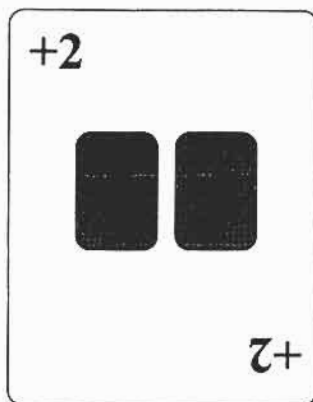
5. This game mimics the popular card game UNO, or, when played with poker options, The Last Card. It is very easy to play and is fun for learners of all ages and levels.
6. One good thing about the game is that with the penalties, weaker students have more opportunities to practice, and they retire from the game only when they have shown evidence of mastering words recurring in the pack of cards.
7. The game can be adapted to provide an activity for almost any two aspects of grammar which can be cross-tabulated into a table like that of Appendix A (e.g., one for vocabulary recognition at an elementary level, with different kinds of places cross-tabulated with different kinds of jobs; or at a very advanced level, with mood (indicative, declarative, imperative, and interrogative) cross-tabulated with language functions (stating, requesting, and asking for information), in which case sentences will be written on cards and the student player is expected to read the sentences with the appropriate intonation as well). The possibilities are endless.

## Appendix A: Table of Words

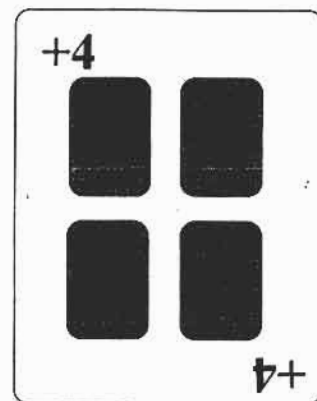
	DA di di di	di DA di di	di di DA di
Noun	magnetism intimacy temperament commentary	vitality efficiency economist prosperity	contribution recognition composition exposition
Adjective	generative vulnerable preferable legendary	contributive indifferent original intestinal	advantageous extramural maladjusted insufficient
Adverb	diligently competently meaninglessly culturally	submissively dependently abusively dishonestly	incorrectly inexactly insecurely imprecisely
Present Participle	criticizing advertising sympathizing realizing	establishing distributing developing continuing	undeleting disregarding overflowing undermining

## Appendix B: Sample UNO Cards

Card A



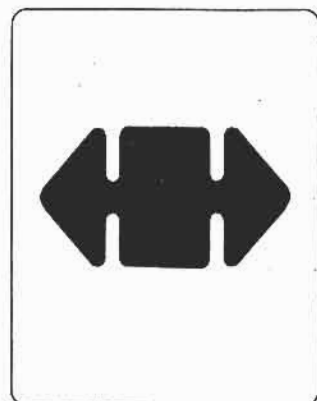
Card B



Card C



Card D



**Contributor**

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