

## Snap!

Target language: sentence stress

Activity type: snap

When to use: Use this activity after Lesson 10.3.

Time taken: 20–25 minutes

Preparation: Photocopy and cut up one worksheet for each group of four students in the class.

### Procedure

Write the four stress patterns on the board, oOoO OooO oOooO OooOoO. Tap on the board to show how the stress sounds. Write these sentences on the board, *When did he call? He walked to the station. We want to eat. What do you want to do?* Ask students to match the sentences with the stress pattern. Underline the key words to help them. (*oOoO – We want to eat; OooO – When did he call?; oOooO – He walked to the station; OooOoO – What do you want to do?*)

Put students into groups of four and give each group one set of stress pattern cards and one set of sentence cards, both sets shuffled. Ask students to share out the sentence cards between them (five each) and to lay them face up on the table in front of them. The stress pattern cards should be laid face down in a pile on the table.

One student starts by turning over a stress pattern card. Students look at their sentence cards and try to find one that matches that stress pattern. When they do, they should put it on top of the stress pattern card before another student. The first student to do that, wins the cards. This continues until all of the stress pattern cards have been used up. The winner is the student who won the most pairs of cards.

As an alternative, ask the groups to work together and match the sentences to the stress patterns before they play the snap game.

### Answers

oOoO – I walked to the shop./They played in the park./I sat on a chair./She cooked in the kitchen./We went to the gym.

oOoO – She wants to go./They surfed the Internet./We cleaned the house./I went to school./He did the laundry.

OooO – Where does he work?/What did you learn?/Why did they go?/When do we start?/What did you do?

OooOoO – When are you going to go?/Why do they want to come?/What did she say to John?/Where are they going to live?/When did he write the book?

# Snap!



oOooO

oOoO

OooO

OooOoO

I walked to the shop.

Where does he work?

They played in the park.

What did you learn?

I sat on the chair.

Why did they go?

She cooked in the kitchen.

When do we start?

We went to the gym.

What did you do?

She wants to go.

When are you going to go?

They surfed the Internet.

Why do they want to come?

We cleaned the house.

What did she say to John?

I went to school.

Where are they going to live?

He did the laundry.

When did he write the book?

## 18 Text stress

### Learner objectives

By the end of the lesson, learners will have practised recognising and producing sentence stress.

### Materials

- Text conversation A and two gap-fills (see right) for half the class
- Text conversation B and two gap-fills (see right) for the other half

### Procedure

#### TASK 1

- Write an example of a text message on the board, e.g. *meet Tesco 6?* Ask what the full sentence would be, e.g. *Can we meet at Tesco at 6?* Point out that text messages often contain content words which are also often the stressed words in a sentence. Demonstrate by drilling your example sentence.
- Divide class into groups of four, designating groups A and B.
- Give text conversation A and one gap-fill to each learner in group A.
- Give text conversation B and one gap-fill to each learner in group B.
- Groups complete the gap-fill with the words in their text message.
- Pairs in same group practice the conversation, stressing the words they have written in.
- Monitor, ensuring learners are stressing the correct words.

#### TASK 2

- Give another gap-fill to each learner.
- Reorganize groups of four into pairs (one person from group A, one from group B).
- Pairs sit back to back or at opposite ends of table.
- Person A conducts the conversation while person B listens to complete the gap-fill.
- Person B conducts the conversation while person A listens to complete the gap-fill.
- Pair A and B practise both conversations.
- Ask some of the more confident pairs to perform in front of the class.

### Differentiation

- Before starting the activities write more simple dialogues, similar to the example given in **TASK 1**. Write on the board or on a flip-chart, circling the stressed words, and choral drill.

### Extension

- Learners work in pairs (same nationality if possible). They write down typical text messages they send (translating into English if need be). They make their own dialogues with these, mark stress, and practise. Again, some of the more confident pairs could be asked to perform their dialogues in front of the class.

#### TASK 1 & 2 gap-fill

- N) Do we \_\_\_\_\_ any \_\_\_\_\_?  
 T) \_\_\_\_\_. Get some \_\_\_\_\_ ones.  
 N) \_\_\_\_\_ ones? \_\_\_\_\_, I like the \_\_\_\_\_ ones.  
 T) Well \_\_\_\_\_ the \_\_\_\_\_ ones.  
 N) Do you want a \_\_\_\_\_ pack?  
 T) \_\_\_\_\_. That's \_\_\_\_\_.  
 N) Well what about a \_\_\_\_\_ pack?  
 T) \_\_\_\_\_, that's \_\_\_\_\_.  
 N) Well \_\_\_\_\_ do you \_\_\_\_\_?  
 T) Don't get \_\_\_\_\_, get \_\_\_\_\_.

#### ESOL Curriculum Reference:

- Sc/E2.1a Use stress and intonation adequately to make speech comprehensible and meaning understood  
 Lr/E2.2d Listen for phonological detail

## Text stress

Natalya is in the supermarket. She is texting her daughter Tanya about the shopping. Complete the conversation with the words in the text messages.

A

Natalya



Tanya



Natalya is in the supermarket. She is texting her daughter Tanya about the shopping. Complete the conversation with the words in the text messages.

B

Natalya



Tanya

