Three Frameworks for Lesson Planning
(Please answer **in full sentences** and **use your own words**)

1. What are the three frameworks for lesson planning? How are they similar? How are they different?

2. Please summarize what happens in each stage of the receptive skill framework.

3. Please summarize what happens in each stage of the productive skill framework.

4. Please summarize what happens in each stage of the task-based learning framework.

What is PDP?

PDP is a framework that can be used to teach the receptive skills – listening and reading. In regards to reading, it helps in building learners' reading skills as well as their reading comprehension.

The first **"P"** in **PDP** refers to the **"PRE"** reading/listening stage in a lesson. This is the stage of the lesson *before* (i.e.: "PRE") the learners read or listen to the text. Activities in this stage include such things as: activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic. The purpose of doing these kinds of pre-reading/listening activities is to help set the learners up for a successful reading/listening.

The **"D"** in **PDP** stands for the **"DURING"** reading/listening stage in a lesson. This is the stage of the lesson that happens *while* (i.e.: "DURING") the learners actually interact with (read/listen) the text. In this stage, learners are provided with several activities that allow them to have multiple exposures to the text. The activities are given to the learners before they read/listen. These activities should incorporate different reading/listening techniques. The purpose of providing learners with many chances to read/listen to the text with a variety of different activities is to improve their reading/listening skills and help them to comprehend the text (as this is the main purpose/objective of reading/listening). Activities in this stage are sequenced and scaffolded in such a manner that learners are provided with the support they need to fully understand a given text. Activities and tasks should be staged in a step-by-step manner from *general to specific*, *easy to difficult*, and *concrete to abstract*. By the end of this stage, students should be able to fully comprehend the text. Therefore, the last activity of this stage should be one in which students show a **comprehensive** understanding of the text.

The second **"P"** in **PDP** relates to the **"POST"** reading/listening stage in a lesson. This stage happens *after* (i.e.: "POST") the learners have read/listened to the text and have shown comprehension of it. The POST stage is not a necessary stage in a receptive skill lesson, i.e., the student learning objective is achieved at the end of the **DURING**. Thus, it is an extra stage – the "icing on the cake" so to speak. Activities in this stage focus on building/integrating other skills by using and expanding on the content/theme/topic of the text. POST stage activities also help the learners make sense of what they have learned. POST activities usually encourage learners to connect/apply the content/theme/topic to their lives and to personalize the content/theme/topic by allowing the learners to creatively use what they know and/or have learned.

The illustration on the following page depicts the PDP framework in the shape of a diamond. This shape represents the amount of time that should be used for each stage. The PRE and POST stages are the shortest and the DURING stage is the longest. This means that the DURING stage in the most important because it is the stage in which learners use the skill (i.e., reading/listening) which is the focus of the lesson. .
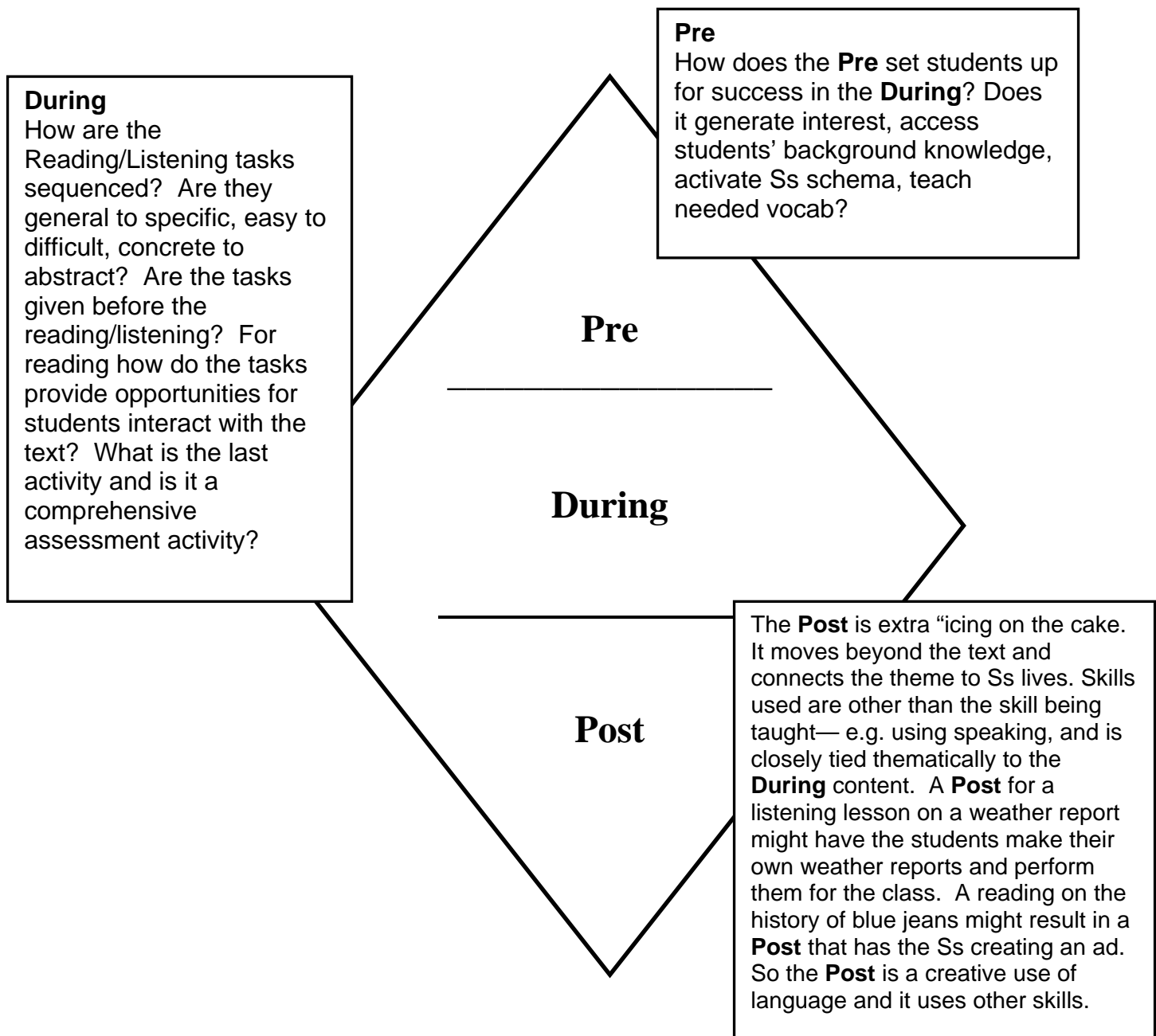
PDP Framework

PRE

———————————

DURING

———————————

POST
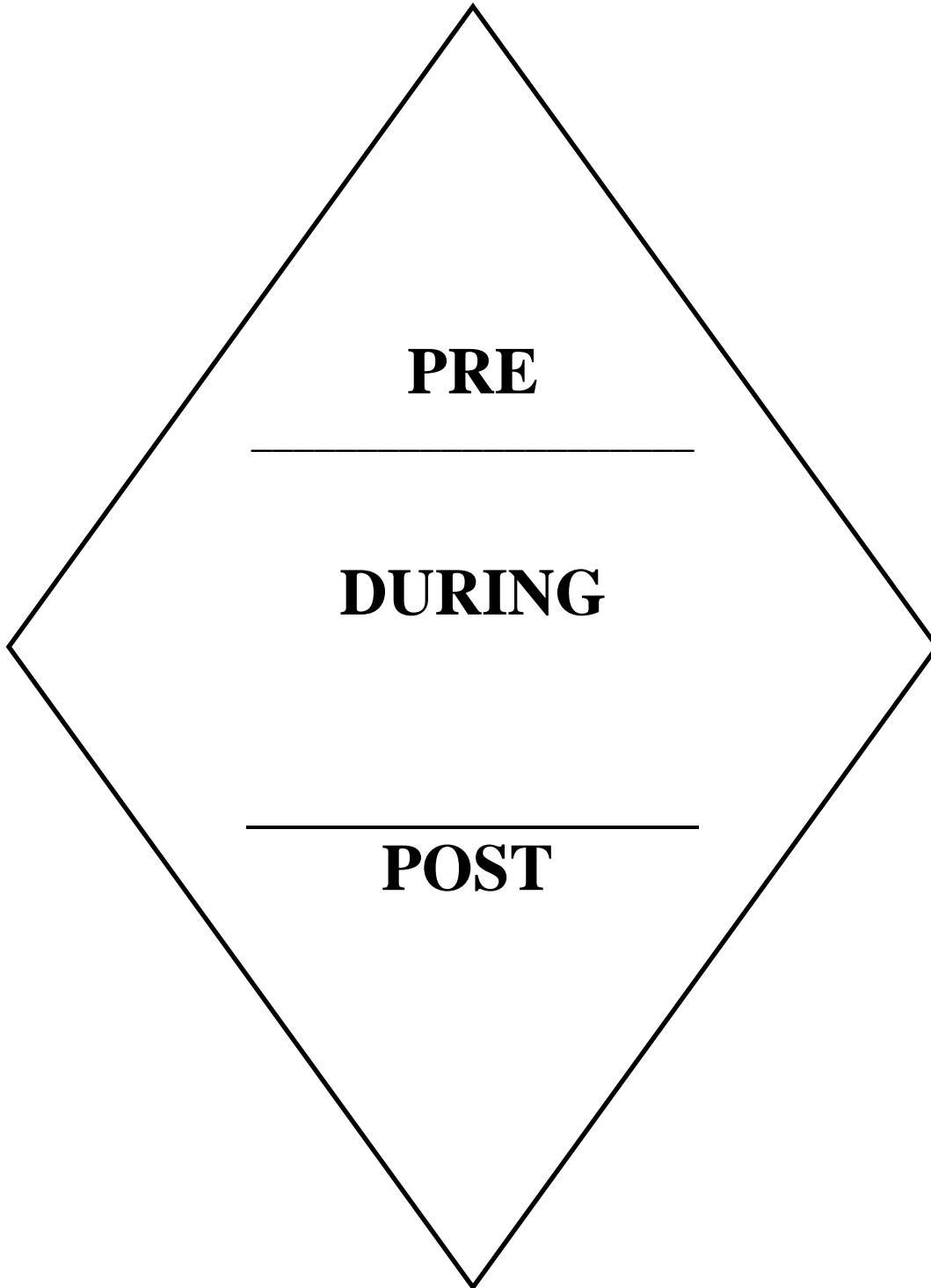
PDP Analysis

Questions to think about after teaching a listening/reading lesson:
What in the lesson contributed to the success/failure of the achievement of the student learning objective (SLO)?

State if the SLO was met or not and why you think so—what evidence do you have? Then state what in each of the lesson parts—Pre and During stages in a PDP--led to the SLO being met or not met in the last task in the During.

Pre
How does the **Pre** set students up for success in the **During**? Does it generate interest, access students' background knowledge, activate Ss schema, teach needed vocab?

During
How are the Reading/Listening tasks sequenced? Are they general to specific, easy to difficult, concrete to abstract? Are the tasks given before the reading/listening? For reading how do the tasks provide opportunities for students interact with the text? What is the last activity and is it a comprehensive assessment activity?

Pre

During

Post

The **Post** is extra "icing on the cake. It moves beyond the text and connects the theme to Ss lives. Skills used are other than the skill being taught— e.g. using speaking, and is closely tied thematically to the **During** content. A **Post** for a listening lesson on a weather report might have the students make their own weather reports and perform them for the class. A reading on the history of blue jeans might result in a **Post** that has the Ss creating an ad. So the **Post** is a creative use of language and it uses other skills.

TEACHING LISTENING

WHY LISTEN?
- to engage in social rituals
- to exchange information
- to exert control
- to share feelings
- to enjoy yourself

WHAT ARE SOME OF THE MOST COMMON LISTENING SITUATIONS?
- listening to live conversations
- listening to announcements (at airports, railway stations, bus stations, etc)
- listening to/watching the news, the weather forecast on the radio/TV
- listening to the radio/watching TV for entertainment watching a play/movie
- listening to records (songs, etc)
- following a lesson (at school)
- attending a lecture
- listening on the telephone
- following instructions
- listening to someone giving a speech/a public address

WHAT SHOULD TEACHER'S OBJECTIVES INCLUDE?
- exposing students to a range of listening experiences
- making listening *purposeful* for the students
- helping students understand what listening entails and how they might approach it
- building up students' confidence in their own listening ability

HOW DOES ONE SUCCEED WITH LISTENING WORK?
1) Make sure instructions are clear; students have to understand very clearly what they are expected to do.
2) Make sure that each time a listening text is heard, even for the second or third time, the students have a specific *purpose* for listening; give them a task.
3) Do plenty of pre-listening work.
4) Encourage students not to worry if they don't understand every word;; a task can be completed even when they miss some of the words.
5) Never use a recorded listening text without having listened to it yourself.
6) Test equipment beforehand.

Listening Guidelines

Skill: *LISTENING*

Definition: Listening is actively making meaning from verbal input.

What listening involves:
- getting clues from the environment: facial expressions, gestures, background noise, the setting, the people
- using one's background knowledge about the setting, topic and language (pronunciation and grammar) to make inferences and predictions
- distinguishing which words and groups of words are important and carry the meaning
- understanding and interpreting the meaning of those words and groups of words (which includes pronunciation, colloquial vocabulary, ungrammatical utterances, redundancy)
- usually, some kind of response

A good listening lesson:
1) Has pre-listening activities.
   These should help students use their background knowledge about the setting, topic and language associated with them so that they can anticipate and predict what they will hear.

2) Allows students to know the kind of text and purpose for listening in advance.

3) Gives students a purpose for listening, which can include one or more of the following:
   - to get *general* information (e.g. how many movies are playing)
   - to get *specific* information (e.g. what time the movies are playing)
   - to accomplish a task (e.g. to decide which movie to go to)

4) Requires some kind of response from the listener such as taking notes, answering questions, making a group decision.

5) Uses appropriate material:
   - the topic is of interest or value to the students
   - it is at the right level
   - it offers environmental clues, when possible
   - the is visible, when possible
   - it is authentic, when possible

6) Gives students more than one chance to listen, each time with a different purpose.

7) Has follow up activities which include the other skills.
Typical materials:

Authentic: radio broadcasts, recordings (e.g. of movie times, airport announcements), videos of TV shows or movies, lectures, phone conversations
Semi-authentic: unrehearsed tapes; role plays with native speakers who speak at normal speed
Prepared: commercially prepared tapes and videos

Typical *Pre* activities:
pictures to activate background knowledge; TPR (Total Physical Response); brainstorming what students know about the topic with a word map; showing realia related to the topic such as a menu or a movie schedule

Typical listening tasks/*During* activities:
identify specific words; figure out relationship by listening to tone of voice; listen for specific intonation (statement question); raise hand when hearing certain words; listen to background noise to establish setting and topic; doing a task such as filling out a form, following a map or taking an order; making a decision based on the information; cloze passages; detecting mistakes; guessing; note-taking from a lecture

Typical *Post* activities:
Interviewing native speakers; calling for information (e.g. travel agency, movie theatre, car rental agency, restaurant); reading and/or writing about the topic; discussing the topic; listening to another example

Recommended resources:
Ur, Penny (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
Dunkel, P (1982/1985). *Advanced and Intermediate Listening Comprehension*. (2 books) Newbury House.

Reading Guidelines

Skill: READING

Definition: Reading is actively making meaning from written input.

What reading involves:
- basic literacy; that is, decoding letters to understand words.
- getting clues from text: layout, headings, illustrations.
- using ones' background knowledge about the topic, type of written material (e.g. letter, want ad, poem) and language (vocabulary and grammar) in order to make inferences and predictions.
- using appropriate strategies depending on the type of material and one's purpose in reading it (e.g. scanning the phone book for a number, reading the recipe in detail, skimming a newspaper article).

A good reading lesson:
1. has pre-reading activities to prepare and motivate students to
   - use their background knowledge.
   - anticipate what they will read so they will be successful
   - decide on a reading strategy
2. helps students practice reading skills.
3. helps them learn new vocabulary and information in the L2.
4. uses appropriate material:
   - the topic is of interest or value to the students,
   - it is at the right level, and
   - it is authentic, when possible
5. gives students reading tasks, which can include one or more of the following:
   - to get general information (e.g. how many movies are playing).
   - to get specific information (e.g. what time the movies are playing).
   - to accomplish a task (e.g. to decide which movie to go to).
6. requires some kind of response from the reader such as taking notes, answering questions, and/or making a group decision
7. gives students an opportunity and reason to read the text more than once.
8. there are follow up activities which include the other skills.

Typical *pre-reading* activities:
At the level of basic literacy: matching capital letters with lower case letters, or first letter with a picture; picking out words in the same category (e.g. food); sight words; phonics; connecting spoken language that students know with the corresponding written form; ordering pictures for left-right orientation of English script.

<u>Beginners</u>: teacher elicits what students know about the topic; students brainstorm word maps around the topic; students use a dictionary to look up the meaning of key vocabulary from the text and then put them into categories; students look at and discuss pictures related to the text; students look at headings, layout, and pictures and make predictions about the text.

<u>Intermediate/advanced</u>: above activities; students generate questions they hope the text will answer; students write about what they know about the topic; students answer questions about the text.

Typical *during* activities (reading tasks):
Students read for specific information; read and retell to a partner (variation: use rods to retell); read text in jigsaw groups and then discuss; match text to pictures; accomplish a task based on the reading (e.g. filling out a form, deciding what to order); play concentration games with new vocabulary; complete sentences form the text; reorder scrambled sentences into paragraphs and then check against original text; make up their own comprehension questions and quiz classmates; make an outline of what they read; show through pictures, graphs, or lists what was in the text.

Typical *post* activities:
Are activities that ask the students to move beyond the text they read by writing a response to the text; discussing the text; listening to something related to the text; making up new endings; telling what happened before the text started.

Recommended Resources:

Grellet, Francoise (1981). *Developing Reading Skills.* Cambridge University Press.

Day, R. (1993). *New Ways in Teaching Reading (TESOL)*

Silberstein, Sandra (1994). *Techniques in Teaching Reading.* Oxford University Press.

Pre-During-Post Framework
For Receptive Skills Lessons

PRE
Goals
- prepare student for listening/reading by contextualizing and/or personalizing to both make it more accessible and more realistic as it is less common to find oneself listening/reading to something totally our of context
- involve students in specific topic
- activate prior knowledge
- provide purpose for listening

Activity Types
- discussion of what they see in the visual or the task
- prediction questions to discuss what they can expect to hear
- questions to activate prior/background/own knowledge of topic
- introduce or elicit general topic through key vocabulary introduction/activation
- matching
- categorizing
- rating
- listing
- adding own known related vocabulary
- discussing own relationship with vocabulary items
- finding items in a visual or graphic organizer (for example the K & W sections of a K/W/L Chart
- fill-in-the-blanks with vocabulary words
- answering questions using vocabulary
- matching questions and responses (e.g. formulaic language, such as greetings, telephone language, talking about opinions, etc.)
- ordering, ranking or sequencing
- write sentences about visual or own information or using given vocabulary words
- finding or producing antonyms/synonyms
- making inferences/deductions from picture to sue vocabulary
- interact personally with the new/activated vocabulary
- completing a chart or table
- "Talk About Yourself" using given phrases and/or vocabulary at a lower level
- rating something
- choosing what applies to you from a list and then discussing it
- listing/brainstorming words that apply to given categories
- discussion questions
- create a picture dictionary
- vocabulary games like charades, taboo, pictionary

DURING

Goals

To comprehend the text through multiple exposures; from general to specific information, easy to difficult tasks and concrete to abstract concepts in order to:

- complete a task
- get new information
- learn something about themselves
- further develop language skills (especially lexis, but also pronunciation and grammar awareness)
- develop strategies for listening/reading more effectively

Examples of tasks for multiple listening and reading

First Listening/Reading (Usually in terms of main ideas, theme and/or topic)

Listening/Reading for:	*Example activities:*
- gist	- ordering/numbering items of main ideas
- purpose: to persuade, to apologize to invite, ask permission	- making a list of main or significant events
- main idea	- reading or listening for the mood, feeling or tone of the text or passage
- attitudes/emotions: positive, negative, warm, angry	- fill in the blanks for main ideas such as in an outline where the details are provided but not the main ideas
- key words	
- acceptance or refusal of an id3ea or invitation	- ranking the importance of the main ideas or significant events
- permission granted or refused opinions: good/bad, useful/worthless, lovely/dirty, convenient	- select the correct response such as what's the best title for this passage
- time references: past, present, future, completed, incomplete,	- multiple choice
- preferences	- label pictures, graph, or graphic organizer
- agreement and disagreement with own previously stated ideas	- matching picture with description
- agreement and disagreement between speakers	- matching two general pieces of information
- general time: season, period of the day (evening or morning)	- checking off relevant information from a text or picture
- context or setting (outside, move theater, restaurant, home, office, school)	- writing summary statements
- likes and dislikes	- (possible but rare) true/false of significant plot events or main ideas
- identify speech act: greeting, toast, introduction	
- interest level of speaker/listener for topic	
listening for tense/aspect/time	

Listening/Reading for Specific Information

Listening/Reading for more	Example activities:
- detail	- filling in cloze
- reasons	- ordering/numbering items
- affect	- fill in the blanks
- tone	- ranking
- implications	- true/false
- inference	- select the correct response
- examples	- multiple choice
- determine meaning of vocabulary, phrases from context	- fill in graph, or graphic organizer label pictures or parts of pictures
- identify intonation or stress	- matching two pieces of information
- determine meaning from intonation or stress	checking off relevant information from a text or picture
distinguish between yes/no and information questions	- listening for specific words
- identify specific parts of speech: prepositions, verb tense, adjective forms, negative prefixes, tag questions	- writing short answers - using context to define new words - short answer
- determine meaning of specific parts of speech	- matching - acting out what is happening in the text
- recognize spelling or numbers	- labeling
- identify specifics: names, body parts, cities, foods, colors, clothing items, times, jobs, etc.	- write out (words, numbers, phrases) - check off what you hear or read - list
order events	- mark stress or intonation
- decipher rapid or reduced speech	- apply punctuation to tape script - correct errors - changing easy vocabulary words to more difficult vocabulary words that mean the same thing

A list of Comprehensive Assessment Activities: Appropriate for achievement of SLO

- Summary and/or Retelling
- Sequencing sentences to complete a summary
- Sequencing pictures
- Using pictures to retell the text
- Synthesis such as making inferences, drawing conclusion or reading/listening between the lines
- Application of new knowledge; e.g. using what they have learned to identify the technique being used
- Detailed Questions → Detailed questions cover the "who," "what," "where," "when," "why" and "how" of the story or text.
- Discussion and/or Debate

POST Listening/Reading
Goals
- to personalize the TL/Topic/Theme; to expand on the content of the listening or reading text through practical use
- to develop language by integrating listening/reading with other skills

Activity Types
- discussion or writing on the topic or the ideas (e.g. agreeing or disagreeing, comparing, reacting)
- perform a role-play (e.g. the author of the text and talk show host, a character or person in the text and student in the class, made up characters related to the topic but not found in the text
- writing with attention to form and function (e.g. copy the genre of the reading using another topic, revise the text with a different point-of-view, create a different ending or write an expansion of the text, write a letter related to the text, create a move/book or product related to the text.
- listening to a song or watching a video clip that relate to the text and making comparisons in speaking or writing.
- making a poster
- doing any of the above with attention on the lexis and grammar introduced in the text, and with attention to pronunciation if speaking.

Pre-During-Post Checklist
Use this form to check your lesson plans

<u>Clear Learning objectives</u>
Definition: Receptive lessons are ones in which the main learning objective involves the students demonstrating that they have understood a text which would normally be challenging for them because of its language, style, or organization.
❑ uses observable verbs describing student behavior
❑ uses the following pattern in writing the SWBAT:
> by the end of the lesson, student will be able to (SWBAT) … (complete receptive task X) while working with text Y (using …) so that they can then do post text activity Z (speaking or writing).

<u>PRE stage</u> – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.
❑ Activates schema through use of visuals, topic-related discussion, prediction **in a learner-centered way.**
❑ Provides background and situation related to the text in an interactive and **in a learner-centered way.**
❑ Pre-teaches or introduces key vocabulary and language structures related to the text **in a learner-centered way.**

<u>DURING stage</u> – Students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding of the text.
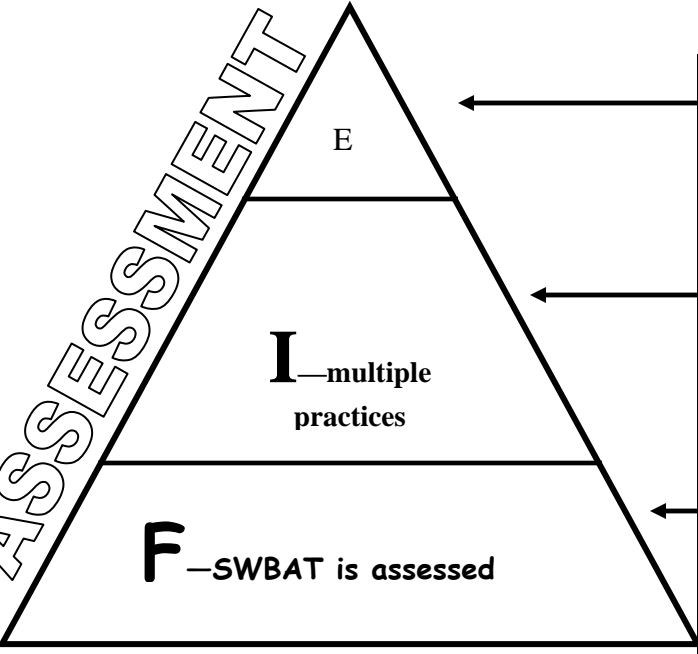❑ Provides multiple opportunities for student to hear/read the text.
❑ Each listening/reading has an interactive task requiring some kind of response from the students **and students check with peers before responding to the teacher.**
❑ Tasks move from general to specific understanding. From getting the gist/main idea to looking for specific, discrete pieces of information/individual words.
❑ Allows time for students to check comprehension, as questions, clarify vocabulary and move toward deeper understanding of the text.

<u>POST Stage</u> – Students' understanding of the text is reinforced through expanding on the text or personalizing the topic using other language skill areas (speaking or writing).
❑ Requires students to be creative and to expand on the text or personalize the topic using other skills **in a learner-centered way.**
❑ Allows students to reinforce the new vocabulary words/language structures using other skills **in a learner-centered way.**

EIF SPEAKING LESSON FRAMEWORK
Encounter, Internalize, Fluency

E

I—multiple practices

F—SWBAT is assessed

SWBAT Students will be able to…
Student Learning Objectives are SMART!
(Specific, measurable, achievable,
relevant, and time bound).

Inductive Encounter— student involvement

Maximize opportuni-ties for Ss contact with the language

Don't over prepare. Get mileage from your materials. How many ways can the teacher use the same materials by maximizing VAKT?

INTERNALIZE ⟶ *FLUENCY*		
ACCURACY	CONTROLLED	HANDS ON
Recognition of vocab. Structure intro.

Production practice activities with great attention to error correction (overt). | Production by repetition.

Activities move from limited to multiple choices—1-4.

T-Ss to S-S | T- guided and directed using deductive or inductive approach |

Note: the numbers 1-4 are arbitrary and meant to be reference points only on a continuum.

1

2

3

4

FLUENCY		HANDS OFF
FLUENCY	**FREE**	
Some mastery of vocab and structures. Error correction is delayed and indirect.

Speaking 7 - 1 | Interactive, open-ended communication. Personalized, creative use of language. | Little to no control or error correction . Teacher observes and assesses SWBAT |

EIF INTERNALIZE (PRACTICE) Continued

CONTINUUM RENTING TO OWNING

1

2

3

4

Note: the numbers 1-4 are arbitrary and meant to be reference points only on a continuum.

- Recognition drills: E-stage transitions to I-stage (meaning before form/listening before speaking)
  ALM Drills such as
- Structure Repetition drills (repeat after teacher)
- Simple substitution drills (mechanical) (T supplies vocab and Ss plug into structure)
- Dialogue—repetition
- Matching structures, vocabulary

- Simple substitution drills (meaningful) (T points to a picture or acts out and Ss use in structure.
- Transformation drills—change statement to question
- Q & As
- Plug-in dialog—(T-directed, scaffolded dialog)
- Controlled games

- Cocktails
- Conversation Grids—daily routines, Find Someone Who (using set structure)
- Less controlled games
- Information Gaps

- Group work with presentations
- Role plays
- Interviews
- Conversation Grids
- Cocktails-- sharing opinions
- Situation Cards
- Construction Gaps-- Rod construct
- Opinion Gaps
- Task Completions
- Discussions
- Open-ended Games
- Debates

THE EIF PICTURE △

Encounter   Internalize/Practice   Fluency

ACCURACY | 1 Controlled 2 → 3 → 4 Free ⟹ | FLUENCY

New Material
Vocabulary
Structures
Concepts
_____
Set them up for success

Word Splash
Mind Map
Examples
Stickies
Pictures
Models – Models - Models
Scrambled sentences
Rods
Dialogues
Pronunciation Discrimination
Jazz Chants
VAKT
INDUCTIVE
(Eliciting/Collaborative) VS
DEDUCTIVE (Telling)

**Am I doing for them what
they can do for themselves?**

ASSESSMENT

*How are
the Ss
showing
you what
they
know?*

*Teacher Talk
VS
Student Talk*

Drill/Practice
Control 1 → Free (choices) 3
Easy → Difficult
Recognition → Production
Contextual
T-S & S-S
Pair and small group work
_____
Describe the _____
Recycling
Conversation Circles
Q& A (use structure)
Info Gaps
Dialogues
Controlled games
Cocktails
Conversation Grids
Pictures
Vocabulary –Grammar Practice
Stations

**How many different ways can they
interact with the material?**

ASSESSMENT

*How are
the Ss
showing
you what
they
know?*

*Teacher Talk
VS
Student Talk*

Communicative Activities
Free
Real
Open-ended
Communicative
Situational
Creative
Personalized
_____
Games
Rod construct
Maps
Role plays
Situational cards
Presentations
Cocktails
Discussion
Debate
Interviews
Conversation Grids/Circles

**How can they use it in a
meaningful way and take it
out the door with them?**

ASSESSMENT

SWBAT
**Student Learning Objective: Observable,
measurable, realistic,
relevant, attainable**

Kinds of Activities

Some of the activities mentioned on the previous pages are explained in greater detail or a specific example in our coursebook is mentioned.

Recognition Drills

Recognition drills are meaning based assessment of the target language that is being introduced in the encounter stage of the lesson. Recognition drills consist of:
- Puzzles like "Who is Who" in the Comparatives 1 Lesson
- Direct Method Q& A sequences like steps 1-2 in the Comparative 2 Lesson
- Human or Scrambled Sentences like in the Present Perfect Lesson
- X/O Quiz like in the Can/Can't lesson (Kim Yuna can't skate. O/X)
- TPR activities like in the Locator Prepositions Lesson
- Brainstorming or mind map activities like in the Life Map Lesson
- Flashcard word/picture matching games like in the Can/Can't Lesson

Other activities are possible, but these are the examples found in the E-I-F sample lesson in our course packet.

ALM Drills

See your Method textbooks chapter 4 in both Kim, et al & Larsen-Freeman.

Plug-in Dialog

A plug-in dialog is basically a multi-slot substitution drill. To make it more student-centered, try to gap the dialog based on categories, and let Ss brainstorm items in that category to put into the gaps in the dialog. This allows Ss to plug-in their own words and to make the dialog their own.

A: Where are you going?
B: I'm going to ….(place)...
A: What are you going to do there?
B: I'm going to ….(action)….

Places	Actions
Church	pray, meet friends, sing in the choir, play the piano, listen to the mass

Notice one place can have more then one possible action. Ss should be encouraged to choose the action that is most appropriate for them. This makes the dialog practice more authentic then your pre-determined ALM substitution drill.

Controlled Games

Talkopoly in the Present Perfect lesson is an example of a controlled game. A controlled game provides the target language/structure/forms/content that the Ss need to use in order to play the game. The ***Card, Cup X/O*** game in the Can/Can't Lesson is also a controlled practice game; content, structure and answers are all controlled by how the Ss play the game. There are numerous examples of controlled games that one can find on the internet.

Lesson Controlled Games &

The ***Go Fish*** card game in the Can/Can't Lesson is an example of a less controlled game. It is less controlled because it provides limited target language support (or no target language support) is provided, but it's not free practice or a fluency activity because the learners are limited by the cards as to the content they use. There are also numerous less controlled that one can find on the internet.

Open-ended Games

An example of an open-ended game is provided in the Comparatives 2 Lesson. The game, ***Consent***, is open-ended because no target language support is provided and the learners themselves control the choice of topic/content to be used in the game. There are also numerous open-ended games that one can find on the internet.

Cocktails or Mingle Activities

Cocktail and mingle activities are activities that require learners to walk around and to talk to as many of their classmates as possible. The purpose is get information from a variety of people on a limited number of questions. An opinion gap can be run as a cocktail or mingle activity. For example the topic is: **"What is your favorite….?"**

Teacher begins by making 6 groups. Each group gets a category to ask about such as games, food, TV programs, Animals to name a few. Each person in the group must come up with 4 questions about their category that is different from their group members. After each Ss has made their four Qs, the teacher has the Ss mingle and ask their questions. As a follow T could Have Ss return to their home group and share what they learned about their classmates.

Conversation Grid Example

Conversation grids are good when Ss are expected to memorize a dialog. For example, maybe the following dialog appears in your student book.

       A. I went to a Japanese restaurant last Saturday.
       B: Really, how was it?
       A: It was excellent, but a little expensive.

B: How did you hear bout the restaurant?
A: I learned about it from an ad on the internet.
B: Hmm, maybe I'll take my girlfriend this weekend.

Ss begin the unit by listening and answering some questions about the dialog content, but the T decides to expand the input by gapping the dialog:

A. I went to a/an …...(place)…...(time)…..
B: Really, how was it?   <chunk 1>
A: It was….(feeling)……..

B: How did you learn/hear bout the….(place)…?
A: I heard/learned about it from……(how)…….   <chunk 2>
B: ……….(authentic response)…………

T will have Ss practice the dialog in two chunks. For a lesson controlled practice activity, Ss will brainstorm their own places, times, feelings, and how they can learn about places to go.

Grammar Focus

We learn or hear about things **from** *people* or *general categories* (*ads, posters*)

If ads are paper-based, then use: **from** an ad **in** a newspaper, magazine, or flier.
If ads are electronic, then use: **from** an ad **on** the radio, TV, or internet

Fluency Stage Conversation Grid

In the fluency the Ss have memorized the dialog through doing several practice activities. Now they use this *conversation grid* (see below) to demonstrate that they have mastered the dialog.

Name of Ss	Place	Time	Feeling	How
1.				
2.				
3.				
4.				
5.				

Find Someone Who

An example a *Find Someone Who* activity can be found in the Present Perfect Lesson. *Find Someone Who* activities can be I-stage or F-stage activities depending on how much TL support and scaffolding is provided to the learners. The example in the Present Perfect Lesson is an I-stage activity because TL support is provide on the WB even though no TL support is provided on the worksheet.

Situation Cards

Situation cards are usually used so that learners can participate in a Role Play. For a Role Play to be successful, the learner needs to know his or her role and situation cards describe the situation or role for a student to play. Depending on the level of the learners, situation cards can very detailed (see the second example) or very simple (see the first example).

In the first example, Ss are expected to ask other learners for advice about the situation that they are in. In the second example, learners are expected to act out the role/task that is described on the card.

<div>

Example #1.

I lost my wallet.

</div>

<div>

Example # 2

You are a manager. You have an employee that hasn't been performing well. He/she is often late. He/she also spends a lot of time checking his/her private emails and strange websites instead of doing work. Yesterday, you caught her/him sleeping at his/her desk. Please terminate the employee (in a nice way).

</div>

Dialog & Role Plays

Hi, James.
Hi, Reader.
How's it going today?
Not bad, how about you?
Fine. Listen.
Yes?
I was wondering if you could talk a little bit about dialogues and role plays.
Sure…

Dialogs and role plays are essential tools in helping our learners build a solid foundation of competence and confidence. When used properly, they can simulate a real conversational situation and provide learners with the language and the structure they need to be successful in real encounters.

There is one important distinction between the two. Simply put, ***dialogs are tightly controlled conversations while role plays tend to be a lot freer***. When we use dialogs, we provide our learners with not only the language of the conversation, but also the order in which it's delivered. When we use role plays, the learners themselves determine the language and the order in which the conversation unfolds.

Dialogs

Of course, we must first think about what the dialog is going to be about. Where does it take place? What are our learners' needs? How does the dialog support the objectives of the lesson? Here are also some other considerations…

Simulate reality: How do we construct an exercise that simulates reality in design and delivery? Can we use realia (props)? How does body language come into play?

Provide support: vocabulary, grammatical structures, and pronunciation may be areas they need help with. Do they understand the context and the content before practicing the dialog?

Engage the learners: Where's the language coming from? Are the learners giving us the vocabulary? How much can we elicit from them? Do they have plenty of opportunities to interact with the dialog as a class, in pairs, etc?

Authentic language: How do we balance the need for authenticity with the level of our learners? How can we keep it authentic while keeping the dialog *within reach* of our learners?

Keep it simple: If the purpose is to build confidence and competence, how does the dialog reflect that? Is it too long? Are the exchanges too long or complicated? Do we need to use several dialogs to simplify the acquisition of each component?

When delivering a dialog, the exact manner may depend on the level of the learners. Here are some possible steps in dialog delivery:

Low Level Learners:	Higher Level Learners:
Set Scene	Set Scene
Focus on meaning (vocab, etc)	Focus on meaning (vocab, etc)
T reads whole dialog	Ss read whole dialog
T elicits understanding & helps	T elicits understanding & helps
T reads line by line and Ss repeat	Ss read line by line; T assess
T reads Person A; Ss Person B	If necessary, whole class reads through
T reads Person B; Ss Person A	Pair practice
½ Ss Person A; ½ Ss Person B	Practice in front of group
Pair Practice	Focus on how to change/alter/modify
Practice in front of class	

Some variations to try:
- Cut the dialog into strips and have Ss put it in order.
- Provide partial dialog and Ss fill in the blanks.
- Provide 1 side of the dialog and Ss (in pairs) come up with the other side.
- Provide a context and in small groups, Ss come up with the dialog.

- Have 3 people instead of 2 dialog.
- Create a group dialog with T guidance.
- Use a picture sequence and have Ss write up their own dialogs following the sequence.
- Provide a word list, examples of grammatical structures to include, outline and have Ss write their own.
- Show an example -of a "typical" dialog and have Ss write their own using the example as a reference.

Role Plays

One of the short-comings of dialogs is the chances of an authentic conversation really happening in the way the dialog is taught are, well, not very likely. Thus preparing our learner for the "real world" may start with dialogs, but should end with role plays.

Role plays are designed to give learners the opportunity to stand on their own two feet. We offer the scenario and they act it out according to their own abilities and understanding of the situation. Here are some additional considerations…

> *A*ssess*:* How do we assess how well they did? Are we assessing the fluidity? Fluency? Accuracy?
>
> *C*reate Opportunities*:* How many times are we going to have them role play? Do they "practice" in small groups before doing it *solo*?
>
> *T*each*:* What language or help do we need to provide them with in order for them to be successful?

Their level determines how much help we give them. Obviously, low-level learners need more support than higher-level learners do.

High phrases, Support		Lower Level	→	Partial Dialogue, substitute key vocabulary, grammar
		Intermediate Level	→	Key vocabulary, grammar, idioms
Low Support		Higher Level	→	Situation, key vocabulary, idioms

Some variations to try:
- Brainstorm words, phrases and structures that the Ss may use when role-playing.
- Use the role play to asses what they know and then teach them what they lack.
- Use role plays as a review from the previous class.

- Use role plays as a means of exploring emotions and their effects on language.
- Tape the role plays have the Ss listen to them to make any necessary changes.
- Use role plays as a warm up, pace changer, closing activity.
- Ss practice role play by cocktail with color coded cards signifying what role to play.
- Ss practice in small groups, pairing off with several group members before doing it in front of the class.

Wow, it looks like these two techniques can be really useful.
They sure are!
But I also get the feeling that there's a lot to consider when deciding what to do.
There is, but it becomes easier with practice.
Well, thanks for the tips.
No problem.
See you in class?
I'll be there!

Task Completions

Task completion activities are task-based learning tasks adapted to the EIF lesson planning framework. A task is a communicative activity that has a clear outcome. Common tasks that learners can do in an EIF lesson plan are ranking, sorting and comparing tasks. See your Methods book by Kim et al. pages 124-127 and 135-137 for more specific details.

Discussions & Debates

Although these are possible fluency activities, EFL learners have a difficult time doing them if they are completely unstructured. Imagine what would happen if you were teaching middle school students and you said:

> ***"OK, today we have been learning about rules. Now, discuss."***

Obviously nothing would happen. First, what exactly do you expect them to discuss, and second, what language are you expecting them to use to do the discussing?

To use discussions and debates in an EFL situation, you need to structure the language use in such away that the learners can handle the task and stay in the target language.

For example, a topic that most Korean learners have something to say about is school uniforms. Learners could both discuss and debate this topic if the teacher structures the activities appropriately. For a less controlled practice activity, you could have Ss discuss school uniforms by giving them a questionnaire that they "discuss" in groups. The questionnaire should ask open-ended Qs about the benefits and disadvantages of wearing school uniforms. One leaner should be the moderator to make sure all Ss have a turn

answering each Q on the questionnaire. As a follow-up activity to this discussion, leaner fill-in a graphic organizer describing the benefits and disadvantages to wearing school uniforms. After that, let Ss use the graphic organizer to have a structured debate. Provide learners with key expressions to help them introduce their "discussion points" and to "argue" for or against the wearing of school uniforms.

Speaking Guidelines

Definition: Speaking is communicating information through the spoken word.

What speaking involves:
*knowing and using the following in order to convey intended meaning:
- appropriate vocabulary and expressions
- correct pronunciation
- correct word order
- body language, tone, and facial expressions
- appropriate register (degree of politeness)
*the ability to check understanding and use repair strategies when necessary
*an awareness of who the "listener" is

A good speaking lesson:
1) Has one or more of these purposes:
- to learn to talk about an interesting/motivating topic
- to learn something new about others
- to accomplish a task
2) Provides ways for students to learn the vocabulary (words and phrases appropriate for the situation) they need to express themselves.
3) Gives students a variety of opportunities to express themselves using the vocabulary.
4) Helps students develop strategies to make them selves understood.

Typical *encounter* activities:
Beginners: describing a picture or pictures; using the people and things in the classroom; learning a dialogue; watch and follow a model; elicitation from students of vocabulary they already know; Jazz chants
Intermediate/advanced: adapted versions of activities for beginners; a word map

Typical *internalize/fluency* activities:
All levels: pair conversations; games; information gaps; opinion gaps (values clarification activities); logic gaps; mixers ("cocktail party"); role plays; discussions

Recommended resources:
Kehe, David and P.D. Kehe (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. Brattleboro, VT: Pro Lingua Associates.

Klippe, Frederike (1984). *Keep Talking: Communicative fluency activities for language teaching.* Cambridge: Cambridge University Press.

Winn-Bell Olsen, Judy (1977). *Communication Starters and Other Activities for the ESL Classroom*. Hayward, CA: Alemany Press.

Techniques for Speaking Lessons

Conveying information/language to learners:

Posters
Blackboard/Whiteboard
Power point
Videos
Authentic materials
Research
(Internet/community)
Jigsaw reading

Presentation
Overheads/PPTs
Guest Speakers
Observation
Metaphors
Eliciting
Giving worksheets for
learners to deduce

Think/Pair/Share activity
Learners presenting
Listening
Reading
Doing it the wrong way
Story-Telling
Predictin

Providing opportunities for learners to practice and internalize language:

Pair activities
Jigsaw activities
Information gap activities
Opinion activities
Dialog building
Problem solving activities
Sequencing activities
Project work
Strategic interactions
Ss individual presentations

Role play
Board games
Ball toss
Matching
Making a video
Scavenger hunt
TPR
Field trips

Real-life encounters
("mystery guest")
Experiential trips into
community
News reel
Video
Value gaps
Letter/journal writing
Skits

Creating real use opportunities for learners:

Treasure hunts	Telephoning each other/teacher
Sending them out into the community to find information	Give homework which requires them to find real use opportunities and report back later
Project work	Research projects-Internet, etc.
Classroom language	Bringing the real world into the classroom
Speakers	Authentic materials
Community-based learning	Personalization
Letter-writing/e-mail	Simulation and role play
Conversation partners /interviewing/public	Providing time and spaces for reflection on practice
Class time which focuses on analyzing opportunities for real use sharing with other students in preparation for above	

Ways to group learners

String
Pick a rod (colors match)
Matching cards or pictures (by color or shape or thematic groups, etc.)
Stand up and move (by name or touch)
Count off by 2's, 3's, etc.
Pairs, three's
Mingle and chat to music- STOP
Boys/girls; everyone wearing _____ get in one group, etc.
Someone you haven't talked to
Likes/dislikes-find something in common
Find someone who with only one possibility
Magazine picture puzzle pieces
Matching sound or action such as animal/instrument/vehicle or picture/emotion, etc…
Line-ups and divide
Dice or playing car

Working with Content

Teachers must decide **how much content students can focus on** without being overwhelmed. They also need to create a **logical sequence** that helps students work toward a final objective.

In the juggling lesson, for example, the throw and catch action is a fundamental skill that needs to be learned early in the process. By then adding a second ball and spending time on the over/under pattern, the teacher provides a kind of stone to cross the river mentioned metaphorically in the Preview section.

This process of breaking down content and helping students focus is known as **scaffolding** and allows the students to work on content in a meaningful way that is challenging but not overwhelming. In this way, the teacher provides stepping stones for students to cross the river and reach their learning objectives.

With the inclusion of pictures and verbal directions, the teacher helps students focus on key elements of juggling. Noting visually how one ball goes under another helps students learn that pattern. Doing the one-two-three motion without the balls might help some students internalize the pattern. Effective teachers need to be able to break down content so that students can progress step by step. This type of thinking requires the teacher to have a solid understanding of the content, a sense of what is initially possible for students, and a clear, student-centered objective.

Allowing Students to Encounter and Clarify Content

Students rarely enter a learning situation with no knowledge of the content. In the first stage of the juggling lesson, sometimes called a **presentation stage,** the teacher gives students a chance to share what they already know about juggling. This allows students to activate their prior experiences, ideas, and feelings (also called **schema activation**).

It is important to note that students are **encountering** key elements of juggling throughout the lesson, and that students may present key information to each other while observing and discussing their juggling patterns. In a classroom setting with a large group of students, the teacher has a stage in which to **elicit** what some students already know so all students can benefit from it. In this way, the teacher builds the lesson on the abilities and needs of specific students.

The use of **pictures, demonstrations, verbal explanations, peer teaching,** and **practice** all contribute to students **relating new information to prior knowledge,** a key feature of learning. By using a variety of sensory modes, the teacher helps students with different learning styles **notice key features** in the content.

Allowing Students to Work on Accuracy

In the juggling lesson, it is important that students first master the initial throw and catch motion. The throw needs to have an arc to it and move from right to left or left to right, at least in this early stage of juggling. If the move is not done correctly, it will be very difficult to juggle without dropping the balls later on.

A student might start juggling and look proficient, only to drop all of the balls almost immediately. To master the different elements of juggling, students need time to **remember and internalize** movements. The initial throwing of one ball in Stage 5 is an example of just such a controlled practice. The student encounters the key elements of the throw/catch movement through the picture and verbal explanation, then remembers and internalizes that part of juggling by doing it over and over. This is not mindless **repetition**—the student will likely **experiment** with exactly how to hold the ball by noting where it lands in the hand, how much strength to apply, etc. In this way, students continue to **make discoveries and encounter** important aspects of juggling even in the practice stages.

They will continue to **notice** the results of their efforts but will also benefit from **feedback and correction** from the teacher and other students. The student might **personalize** the movement by imagining the ball is an egg, requiring a delicate touch. They might say to themselves "nice and soft" or "one-two, one-two" as a way of **making it their own.** This stage of the lesson is a kind of **controlled practice** in that the content and student activity are both very **restricted.** As the lesson progresses, the students continue to **recycle** what they have learned and move toward a **freer practice** that actually resembles juggling.

Helping Students with Effectiveness and Ease (Fluency)

As the student internalizes the juggling moves, they develop an **unconscious competence:** they no longer actively think about what they are doing. Just as you tie your shoes or drive while thinking about other things, the fluent use of something involves doing it with a certain ease.

In the juggling lesson, the teacher creates a **real-world context** by demonstrating what juggling looks like at the beginning. In Stages 6 and 7 of the juggling lesson, students may fluently use the throw and catch technique while trying to remember/internalize the over/under technique with two balls. From this example, it's clear that accuracy and fluency are not necessarily a linear process. A competent juggler might go back and focus on their throw and catch technique when trying to progress to juggling four balls.

A combination of **accuracy and fluency** means that someone can juggle without dropping the balls or straining and still carry on other actions like chatting with someone and smiling. Part of being fluent means using the skill for your own purposes. In the case of juggling, the purpose might be entertaining yourself or others. A competent juggler is not easily distracted and does not mind people talking around them. That is part of the **real-world context** of juggling. If a student stays within a controlled classroom environment, it is not clear that they have **mastered or acquired** the content.

It is also important to point out that lessons do not always begin with presentation and move to controlled practice. In fact, many approaches to lesson design—**Task-based Learning** and the **Test-Teach-Test** model—involve starting with a fluency activity to see what students can do and then improving on or expanding that skill. (See the For Further Reading section at the end of the chapter for more about these lesson designs.) In the case of juggling, a later lesson might ask students to start with basic juggling then move to doing tricks like throwing the balls higher or spinning around to catch them.

Language Learning

The principles used in the juggling lesson can be applied to language learning as well. Teachers can **assess** student learning only when they see students use their knowledge to accomplish communicative tasks. Just as the ability to describe juggling does not mean one can juggle, a student that can explain English grammar may not be able to describe their town in English. The other volumes in this series of books will explore what it means to effectively use language to communicate.

The ECRIF Triangle (Encounter, Clarify, Remember/Internalize, Use Fluently)

If you look at the juggling lesson in terms of time spent, it's clear that a relatively small amount of time is spent **encountering and clarifying** the actual juggling moves (Stages 1, 2, 3, 4, 7, 9). Quite a bit of time is spent trying to **remember and internalize** the moves accurately (Stages 5, 6, 8, 9, 10). The most time really is required for Stages 10 and 11 so the learner can **fluently use** those moves and juggle effectively.

It is important to remember that students may always work on accuracy by returning to previous stages and doing focused practice activities. In the juggling lesson, you had the option of going back and working on the throw and catch motion after being introduced to the over/under and one-two-three patterns. In this way, what you had already studied was **recycled** over several lessons.

An important aspect of staging a lesson is to think about how much time and focus is required for students to move from accuracy to fluency. This diagram illustrates the time necessary to improve skills and move toward mastery.

Time needed to encounter and clarify the target language/skill

Time needed to work on accurately remembering and internalizing the target language/skill

Time needed to work on fluently using the target language/skill
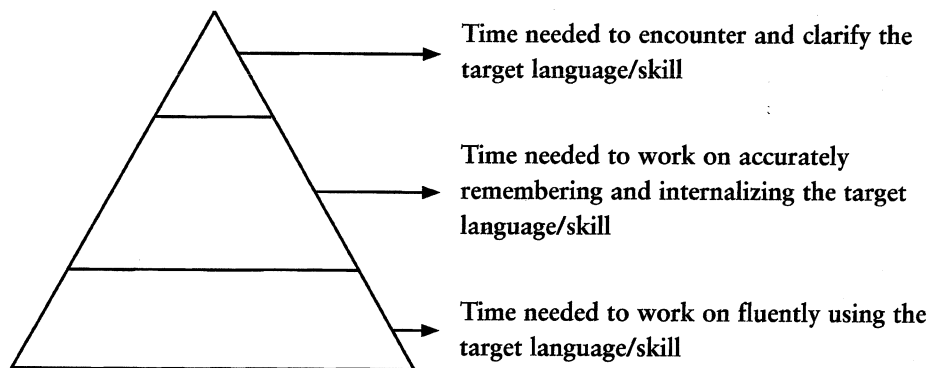
Originally developed by Professor Pat Moran at the School for International Training, this triangle diagram illustrates a basic principle of learning: Students need more time to remember, internalize, and use content than to encounter and clarify it. Understanding this principle helps a teacher stage single lessons and think about how to help students learn over a longer period. Even after the juggling lesson, for example, you will have to practice over a few days or even weeks to really feel confident.

Going back to Mark's story from the Preview section, it's clear that the bulk of his challenge was encountering and clarifying. The content he encountered was not broken down into reasonable chunks, and he did not have a chance to work with the content so that he could remember and internalize it.

Take a moment to review the information introduced to this point. Answer the questions posed at the beginning of the Points of View section.

Thoughts to Consider

What connections do you make between these quotes and your own ideas about staging a learning experience?

"What a child can do today with assistance, she will be able to do by herself tomorrow."

– Lev Vygotsky

"The mind is not a vessel to be filled, but a fire to be ignited."

– Plutarch

"Complexity creates confusion, simplicity focus."

– Edward de Bono

"I am always ready to learn, although I do not always like being taught."

– Winston Churchill

Lesson Developer Check-list

Please complete the questions on the back as well.

Lesson Title:_____ Date:_____
Lesson Developer:_____ Assessing Peer:_____

Section 1: SLO:
___ Is the TL age/level appropriate and relevant to the Ss?
___ SLO includes the language component and a measurable activity to assess Ss'
     success.

Section 2: Beginning (Encounter: first 10-20 min.)
___ Begins with a warm-up and/or initial assessment activity.
___ Rapport is established, motivation and interest is engaged
___ Activates Ss schema and/or elicits prior knowledge.
___ Target language (TL) is introduced early in the lesson.
___ Checks student understanding of TL through pictures, questions and other
     strategies.

Section 3: Practice Time (Internalize)
___ Includes several interesting and varied chances to practice the TL.
___ Includes some T-Ss interaction and some S-S interaction.
___ Students are supported in their practice (i.e. scaffolding, support language,
     chunking, and/or error-correction feedback is provided for all activities.)
___ Materials engage Ss and help in Ss internalization
___ Includes assessment of students' learning of the TL often during the lesson.
___ Students' opinions are elicited

Section 4: Final Activity (Fluency)
___ Students are given a chance to prove their mastery of the TL.
___ Activity is meaningful and authentic.
___ Activity has students interacting with each other.

Section 5: Learning Styles
___ Lesson appeals to kinesthetic learners.
___ Lesson appeals to auditory learners.
___ Lesson appeals to tactile learners.
___ Lesson appeals to visual learners.
___ Lesson mixes some of the four skills: reading, writing, speaking, listening (circle
     which are used.)

Section 6: General

___ Lesson accommodates a variety of strategies (rephrasing, body language, opportunities for peers learning, etc...)

___ Recommended classroom-talk is level-appropriate.

___ Instructions are easy to follow (should be short and accurate.)

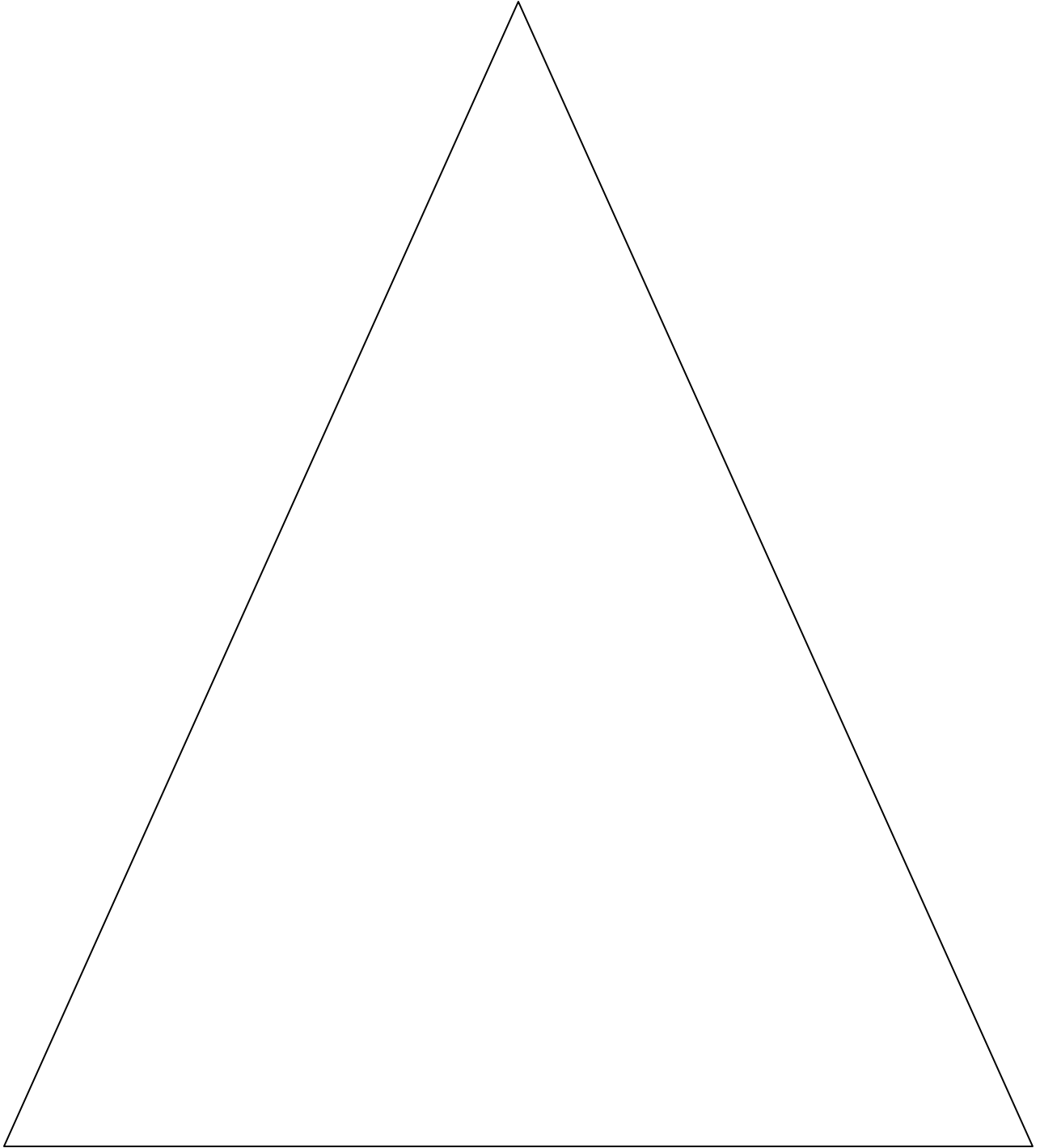**Section 7: Tomlinson's Features of Good Materials**

To what extent do the materials in this lesson provide for and/or take into consideration the following aspects (check all that apply):

1. ___ Materials should achieve impact
2. ___ Materials should help learners to feel at ease
3. ___ Materials should help learners develop confidence
4. ___ What is being taught should be perceived as relevant and useful
5. ___ Materials should facilitate learner self-investment and discovery
6. ___ Learners must be ready to acquire the points being taught
7. ___ Materials should expose the learners to language in authentic use
8. ___ Learner's attention should be drawn to the linguistic features of the input
9. ___ Materials should provided opportunities to use the TL for communicative purposes
10. ___ Materials should take into account that the positive effects of instruction are usually delayed
11. ___ Materials should take into account that learners have different learning styles
12. ___ Materials should take into account that learners differ in affective attitude
13. ___ Materials should permit a silent period at the beginning of instruction
14. ___ Materials should maximize learning potential
15. ___ Materials should not rely too much on controlled practice
16. ___ Materials should provide opportunities for outcome feedback

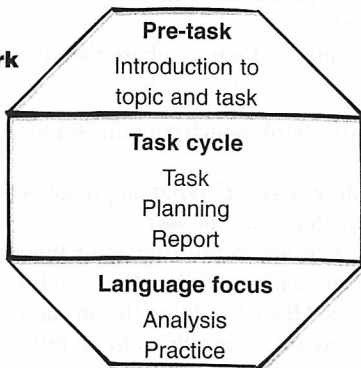1. Do you think the Ss will achieve the SLO? Why or why not?

_____
_____
_____
_____
_____

2. What questions/concerns do you still have about the lesson and how it will be taught? Be specific.

_____
_____
_____
_____
_____

Use this for notes:

Components of the Task Cycle

The TBL framework

Pre-task
Introduction to topic and task

Task cycle
Task
Planning
Report

Language focus
Analysis
Practice

Look at the three components of the task cycle. During which component(s)

- will students be communicating in a private setting/a more public setting? How might this affect the kind of language they use?
- might students find a dictionary most useful?
- will you, the teacher, be most active?
- is teacher correction most likely to be effective/least likely to be effective?

Task cycle

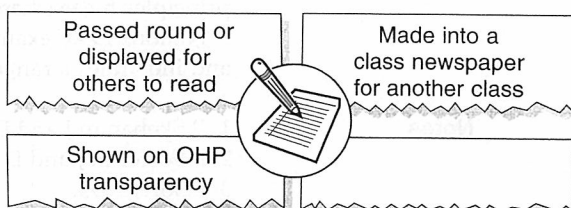| Task	Planning	Report
Students do the task, in pairs or small groups. Teacher monitors and encourages; stops the task when most pairs have finished; comments briefly on content.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Teacher acts as linguistic adviser, giving feedback; helping students to correct, rephrase, rehearse and/or draft a written report.	Teacher selects some groups to present their reports of the task to the class, orally or in writing. Teacher acts as chairperson, linking the contributions, summing up. Teacher gives feedback on content and form, if wished.

The task cycle may be based on a reading text or listening text. It may be followed by students hearing a recording of others doing the same task. These both give additional and related exposure.

Audiences for reports (Add your ideas for others.)

Oral presentations may be:

- Given to another pair/group
- Recorded on video to playback to the class/group
- Presented to the class

Written presentations may be:

- Passed round or displayed for others to read
- Made into a class newspaper for another class
- Shown on OHP transparency
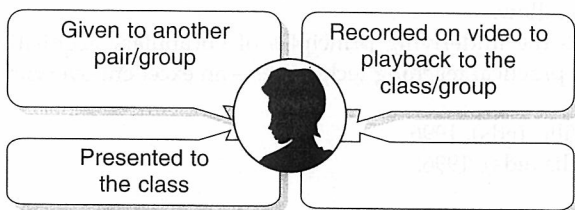
Tasks with written outcomes

- In Focus 2, two tasks have written outcomes – 6 and 9. Choose one, and discuss briefly how you might use the TBL framework (pre-task and task cycle) to plan your lesson.

  Which component in the task cycle might need to be longer, or be divided into two stages?

- Look for tasks in Appendix A that would naturally lead into written presentations. Select three and discuss who the audience(s) could possibly be.

4 The TBL framework: the task cycle

> This chapter covers the second phase in the task-based learning framework – the task cycle. It describes in detail the three components of the task cycle, task, planning and report, and examines the role of the teacher in each. It emphasises the importance of writing in the learning process and shows how the stages of the task cycle can be adapted to different teaching situations.

4.1 The task stage

In Chapter 1, we considered various reasons why many learners left school or college without learning how to communicate in the target language. We emphasised that both exposure to and use of the target language are vital to its acquisition. We saw that output, i.e. use of language, is likely to help stimulate intake, i.e. acquisition of new forms. We saw in 1.3.3, that learners' confidence grows when they realise they can do something without the teacher's direct support. The task stage is therefore a vital opportunity for all learners to use whatever language they can muster, working simultaneously, in pairs or small groups, to achieve the goals of the task (see 2.1.2).

4.1.1 The teacher as monitor

If you are not used to TBL, the hardest thing to do at first is to stop teaching during the task stage and just monitor. You need to have the self-control and

courage to stand back and let the learners get on with the task on their own. Resist the temptation to go round and help (or should we say interfere?), for example, by correcting pronunciation or suggesting better ways of doing the task. Observe and encourage from a slight distance. If the mother tongue crops up in one group too often, quietly go over and suggest an English rendering. If one pair is hopelessly stuck, help them out, but then withdraw again.

Try not to stand too close to groups. If you do, they will tend to ask you for words they don't know, rather than trying to think of another way of expressing their meaning themselves. We must ask ourselves if providing information now helps them learn to communicate on their own. There are other times later in the task cycle when correction and language support are more valuable, and more likely to be remembered.

After working hard to set the scene in the introduction phase, the teacher's monitoring role during the task stage is less active, and should now be:

- to make sure that all pairs or groups are doing the right task and are clear about the objectives;
- to encourage all students to take part, no matter how weak their language is;
- to be forgiving about errors of form (remember how positively parents react to their young children's attempts to use new words and phrases);
- to interrupt and help out only if there is a major communication breakdown;
- to notice which students seem to do more talking and controlling, and if anyone seems to be left out (next time you might change these groupings, or give specific roles within groups to even out the interaction);
- to notice if and when any pairs or groups switch to mother tongue, and, later perhaps, to find out why;
- to act as time keeper.

Timing is important. Tasks can take from one minute to ten or more, depending on the type of task and its complexity. Set a time limit that is too short rather than too long – it is easier to extend it than to stop students before the limit is up. It is better to stop before anyone gets bored, even if some pairs have not finished. Give a one-minute warning before the end of the task.

Immediately after the task, it is a good idea to take up briefly one or two points of interest you heard while monitoring, and to comment positively on the way students have done the task. It is vital not to comment in detail or to summarise their outcomes or findings, because those will constitute the content and aim of the next two components, planning and report, which learners will also do for themselves.

4.2 After the task

After your brief comments on how the task went, the lesson will probably proceed smoothly into the planning and report stages, where students prepare to tell the class about their findings. These components are the focus of 4.3 and 4.4 below. But first, we should consider why there is a need for the task to be followed up in this way.

4.2.1 Why tasks are not enough

The task component, as we have seen, helps students to develop fluency in the target language and strategies for communication. To achieve the goals of the task, their main focus is on getting their meaning across, rather than on the form

of the language itself. So there could be problems such as those listed below, if tasks are the sole means of language development.

- Some learners revert to mother tongue when things get difficult or if the group feels impatient.
- Some individuals develop excellent communication strategies, e.g. miming and using gestures, but get by using just odd words and phrases and let others supply the more challenging language they need.
- Some learners tend to get caught up in trying to find the right word, and don't worry over much about how it fits into the discourse.
- There is naturally more concern for use of lexis and lexical chunks than for grammar and grammatical accuracy.

Through tasks, students may well become better communicators and learn new words and phrases from each other, but how far does the task situation stretch their language development and help with internalisation of grammar? In psycholinguistic terms, how far does this type of 'output' help 'intake'? To avoid the risk of learners achieving fluency at the expense of accuracy and to spur on language development, another stage is needed after the task itself. This is supplied by the report stage, where learners naturally strive for accuracy and fluency together and weaker students can get additional support.

4.2.2 Creating a need for accuracy

After completing the task in small groups, there is usually a natural curiosity among students to discover how others achieved the same objectives. The report stage is when groups report briefly in spoken or written form to the whole class on some aspect of their task, such as who won the game, how their group solved the problem, or two or three things they found out from each other. In doing this, students find themselves in a situation where they will be talking or writing for a more public audience.

In Chapter 2, we considered the differences between spontaneous and planned language, and saw that the language used in public is normally planned, final and permanent. For this public stage, students will naturally want to use their best language and avoid making mistakes that others might notice. They will feel the need to organise clearly what they want to say, use appropriate language and check that it is correct. They may try to find new wordings to express their meaning more exactly. They will be working towards a polished final draft which will normally be:

- presented orally, while the class takes notes of relevant points; or
- written down and displayed or circulated for others to read;

or, on occasions, it may be:

- recorded on audio cassette to be played back later; or
- recorded on video to be shown later.

The more public and permanent the presentation, the longer students will want for the planning stage. It is already quite daunting to stand up and speak in front of the class, but students preparing to be recorded will want far longer to perfect their work than groups who are not. If they are writing a letter for an outside audience, say for publication in a newspaper, they will happily do several drafts to make it good enough.

The report stage, then, gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge – to communicate clearly and in accurate language appropriate to the circumstances.

Students cannot get by just tacking words and phrases together in an improvised fashion, as they could when they were speaking in real time. In planning their report, they have time to create anew, experiment with language and compose with the support of their group, teacher, dictionaries and grammar books. And it is this process that is likely to drive their language development forward and give them new insights into language use.

If students know at the beginning of the task cycle that they will be called upon to present their findings at the report stage, they are also more likely to think harder about their use of language during the task. They may also attempt to use more complex language, and try to be more accurate.[1]

4.3 The planning stage

This section deals with the planning stage, which comes after the task and before the report, forming the central part of the task cycle.

It describes how to help learners plan their reports effectively and maximise their learning opportunities. It takes us back to the classroom situation we reached in 4.1.1 where most students have just completed the task, and you have commented on one or two interesting things you heard while walking round, observing from a distance.

4.3.1 Setting up the planning stage

After you have stopped the task, what you need to do is:

1 Explain, if you haven't already, that you will want someone from each pair or group to report their findings to the class. If you tell students this before they start the task, it may motivate them to take it more seriously.
2 Be very clear about the purpose of the report (see table opposite), i.e. what kind of information students are going to look or listen for in each other's reports and what they will then do with the information.
3 If the report is for an outside audience, explain who it's for and what students can hope to achieve through their writing.
4 Be clear about what form the report will take. Explain what facilities students can use (e.g. oral presentation with/without OHP, with written notes or a full script, or in written form for display).
5 Make sure students know what resources they have at their disposal – dictionaries, grammar books, other resource books. And, of course, you will be on hand to help, too. With types of task that lead into writing, you could assemble a wall display of previous students' work – sample written reports on similar topics – to give your students a clear idea of what they are aiming at.
6 Tell students how long their presentation should be. If it is an oral one, set a short time limit (a fairly fluent learner can say or read a hundred words in half a minute). With a written report, suggest the number of words, lines or paragraphs. Be very specific about what they should include.
7 Set them a time limit. Tell them you'll come round to help.
8 If you have observed that it is the same students who tend to do all the work, give specific roles to students within the pairs or groups. For example, ask the habitual non-participator to be the writer and the active student to be the 'dictionary person' (see also 3.3.1).

Purposes for reports

These often depend on the type of task (see Appendix A).

Here are some examples.

Listing	Comparing	Experience sharing	Creative
Students can: • hear/read other pairs' lists and consolidate their own to see how many items they get altogether; • vote on the most comprehensive list.	Students can: • see how many have done the task the same way, or have things in common with the presenter; • find out how many agree/ disagree with the content of the report and why.	Students can: • note points of interest and compare them later; • write questions to ask speakers; • set quiz questions as a memory challenge; • keep a record of main points or themes mentioned for a review or classification later; • select one experience to summarise or react to in writing.	Students can: • say what they most enjoyed in the other groups' work; • write a review of another group's product for them to read.

Ordering, sorting	Problem solving
Students can: • publicly justify their priorities to persuade each other.	Students can: • compare (and list) strategies for solving the problem; • justify/evaluate solutions; • vote on the best/cheapest solution; • recommend one solution.

4.3.2 The teacher as language adviser

During the planning stage, the teacher's main role is that of language adviser, helping students shape their meanings and express more exactly what they want to say. Here are some guidelines which apply to the planning of both oral and written presentations.

- Go round quickly at the beginning to check all students know what they are supposed to be doing, and why. If you have a large class and cannot help all groups in one planning session, decide which ones you will concentrate on, and make a mental note to help others next time.
- Unless one group is doing nothing, it is a good general rule to wait until you are asked before you offer help. Then you know you are responding to the learners' needs rather than your own interpretation of them. It is always worth bearing in mind that learners will learn best if they work

things out for themselves, rather than simply being told. The planning stage is a good opportunity to encourage learner independence.

- Comment on good points and creative use of language.
- If you are asked for advice, suggest positive ways learners could improve their work at a general level, e.g. *That's good. You might like to add a sentence signalling what you are going to talk/write about in this section – it may help the listener/reader to follow your ideas better.*
- If learners ask to be corrected, point out errors selectively – most important are those which obscure the meaning. Ask them to explain what they mean, and explore various options together; then finally suggest alternative wordings. Other errors you may want to point out are obvious ones that you feel other students may notice (and possibly comment on, though this is very rare) at the report stage.
- For other errors of form, try to get learners to correct themselves (you could just put a dot under a wrong preposition or verb ending). Don't be too pedantic and jump on strange wordings. It's more important to encourage experimentation than to penalise it.
- Make sure learners know how to use dictionaries for encoding, i.e. not just to check spellings and find words and meanings, but to look closely at the examples of how to use the new word, notice the verbs or nouns it collocates with and the grammar it goes with. This will help them write better themselves. Monolingual dictionaries may help most here. The Longman Activator and the Collins Cobuild dictionaries, for example, have been especially designed to help students use new words. You may need to devote some lessons to dictionary training.
- Encourage students to help each other, and to 'edit' drafts of each other's work, or to listen to each other rehearsing.
- Make sure they know who is to be the spokesperson or final-draft writer for the group well before the end of planning time.
- Remind them occasionally how much time they have left. If, at your original time limit, most students are still working well and fruitfully, you could consider postponing the report stage until the beginning of the next lesson. The advantage of this is that they may continue thinking about it and rehearsing it mentally until then. Such mental practice is, in fact, one of the strategies that successful learners use.

Stop the planning stage once most pairs or groups have more or less finished, then get students ready to make their presentations. This is the report stage.

4.4 The report stage

This section deals with the report stage– the natural conclusion of the task cycle. In itself it probably presents slightly less of a learning opportunity than the planning stage. But without the incentive of the report, the learning process of planning, drafting and rehearsing would not happen.

Depending on the level of the class and type of task, a report might last as little as 20–30 seconds or up to two minutes. So if you have twenty students in your class, producing one report per pair, you can calculate the time you will need. It will probably not be feasible or advisable to let every pair report in full.

Their reports will not resemble native-speaker language; there are bound to be strange wordings and grammatical errors. What is of vital importance is to

acknowledge that students are offering them as the best they can achieve at that moment, given the linguistic resources and time available.

Always be encouraging. It is extremely important not to devalue their achievements, for example by commenting or even thinking negatively (this may well show on your face and in your body language). Instead, focus on all the things they are getting right! Notice and comment on the areas in which they are showing improvement. Above all, take what they say and write seriously; respond and react to it. Positive reactions will increase their motivation, their self-esteem, and spur them on to greater efforts next time.

4.4.1 The teacher as chairperson

During the report stage, the main role of the teacher is that of chairperson, to introduce the presentations, to set a purpose for listening, to nominate who speaks next and to sum up at the end. Some guidelines follow, the basic principles of which apply to handling all types of presentations.

Oral presentations

- Make sure there is a clear purpose for listening (see page 57) and that everyone knows what it is and what they will do with the information after the report. Some specific examples follow.

  Example 1: You've all found out how many girls/women and boys/men your partner's family has. You are now going to tell the class. Everyone should listen to each report and write down the numbers for each family. We can then add up the totals to do a class survey.

  Example 2: You are now going to tell the class the story you've planned. Everyone should listen and at the end of each story I'll give you a minute to write the thing about it you remember best.

- Make a mental note of points that will be useful for your summing up while listening to the presentations. If you are expected to give language feedback, note down good expressions as well as phrases or patterns that need clarifying or correction. Do not interrupt or correct during the presentations; this could be discouraging.
- Keep an eye on the time. If you have a large class you could ask some groups to report this time, and others after the next task (without, of course, telling them at the planning stage which groups you will be selecting).
- Stop the report stage early if it becomes repetitive. But first ask the pairs who have not reported if they have anything different or special to add.
- Allow time for a summing up at the end.

Written presentations

Handling these differs only in the initial organisation. You will need to make decisions on the following before starting the report stage:
- Will you want students to remain seated while they read each other's work? If so, you will need to work out an efficient way of passing their writing round the class.
- Can students get up and display their writing on the wall, then walk round and read each other's?

- Do you want to keep the writing anonymous for any reason? If so, ensure each group/pair adds a number or letter code to their work. The readers can note these down for the pieces they have read and you can refer to specific pieces by their code.
- Even if the writing has been done for an audience outside the class, e.g. for another class (see 4.5.4 below), students should still have a chance to read what others have written. It is useful exposure and they could learn a lot.
- Purposes should initially focus on content, but could well have a linguistic focus too. Specific examples of purposes for reading written presentations follow.

> Example 3: *Read at least ten of the descriptions of teachers. Take down the numbers/names of the ones you read. For each, note whether the description gives a positive or a negative image of that person.*

> Example 4: *Make a list of the similarities you find while reading about other people's experiences of school. Write down the name/number of the piece that you think is most memorable, and be ready to say why.*

As your students read, you could join in with them, and make notes to use in your summing up.

Audio and video presentations

Here you will also have organisational decisions to take on the following:
- Will you record all the reports, or just a few each time? And will the recording be during the oral presentation, or will students record it in their groups to play back to the class?
- Could you get students to make the recording in their own time and bring it to class?
- Do you want to play back every recording, or just some?
- Will the whole class hear/watch or just the people who recorded? (Some people are very self-conscious about being watched on video.)
- What purpose will you set for listening/viewing? Students often pick on errors rather than good points during these presentations. Giving guidelines for their feedback, e.g. *Write down two or three good points/useful phrases you hear. Suggest one way to improve it,* will help to ensure they have other, positive, reasons for viewing and listening.[2]

Summing up and giving feedback

When summing up after all types of presentations, it is important (and natural) to react first to the content of the reports.

> Example 1: *OK, so let's see. Are there more men than women in all our families put together? How close are the numbers – nearly equal? Who was the person with eight sisters and no brothers? Who had the most men/women in their family?*

> Example 2: *What interesting stories! Some were quite strange, especially yours, (Pedro)! Which story did you like best? Let's see which things some of you remembered about that one.*

The question of language feedback in the report stage is controversial. In some classes, students will expect feedback on the quality of the language they have

used, even though you will have commented on it at the planning stage. Even if you believe that students actually learn very little from this, to frustrate this expectation may lead to a feeling of demotivation. Some people argue that while correction is unlikely to produce short-term benefits, it may well have a beneficial destabilising effect on a learner's fossilised system, and help keep other learners' minds open to alternative ways of expressing themselves.[3] But public correction needs to be handled very carefully because it could also seriously undermine learners' confidence.

Make sure you give feedback tactfully and positively. Give examples of good expressions you have heard, or ones students have used for the first time, and mention other good points. When correcting (anonymously if possible) you may like to say or write the phrase but leave a gap where the mistake occurred. Ask students to suggest suitable ways of completing the phrase.

With written reports, you may want to postpone detailed language feedback until after you have had a closer look at students' work. When you do this, make sure you also tick some good bits, as well as advising on weak areas.

With audio and video presentations, it is important to find out what students think they have learnt and how they think they have benefited (or otherwise) from being recorded. Occasionally, with some classes, you could ask them to react privately by writing a note to you as an informal evaluation.

End the report phase on a positive note. It is important to acknowledge the effort students put into the presentations, as well as showing a keen interest in what they have said or written.

4.5 Writing in the task cycle

This section examines how writing helps learners, and begins by looking in greater depth at the processes involved in planning or drafting a piece of writing.

4.5.1 Meeting learners' needs

In real life, only a small proportion of the population do anything more than write personal letters and fill out forms, even in their first language. Most students need to write a foreign language only for examination purposes producing, for instance, essays, letters and summaries. A few need to write as part of their jobs, and those going on to further education in the target language will obviously need practice in academic writing. It's worth finding out what your students need or want to be able to write, then you can tailor some of their tasks and subsequent writing to suit their needs.

Some learners, especially those not taking written examinations, may benefit more from additional exposure and language-focused tasks. Remember that many people learn a language well without ever having written anything.

However, language students need to write for other reasons. It is well known that writing is in itself a learning process. It often helps people to clarify ideas and to create new ones. (I've learnt a lot through writing this book.) For learners this process challenges their current language system. Composing in the target language often demands a 'restructuring' of language form; it forces learners to examine aspects of their current grammatical knowledge and adapt and exploit it so that it will carry the meanings they wish to express.

In a task-based approach, writing constitutes a natural part of the cycle. Several kinds of writing are involved. Sometimes it is used for private notes, to help students remember what was said or read; sometimes for drafting and creating often in collaboration with others; sometimes for public consumption at a report stage.

4.5.2 Planning what to write

Below are a number of stages most people go through when writing something important or difficult. They may not occur exactly in this order:
- think what to say / what not to say;
- discuss with someone how to approach the task;
- jot down some notes and ideas;
- write it out roughly to get more ideas;
- explain to someone what you've got to write;
- read the original item / reflect on the circumstances that led you to write;
- show someone your near-final draft and ask for comments;
- prune it back and tidy it up;
- think about layout and format – typed or word processed?;
- evaluate the feedback you've had and decide what to change;
- write a final draft;
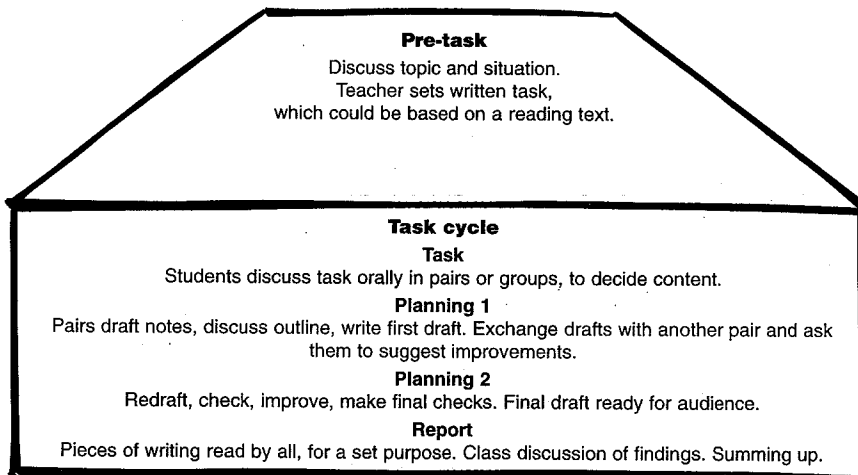- read it though to check for omissions and spellings.

Even if you only go through half of these steps, it is still clear that writing is a lengthy process. It is not always easy to express in writing what we mean. But as we have seen, the process can promote learning and thus it is worth learners spending time on it. One interesting consideration is that only four of the stages above actually involve writing (as opposed to thinking, talking, etc. about it).

These stages (once ordered for teaching purposes) can also help with drafting a piece of writing in the classroom. Many of them are likely to happen naturally in the task-based cycle if the purpose of the writing and the audience are made clear.

4.5.3 Doing a written task

In some cases the end product of the task cycle must be a polished written document. It could take the form of a letter, a story ending or a list of recommendations, depending on the agreed outcome of the task. This end product will first be introduced orally or through reading in the pre-task phase, then discussed as an integral part of the task stage, drafted collaboratively at the planning stage and finalised for the report stage.

If the writing is to be read by most of the class at the report stage, it counts as a public document and must therefore be well written. The planning stage for a written report may well be longer than that needed for an oral presentation, and the pre-task phase and task cycle may look like this:

Pre-task

Discuss topic and situation.
Teacher sets written task,
which could be based on a reading text.

Task cycle

Task
Students discuss task orally in pairs or groups, to decide content.
Planning 1
Pairs draft notes, discuss outline, write first draft. Exchange drafts with another pair and ask them to suggest improvements.
Planning 2
Redraft, check, improve, make final checks. Final draft ready for audience.
Report
Pieces of writing read by all, for a set purpose. Class discussion of findings. Summing up.

A similar amount of preparation, plus some rehearsal time, will be required if students are making a video recording.

4.5.4 Writing for a wider audience

In real life, we only write in order to communicate something to someone. Foreign language writing is often done for display, so that it can be graded rather than for any real communicative purpose. In the task above, the audience was the rest of the class.

To make a change, to give students a real sense of purpose and to raise motivation, it is sometimes possible to think of other audiences that might benefit by reading something your students have written. Could your class actually 'publish' something for other classes to read or listen to, or even for wider distribution outside school, possibly by email?

With computers and word-processing packages available in many schools and colleges, it is now easy to produce very professional-looking work.

Here are some projects that have been carried out successfully by teachers I know in different countries. Obviously not all would be suitable for your own teaching environment. In some cases parents took a great pride in these 'publications' even though they did not understand the target language.

There are some more ideas in Appendix A (see Type 6: Creative tasks).

What students wrote:	Who for:
• a guide book to the village/town;	
• brochures about local activities/amenities/ sports/walks, etc.;	tourists, visitors
• a brief history of the school/village (from interviews with older residents);	visitors, parents
• a class/school/college newspaper/magazine;	other classes or students in another school, sometimes
• letters and recordings;	
• surveys on school/local attitudes;	overseas
• a diary of a holiday course.	parents, friends at home

4.6 ESL and one-to-one: task cycle adaptations

We have already seen how the type of task can influence the nature of the cycle. Writing tasks and reports being recorded need longer planning stages, for example. The task cycle will also vary depending on the teaching situation where it is used. In 3.1.3 we saw how the reporting stage could be omitted at first with beginners. This section gives other examples of such adaptations.

If you are teaching English in Britain, Australia, the USA or any second language situation – your learners will probably have many opportunities for informal, private talk outside lessons, which is similar to doing tasks in them. They may already be quite confident speaking English in small group settings. What they will need is more emphasis and time on the planning and reporting stages, to help them see where and how their English can be improved. If they are really quite confident, set higher standards. Get them to take turns to record their reports to play back to the class – anything that will raise the linguistic challenge.

In one-to-one lessons, there is no class to act as audience for a 'public' report. So how can you stimulate a natural need for accuracy?

One way is to ask students to prepare their report which they then record on audio cassette for homework. They bring it to the next session, and play it to you. Listen right through the first time, and give a positive overall appraisal, then play

it through again, to give detailed feedback. Comment on the good bits, and select one or two areas for improvement each time. After this, they can erase and re-record it in their own time if they wish.

Students then keep the cassette with all their reports on. At the end of term, they can select the two or three best ones for you to listen to again.

Another way is to have one session a week where all one-to-one students meet and report to each other about something they've discussed in their lessons. Or they could play each other the recordings they have made.

Occasionally you could ask students to record themselves giving mini-presentations on video, with an audience in mind. This makes them work really hard and become aware of language areas they need to improve.

4.7 Summary

In this chapter, we have described the complete second phase of the task-based framework. So altogether we have covered:
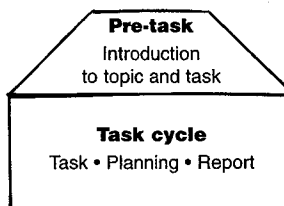
In moving from one component to the next, we are placing different linguistic demands on students, but they are demands which reflect natural language use.

In the task stage students gain fluency and confidence in themselves as communicators. But because it is a 'private' situation, where meaning is paramount, and communication is real-time, there is often little concern for grammatical accuracy.

The planning stage gives learners the time and support they need to prepare for the linguistic challenge of going public. Composing with the support of their group and the teacher, they have time to experiment with language and check on grammar. This is the process that drives their language development forward.

The report stage gives students a natural stimulus to upgrade and improve their language. It encourages them to think about form as well as meaning; accuracy as well as fluency and to use their prestige version of the target language. It allows other students to hear or read what they have done, which provides useful exposure.

We saw how the teacher's role changes with each stage of the cycle. By monitoring the task, teachers encourage learners to work independently to achieve the set goals. By giving language support at the planning stage, teachers help learners organise their conclusions into a form suitable for presentation in public. And by chairing the reports, teachers facilitate public use of language.

We then examined the importance of writing in language learning and showed how different kinds are practised naturally at different stages of the task cycle. We suggested that written tasks needed a longer planning stage and put forward a strategy for encouraging learners to write for a wider audience.

Finally, we looked at ways of adapting the task cycle to different teaching situations.

However, the task framework is not yet complete. In order to fulfil all the optimum conditions for learning, the element of language-focused instruction is still

lacking and we will deal with this in Chapter 7. In the next two chapters, however, we will analyse tasks and the materials they can be based on in more detail.

Reflection

1 How far, and in what ways, do the pre-task phase and task cycle now fulfil the four optimum conditions for language learning as outlined in Chapter 1? You might like to complete this table, marking each on a scale from 1 to 5:

	Exposure	Use	Motivation	Instruction
Pre-task				
Task				
Task cycle Planning				
Report				

2 If you put a language practice stage before the task stage, what effect might this have on the way students perceive and carry out the task?

3 Think of a class you have observed or taught recently.
a) Appraise the balance between opportunities for private, small-group talk and more public, sustained talk.
b) What opportunities were students given to use a prestige version of the target language? Were they given sufficient planning time? At what stages?

4 Look at the 'Purposes for Reports' table on page 57. Think of tasks you are familiar with (or go through the tasks in Appendix A) and see if you can add some more purposes to the table.

5 Think of two ways you might encourage students to write quickly, spontaneously and without worrying about form, in order to increase their confidence and facility in writing.

6 Look at the tasks in Appendix A or find some in a resource book, and select two or three that you could adapt as suitable writing tasks for students you know. What pre-task activities might you do?

7 Find some suggestions for writing activities in a textbook you know. Evaluate them by deciding which of the optimum conditions for learning they fulfil. How would you adapt them to fit a task-based cycle as described here (see also 9.4.2)?
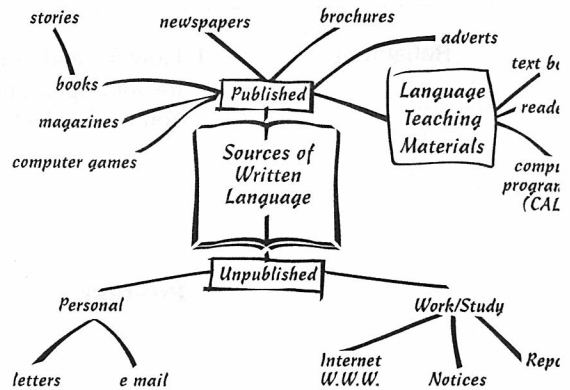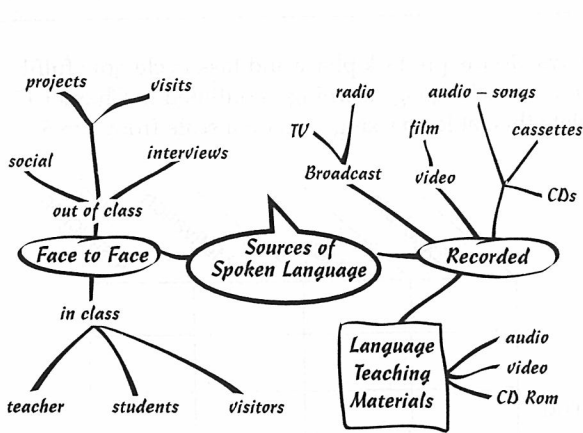
Further reading

For more ideas for writing tasks and games, see C and J Hadfield, 1992.
For detailed guidance on handling the process of writing, try R White and V Arndt, 1994/5.

Notes

1 P Skehan and P Foster (in preparation).
2 For more on this see R Cooper, 1993.
3 P Skehan, 1994.

FOCUS 5

Exposure to language

Sources of Spoken Language (mind-map)

- Face to Face
  - out of class: projects, visits, social, interviews
  - in class: teacher, students, visitors
- Recorded
  - Broadcast: radio, TV, film, video
  - audio – songs, cassettes, CDs
  - Language Teaching Materials: audio, video, CD Rom

Sources of Written Language (mind-map)

- Published: stories, newspapers, brochures, adverts, books, magazines, computer games
- Language Teaching Materials: text b…, read…, comp… progra… (CAL…)
- Unpublished
  - Personal: letters, e mail
  - Work/Study: Internet W.W.W., Notices, Rep…

Text A

Below are the headline and opening lines of a newspaper story.

What questions come to mind when you have read this opening? Write down seven.

How many do you think will be answered in the full story?

The boy who came out from the cold

A schoolboy who spent the night trapped in a butcher's cold store after being locked in accidentally ...

The Guardian

Finally, read the whole text on page 106. How many of your questions were answered?

Discussion Points

(a) After looking at the mind-maps at the top of this page, draw your own mind-map of sources of written or spoken texts that you could tap.

(b) First, do the tasks based on texts A and B. Think of two Pre-task activities for texts A and B above.

(c) Can you suggest a second task for text A or B that would encourage the class to read the complete text for a second or third time?

Text B

One sentence has been missed out of the Spiders stor… below and written underneath. Can you find where it fit… best?

Phobias make life a misery for thousands. A new organisation called 'Triumph Over Phobia' (TOP) has been formed by a pioneering group of volunteer… to help people cure their phobias. Here is one succes… story.

Spiders

One woman was so afraid of spiders she could not be left in a house alone. If she saw one she would climb on the table and not be able to get down until somebody came into the room and removed it.

During her first TOP meeting, she noticed doodles on a page which resembled spiders and she suddenly recoiled in horror.

She was eventually persuaded to look at photo-graphs of spiders in books, then leave the pages open in a room so she saw them each time she walked in. Her husband began to move the position of the book and change the page so she saw a different one each time.

After three weeks she was given a plastic spider at a TOP meeting and took it home. She later agreed to take the real spider home and gave it the name Bernard.

Two and a half months after first going to the group her phobia had gone.

The Daily Telegraph

Lost sentence:
"One of the group took a real spider in a jar to the next meeting, where it was gradually moved nearer to the sufferer."