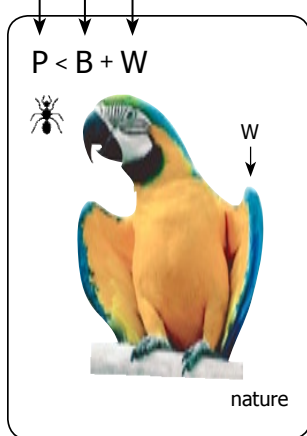


A parrot is a type of bird. It has a wing.



Introducing . . .

Letter Perfect English!

Dear Fellow Educators,

I created **LETTER PERFECT ENGLISH**, a unique picture card deck for playing 100+ games and activities, because I needed something versatile to use with my ever-changing weekly group of adult English language students. I'm never sure how many or what level or what nationality of learners will show up each week. It's an exciting challenge, to say the least.

As I searched for materials, I found plenty of products aimed at children, with cartoonish graphics and young subject matter. The rarer adult-oriented content, I discovered, tends toward dull worksheets and unimaginative lesson plans with dry, fill-in-the-blank sentences. I figured that, after a long day of work and family responsibilities, my students deserved to have more fun while learning English!

My background in creating family games for Aristoplay taught me that no one is too old to play games, that games are great motivators for learning, and that skills and knowledge stick more readily when we're all enjoying ourselves. I developed and fine-tuned the **LETTER PERFECT ENGLISH** cards over eight years and now have more than 100 games and activities to play with them. The *Letter Perfect English Guide Book*, which will soon be available online for free in .pdf format (at www.hoppingfun.com), explains how the card deck works and features rules, teaching tips, examples, and reproducibles for all levels of English ability, teens to adults, small groups to large—and one-on-one tutoring, too.

Look for **LETTER PERFECT ENGLISH** to be published this summer, followed by extension decks of nouns and verbs. Contact me (below) for information and updates or to put your name on an alert-me list for the publication debut.

Educationally Yours,

Lorraine Hopping Egan, author and game inventor



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For info: games@hoppingfun.com

How the Letter Perfect English™ Cards Work

Each card has three initial letters for words: steak (or sirloin), beeef, and meat.

An = sign means two similar words: jar and vase are similar (and are both containers).

A < sign means specific to general: A parrot is a type of bird. A + sign is a part of the whole: a wing is part of a bird.

category icon

Parts are labeled with letters and arrows.

category name

Tip: The math symbols are useful for figuring out the relationships between words, but when you introduce the cards, focus only on the letters. As students master the easy words, explain how to use the symbols to puzzle out the harder words.











Contents and Categories of the Card Decks

The Nouns double deck and instruction sheet, along with a free online guide book in .pdf form (available soon at hoppingfun.com), form the basic LETTER PERFECT ENGLISH™ card game set. The double deck includes 100 high-quality color picture cards in 10 categories (right). Each card has three initial letters for words related to the picture, and yet the Nouns double deck features more than 300 words, since some initial letters have two, three, or even four possibilities. (On one “Home” card, the C can stand for cabinet, cupboard, closet, or chest!)

Teachers, tutors, and other educators can use all 100 cards, shuffled together, to play most of the games and activities. A few activities specify using selected cards or certain categories of cards.

To expand your collection, there’s the More Nouns double deck, which features new pictures and words for the same 10 noun categories, and four Specialty Noun single decks: People Nouns, Nature Nouns, Object Nouns, and Activity Nouns (all coming in 2008). The Verbs double deck (currently in development) will include 100 cards in these 10 categories:

The 10 “Nouns” Categories

	people		work
	food		activities
	home		events & holidays
	wearables		tools & machines
	nature		
	travel		

Go!	Give and Take
Do It!	Up and Down
Make It!	Work and Play
Say It!	Sensations
Know It!	Day to Day

Letter Perfect English™ Activities and Games

Here's a taste of the 100+ games and activities that English language learners can play with the basic LETTER PERFECT ENGLISH™ picture-letter card deck (a full, free guide is coming this summer, available for download at www.hoppingfun.com):

- **Letter Perfect Rummy:** Classic draw, play, and discard. To form a set, players name collect and name vocabulary words in the same category (“Home”) or that start with the same letter.
- **Show Me a Card:** A talkative variation of Go Fish.
- **Word Poker:** A vocabulary version of the ever-popular Texas Hold ’Em poker, with or without the chips and betting. To win the pot, the highest hand has to name all the words that corresponds to the winning cards.
- **Domino Chains:** Make a chain of cards linked by common letters or categories by naming a word associated with the card.
- **Yes-No Questions:** A quick picture version of 20 Questions. One person draws a card, and the others guess it by asking: Is it an animal? something in the home? smaller than a dog? etc.
- **Triple Word Guess:** This is a face-paced team game similar to the popular family game Taboo™. One player picks a card and tries to get players to guess one, two, or all three of the words associated with the picture by describing it.
- **Weird and Wacky Adjectives:** Can you state a case for pairing “sharp accountant,” “beautiful bus,” “crazy drill” and other noun-adjective combos? It’s a picture variation of *Apples to Apples*.
- **Letter Perfect Bingo Games:** Picture cards dealt in a grid form the Bingo “boards” for a variety of learning games, from beginner to advanced, that target vocabulary and listening skills.
- **Letter Perfect Concentration:** Players try to pair initial letters or categories of cards in this classic memory game. The twist is that players have to name the words to win the cards.
- **What’s in Store?:** Themed sets of Letter Perfect cards (food, home items, clothing) are displayed as items in a store. How much does it cost? Is that too high or too low? How many can I buy for \$20? There are endless lesson possibilities for practice with numbers, money, asking questions, retail vocabulary, and more—including an auction game!
- **Odd One Out:** “Which photo doesn’t belong?” Lay out sets of four photos and each student makes a case for one being the “odd one out.” There’s no right answer; this game challenges players to think critically about classes and categories and argue a point.
- **Cloze Calls:** A variety of fill-in-the-blanks sentences with Letter Perfect cards as answers.
- **Lightbulb jokes:** “How many _____ does it take to change a lightbulb?” The answer is a Letter Perfect Card.
- **Letter Perfect Scavenger Hunt:** Players hunt through the deck for a list of clues.
- **Eye Spy:** Learn descriptive adjectives by playing this popular travel game.
- **Letter Perfect Solitaire Games:** A variety of card games for individual vocabulary practice.
- **Random Story Telling:** Turn over a card to see and tell what happens next.
- **The Lively Conversation Game:** Advance the thread of a fast-paced topical conversation by playing picture cards and relating them to the last thing said.

Quick Activities

These activities require little or no preparation, can be adapted to any skill level and group size (including one-on-one), and take advantage of the card deck format of Letter Perfect English™ to vary, expand, and enhance familiar language exercises. Because the pictures are on durable playing cards, they can be randomly generated (by drawing from a shuffled deck), traded, compared, passed around, and placed in word webs and other patterns.

Materials: For beginners, I select picture cards that they know and a few that they don't. Easy categories include Food, People, and Wearables, but it's worth searching the entire deck for familiar items—or better yet, ask your students to browse through and pick out the words they know. They don't have to know all three words per card—one is enough and, for some activities, they can ignore the letters and use the cards as simple picture prompts. For intermediate and advanced levels, you can generally use all the cards shuffled together with the Word Lists (end of packet) kept nearby for reference.

Conversation Starters

GOAL: Use randomly drawn picture cards to prompt and expand conversations.

Level: Beginner to advanced

Skills: Speaking, listening, fluency, vocabulary

Suggested Strategies: For intermediate and advanced learners, it's fun to have students take turns drawing cards at random and saying the first thing that pops in their head—a word association-type exercise. After this fast-paced word warm-up, they can revisit the cards on their cards for a more extending conversation, in which you emphasize full sentences and correct grammar. I build on what's been said by repeating words, making comparisons, and asking questions.

With beginners, I deal out a card (from a pre-selected set) to each student and allow them to think for a minute about something interesting to share about the topic pictured. I then start with my more advanced learners, who need less time to prepare. After everyone has had a turn, we line up the cards and review the vocabulary.

When working one-on-one, I write down everything the student says, filling in words that he or she doesn't know, and then review the statements for grammar.

Variations: Use the cards in a similar way as writing prompts. Students write and then share a few sentences about a randomly drawn picture card.

Word Webs

GOAL: Build a web of related words with a picture card at the center or build word webs made of picture cards by finding relationships and connections between the subjects pictured.

Level: Advanced beginner to advanced

Skills: Vocabulary

Suggested Strategies: I begin by drawing a card and asking students to name and list as many related words as they. Prompt them with questions about color, size, shape, synonyms, parts of the whole, relationships between objects, sounds and smells, word forms (wood, woodworker, woodworking), and so on. You can alternately have students generate their own written lists: Who can list the most words? Whose list is most interesting?

Here's a sample list for the More Nouns card Home "mixer":

food, cook, blend, mix, food, liquid, drink, juice, fruit smoothie, milk shake, kitchen, turn, spin, pour, loud, low, medium, high, switch, glass, blades, top, cover, plug, puree, chop, stir, spill, splash

After students have generated the list or lists, they work together to draw a word web—a web of interconnected ideas centered around the picture on the card.

Variation: Pass out a pack of 10 cards in the same category to each student, pair, or small group. The students place one card in the center and arrange the other cards in a web, inserting relationships between the cards written on scrap paper or index cards. For example, using the Home cards, they can place the house in the center and branch out to type of housing (apartment building), kitchen items (cookware, place setting), furnishings (arm chair, table and chairs), and so on.

Sentence Pairs

GOAL: Link two randomly drawn cards in a single sentence, using correct grammar.

Level: Advanced beginner to intermediate

Skills: Speaking, grammar, (word order, verb agreement, verb tense), vocabulary

Suggested Strategies: Deal out one card per person and give students a few moments to think about their subject. Each person in turn draws a second card from the deck and makes a complete sentence that includes both cards. The challenge is to connect the two nouns with a verb. Examples:

Snakes eat chicken.

People on Earth use lightbulbs.

An apartment is a comfortable place for kittens to live, but not large dogs.

It helps to write out the spoken sentences on a board to correct grammar and solicit additions, embellishments, or improvements.

Variation: If the activity is too easy, expand to a very challenging three words per sentence: If roller blader uses a drill to fix her skates, she'll break her legs. This takes advanced grammar—compounds and clauses.

Random Storytelling

Goal: Tell an short but exciting story, with a beginning, middle, and surprise ending, by stringing together cards picked at random.

Level: Advanced beginner to advanced

Skills: Speaking, listening, vocabulary

Suggested Strategies: For beginners, hand-select three to five cards. For an easy game, stick to nouns in the same category. The most challenging (and exciting) approach is to draw cards at random from a complete, shuffled deck.

I scramble the cards face-down in the center. The first player draws a card and places it face-up at one end of the table. I often start the story by asking a question: “Who owns this cell phone?” “Where is this hot air balloon going?” “How much did this gift cost?” The first player begins the story by answering the question. Keep in mind: Every good story has a central conflict, so it helps to interject a surprising fact, a contradiction, a suspenseful question, and so on to build intrigue.

The next player draws a card and places it next to the first card. He or she restates the beginning of the story and then adds a sentence to continue the plot, somehow tying in the subject picture on the card played.

Each player draws a card and continues the story in turn. Recap the whole story so far from time to time, adding details to keep students alert and learning. The player who draws the last card gets to concoct a dramatic and exciting end to the story. Ask a volunteer to retell the story from start to finish or collect the cards, in order, and have students take turns retelling the story as you play each card.

Teaching Tips:

- You can tell a great story with as few as three cards (beginning, middle, end) or as many as 10-15 cards. Here’s one that I told with beginners: *1. There’s a snake! Here! In this room. 2. Oh no! A baby is here, too! 3. Whew. The snake eats the chicken, not the baby.* As each beginner repeated the story, I encouraged embellishments: a big snake? a green snake? a bad or a good snake? Is the baby happy or scared? And so on.
- Alison Austin of Washtenaw Literacy asks her advanced learners to draw three cards blindly. “They can’t look at their cards until it’s their turn to tell a story,” she explains, “partially trying to work on speed/fluency of language, partially wanting them to listen to each other and not be thinking about what they are going to say.” The diversity of pictures, chosen at random, makes this approach both creative and challenging.
- You’re there to correct students, of course, but feel free to add interesting details or plot twists to keep things lively and introduce new words. You’ll also find that some more creative students really get into the spirit and do this for you.
- If a student gets stuck, ask a “W” question (who, what, where, why, when) about the subject of the card.
- If the plot begins to peter out, it’s okay to end the story before all the cards are drawn. You can always start a new story.
- Students can tell an action-packed story in any tense. It’s a great way to learn and practice simple past tense, especially for those who habitually use only the present tense.

About This Activity

As a writer, this is my absolute favorite thing to do with the deck. As I tell the story, I make sure there’s plenty of action and conflict and use exaggerated facial expressions and body language, even acting out the story in places. When students repeat the story, you’ll find that they mimic the acting moves, too, which helps them remember and enjoy the story.

Activities with Reproducibles

Lightbulb Jokes (Cloze-Style)

GOAL: Fill in the missing key words of classic lightbulb jokes by matching the punch lines with the subjects on Letter Perfect English cards.

Players: individuals, pairs, or small groups (working cooperatively)

Level: Intermediate to advanced

Skills: Reading comprehension, vocabulary

Materials: You'll need the "lightbulb" card (Tools and Machines), all 20 of the Work and Activities cards, and one copy per student of a "Lightbulb Joke" reproducible (on the following pages).

Preparation: Students lay out the selected Letter Perfect cards face-up so that everyone can see them.

Suggested Strategies: Lightbulb jokes are a piece of American culture that students are likely to encounter at parties, on the internet, and in casual conversation. Though they sometimes tend toward the raunchy or politically incorrect, these clean versions are great teaching tools for introducing important vocabulary and prompting interesting discussions.

Before students begin, it's helpful to discuss the sample joke together and to review or introduce the suffixes -er (teacher, worker, player), -or (actor, educator), -ist (guitarist), and -ian (musician, veterinarian). These endings change a verb (teach, work, play, act, educate) or an object noun (guitar, hobby, music) or an adjective (veterinary) into a person noun. Once students see the pattern, they can put it to practice: lead? (leader) invest? (investor) art? (artist) politics? (politician).

Why so many endings that do the same thing? The -ian and -ist suffixes generally pertain to words of French origin, and the -er and -or suffixes are often added to words of English or German origin.

Point out that each reproducible also has word definitions on the bottom that students can use as clues to finding answers.

Answers to Lightbulb Jokes: 1. musicians (or guitar players), 2. football players or hockey players, 3. actors, 4. meditators (or yoga practitioners), 5. doctors (or veterinarians), 6. police officers.

Answers to More Lightbulb Jokes: 1. accountants, 2. weightlifters (or body builders), 3. gardeners, 4. teachers, 5. computer users (or programmers), 6. carpenters (or construction workers)—though almost any career is possible with this last one!

Name: _____

COPY ME

Lightbulb Jokes

Telling lightbulb jokes is part of American culture. You hear them at parties, at work, and in school. You can find thousands of them on the internet and in books. Here is the most famous lightbulb joke of all:

Question: How many underworked workers does it take to change a lightbulb?

Answer: Ten. One to hold the bulb and nine to turn the ladder.

DIRECTIONS: Read each joke. Then fill in the missing word. Each missing word is pictured on a Letter Perfect English card.

1. How many country music _____ does it take to change a lightbulb?
Two. One to put in a new bulb, and one to sing a song about how lonely the old bulb is.
2. How many _____ does it take to change a lightbulb?
The entire team, and each player gets college credit for it..
3. How many famous _____ does it take to change a lightbulb?
Only one. They don't like to share the spotlight.
4. How many _____ does it take to change a lightbulb?
That depends on what the mind changes it into.
5. How many _____ does it take to change a lightbulb?
That depends on whether the bulb has health insurance.
6. How many _____ does it take to change a lightbulb that's gone bad?
None, if the bad bulb turns itself in.

Word Definitions

country music: American songs often about love, men and women, and other matters of the heart.

go bad (idiom): A lightbulb that goes bad stops working. A person who goes bad

becomes a criminal (law breaker).

lonely: feeling alone, missing other people

spotlight (idiom): the center of attention.

When a spotlight shines on a theater stage, that's where everyone looks.

turn itself in (idiom): You turn a lightbulb to put it in the socket. If you turn yourself in, you surrender (give up) to authorities.

underworked: not busy, not enough work to do

More Lightbulb Jokes

DIRECTIONS: Read each joke. Then fill in the missing word. Each missing word is pictured on a Letter Perfect English card.

1. How many crooked _____ does it take to change a lightbulb?
What kind of number do you have in mind?

2. How many strong _____ does it take to change a lightbulb?
One, unless he fails to lift it on the third try. Then, he's out of the competition.

3. How many _____ does it take to change a lightbulb?
Three. One to change it and two to decide if it's the right season for planting bulbs.

4. How many English _____ does it take to change a lightbulb?
At least four. One to write "lightbulb" on the board, one to show a picture of a lightbulb, one use "lightbulb" in a sentence, one to pronounce "lightbulb" correctly . . .

5. How many _____ does it take to change a lightbulb?
Two. One to DELETE the old bulb and one to INSERT a new bulb.

6. How many _____ does it take to change a lightbulb?
None. That's the electrician's job.

Write your own lightbulb joke!

Question: How many lawyers does it take to change a lightbulb?

Answer: _____

Word Definitions

bulb: an object with a round (or bulbous) shape. A lightbulb is usually round. Some plant roots are bulbs (onion, garlic, lily, iris and so on). A Christmas bulb is a round decoration to hang on a tree or in a

window.

competition: contest or sporting event.

crooked (idiom): not straight. A crooked person breaks the law.

delete: erase or make disappear

electrician: worker who makes or fixes electrical systems

insert: add or put in

Letter Perfect English™ Games

The Lively Conversation Game

GOAL: Two or more learners participate in a fast-moving, competitive conversation by playing cards as fast as they can, without taking turns. To play a card, the learner must link the picture to the the card that played before it in a continuous flow.

Players: 2 to 6, plus an optional English-speaking game monitor

Level: Intermediate to advanced

Skills: Speaking, listening, conversation fluency

Materials: All 100 picture cards, well-shuffled into a single deck, or (for intermediate learners) cards in three related categories (suggestions: Food, Home, People; Food, Nature, People; Food, Travel, Wearables; Work, Activities, Wearables; Work, Tools and Machines, Wearables; Work, Activities, Travel).

Preparation: None. In fact, part of the challenge is for students to build confidence in jumping into an unfamiliar social situations.

How to Play the Game

1. The dealer (or optional English-speaking game monitor) shuffles the cards and deals out an equal number to each player. I usually start with five cards apiece and increase to seven or eight cards as players get comfortable with the game and begin to draw some cards repeatedly. Students can take 10 seconds or so to look over their cards, but *do not stop to look up or review vocabulary words* (see Teaching Tips). The idea is to jump right in!
2. The dealer places a leftover card in the center face-up, and starts a conversation with it. Example: “I carry lots of luggage so that I do not have to buy anything when I travel.” (Note that if the learner doesn’t know the word *luggage*, it’s perfectly okay to play the card and say “stuff” or “things.” Again, the goal is fluency, not vocabulary.)
3. All players freely, *without taking turns*, add to the conversation by playing a card on the pile and making a related statement about the object on it. Sample advanced conversation flow:
“Not me. I travel with one good outfit so that I don’t have too much luggage to carry.”
“I always take a raincoat and umbrella.”

About This Game

In almost every group of learners, a few outgoing types overshadow those who are shier or who are less secure about their English skills or who are afraid to make mistakes and so take a lot of time to formulate their thoughts. I developed this fast-paced conversation game to help even the score a bit. My students tell me that it makes them more confident about participating in normal, everyday conversations with native English speakers—conversations in which people talk over each other, interrupt, change the subject, and agree or disagree with what’s being said at what seems like the speed of light. Including a native English speaker in the mix keeps the conversation lively, fast, and natural, but I’ve had groups do well on their own once they get the gist.

“If it rains, you can always go inside an apartment building until it stops.”

“But not if there’s a police officer. He might chase you away.”

“I saw a police officer chase a cat. The cat was chasing a bird.” (This player has played two cards in a row.)

“Maybe the bird was looking for water?”

4. The game ends when one player runs out of cards. I declare that player “the winner” as a way to increase the competitive pace and simulate the real-life tension of entering a natural, lively conversation, but you can simply require players to play as many cards as they can before someone runs out.

5. Players should immediately collect, shuffle, and deal out the cards and start a new conversation. By the third or fourth round, it helps to mix in new cards or rearrange students into new groups.

Teaching Tips

- **Getting Started:** I find that the first round is slow-going, but as players get familiar with the cards and the game, things really pick up fast. I keep pointing out that it’s okay to overlap or interrupt a bit—that’s what happens in a natural conversation. I also emphasize that it’s okay to make mistakes and to not worry about using specific vocabulary words. For example, if they don’t know *animal doctor/veterinarian*, it’s okay just to call her the “woman” or “the woman with the cat” in the heat of conversation. The idea is to communicate and contribute to the conversation as best they can.
- **Making It Easier:** If someone is struggling to participate, ask that person to lead the next round of play. You can also make the game easier by mixing in simple conversation cards such as: “That’s right,” “I agree with you,” “Good idea,” “How interesting,” and so on. Players can say/play these cards at any time, along with the Letter Perfect English cards.
- **Cultural Points:** Interrupting or talking over someone is considered rude in many cultures, especially when a younger person is talking to an older one or there’s a disparity in power or status. To participate in English-language conversations, especially with fast-talking and informal Americans, some students will need to get past a significant level of discomfort. This game really helps! A Chinese learner pointed out that she is always telling her children not to interrupt and to speak only when spoken to—rules that many parents of all cultures go by. A key point is that this game is about informal conversation between adults.
- **Extending the Lesson:** Because the lively conversations are fast-paced and off the cuff, they aren’t always very scintillating. That’s okay. As long as there’s communication and flow, the activity is a success. As a follow-up, tutor Tina Zhang collects the discard pile of cards and reviews the whole conversation from start to finish, playing each card again in order. That’s the time to refine vocabulary, correct grammar, and add transition words.

The Listening Post Game

GOAL: From a display of nine or more cards, pick out the one picture card that's associated with a short speech, spoken quickly and naturally.

Players: 2 to 6, plus an English speaker

Level: Beginner to advanced intermediate

Skill: Listening

Materials: Select a minimum of nine cards from the deck. The more diverse the categories and subjects, the easier the game. Nine cards in the same category is challenging! Note that players don't have to know the words for the cards you choose, since they will be pointing at them rather than naming them.

With intermediate and advanced learners, I shuffle the deck and draw cards randomly.

When playing with children or teens, provide fly swatters, spatulas, or other pointing devices to avoid having them slap each other's hands as they quickly choose a card.

Preparation: Lay the cards face-up in a three-by-three grid in the center of the table. Give students a few seconds to look them over.

About This Game

I first played this game with my individual learners, using basic picture cards for one-on-one listening practice. The group game is a much more fun and lively, and the Letter Perfect English cards work better than flash cards in part because of the relationships between the words—you can use the math symbols to describe parts of a whole, specific to more general terms, or synonyms. Having initial letters on the cards (and not the words themselves) helps learners focus on listening during the game and then they can learn new vocabulary afterward.

How to Play the Game

1. Secretly choose one of the nine cards in your mind. Without naming the card, state facts, synonyms, a story, or any other form of oral communication that indirectly leads players to the chosen card. Adjust your speech to just above the level of the students. Don't make it too easy! The idea is for players to understand the gist of what you are saying, even if they don't understand every word.
2. The first player to "tag" the correct card (point to it, name it, touch it, or slap it with a fly swatter) wins the card. Each player can only tag one card per round, so caution them not to make wild guesses. If a player misidentifies a card, simply keep talking until someone else gets the right one.
3. Replace the tagged card with a new card (reviewing or introducing vocabulary as you choose) and play as many rounds as you like.

Here's a beginner example for the target card Food: breakfast, bacon, eggs in the Nouns deck:

"I don't like to get up in the morning. I'm a real night owl. But when I do get up, I like to eat. Toast and jam isn't enough. I need some serious food. I like a couple of eggs, sunny-side up, some fried potatoes, maybe a slice of bacon or two . . ."

Notice that it's above level and starts out indirectly, including words (night owl, sunny-side up) that beginners aren't likely to understand. That's okay. The idea is to start out fast and gradually work in the target words on the card.

You might be tempted to repeat phrases for understanding; I try to resist this temptation. You can easily adjust your pace and vocabulary from round to round to keep students challenged. You want them to make a

wrong guess or two, to have to struggle a bit to listen. By the time you say easier words like “eggs” and “potatoes,” the beginners will get it.

Here’s an intermediate/advanced example for the target card Nature: lion, mane, tail in the More Nouns deck:

“I have two critters that I really love with all my heart. They’re small, but sometimes they they cause some huge problems in my house. They’re always scratching the furniture, and they leave their hair everywhere, especially in the springtime when it’s warm, and they’re shedding all their fur. The worst part is that they knock things over and break them, and I’m constantly replacing lamps, plates, knickknacks, and what not. It’s a good thing these cats are small. What if they were really big? Wow! What a pain! Can you imagine having a pair of wild lions in your house as house pets?”

Teaching Tips

- **Adjusting the Level:** If too many students get the answer at once, the game is too easy. Speed up or add complexity to your speech. It may take a round or two to find the right level.
- **Mixed levels:** Obviously, this game doesn’t work well with groups of mixed ability. If you find that one or two students are dominating, split the group or ask the most advanced learners to become the clue givers.
- **Absolute Beginners:** Start with two cards. After each round, add an extra card to gradually increase the number of words to nine. I’ve also played this with beginners as a sort of “I Spy” game (see page xx). I call out a color or shape, for example, and learners tag the card that has that color or shape.
- **Large Group:** Deal a card to each player (face-up so that you can see them all as you walk around the room). All players listen to your speech for each round, but only one player will have the target card. He or she holds it up and names it to end the round. If someone holds up the wrong card, take it and keep talking. To begin a new round, replace each named or forfeited card with a new one and ask all players to pass their card to their neighbor. Play until everyone has won at least one target card.
- **Spelling and Scoring Variation:** Instead of tagging a card or stating the target word aloud, players write it on a piece of paper. As soon as everyone has written a word, stop talking and announce the word. All players with the correct word win 1 point. You could award a bonus point for correct spelling.

Domino Word Chain (Simple Version)

GOAL: Like the classic tile game Dominoes, players build a chain of words linked by category or initial letter. To add a card to the chain, they must name it and repeat the name of each card in the chain, back to the first card played.

Players: 1 to 6 players with an optional, English-speaking game monitor

Level: Beginner to intermediate (the advanced version follows)

Skill: Vocabulary

Materials: Select cards that students generally know and then mix in some harder ones. If there's no game monitor, players will need to use the Word Lists for reference. If you use a lot of cards, you'll need a large playing surface.

Preparation: Students need to understand how the letters and categories on the Letter Perfect English cards work. Demonstrate three cards with matching letters (bus, building, breakfast) and three cards in the same category (Food: soup, salad, breakfast). Point out that the categories are indicated by both name (at the bottom of the card) and picture (in the upper left corner). They don't need to understand what the math symbols mean in order to play the game, but the symbols do help with decoding vocabulary words.

How to Play the Game

1. The dealer shuffles the deck and deals out an equal number of cards (at least three, no more than seven) to each player. (More cards means a longer game; fewer cards is faster and less overwhelming to beginners.) The dealer places one card face-up in the center of the table and names one of the three words aloud (by looking on the Word List, if necessary). The dealer stacks the rest of the cards in a face-down deck.
2. The player to the left of the dealer searches his or her hand for a card in the same category or with the same letter as the card in the center. If there isn't one, he or she draws a card from the top of the deck and the turn passes to the next player. If there's a match, the player plays the card next to the first card and names the word that starts with the matching letter and also the first card played. For a category match, the player can name any one of the three words. For a letter match, the player must name both words that start with the matching letter.
3. The next player tries to play a card matching the second card played. If successful, he or she must name all three cards in the domino word chain. Players continue to take turns adding a card to the chain, if they can, and naming the new card and all the cards that came before it.
4. The game ends when a player plays his or her last card and names all the cards.

Teaching Tips

- **Adjusting the Level:** Allow beginners to use the Word List at will. For a challenge and to make this more of a game, require that intermediate and higher students name cards without using the Word List. If they can't name a card, they can't play it. They can look up the unknown word on the Word List, memorize it, and play the card on a later turn.
- **Shorter Variation:** Deal out fewer cards at the beginning or stop the game after a time limit or after a

certain number of cards have been played in the chain (12-15 is plenty). In the latter case, the player holding the fewest cards names all the cards in the chain, as fast as possible, to win.

- **Solitaire:** Individuals can play this game Solitaire-style by starting with one card face-up in the center and drawing cards at random to form the longest Domino word chain they can.
- **Learning the Words:** The repetition of words might seem a little boring at first, but it's an important feature of this game. Students will really learn those first cards played! They'll also gain speed at naming the cards and zip through the chain by the end of the game.

I don't penalize them if they can't name a card in the chain (though they have to name the card that they play). Invariably, another student will shout it out. Beware: If someone is struggling to remember words, you might need to remind other players to be quiet and patient when it's not their turn.

Remind players that they only have to name one of the words—the one that links to the previous card in the case of a letter link or any word for a category link. As the chain grows longer, the game gets tougher because players tend to play the easy cards first and wind up with a hand full of hard cards. That's okay. It gives players who are straggling a chance to catch up, if you're playing without the Word Lists.

Domino Chain (Full Version)

GOAL: Players build a chain of words linked by category or initial letter, but in this version, they can play (and name) an unlimited number of cards in a row.

Players: 2 to 4 players

Level: Intermediate to Advanced

Skill: Vocabulary

Materials: Use the entire deck, well-shuffled, with the Word Lists placed within reach for reference.

Preparation: Demonstrate sample sets of cards with matching letters and categories.

How to Play the Game

1. The dealer deals out seven cards per player, places the deck face-down in the center, and turns over the top card to start a discard pile and the next card to start the domino chain. This chain will be vertical—a stack of linked cards rather than cards layed out in a horizontal row (as in the simpler, one-at-a-time version).
2. Players begin each turn by drawing a new card from the top of either the deck or the discard pile and adding it to their hand. They then play as many linked cards as they can on top of the vertical domino chain, naming each card as it's played. As in the simple version, the cards should be linked in a series or chain, even though they're in a stack. Sometimes, a player won't be able to play any linked cards and will have to pass. All players, whether they were able to play a card or not, end their turn by discarding any card face-up next to the deck. (By discarding a card, players have a chance to ditch ones that they don't know or that have rare letters, like J, V, Y, O, I, E.)
3. Each player draws, plays, and discards in turn until one player (the winner) runs out of cards or the deck is exhausted (in which case the winner is the player with the fewest cards).

The Letter Perfect Rummy Game

GOAL: As in the classic card game Rummy, players collect and play sets of cards in the same category or with matching letters. The winner is the player with the most sets after the deck is exhausted or one player runs out of cards.

Players: 2 to 4

Level: Intermediate to advanced

Skills: Vocabulary

Materials: Choose five of the 10 categories and arrange those cards into a single, 50-card deck. (By playing with a single deck, you increase the chances of getting a category set—three cards in the same category.) Keep the Word Lists for your categories within reach to use as reference.

Preparation: Demonstrate how to make Rummy sets—*four* cards that have the same letter (photographer, place setting, pocket, pliers) or *three* cards in the same category (Travel: suitcase, airplane, photographer).

About This Game

This is the card game that launched the Letter Perfect English series! I started with a couple of categories and picture cards with single letters on them but found that three letters per card, with five categories (that's half the double deck), makes for a better Rummy game. I've played countless games, adapting to the level and interest of learners. Skill counts as well as luck since learners who know more words have more options to play.

Introduce or review the three familiar Rummy words: draw (a card), play (a matching set), discard (any card). Draw, play, discard. Those are the rules of the game in a nutshell.

How to Play the Game

1. The dealer deals out seven cards to each player, puts the deck face-down in the center, and turns up a card to start a discard pile.
2. Each player in turn, starting to the left of the dealer, draws a card from either the deck or the discard pile, plays a matching set of three cards (same category) or four cards (same letter) if possible, and then discards a card. To play a set, players must name the four words that begin with the matching letter (photographer, place setting, pocket, pliers) or one, two, or all three of the category words on each card (depending on the level of English).

If players don't know words, they can look them up on the Word Lists when it's not their turn. During their turn, the Word Lists are off limits. They have to remember and say the vocabulary words.

3. The game ends when one player has played all of his or her cards (including the last discard). The winner is the player with the most cards played, minus any cards remaining in the hand.

Teaching Tips

- **Variation:** Traditional Rummy allows for playing cards on other players' sets, but that won't work for the Letter Perfect English version.

Set! (Beginner Rummy)

GOAL: Players collect and play sets of three cards in the same category or four cards that include the same letter by acquiring cards one at a time.

Players: 2 to 8, plus an English-speaking game monitor

Level: Beginner to intermediate

Skills: Vocabulary

Materials: As with the more advanced Rummy game, this works better using a single deck (50 cards) in five categories.

Preparation: None. Players learn about sets as they play.

How to Play the Game

1. Starting with the player on your left and going clockwise around the table, flip over the top card and ask the player for a word—one of the three target words for the card or (for early beginners) any word—“red,” “big,” “cook.” If the player can name the object (or come up with a word), he or she wins the card and displays it face-up. If not, you name it (choosing any of the three words), state the category, and display the card face-up in front of you.
2. Continue in this manner for four rounds. In the unlikely event that a player has won three cards in the same category or four cards that have the same letter, say, “Set!” If the player can name the object on each card (or a word for each card), he or she turns the set face-down. Those cards are now out of play. If the player can’t name the cards, the set stays in play, and the player can try again on the next turn.
3. For the fifth round, players have a choice. They can try to win a card from the top of the deck, or they can ask another player (or you) to trade one card with them. If they ask for a trade, a trade must take place, but there’s some room for negotiation (see below). This rule speeds up the play, helping players form matches more easily, and also gives players practice in asking for things by using complete sentences and correct grammar. The phrasing of the requests and replies depends on the language level, but all students must correctly name an object in order to obtain a card, whether it’s a new card or a traded card. Also, they must phrase their request correctly, though you might want to be lenient for the first few rounds.

Here are some sample exchanges with a mixed group of beginners and intermediates:

Mani: Anna, please give me the monkey. I will give you soup.

Anna: Okay, here is the monkey. May I have the soup, please?

Players trade cards and place them face-up. If either player has a matching set, he or she names it to claim it according to rule 2 above.

Anna: Klara, may I have the hair? I will give you the teacher.

Klara: Sorry, Anna. I want the hair. But you can have the drill.

Klara gives Anna the mechanic card, and Anna gives Klara the hair card.

4. The game ends when the deck is exhausted. The player with the most cards played is the winner.

About This Game

I tried to play Rummy with eight beginners one day and quickly found that seven cards at once is too overwhelming and eight players meant that it took a long time for a turn to come around. Instead, I created this simple version, introducing one card at a time and pointing out when a player had a “set.” After a few rounds, the learners automatically began discussing and trading their cards to make sets. It evolved naturally into a great lesson in how to ask for things and negotiate in English. Even with limited English, there were some hard bargains!

Show Me a . . . (Go Fish)

GOAL: As in the classic card game “Go Fish,” players collect and play matching sets of cards (three in the same category or four with the same letter). They have to name the cards in order to play them.

Players: 2 to 4

Level: Advanced beginner to advanced

Skill: Vocabulary review, speaking

Materials: Choose five categories and form a 50-card deck with only those categories.

How to Play the Game

1. A dealer shuffles the deck and deals out seven cards to each player. The rest of the deck goes face-down in the center.
2. Each player, in turn, asks any other player for a card in a certain category or with a certain letter. This is a great chance to practice various ways of asking for things:

“Can you show me a tool?”

“Please show me a card that starts with B.”

“Do you have a nature card?”

“Do you have something that starts with H?”

“I’m looking for a work card. Do you have one?”

“I need something that starts with V. Do you have anything?”

If the answer is “Yes, I can show you a card that . . .,” the player with the card shows it to the questioner. The questioner must name the word with the targeted letter in order to win it. He or she can name any of the three words to win a category card. If the answer is no or the player can’t name the card, he or she draws a card from the deck and ends the turn. For future reference, players can look up unknown cards on the Word Lists.

3. If the player wins a card, he or she can play a set that includes three cards in the same category or four cards that start with the same letter (again, naming them to play them). To play a set, the player simply lays the cards face-up in front of him or her.
4. The game ends when a player has played all of his or her cards. The winner is the player who played the most cards, after players subtract one card for each unplayed card in their hand.

Triple Word Guess

GOAL: Similar to the family word game **Taboo**, players take turns describing picture cards to their teammates, who try to guess one, two, or all three words associated with the picture. Teams score 1 point per correct guess.

Players: Two teams of 2 to 4 players

Level: Intermediate to Advanced

Skills: Speaking, listening, vocabulary review

Materials: Along with the shuffled deck, it helps to have a stopwatch or sand timer (2 minutes is about right) and put one student in charge of using it.

Preparation: Teams of two players sit facing each other, with the deck in the center. If playing with three or more people per team, arrange chairs in a semi-circle with a gap in the middle and each team on either side of the gap. Place the deck face-down on a desk in front of the semi-circle of chairs. The clue giver stands behind the desk, facing his or her teammates.

About This Game

This fast-paced game is a popular one! If you don't have time for the full team version, you can use it as a quick warm-up activity for a group. Each player draws a card at random and has 30 seconds to get the others to guess the words. It's also great one-on-one with you and your learner taking turns as clue givers.

How to Play the Game

1. Choose a team to go first. The team decides the order in which players will give clues. All players will eventually be clue givers. The first clue giver draws a card from the top of the deck.
2. Start the timer. The clue giver describes the picture to his or her teammates, who try to guess one, two, or all three words for the card. The clue giver can name the category and can say any words *except for the three target words*. If he or she says a target word by accident, that word doesn't count toward the score. It's okay for a clue giver to move onto another card after teammates guess only one word, if the other words appear too hard. Allow clue givers to skip one card (and only one card) per turn. The team scores 1 point for each correctly guessed word during the time limit.
3. The opposite team takes a turn, electing who will be the first clue giver.
4. The game ends after each player has taken a turn as the clue giver. Highest score wins.

Teaching Tips

- **Non-Team Variation:** Each player in turn has 2 minutes to get the entire group to guess as many words as possible. The player draws five cards and takes a minute to review them and order them from easy to hard before starting the timer. The maximum score is 15 (three words per cards).
- **For beginners,** select and show all the cards that will be in play—a minimum of 12-15. Even if they don't know all the words for a card, they can still describe the picture to their teammates.
- **Extension:** Do you have the popular word game **Taboo™**? Players describe a word without using any of five related "taboo" words listed on a card. To adapt this game for ESL groups, hand-select Taboo cards for ability level and allow players to say the five taboo words. Advanced learners can state the word at the top of the card and get teammates to guess the five taboo words.

Weird and Wacky Adjectives

GOAL: Each player explains how a different randomly dealt noun might be described by the same adjective. The player with the most interesting, clever, or entertaining explanation (by popular vote or by decree of the facilitator) wins the round.

Players: 2 to 6, plus an optional English speaker to facilitate play

Level: Advanced beginner to advanced

Skills: Speaking, listening, vocabulary, grammar (parts of speech)

Materials: Along with the shuffled deck, you'll need either a list of adjectives, adjectives written on individual cards (to draw at random), or the adjectives (green cards) from an Apples to Apples set.

How to Play the Game

1. Deal out 1 to 7 cards (1 for beginners, 5 to 7 for advanced players).
2. Choose an adjective (“weird,” “wacky,” “sharp”) and ask players to relate the adjective, in some imaginative or interesting way, to a noun in their hand.
3. Ask each student to explain their choice, using examples or details or analogies or personal anecdotes or facts to sound convincing. It helps to think like a lawyer and make a case!
4. Either you choose or the players vote on the best noun-adjective link. The winner hangs onto the noun card as a way to keep score. The others toss their used nouns into a discard pile. Everyone draws a card from the deck to start a new round, with a new adjective.
5. The first player to win three cards (or five, for a longer game) is the winner.

About This Game

The Apples to Apples® word game is a favorite at my family gatherings, with young and old alike. I've played variations of it with several groups—much-simplified for beginners to the full-blown version—but found myself constantly weeding out cards that were too hard or had popular or cultural references that only American-born players can fully appreciate. One day, with no time for sorting cards, I pulled out my Nouns deck and improvised a noun-adjective matching game. The learners “got it” right away and, with less anxiety about learning too many new words, they focused more on coming up with creative links with the adjectives. I've since found that the game works best with adjectives that have shades of meaning or multiple meanings, such as sharp (“smart, not dull, or harsh-tongued”).

Teaching Tips

1. **One-on-one**, deal out three noun cards, write down an adjective from the list, and ask the learner to choose the noun that best matches the adjective.
2. **For beginners**, deal out one Noun card in the center of the table, choose an adjective, and ask players if the noun matches the adjective. If players say, “yes,” ask them to make a sentence and then choose a new adjective to start the next round. If they say, “no,” deal out a new noun and, keeping the same adjective, ask again.
3. **To challenge learners**, argue with them! Disagree or bring up counter points that they must then respond to. The game is infinitely more fun when there's a lively discussion and debate.

Word Poker (Texas-Style)

GOAL: A variation of the popular Texas Hold 'Em poker game, players bet on winning hands that have matching letters or five cards in the same category (a flush). To claim the pot, the player with the highest hand must name the vocabulary words in the winning hand without using a Word List.

Players: 3 to 6

Level: Advanced beginner to advanced

Skills: Vocabulary

Materials: Split the deck into two single decks of five categories (and 50 cards) apiece. It doesn't matter which categories you lump together. (The purpose is to facilitate flushes—five in the same category.) Players will alternate the decks from round to round. You'll need poker chips or small, uniform objects to substitute for chips (dried pasta, dried beans, toothpicks, game pieces such as the wooden cubes from Risk® or the like).

Preparation:

- Pass out an equal stake of chips to each player. My group uses standard poker chips that are white (worth 1 point, at least 20 per player), red (worth 5 points, at least 10 per player), and blue (worth 10 points, at least 5 per player).
- Copy and pass out the Word Poker rules (page xx) for players to use as a reference. I don't bother going over the rule sheet in detail before playing—it takes too long. I show them how to play with a sample round (especially how the betting works), and then refer them to the rule sheet if needed. They catch on a lot faster that way. Trust me, they'll be using the poker lingo like pros in no time!

How to Play the Game

- If you're unfamiliar with how poker betting works, here's a quick example:
 1. The first player bets 2 chips.
 2. The second player "sees" those 2 chips (by also putting in 2 chips) and then raises 3 chips. That's a total of 5 chips (2 to see and 3 to raise). The new amount in order to "call" (to equal the bet) is 5 chips.
 3. The third player sees the bet (puts in 5 chips) and then raises 2 chips (for a total of 7).
 4. The dealer calls the bet by putting in 7 chips.
 5. We're back to player one. In order to call, the first player must now put in 5 chips (the first 2 already put in the pot, plus 5 more, equals 7 chips). (He or she could also choose to fold or raise.)
 6. The second player owes 2 more chips to call (after having put in 5 chips).

About This Game

Xiao Yin, a lively woman from China, is a fanatical Detroit Pistons fan whose devoted basketball watching ultimately led her to ESPN's coverage of those popular, high-stakes, no-limit Texas Hold 'Em Poker tournaments. Intrigued, she asked me about the rules and about unfamiliar terms like "The Flop" and "fold" and "all in." Having watched both professional and celebrity versions of the game, I knew right away that this is a game better learned by seeing than explaining. So I came up with some simplified rules adapted to the LETTER PERFECT ENGLISH™ cards, rounded up a bunch of chips, and introduced my ESL game group to poker, Texas-style. After a few refinements, it's one of the most popular and educationally successful games for learners and tutors alike.

7. The round betting ends, since the third player has already put in 7 chips.

Teaching Tips

- Don't let betting get out of hand and become a distraction. Limit raises to two per round, for example. It also helps for players to stack their wagered chips in front of them rather than pool them in a common pot to make it easier to keep track of who owes what.

- If players are folding too much, your ante is too low or players are unsure of vocabulary words. In the former case, I start at one chip and gradually raise to five chips as the game progresses. I don't play with big blinds and small blinds (traditional rules) because I want all the players (not just the "blinds") to have a stake in betting and stay in the game. It helps to have a winner who comes from behind—gets a lucky card on the turn or the river—to show that it's sometimes worthwhile to hold them rather than fold them.

If you sense that players aren't betting because they don't know the words, take an occasional "Word List" break, allowing players a minute or two to look up and memorize their vocabulary words.

- Some letters (B, C, P, S, T) are more common than others and turn up more frequently in the winning hands. This is part of the game. Players begin to recognize and value certain letters, just as they would value a face card or an ace in traditional poker.

Name: _____

COPY ME

Word Poker Rules

1. To begin, all players “ante up” (AN-tee UP)—put a chip in the pot.
2. Deal two cards to each player, face-down. Keep these cards hidden so that no one else can see them!
3. The player to the left of the dealer bets first. He or she can “fold” (quit) or bet chips. If you fold, you are out of the game; you lose all chips that you put in the pot.
4. The player to his or her left bets next. He or she can “call the bet,” “raise the bet,” or fold. A call means to put in chips equal to the highest bet made. For example, if the first player bet 2 chips, it takes 2 chips to call. To raise, you put in more chips—5, for example. Each player takes a turn betting. The dealer bets last.
4. After the first round of betting, the dealer plays “the flop”—three cards face-up in the middle. All players can use these face-up cards, in addition to their hidden cards, to make a hand. Players bet again in turn, except for those who have folded.
5. The dealer plays “the turn”—the fourth face-up card. Players bet again.
6. The dealer plays “the river”—the final face-up card. Players bet for the last time.
7. Players who are still in the game turn over their hidden cards. The player with the highest hand must name the key words on the cards to win all the chips in the pot. For example, if the winning hand is four H’s, the winner must name all four “H” words. Otherwise, the player with the next highest hand gets a chance to name his or her cards and win. If there’s a tie, the winners split the pot.
8. The player to the left of the dealer takes the second deck and becomes the dealer for the next game. Don’t forget to ante up before each game!

Rank of Hands from Low to High

One Pair: Two cards that share a letter (Bird, Button)

Three-of-a-Kind: Three cards that share a letter (Bird, Button, Bookkeeper)

Four-of-a-Kind: Four cards that share a letter (Bird, Button, Bookkeeper, Baby)

Flush: Five cards in the same category (five “Home” cards, for example)

In a tie (two players both have one pair, for example), the winner is the player whose letters are higher in the alphabet (W beats L). If two players tie with the same letters (three B’s, for example), the highest word alphabetically wins (Button beats Bird). If two players have the same category flush, the winner is the player with the highest letter on his or her hidden cards (the first two cards dealt).

Letters from Low to High

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, R, S, T, U, V, W, Y

(There’s no Q, X, or Z.)

Letter Perfect Nouns: Alphabetical Word List

Accountant (accounting), acting (actors), airplane (air travel, air transport), alarm, American flag, animal doctor, ankle, apartment, appliance, armchair, arms, art, ATV (all-terrain vehicle), axe

Baby (babe, babies, boy), babysitter, backpack, bags, ballgame (ball), balloon, base (bottom, blade), basket (bunny), beater (bowl), beef, biking (bicycle riding), bird (beak), birthday, blade, blouse (buttons), body building (bulking up), bookkeeper (businessman, business person, banker), boots, bowl, boy, breakfast (bacon), bride, brow, bubble (boil), building (block), bulb, bus, business suit (business attire), button

Cabinet (closet, cupboard, chest), camping (camp, campers), candles (candle holder, Chanukkah), candy (chocolate), cards (card game), carpenter (construction worker), carpet, castle (chateau), cat, celebration (cake), cell phone (cellular phone), chain (cord), chair, chicken, childcare provider (childcare worker), children (child, couple), Christmas tree, clock, commencement (ceremony), computer, container, cookware (cooking supplies), cop, cracker (cream soup, cheese soup), curl (cut), cycling (cyclist)

Decoration, dessert (dairy products), dining set (dINETTE set, dining table, dinner table), diploma (degree), door (drawer), drama (dramatic actors), dress, dressmaker, doctor, drill, drumstick (dark meat)

Earrings, Earth, Easter (Easter basket, Easter egg, Easter bunny), educator (education), eggs (egg yolk, egg white) elbow, electric fan, emergency worker (EMT, emergency medical technician), evening wear (evening gown), exercise, eye (eyebrow, eyelash, eyelid), eyepiece

Face, fan, finger (first finger, forefinger), fire fighter (fireman), fish, fist (fingers, fight), floor covering (flooring), flower, foot (foot injury), football, Fourth of July (flag), fruit, fur, furniture (furnishings)

Garden salad (green salad, greens), gardening (gardener), gift (gift wrap), girl, glove, gown, graduation (graduate), groom, guitar

H₂O (hydrogen dioxide, *hydro-*), hair, Halloween (Halloween decoration), hand, hand of cards, handle, hand tool (hardware), Hanukkah, hat (headpiece, headwear), hatchet, heart, helmet, high-rise, hobby (horticulture), hockey (hockey player), hole, hot air balloon, house (home),

Ice cream, ice hockey (ice skates), Independence Day, infant, injury, inline skating (inline skates), instrument

Jack-o'-lantern, jar, jeans, jet (jumbo jet), jewelry (jewel), jogging (jogger), journey, juice, July 4th, jumpsuit (jacket)

Key (keyhole), keyboard (keys), kitchen table, kitten (kitty, kitty cat), knee, kneepad, knife, knuckle

Lash (lid), leaf, legs (lower body), lens (laboratory instrument, laboratory equipment), liberty (Lady Liberty), life jacket, lifting weights, light (lightbulb, light socket), lock, luggage

Mansion (manor), map, mass transit (mass transportation), meat, meditation, menorah, menu (meal), message, microscope, mixer (mixing bowl), mobile phone, monkey (mammal), monument, mouth, music

Nanny, napkin, necklace, nest, nose (nostril), nut (nutshell)

Oak leaf, officer, office worker, off-road vehicle, orange juice, outdoors (outdoor activity), outerwear, outfit, overalls (outfit)
(continued)

Category Word List

Pan (pot), pants, parrot, party (present), passengers (people, pilot), pebbles (polished stones), pet, petal, photographer (photography, pictures, picture taking), pigtail (ponytail), place setting (plate, placemat), plane, planet, plant (planter, planting), playing cards (poker), pliers, pocket (pants), present (paper), primate, police officer (patrolman, policeman), potatoes, poultry, pumpkin

Raincoat (rainwear), redfish (red snapper), relaxation (relaxing), reptile, rescuer (rescue worker), ribbon, riding (rider), rocks, roof, rose, rug, running (runner)

Safety vest (safety jacket, safety gear), salad (starter, side dish), seafood, seamstress (sewer), server (service), shelf, shell, shoulder, skirt (shirt), snake (serpent), soup (starter, side dish), sport, Statue of Liberty (statue), steak (sirloin, strip steak), stem, stone, student (schoolteacher), suit, suitcases, sweater (shirt), sweet potatoes

Table, tailor, teacher, telephone, tent, theater, thumb, tie, time piece (time keeper, time, 3:14), toddler (tot, toe-head), toe (toenail), tomato, tourists (travelers, trekkers), tower, tree (trimmings), trip (travels, trek)

Umbrella, uniform, user, utensils

Vacation (vacationers), valentine, vase, vegetable, vehicle, vest, veterinarian (vet), viper (venomous snake, venom)

Waiter (waitress), walnut, wasp, water, wave (wig), wedding, weight lifting (weights), window (windowpane, wall), wing, woodworker, world, wrist

Yams, yellow jackets, yoga, yogurt

People

arms, shoulder, elbow
baby, infant, toddler (tot, tothead)
boy, girl, children
eye (eyebrow, eyelash, eyelid), brow, lash (lid)
foot, toe, injury (injured foot)
hair, wave (wig), curl (cut)
hand, finger (first finger, forefinger), thumb
legs, knee, ankle
face, nose (nostril), mouth
fist (fingers), knuckles, wrist

Events and Holidays

Easter (basket, eggs, bunny), basket, candy (chocolate)
gift (gift wrap), present (paper), ribbon
menorah, candles, Hannukah
Christmas, tree, decoration
jack-o-lantern, pumpkin, Halloween
graduation, commencement, diploma (degree)
Valentine's Day (valentine), heart, message
wedding, bride, groom
Fourth of July (flag), Independence Day, July 4th
birthday, party, celebration (cake)

Food

chicken, poultry, drumstick (dark meat)
ice cream, yogurt, dessert (dairy product)
orange, orange juice, fruit (fruit juice)
soup, bowl, cracker
sweet potato, yam, vegetable
walnut, nut (nutshell), shell
steak (sirloin), beef, meat
breakfast, eggs, potatoes

(continued)

Letter Perfect Nouns: Category Word List

Home

apartment, high-rise (home), building (block)
armchair, chair, furniture
cabinet (closet, cupboard, chest), door (drawer), shelf
house (home), window (wall), roof)
key, lock, hole
pot (pan), utensils, cookware
dining set (dining table), kitchen table, table
mixer, beater, appliance
rug, carpet, floor covering
vase, jar, container

Activities

biking, cycling, riding (rider)
camping, outdoors, tent
cards, playing cards (poker), hand of cards
gardening, hobby (horticulture), plant
hockey, ice hockey, skates (skater, sport)
inline skating, roller blading, knee pads
running (runner), jogging (jogger), exercise
yoga, meditation, relaxation
music, guitar, instrument
weightlifting, lifting weights, body building

Nature

bird, parrot, wing
Earth, planet, world
flower, rose, petal
kitten (kitty), cat, pet
monkey (mammal), primate, fur
oak leaf, leaf, stem
rock, stone, pebble (polished stone)
snake (serpent), viper (venomous snake), reptile
water, H₂O, bubble
yellow jacket, wasp, nest

Tools and Machines

axe, hatchet, blade
drill, bit, handle
pliers, glove, hand tool (hardware)
keyboard (keys), computer, user
alarm clock, clock, time
key, lock, hole

microscope, eyepiece, lens
cell phone, mobile phone, telephone
lightbulb, bulb, chain (cord)
electric fan, fan, base (bottom)

Travel

ATV (all-terrain vehicle), off-road vehicle, vehicle
bus, mass transit, public transportation
camping, outdoors, tent
hot air balloon, balloon, passengers (pilot, people)
jet (jumbo jet), airplane, plane
luggage, suitcase, bags
Statue of Liberty, liberty (Lady Liberty), monument
tourists (travelers, trekkers), vacation (vacationers),
photography (photographers, pictures, picture taking)
trip, journey, map

Wearables

backpack, sweater, pigtail (ponytail)
blouse, skirt (shirt), outfit
business suit, suit (shoes), tie
dress, gown, eveningwear
earrings, necklace, jewelry (jewel)
jeans, overalls, pocket
jumpsuit (jacket), pants, outerwear
uniform, hat, button
raincoat (rainwear), umbrella, boots
vest, life jacket (life vest), safety vest (safety gear)

Work

accountant, bookkeeper (businessman, banker),
office worker
acting (actors), drama, theater
carpenter (construction worker), woodworker, helmet
dressmaker, seamstress (sewer), tailor
fire fighter (fireman), emergency worker, rescuer
(rescue worker)
nanny, babysitter, childcare provider
police officer (policeman), officer, cop
waitress (waiter), server (service), menu (meal)
teacher, educator (education), student
veterinarian (vet), animal doctor, doctor