Sample plan: synonymous/cooperative language

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| STAGE | ACTIVITY | PURPOSE | MATERIALS |
| 1 | Procedure:  1) Explain/elicit the meaning of *synonym/synonymous* and *cooperate/cooperative*.  2) Ask students in pairs to complete this simple matching exercise. Then go through the answers and ask, ‘What do the replies have in common?’ See WORKSHEET (teacher) for answers.  3) Now write on the board:  a)  *A: You have to be careful, driving in this weather.*  *B: I know. You’ve got to pay attention.*  Ask, ‘How is this example similar to the type you saw in the exercise?’ And then ‘How is it different?’  See WORKSHEET (teacher) for answers.  b)  *C: We can get something to eat before the film.*  *D: If we’ve got time.*  Ask students how speakers D ‘cooperates’ with speaker D. See WORKSHEET (teacher) for answers. | To explore the concept of cooperative language. | WORKSHEET: [A]  Board work |
| 2 | Procedure  1) Ask students to complete this gap-filling exercise, using synonymous adjectives in the underlined gaps and synonymous phrases in the dotted gaps. Remind students to repeat the idea rather than supply new information. Then go through their answers. See WORKSHEET (teacher) for some suggestions.  2) If students haven’t already noticed, draw attention now to the useful intensifying phrases that precede synonymous responses: ‘You’re right./That’s true./I know.’ | To provide semi-controlled practice in synonymous/  cooperative language. | WORKSHEET: [B] |
| 3 | Procedure:  1) It’s time for students to have a go at completing the type of cooperative language that involves adding dependent clauses. Ask students to fill the gaps with their own ideas. Give them an example if you like. Prompt students if necessary, using the possible ideas in the WORKSHEET (teacher). Then listen to their ideas.  2) A possible extension is to ask students to try and continue these conversations, e.g.:  *E: I’m learning Spanish.*  *F: Because of your trip to Madrid?*  *E: Yes. I’ve only got a month.*  *F: You can borrow my phrase book if you like.*  *E: Thanks.*  *F: As long as you don’t lose it.* | To provide sem-controlled practice in adding dependent clauses. | WORKSHEET: [C]  Board work |
| 4 | Procedure:  Pairwork: students should prepare 2 opening lines each, containing either an evaluative adjective or a comment about a person. E.g.:  *Finding the right clothes to buy is really tiring, isn’t it?*  *Jo never listens to advice, does she?*  Partners then respond with a synonymous adjective, or phrase or dependent clause. Note: allow the partner thinking time to respond. At the end, students can perform some of the dialogues they have rehearsed. | To offer freer practice in all the new language. | Board work |

WORKSHEET (student): synonymous/coooperative language

**[A]**

1 It’s so hot outside. A Cute, aren’t they?

2 The minibus was really full. B Exhausted!

3 The traffic is awful today. C Boiling!

4 She looked so tired this evening. D Delicious!

5 The drinks here are very expensive, aren’t they? E Exorbitant!

6 That meal was absolutely gorgeous. F Packed!

7 Her children look so sweet. G Terrible!

**[B]**

A: That car’s **enormous**. B: You’re right. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

C: **Jake says he’ll do something and then he changes his mind**.

D. I know. (He’s not…/He isn’t…You can’t…) ………………………………………………………….. .

E: The town centre’s **incredibly busy** today, isn’t it? F: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !

G: It’s **lovely** here when the sun shines. H: That’s true. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I: It’s **quite hard** to find a part-time job these days.

J: I know. (It…) ………………………………………………………….. . There’s so much competition.

K: **We’d better hurry** if we’re to get there on time.

L: You’re right. (We’ll…/We can’t…) ………………………………………………………….. .

M: It’s **really strange**, leaving in the middle of your own birthday party.

N: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Do you know why she did it?

O: The problem is, **she worries all the time**. P: That’s it. (She…) …………………………………………….. .

**[C]**

A: I’m going out for a run. B: Even though ….?

C: We’re going to miss the start of the film. D: Unless we…

E: I’m learning Spanish. F: Because …?

G: We’re going to make this room look fantastic. H: If we… *(flat mates)*

I: I’m going to get us front row seats. J: In spite of …?

K: I don’t mind working on Sunday. L: As long as they … *(colleagues)*

M: We can give Sharon a lift. N: Since …

O: I only told him to clear up his room. P: Which is why …

WORKSHEET (teacher): synonymous language and dependent clauses

**[A]**

1 It’s so hot outside. A Cute, aren’t they?

2 The minibus was really full. B Exhausted!

3 The traffic is awful today. C Boiling!

4 She looked so tired this evening. D Delicious!

5 The drinks here are very expensive, aren’t they? E Exorbitant!

6 That meal was absolutely gorgeous. F Packed!

7 Her children look so sweet. G Terrible!

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| *Answers 2):*  **1C 2F 3G 4B 5E 6D 7A**  All of the replies offer an adjective that means the same as the key adjective in the first speaker’s statement. |

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| *Answers 3) a)*  This example is similar because the reply means more or less the same as the first speaker’s statement. It’s different because this time it’s a phrase rather than a single adjective.  Explain that saying the same thing in an immediate reply to a speaker is a common way to ‘cooperate’ particulary at the beginning of a conversation or at the beginning of a new part of a conversation. It’s a social way of agreeing with a speaker.  *3) b)*  Speaker D cooperates by using a connecting word or phase (if, because, as long as etc.) to ‘finish’ C’s idea. Both parts together could be a single sentence: *We can get something to eat before the film if we’ve got time.* |

**[B]**

A: That car’s **enormous**. B: You’re right. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

C: **Jake says he’ll do something and then he changes his mind**.

D. I know. (He’s not…/He isn’t…You can’t…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

E: The town centre’s **incredibly busy** today, isn’t it? F: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !

G: It’s **lovely** here when the sun shines. H: That’s true. (It’s…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I: It’s **quite hard** to find a part-time job these days.

J: I know. (It…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . There’s so much competition.

K: **We’d better hurry** if we’re to get there on time.

L: You’re right. (We’ll…/We can’t…)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

M: It’s **really strange**, leaving in the middle of your own birthday party.

N: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Do you know why she did it?

O: The problem is, **she worries all the time**. P: That’s it. (She…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

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| *Possible answers 1):*  A: That car’s enormous. B: You’re right. It’s *huge/gigantic/really big*.  C: Jake says he’ll do something. Then he changes his mind.  D. I know. You can’t *rely on him, can you?/*He’s not *very reliable, is he?*  E: The town centre’s incredibly busy today, isn’t it? F: *Really crowded/Crazy/Packed solid!*  G: It’s really lovely here when the sun shines. H: That’s true. It’s *beautiful/wonderful/marvellous*.  I: It’s quite hard to find a part-time job these days.  J: I know. *It isn’t easy at all/It’s really tough/It’s a challenge*/*It’s a real struggle*. There’s so much competition.  K: We’d better hurry if we’re to get there on time.  L: You’re right. *We’ll have to move fast./We’ll have to get a move on./We can’t hang about*.  M: It’s really strange, leaving in the middle of your own birthday party.  N: *Weird/Bizarre/Very odd*. Do you know why she did it?  O: The problem is, she worries all the time.  P: That’s it. *She can’t relax./She can’t sit still./She’s always got something on her mind*. |

**[C]**

A: I’m going out for a run. B: Even though ….?

C: We’re going to miss the start of the film. D: Unless we…

E: I’m learning Spanish. F: Because …?

G: We’re going to make this room look fantastic. H: If we… *(flat mates)*

I: I’m going to get us front row seats. J: In spite of …?

K: I don’t mind working on Sunday. L: As long as they … *(colleagues)*

M: We can give Sharon a lift. N: Since …

O: I only told him to clear up his room. P: Which is why …

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| *Possible answers 1)* [but there many more]  A: I’m going out for a run. B: Even though *it’s raining/it’s freezing outside*?  C: We’re going to miss the start of the film. D: Unless we *get a cab/we run.*  E: I’m learning Spanish. F: Because *of your trip to Madrid/you’re going to Spain*?  G: We’re going to make this room look fantastic.  H: If we *can find the right furniture/we can get the colours/lighting right.*  I: I’m going to get us front row seats.  J: In spite of …*the cost/price*? (*In spite of the fact we can’t afford them.*)  K: I don’t mind working on Sunday. L: As long as they … *pay us extra/they let us leave early*.  M: We can give Sharon a lift. N: Since … *we’re passing her flat anyway/we’re going her way*.  O: I only told him to clear up his room. P: Which is why *he lost his temper*/*he won’t speak to you*. |