

Grammar: Task Sheet 3 (p85) Expanding messages

This task focuses on the context gap involved in conveying messages from one party to another party by means of a third. The greater the gap, the more grammar needs to be enlisted – both in terms of syntax (ie word order) and the use of pronouns.

Answers

- 1 The answer is 4. The situation is this: Dave phones Luke and leaves a message on Luke's answerphone. The message is for Luke's flatmate, Pam. Luke writes the message down.
- 2 1 'Hi, Jack, this is Jill here. How about meeting at the club tomorrow? Don't forget your tennis racket.'
2 'Hi, Bernard. Stéphane here. I need Birget's phone number. Do you think you could phone me this evening?'
3 'Hi, Sam. It's Oliver here. Look, I don't have Nancy's phone number. Could you possibly phone her and ask her if she could phone me tomorrow morning?'

Grammar: Task Sheet 4 (pp86–7) Grammar game

This is a board game designed to develop students' ability to grammaticize language using minimal means. The sentences produced in the game should, ideally, be written up and discussed by the class, the teacher challenging the students to put them into a context, and, if the class is a monolingual one, translate them into their mother tongue.

Give students the following instructions, either verbally, or photocopy them.

Materials needed: one counter for each student and one dice for each pair of students

Object of the game

The object of the game is to produce the most number of grammatically well-formed sentences (of four words or more) within a time limit, eg 15 minutes.

- Work together in pairs, taking turns to throw the dice.
- One of the pair moves their counter around the board marked GRAMMAR and the other round the board marked WORDS.
- Pairs 'collect' words and grammatical items by landing on a square. When you land on a square, write down the word on a piece of paper.
- When you have collected enough items to make a sentence, write it down. Sentences should be correctly formed and have of a minimum of four words.
- You can only use verb tenses for which you have collected the appropriate ending (-ed, -ing, etc). You may have to make adjustments for spelling (eg 'study' + '-ed' = *studied*).
- You cannot reuse words or items already assembled into sentences.
- Continue collecting words and forming sentences until the time is up. The pair with the most correct sentences wins. In the event of a tie, the pair with fewest unused words or items is the winner.