

general words like “go” and “make”. The students work on the text in pairs; the improved texts are then compared.

- A much expanded form of the alternative word exercise is the classic re-narration of a story or text. In this exercise, the students re-tell a text (story, factual text, episode, short fairy tale) in their own words after listening to the original 1–3 times. This form is not very attractive as an exercise, owing to its somewhat artificial nature, but it can be very beneficial for vocabulary building. Communicative and motivating variants: each student receives a short text, i. e., a newspaper article. They read the text twice and then repeat the content in their own words. The original articles are then numbered and displayed on the right side of the classroom. The re-narrated versions are labelled with letters (a, b, ...) and hung up on the left side. The students read the re-narrated texts and try to match them up with the original texts. They also take notes of anything missing or inaccurately re-narrated. The exercise concludes with a group discussion.
- See also #16.3: parallel texts/generative writing.

3. Other suggestions

- For playful vocabulary building, see the ABC-stories in #6.3 above (example: All bears climb down, elephants follow giraffes).

city	profession	verb	animal	adjective	points
Bern	baker	breed	bear	blue	5
Geneva	gardener	give	giraffe	great	5
London	lawyer	-	lion	lazy	4

- The same applies for the classic “geography-game”, in which for each letter of the alphabet, the players must write down a city, country, river, etc. (Rules: all players receive a chart with the rubrics, e. g. city, country, etc.. As a student calls out the letters of the alphabet, another one shouts “stop!”, and a word is chosen that begins with that chosen letter. The charts can be modified, of course, to include a noun, a verb, an adjective, a feeling, etc.