

# Follow-up tasks

## Chapter 1

- 1 Pick a common language function, such as inviting someone, thanking them, or acknowledging thanks. How many different variations can you think of for this function in the English used in different countries or different language communities within a country?
- 2 What effects has the introduction or learning of English had upon other languages (or a particular language you know about) which it has come into contact with?
- 3 Profile a student (or group of students) of English as a foreign or second language. What variety or varieties of English should that student or group be exposed to and why?

## Chapter 2

- 1 Is the following piece of language an example of speech or writing? How would it look different if it was the other variety?  
A: Cold?  
B: Yes. I'm freezing.  
A: Coffee?  
B: Sure. Two sugars.
- 2 Animal species, noises, and movement are often used for metaphorical purposes. What examples of animal words that operate in this way can you think of? Take any of the examples you have come up with.
  - a How many different meanings does the word have?
  - b What part of speech (word class) is it?
  - c Can you change it into another part of speech?
  - d What words can your word combine with?
  - e Does it commonly occur in lexical phrases?
- 3 Record some conversation either of an informal nature and/or from the radio/television. Take no more than two minutes of the conversation, transcribe it, and say as much as you can about exactly how it takes place and how it is structured. What situational factors affect the use of language?
- 4 Look at the following sentence and answer the questions about it.  
She talked to Peter at the club.
  - a What would be the difference between starting the sentence at a low or a high pitch?
  - b How many phonemes are there in *Peter*, *club*, and *talked to*?
  - c How can you make the sentence sound like a question?
  - d How many different meanings can you give the sentence by varying the main stress?

## Chapter 3

- 1 Choose a classroom activity for a particular age group that you are familiar with. What changes would you make to it for use with other age groups?
- 2 Take any three classroom activities that you are familiar with – or that you have been told about. In each case, describe the kind of students who would benefit most from the activity.

- 3 You are teaching a group of young adults on a Friday evening. Their motivation is not strong, and after a long week of studying and/or work they are a bit tired. What kind of topic/activity/material can you think of which would make the class 'interesting' enough to keep them engaged?

### Chapter 4

- 1 Choose a classroom activity and then say how you would organise it, including the lead-in and instructions. How would you finish it?
- 2 How would you answer students if they asked (a) *What's the difference between 'ironic' and 'sarcastic'?* or (b) *When can we use the phrase 'You must be joking!'?*
- 3 What performance adverbs would you use for appropriate teaching behaviour when (a) giving a lecture, (b) observing students having a discussion, (c) offering help to a group of students working at a computer screen, or (d) getting students to sing a song?

### Chapter 5

- 1 Design a language drill which follows a basic Stimulus-Response-Reinforcement model.
- 2 Think of opportunities which your students might have for receiving comprehensible input. How can you be sure that it is not incomprehensible input?
- 3 Take any newspaper article and say what language you would ask students to notice in it.

### Chapter 6

- 1 What invented situation can you think of with which to use the PPP procedure to teach *can* and *can't* to express ability? What six sentences (three affirmative, three negative) can you get out of your situation?
- 2 Which of the following tasks would be appropriate for elementary students? How would you use Willis' task cycle with them?
  - a radio commercial
  - inviting friends for dinner
  - buying a railway ticket at the station
  - writing a play
- 3 Which of the following topics would you be happy to ask students to talk about and why?
  - films they have enjoyed
  - girlfriends and boyfriends they have had
  - the death of a close relative
  - holidays they have enjoyed
  - how they feel about their own appearance
  - hopes and ambitions for the future
- 4 List five lexical phrases in English (see Chapter 2, B4). How might you teach them to students?

### Chapter 7

- 1 Transcribe a minute's worth of student speech. How many mistakes can you hear? What kind of mistakes are they, do you think?
- 2 Would you correct in the following two situations and if so, how would you do it?
  - a Discussion
 

*Student 1:* Look, I don't think that people should be let smoking in public places.

*Student 2:* But that's not fair. Some people like to smoking.

*Student 1:* Perhaps they do, but ...
  - b Accuracy work
 

*Teacher:* Give me a sentence with 'like', Sergio.

*Student:* Okay. He like watching television.
- 3 You are going to observe your students in a formal debate, where opposing points of view are discussed. Design a form which you could use to record more and less successful language use.

## Chapter 8

- 1 Think of two activities which would be appropriate for whole-class teaching, and which would be difficult to do with any other grouping.
- 2 Choose three different activities and say whether individual study, pairwork, or groupwork would be the best grouping to use with them.
- 3 Choose an activity (or activities) where you would definitely want to group students according to ability (streaming).

## Chapter 9

- 1 List ten examples of problem behaviour and put them in order of seriousness.
- 2 What solutions would you employ for these situations: (a) two students are always chattering and giggling together, (b) a student never does any homework, (c) a student always shouts out answers before anyone else has a chance?
- 3 Think of two activities where it would be inappropriate for students to use their mother tongue and two where you would not be too concerned.

## Chapter 10

- 1 Design or find a selection of pictures that you could use to present the vocabulary of jobs and occupations to a beginners' class.
- 2 Design a gapped text activity for use with an overhead projector. Outline the procedure you would use with it in a lesson.
- 3 Think of a topic which your students would find interesting. See what you can find out about it on the Internet. On the basis of what you find, plan an Internet-based lesson.

## Chapter 11

- 1 List at least three language points that it might be appropriate to 'introduce' to elementary language students.
- 2 What kind of discovery activity could you use to help students work out either (a) how adjectives become adverbs, or (b) how passive sentences work.
- 3 Think of an activity to help students 'remember' the contrasting uses of the past simple and the past continuous.

## Chapter 12

- 1 Design three activities for intermediate students in which you introduce them to different aspects of dictionary use.
- 2 Consult more than three grammar books on the use of either reported speech or adverbs. Which grammar is most useful for you? Which would be most useful for your students?
- 3 Which is more common: the pattern *like to* + infinitive or *like* + verb *-ing*? Use a language corpus and concordancing software to find out.
- 4 If you found the following sentence in a student's homework, what 'research' suggestions would you write in the margin: *\*I am not interesting by that opinions of yours?*

## Chapter 13

- 1 Design an activity to teach the difference between /æ/ (hat), /ɒ/ (hot), and /ʌ/ (hut).
- 2 Design an activity to show contrastive stress in a sentence or question.
- 3 How would you include intonation teaching in a lesson about ways of expressing agreement and disagreement? Give examples.
- 4 Design an exercise to make students aware of the different spellings of the sound /i:/.
- 5 Make a list of utterances you could use to help students improve their connected speech at a lower intermediate level.

## Chapter 14

- 1 Find a text designed for competent language users. What schemata are necessary for readers to understand it without difficulty?
- 2 List examples of the kind of texts you might want to read or listen to for (a) gist, (b) specific information, and (c) detailed information.
- 3 Find a written or spoken text. What level can you use it with? Will you pre-teach any vocabulary? Could you rewrite it to make it more suitable for a lower level whilst at the same time maintaining its realism?
- 4 Find a written or spoken text for students at an intermediate level. What will you do to try and ensure their interest in it?
- 5 Take any article from a newspaper and/or record an extract from the radio. Write appropriate comprehension tasks for students at different levels.

## Chapter 15

- 1 Take any of the reading texts from Section B1 of Chapter 15. Design completely different lesson sequences for them from the ones detailed there.
- 2 Choose a topic that might be of interest to a young intermediate learner. Find a text in that topic area and design a lesson sequence around it.
- 3 Write your own text for adult beginners and design questions and activities to go with it.

## Chapter 16

- 1 Take a listening extract from Chapter 16 – or from a coursebook you know. What different ways can you think of for exploiting it?
- 2 Make your own taped extract for use in class. Say what level it is for and design the exploitation to go with it.
- 3 Find two contrasting pieces of music which you could use in class. What would you ask students to do while they listened to them?

## Chapter 17

- 1 Take any transcript of speaking (or a written text) and analyse how the speaker or writer has organised their ideas, and the cohesive devices they have used.
- 2 Describe a group of students and then say what topics for production activities they might be interested in. How would you try and find out which those topics are?
- 3 Consider any spoken interaction type you are familiar with in your own working or social life. How culturally specific is the behaviour of the people involved in the interaction type? What would someone from another culture find difficult to understand in it?

## Chapter 18

- 1 Write an unpunctuated text which would be appropriate for elementary students to practise their punctuation on.
- 2 Find a poem that would be suitable for a running dictation. What level could you use it with, and why?
- 3 Write the questions for a 'newspaper article analysing kit'.
- 4 Write a first sentence which you could use to start off a story circle.
- 5 Find a text or listening extract that will be useful for practising note-taking. Design the lesson sequence you would use with it.

## Chapter 19

- 1 Design a situation with a number of alternatives which could be used for a consensus-reaching discussion (see Chapter 19, B3).
- 2 What games from the radio or any other source which you know could be adapted for use in language classes?

- Find a dialogue from a coursebook or a play extract. Say what level you would use it for, and what suprasegmental elements you would concentrate on when coaching students to perform it.
- What typical work situation could you use for a simulation? What functional or other language will it be helpful for your students to have at their command?

## Chapter 20

- Find a video sequence which could be used for prediction using typical video-watching techniques. What activities would follow a second and third viewing?
- Video your favourite programme from the television. How much of it could you use for what level of student? How would you exploit it?
- Choose a dialogue from a coursebook you know that would be appropriate for filming. How could you help students film it successfully?

## Chapter 21

- Find three coursebooks – if possible published at different times over the last thirty years – and say what kind of syllabus they are based on.
- Select an area for coursebook assessment (apart from layout and design). Write down four 'belief statements' and use them to assess two or more coursebooks.
- Design a questionnaire to find out if/how much a group of students have enjoyed using their coursebook.
- Take a lesson from a coursebook. What different options are there for using or not using it? How might you add to it, rewrite it, replace parts of it, re-order it, or reduce it?

## Chapter 22

- Design a lesson for a group of students you know and/or can describe.
- Find a group of learners and describe them as you might in a formal lesson plan.
- With a particular group in mind, plan a sequence of four classes. What thematic and linguistic links will you build into the sequence? How can you ensure a suitable balance between variety and coherence?

## Chapter 23

- Choose a vocabulary or grammar area, and write indirect discrete-point items to test it.
- Find a text for a particular test level and adapt it using a 'rational' or 'modified' cloze procedure.
- Design a choice of writing topics which constitute a 'level playing field' for candidates at a specified level to choose from.
- Find a reading or listening text and write questions designed to test students' comprehension of it.
- Design a speaking task for the assessment of oral performance. Write global assessment scales and analytic profiles for scorers to use.

## Chapter 24

- Write 'learning hints' (see Chapter 24, A1) for intermediate students about either reading techniques or fluent speaking.
- Design or find a reading activity and a grammar practice activity for use in a self-access centre. What instructions would you include? How (if at all) would you provide answers? What future pathway hints would you include? How would you label the activity?
- Choose a specific class and write a general work plan to give to them at the end of the course.
- Choose an area of doubt or interest in your teaching. How would you set about gathering data on the topic as part of an action research plan?
- If you were part of an informal teachers' group, what three topics related to any aspect of teaching and learning would you most like to discuss?
- If you had to present a paper or workshop at a teachers' conference what would your topic be, and how would you structure your presentation?