

For the Love of Phraseology¹



Game Rules:

Players get a copy of this sheet and have to find the best phrase (or the funniest phrase) to complete the 'prompt'. Below there are 20 prompts you can choose from. You can establish the number of sentences students will answer. You can pre-select some of them. Now... The source for the answers? The catch is that *only* Phraseology and Plain English related to Aeronautical English can be used.

How do we win this game? Well... is it really necessary to have a winner?

But... players can vote on the best phrases, or they can elect judges. Or the game can be timed...

1. An item a family member borrowed and never returned: _____
2. The title for a new Top Gun film: _____
3. The secret password (phrase) to a bomb shelter: _____
4. A piece of advice to a friend: _____
5. A phrase to be used in a family gathering: _____
6. A phrase your spouse/partner/friend says to you almost every morning: _____
7. Something you could say to scare someone walking alone on a desert street on a dark night: _____
8. A tweet from a famous influencer: _____
9. A phrase in a fortune cookie: _____
10. A dialogue in an action movie: _____
11. An entry in your journal: _____
12. An impact phrase you would use to impress someone: _____
13. Your war cry when you are about to use your special powers: _____
14. Headline in a newspaper: _____
15. The final sentence of a story: _____
16. A line in a politician's speech: _____
17. A romantic phrase: _____
18. A phrase said by a captain (of a ship or spacecraft): _____
19. A pilot's or ATCO's catch phrase: _____
20. New directives: All instructors must to this daily: _____

¹ This is an adaptation of the game "Bring your own book": <https://www.bringyourownbook.com/>; adapted by Karin Quast.

Note: The game can also be played in a card deck format, with each prompt on an individual card which the players, in turn, draw from the deck and then race to complete with the best phrase. The deck can have as many ‘prompt cards’ as the teacher finds suitable. After completing a sentence, the players then compare their phrases and elect the best one (or the funniest one). The winner is the one who gets the most points.

Variation 1: You can divide the class into groups, and each group can have a judge who will elect the best sentences/phrases. The players complete the sentences and place the cards upside down on the table. The judge shuffles the cards, then reads each one and chooses the best one. Instead of having one judge for the whole game, players could choose a different judge for each round.

Variation 2: the groups could compete against each other. Each group would choose the best answer to enter the competition among the groups. There could be 3 judges, for instance, to elect the best sentences/phrases.



Pedagogical Goals: to focus on sentence structure and collocations; to foster oral production and use of Aeronautical English in a ludic, non-threatening environment (which can improve retention); to encourage meaningful focus on the language, but in a different context (perhaps breaking the possible cycle of rote language use); to create an environment where students can use the language (and play with the language) without being afraid of making mistakes (games are safe spaces where errors are considered part of the learning process). It is also an opportunity to approach pronunciation and intonation difficulties.

Follow-up Activity: students could use their imagination and creativity and:

- (1) create their own sentences to be completed by the other groups;
- (2) create funny or absurd dialogues based on the situations on the prompts or come up with different ones;
- (3) present or describe real situations/events in which they would actually use the phrases they used when replying to the prompts.