

Lexical Tag Dominoes

 Won't they be  delighted!	 Lovely day,  isn't it!	 Isn't it  gorgeous!	 Terrible film,  wasn't it!	 Wasn't it  awful!	 Nice grapes,  weren't they!
 Weren't they  delicious!	 Not very warm,  is it!	 Isn't it freezing! 	 That was funny,  wasn't it!	 Wasn't it  hilarious!	 It's been good,  hasn't it!
 Hasn't it been  fantastic!	 Bit annoying,  isn't it!	 Isn't it  infuriating!	 Looks tired,  doesn't he!	 Doesn't he look  exhausted!	 Clever,  isn't she!
 Isn't she  brilliant!	 Hasn't been  long, has she!	 Hasn't she  been quick!	 Good-looking,  isn't she!	 Isn't she  gorgeous!	 Look rather sad,  don't they!
 Don't they look  miserable!	 It'll be exciting,  won't it!	 Won't it be  thrilling!	 Seemed angry,  didn't she!	 Didn't she seem  furious!	 They'll be glad,  won't they!

Etc...

Teachers' Notes:

In this activity, the students work in pairs or small groups.

Discourse points:

Practising the language of everyday exchanges. Recognising lexical chains and auxiliary verbs in spoken discourse, and exploiting these with response tags and appropriate use of intonation.

Method:

1. Photocopy and cut up enough domino boards and sets of cards for each pair or group.
2. Give an example on the board of conversational exchanges, (similar to adjacency pairs), drawing attention to:
 - frequent ellipsis of subject in opening remark.
 - re-iteration of idea in opening remark with near synonym or extreme form of adjective in response. :
 - word order in response, here with adjective preceding tag.
 - intonation patterns in both remark and response. Drill each as necessary.
3. Divide the class into pairs or groups of 3-4, and give each group a domino board and set of cards; they deal these out between them, taking it in turns to place another domino on the board, saying each of the linked phrases aloud for each other to check. Monitor and feed in correction as necessary.
4. Cross-class feedback; a student from one group reads an opening remark; one from another responds. Encourage discussion over problem areas, only clarifying where necessary.

Alternative, or later follow-up activity:

Issue one (or two) cards to each student. They circulate, saying their 'white' opening remarks to each other, and listening to the 'grey' response. They need to find their 'partners' for each remark and each response.