

Graduate School of Education
Fall 2013

**Teaching
Listening
&
Speaking**

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Section 1: Syllabus

Graduate School of Education – Teaching Listening & Speaking

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The general purpose of this course is look at various ways to teach listening and speaking. The course will begin by examining the role of grammar in the EFL curriculum, and from there go onto explore frameworks for teaching receptive, productive and integrated skill lessons. Students will use this theoretical basis to take a unit/chapter from a National Curriculum English textbook to create a unit plan for the teaching of listening and speaking. Finally students will create a detailed lesson plan for either teaching a listening, speaking or task-based lesson and then teach that lesson to their peers.

We will be using a course packet available at [참글](#)

Grading and assessments:

20% Attendance (10%) and active participation in class activities (10%)
20% Homework on readings
25% Unit Plan
25% Detailed Lesson plan
10% Sample Teaching

Attendance [10%] & Participation [10%] (20%)

Attendance is **mandatory**. Participants who arrive to class **10 minutes or more** after the start of class will be **considered late**. Participants who are **late 3 times** will receive **1 absence**. Any participant who **misses ¼ or more** of all class meetings **WILL receive an F** in the course. **More important than attendance is participation**. I expect participants to be active in class discussions and to complete all oral and written assignments **BY THE DUE DATE**. If assignments are handed in late without prior permission from the instructor, **10% for each late day will be deducted from the grade**. Finally, participants in this course will have several opportunities to apply the skills learned in lectures, discussions and workshops by engaging in various “in-class” activities and projects.

Homework on readings (20%)

It is essential to be prepared for each class by completing the required readings. This will provide you with the background knowledge on the topic and allow you to participate actively in the class discussion. In order to ensure that you have read the required readings for class, you will be expected to do a short homework assignment for the reading. This homework assignment involves answering the guiding reading questions (see below). These homework assignments are to be submitted at the beginning of class. **Late submissions will NOT be accepted.**

Unit Plan (25%)

Each participant will be choose a unit or chapter form a National Curriculum textbook and to use the theories and frameworks presented in this course to design or adapt the textbook chapter to research supported ideals of language instruction.

Detailed Lesson Plan (25%)

Each participant will be asked to choose a lesson from their unit plan and describe that lesson in detail. Participants will be free to choose either a listening, speaking or task-based learning lesson to describe and then to teach.

Sample Lesson Teaching (10%)

Each participant will be asked to teach the lesson that they described above to their peers. Teaching will be assessed in terms of the ability to implement the plan. Suggestion and feedback about the lesson will be provided by both the supervising professor and the participant's peers.

Students will be assessed on the criteria listed below:

5 = Excellent	4 = Good	3 = Average	2=Below Average	1 = Poor
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1. Teacher implements the technique and principles of the framework in the lesson.
2. Procedural steps are followed.
3. Teacher shows an understanding of the activity, method, principles and techniques.
4. Activities demonstrate creative input on the part of the teacher.
5. Activities are appropriate for learners' age and level.
6. Instructions are clear and comprehensible.
7. Teachers voice is at an appropriate volume and sufficiently clear.
8. Teacher manages the time of each activity appropriately.
9. Teacher is organized.

HUFS grading scale:

A+ = 95-100%
AO = 90-94%
B+=85-89%
BO = 80-84%
C+ = 75=79%
CO = 70-74%
F = 69% or less

Weekly Plan

This weekly plan is a **tentative** plan. It will act as a flexible guideline for the classes throughout the semester and may not be followed exactly. The lecturer will decide what to cover according to the participants' needs, their understanding of the contents, and overall progress.

Week/Date	Readings	In class activities/Assignments
Week 1		Introduction of students, lecturer and course
Week 2	Place of Grammar Instruction in the ESL/EFL Curriculum	Discussion/Lecture about reading
Week 3	Receptive Skill Framework: PDP	Discussion about reading Sample Lesson & Processing
Week 4	Productive Skill Framework: EIF	Discussion about reading Sample Lesson & Processing
Week 5		Flex-week: Bicycle metaphor & Clarification of the receptive and productive frameworks. Role of scaffolding in teaching and planning
Week 6	Task-based Learning	Discussion about reading Sample Lesson & Processing
Week 7		Discussion/Lecture Concept of the unit plan
Week 8	Defining Learning Objectives for ELT	Discussion/Lecture about reading Workshop on writing learning objectives
Week 9		Workshop/Conferencing unit planning
Week 10		Unit Plan Due Discussion/Lecture Lesson Planning & Lesson Plan Template
Week 11		Workshop/Conferencing lesson plans
Week 12		Lesson Plan Due Discussion/Lecture Sample Lesson Teaching Purpose – Schedule – Rubric
Week 13		Sample Lesson Teaching
Week 14		Sample Lesson Teaching
Week 15		Sample Lesson Teaching
Week 16		Sample Lesson Teaching (if necessary) Course Evaluation & Survey

Section 2

*Readings & Homework
Questions*

Ellis, R. (2002). **The Place of Grammar Instruction in the Second/Foreign Language Curriculum.** In E. Hinkel & S. Fotos *New Perspectives on Grammar Teaching in Second Language Classrooms* (pages 14-34). Routledge: London.

Rod Ellis
University of Auckland, New Zealand

Directions: Answer the following questions on a separate piece of paper. I will collect them next week.

1. What are the four reasons that the author gives for learners' failure to achieve a high level of grammatical competence?
 2. Summarize the six aspects of SLA research that support grammar instruction?
 3. Where and when should grammar be taught in the EFL/ESL curriculum? Why?
 4. The author describes the kind of activities that need to be present in a unit to support grammar acquisition; what are these activities?
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The place of grammar instruction in the second/foreign language curriculum has been strongly debated in the past 30 years. In teaching methods reliant on a structural syllabus (e.g., grammar translation, audiolingualism, Total Physical Response, situational language teaching), grammar held pride of place. However, with the advent of communicative language teaching (see, e.g., Allwright, 1979) and "natural" methods (e.g., Krashen & Terrell, 1983), this place has been challenged and in some cases, a "zero position" has been advocated (e.g., Krashen, 1982) on the grounds that teaching grammar does not correlate with acquiring grammar. More recently, various arguments have been advanced for incorporating a "focus on form"¹ into the language curriculum (e.g., Doughty & Williams, 1998), motivated by research findings that suggest that "natural" language learning does not lead to high levels of grammatical and sociolinguistic competence (e.g., Swain, 1985). The purpose of this chapter is to consider a number of reasons why grammar should be included in a second language (L2) curriculum. The chapter also addresses how a grammar component might be incorporated into a communicative curriculum. Finally, it outlines an approach to the teaching of grammar that is compatible with the curricular framework being proposed.

THE CASE FOR TEACHING GRAMMAR

A case for teaching grammar can be mounted from different perspectives: (1) acquisition theory, (2) the learner, and (3) language pedagogy. Taken together,

¹Long (1988) distinguishes between a "focus on forms" and a "focus on form." The former refers to traditional approaches to grammar teaching based on a structure-of-the-day approach. The latter refers to drawing learners' attention to linguistic forms (and the meanings they realize) in the context of activities in which the learner's primary focus of attention is on meaning.

arguments based on these perspectives provide a compelling argument in favor of teaching grammar.

Acquisition Theory

It is now widely acknowledged that L2 learners, particularly adults, fail to achieve high levels of grammatical competence even if they have ample opportunity to learn the language naturally. Hammerly (1991) indicates that many naturalistic learners, even after years of exposure to the L2, often fail to proceed beyond the second level on the American Council on the Teaching of Foreign Languages (ACTFL) scale of language proficiency. Kowal and Swain (1997) and Swain (1985) point out that learners in Canadian immersion programs (i.e., programs in which the target language serves as the medium of instruction for teaching subject content) achieve high levels of discourse and strategic competence but frequently fail to acquire even basic grammatical distinctions, such as *passé composé* and *imparfait* in French. There are many possible reasons for learners' failure to achieve high levels of grammatical competence, including the following:

1. Age: Once learners have passed a "critical period" (about 15 years of age in the case of grammar) the acquisition of full grammatical competence is no longer possible.
2. Communicative sufficiency: Learners may be able to satisfy their communicative needs without acquiring target language norms.
3. Limited opportunities for pushed output: Research (e.g., Allen, Swain, Harley, & Cummins, 1990) has demonstrated that the linguistic environment to which learners are exposed in the classroom may indeed be limited in quite significant ways.
4. Lack of negative feedback: It has been suggested that some grammatical structures cannot be acquired from positive input, which is all that is typically available to learners learning an L2 "naturally" (see White, 1987).

If (1) is the reason, not much can be done to alleviate the problem pedagogically, as teachers are clearly powerless to alter the age of their learners. However, there is growing doubt concerning the validity of the critical period hypothesis where grammar is concerned; it is becoming clear that there are large numbers of learners who, given sufficient time and motivation, are successful in acquiring target language norms even if they start learning the L2 after the age of 15. If (2) and (3) are the reasons, two possible solutions suggest themselves. One is improving the quality of the interactional opportunities learners experience, for example, by ensuring that learners' communicative needs are enhanced by requiring them to produce "pushed output." One way of achieving this is by devising a curriculum of communicative tasks that are linguistically demanding (e.g., call for learners to activate their rule-based as opposed to lexical competence - see Skehan, 1998). The other solution is to focus learners' attention on grammatical form (and, of course, the meanings they realize) through some kind of grammar teaching. Point (4) also indicates the need for grammar teaching, as this serves as one of the more obvious ways in which learners can obtain the negative feedback needed to acquire "difficult" structures.

Given that the possible reasons for learners' failing to achieve target language norms vary in the kind of solution they point to, it is obviously important to establish

whether the “teach grammar” solution is, in fact, effective. Earlier (see Fotos & Ellis, 1991), I summarized the main findings of what is now a substantial body of empirical research that has investigated the effects of form-focused instruction on interlanguage development. This summary, I would claim, remains valid today. It states:

1. Formal instruction helps to promote more rapid L2 acquisition and also contributes to higher levels of ultimate achievement (Long, 1988).
2. There are psycholinguistic constraints which govern whether attempts to teach learners specific grammatical rules result in their acquisition. Formal instruction may succeed if the learners have reached a stage in the developmental sequence that enables them to process the target structure (Pienemann, 1984). Conversely, it will not succeed if learners have not reached the requisite developmental stage.²
3. Production practice is not sufficient to overcome these constraints. There is now clear evidence to suggest that having learners produce sentences that model the target structure is not sufficient to guarantee its acquisition as implicit knowledge. Studies by Schumann (1978), R. Ellis (1984), and Kadia (1988), among others, suggest that formal instruction directed at developmental or difficult grammatical structures has little effect on performance in spontaneous language use. (The term developmental refers here to structures that are acquired in stages and involve the learner passing through a series of transitional phases before mastering the target structure. Examples of developmental structures are negatives and interrogatives.)
4. It is possible, however, that formal instruction directed at relatively simple grammatical rules (such as plural or copula be) will be successful in developing implicit knowledge, as such forms do not require the mastery of complex processing operations (Pica, 1983; Pienemann, 1984).
5. Formal instruction is effective in developing explicit knowledge of grammatical features. There is substantial evidence to suggest that formal instruction is successful if the learning outcomes are measured by means of an instrument that allows for controlled, planned, language use (e.g., an imitation test, a sentence-joining task, or a grammaticality judgment task). It is in this kind of language use that learners are able to draw on their explicit knowledge. Studies by Kadia (1988); Lightbown, Spada, and Wallace (1980); Schumann (1978); and Zobl (1985) all support such a conclusion.
6. Formal instruction may work best in promoting acquisition when it is linked with opportunities for natural communication (Spada, 1986).

In short, although there are constraints that govern both when and what type of grammar teaching is likely to work, there is clear evidence that, providing these constraints are taken into account, teaching grammar can have a beneficial effect on learners’ interlanguage development. This conclusion is now widely accepted by Second Language Acquisition (SLA) researchers (see Doughty and Williams, 1998).

² A recent article by Spada and Lightbown (1999) does cast some doubt on the claim that developmental sequences are inviolable. This study found that learners who were at an early stage in the acquisition of question forms were able to learn question forms at an advanced stage as a result of formal instruction, suggesting they were not constrained by the kind of psycholinguistic constraints on acquisition proposed by Pienemann. Spada and Lightbown suggest that the effectiveness of instruction may depend less on the learners’ stage of development than on the type of instruction.

The Learner's Perspective

An equally strong reason for including grammar in the L2 curriculum is that many learners expect it. Adult learners typically view “grammar” as the central component of language and, irrespective of the type of instruction they experience, are likely to make strenuous efforts to understand the grammatical features they notice. In an analysis of the diaries written by ab initio learners of German in an intensive foreign language course at a university in London (Ellis, R., unpublished manuscript), I was struck by the depth of the learners’ concern to make sense of the grammar of German. Their diaries are full of references to grammar—of their struggle to understand particular rules and their sense of achievement when a rule finally “clicked.” It should be noted, too, that “grammar” for these learners consisted of explicit rules that they could understand; it was not the kind of implicit grammar that comprises interlanguage.

Of course, not all learners will orientate so strongly to studying grammar. Some, younger learners for example, may be more inclined to view language functionally - as a tool for communicating - and may be less able to benefit from grammar instruction. Nevertheless, it is my contention that many successful learners are not only prepared to focus on form but actively seek to do so (see Reiss, 1985). For such learners, a “communicative” syllabus that eschews a focus on grammar may be missing the mark.

A Pedagogical Perspective

One of the arguments that was advanced against the kind of notional/functional syllabus that appeared in the late 1970s and early 1980s was that “notions” and “functions” do not provide a basis for the systematic coverage of the language to be taught (see Brumfit, 1981). Examples of notions are possibility and past time, whereas examples of functions are requests and apologies. The problem with such constructs is that they are not generative in the way grammar is. A similar criticism can be leveled at the current fashion for task-based or thematically based syllabuses. There can be no guarantee that the teaching activities that are based on such syllabuses provide a full and systematic coverage of the grammar of the L2. To some extent, tasks can be devised so that they require learners to use specific grammatical features, but, at least where production tasks are concerned, there are limits on the extent to which these features are essential in performing the tasks (see the comments later in this chapter) as learners are adept at avoiding the use of structures that they find difficult. Arguably, the only way to ensure a systematic coverage of the grammar of the L2, then, is by means of a structural syllabus. Such a syllabus provides teachers and learners with a clear sense of progression—something that I think is missing from both notional and task-based syllabuses. However, this does not mean the abandonment of meaning-based syllabuses and a straight return to the structural syllabus. Rather, I see a need for both. This involves a curriculum that incorporates both types of syllabus. We will now turn to the question of how grammar can be incorporated into a language curriculum.

THE PLACE OF GRAMMAR IN THE CURRICULUM

Deciding the place of grammar in the language curriculum involves seeking answers to the following questions:

1. At what stage of learners' general L2 development should grammar be taught?
2. With what intensity should grammar be taught?
3. Can the teaching of grammar be integrated into meaning-focused instruction?

The first question concerns the general timing of the grammar instruction. The second deals with whether grammar instruction should be intense or spread over a period of time. The third concerns the crucial matter of the relationship between the grammar and the communicative components of a syllabus.

The Timing of Grammar Instruction

An assumption of traditional approaches to grammar is that it should be taught from the very beginning stages of a language course. This assumption derives from behaviorist learning theory, according to which learning consists of habit formation. Learners must be taught correct habits from the start to avoid the unnecessary labor of having to unlearn wrong habits in order to learn the correct ones later. As Brooks (1960) put it, "Error, like sin, is to be avoided at all cost." Such a view is not supported by current theories of L2 acquisition. Interlanguage development is seen as a process of hypothesis-testing and errors as a means of carrying this out (Corder, 1967). Learners follow their own built-in syllabus. Thus, it is now widely accepted that errors are both a natural and inevitable consequence of the processes of acquisition. In other words, there is no longer a theoretical basis for teaching grammar to prevent errors.

There are, in fact, some fairly obvious reasons for not teaching grammar to beginners. First, as the immersion studies have shown (see Johnson & Swain, 1997), learners do not need grammar instruction to acquire considerable grammatical competence. Learners with plentiful opportunities to interact in the L2 are likely to acquire basic word order rules and salient inflections without assistance. For example, L2 learners who have never received instruction are able to acquire the rules for ordering elements in the English noun phrase; they do not put the adjective after the noun, even when this is the ordering in their L1 (Hughes, 1979). They are also able to acquire the English auxiliary system and, over time, use this in a target-like manner in interrogatives and negatives. Probably, they will also acquire at least some complex structures such as simple relative clauses in which the relative pronoun functions as subject (as in "Mary married the man who lived next door"). Of course, not all learners will acquire these grammatical features; some learners, like Schumann's Alberto (Schumann, 1978), will fossilize early. But many learners will go quite a long way without any attempt to teach them grammar. In other words, up to a point, the acquisition of a grammar takes place naturally and inevitably, providing learners experience appropriate opportunities for hearing and using the L2.

A second, more powerful reason for not teaching grammar to beginners is that the early stage of L2 acquisition (like the early stage of L1 acquisition) is naturally agrammatical. Language learners begin by learning items—words or formulaic chunks. They communicate by concatenating these, stringing them together into

sequences that convey meaning contextually, as shown in these examples from Ellis (1984):

Me no (= I don't have any crayons)
Me milkman (= I want to be the milkman)
Dinner time you out (= It is dinner time so you have to go out)
Me no school (= I am not coming to school on Monday)

Such utterances are ubiquitous in the spontaneous, communicative speech of beginner L2 learners, both child and adult. It is only later that learners begin to grammaticalize their speech. According to N. Ellis (1996), they do this by extracting rules from the items they have learned—bootstrapping their way to grammar. It would seem, then, that the early stages of language acquisition are lexical rather than grammatical (see also Klein & Perdue, 1992; Lewis, 1993).

If grammar teaching is to accord with how learners learn, then, it should not be directed at beginners. Rather, it should await the time when learners have developed a sufficiently varied lexis to provide a basis for the process of rule extraction. In crude terms, this is likely to be at the intermediate-plus stages of development. There is a case, therefore, for reversing the traditional sequence of instruction, focusing initially on the development of vocabulary and the activation of the strategies for using lexis in context to make meaning and only later seeking to draw learners' attention to the rule-governed nature of language.

The Intensity of Grammar Instruction

Independent of when grammar should be taught is the question of how intense the instruction should be once it starts. Is it better, for example, to spend substantial periods of time focusing on a relatively few (albeit problematic) grammatical structures, or is it better to deal less intensively with a broad range of structures?

There are now a number of studies that demonstrate that when problematic grammatical structures are taught intensively learners acquire them. Harley (1989), for example, describes an instructional treatment for dealing with the distinction between *passé composé* and *imparfait* that lasted eight weeks! Thankfully, this resulted in marked gains in the accuracy of these verb forms that were sustained over time. One wonders, however, how feasible such intense treatments are in the context of the complete language curriculum. If such lengthy periods of time are devoted to a single grammatical structure there will be little time left to focus on the numerous other grammatical problems the learners experience.

Underlying this question of the intensity of the instruction is another question. What is the goal of grammar instruction? Is it to lead learners to full control of the targeted structures? Or is it to make them aware of the structures and, perhaps, of the gap between their own interlanguage rule and the target language rule? Grammar instruction, again influenced by behaviorist learning theory, has assumed that the goal of grammar instruction is complete accuracy. It is this assumption that appears to motivate the call for intense doses of instruction of the kind Harley provided. However, a more cognitive view of L2 learning suggests that acquisition begins with awareness, and that once this has been triggered learners will achieve full control

through their own resources in due time. Such a view supports a less intense, broader-based grammar curriculum.

The Relationship Between Code-Focused and Message-Focused Instruction

Traditional language teaching was code-focused, although there were probably always some opportunities for message-focused activity, even in the most audiolingual of courses. With the advent of communicative language teaching, however, more importance, quite rightly, has been given to message-focused language activity, not just because this is seen as needed to develop communicative skills in an L2, but also because it caters to the natural acquisition of grammar and other aspects of the code (see, e.g., Prabhu, 1987). Perhaps the key issue facing designers of language curricula is how to relate the code-focused and the message-focused components. There are two basic options.

The first is the integrated option. Integration can be achieved in two ways:

1. Communicative tasks that have been designed to focus attention on specific properties of the code. I have referred to these elsewhere as “focused communicative tasks.” Such an approach represents a proactive approach toward integration; it takes place at the level of the curriculum content.
2. Teachers’ feedback on learners’ attempts to perform communicative tasks. Such feedback can focus on specific errors that learners make. This approach is reactive in nature; it takes place, not at the level of content, but methodologically. The feedback can be instant (i.e., can occur as an immediate response to a learner error) or it can be delayed (i.e., take place after the communicative task has been completed).³

There are enormous problems in designing focused communicative tasks (see Loschky & Bley-Vroman, 1993) that preclude using them as a means of achieving curricular integration. As I have already noted, learners are adept at sidestepping the grammatical focus while performing a communicative task, unless of course they are told what the focus is; in which case, it can be argued that the task ceases to be communicative and becomes a situational grammar exercise. Integration is more likely to be achieved reactively rather than proactively, although there are some obvious problems here, not least concerning the nature of the feedback; should it be explicit, which potentially endangers the communicative nature of the task, or implicit, when it might not be noticed? Currently, however, strong arguments have been advanced for what Long (1991) has called “a focus on form” (i.e., reactive feedback while learners’ primary attention is on message). The claim is that drawing learners’ attention to form in the context of ongoing communicative endeavor is compatible with the type of input processing that is needed for interlanguage development.

The second approach for relating the two elements of a language curriculum is the parallel option. Here no attempt is made to integrate a focus on code and message;

³ Little is currently known about the relative efficacy of immediate and delayed negative feedback on learners’ acquisition of grammatical features. Most studies of negative feedback have focused on the type of feedback (e.g., whether it is implicit or explicit) rather than the timing. This is clearly an area that needs to be investigated.

instead, these are entirely separate components. In such a syllabus, the main component would consist of communicative tasks, designed to engage learners in the receptive and productive processes involved in using language to convey messages. A second, smaller component would consist of a list of grammatical structures to be systematically taught. There would be no attempt to create any links between the two components. The time allocated to the two components would vary according to the learners' general level of proficiency. Thus, at the elementary level there would be only communicative tasks (receptive rather than productive in the first instance). At the intermediate stage, once learners had established a lexical basis for the acquisition of grammar, the focus on code (which could include pronunciation and discourse as well as grammar) would kick in, growing progressively larger as time passed, until it occupied close to half of the total time available with advanced learners. This proportional curriculum model (Yalden, 1983) is shown in Fig. 2.1.

Elementary	Intermediate	Advanced
Communication tasks	→	→
	Code-focused tasks	→

FIG. 2.1 *The relationship between the communicative and code components of a syllabus.*

This proposal flies in the face of what is generally considered to be good practice in language pedagogy—namely, that the curriculum should be carefully constructed to ensure an integration of skills, with tasks carefully sequenced to ensure a systematic and graded progression. However, such syllabuses, although superficially sensible, ignore the essential fact that skill integration is not something that is achieved externally by the curriculum designer (or teacher) but must be achieved internally by the learners themselves, in accordance with their built-in syllabuses and their particular learning goals. Curriculum designers have hung themselves quite needlessly on the gallows of the integrated syllabus.

There are strong arguments to support the view that the goal of the code-oriented component of the syllabus should be awareness rather than performance; that is, the syllabus should be directed at developing learners' conscious understanding of how particular code features work, not at ensuring that learners are able to perform them accurately and fluently. In more technical terms, this entails a syllabus directed at explicit rather than implicit knowledge of the L2. As I have argued elsewhere (see Ellis, R., 1991a, 1993, 1997), it is unrealistic to try to intervene directly in interlanguage development by teaching implicit knowledge, as this constitutes a highly complex process, involving intake and gradual restructuring, which we still understand quite poorly and which is not amenable to one-shot (or even to several-shot) pedagogic ministrations. In contrast, explicit knowledge can be taught relatively easily in the same way that history dates or mathematical formulae can be taught.⁴ Of course, explicit knowledge constitutes a lesser goal than implicit knowledge, as

⁴ This assumes that many L2 learners are capable of learning a wide range of explicit rules. Such an assumption is controversial, however. Krashen (1982) claims that learners are only capable of learning simple rules (e.g., third-person -s). However, there is research evidence to suggest that Krashen seriously underestimates learners' capacity for explicit knowledge (see, e.g., Green & Hecht, 1992).

effective communication activity requires the latter type of knowledge. This limitation, however, is less severe if it can be shown that explicit knowledge plays an important facilitating role in helping learners acquire implicit knowledge by encouraging “noticing” and “noticing the gap” (Schmidt & Frota, 1986). If learners know about a grammatical feature they are more likely to heed it when they come across it in the input and also to attend to how it differs from the current interlanguage rule that underlies their own performance in the L2. In other words, the goal of a grammar syllabus becomes not that of teaching learners to use grammar but of helping them to understand how grammar works. In this respect, but not others, this position is closer to that of the cognitive code method than to behaviorism.

A crucial issue is the content of the code-oriented component of the syllabus. Clearly, this will have to go beyond grammar, to include pronunciation (perhaps) and discourse features. Here, however, I will consider only the question of grammar content. Clearly, this content should be derived from our understanding of the learning problems that learners experience; that is, the content should be remedial in nature, focusing on areas of grammar where learners are known to make errors. There are, in fact, many such areas that are common to all learners. The so-called developmental errors reflect learning problems that are universal. Examples are as follows:

- omission of plural *-s*
- omission of third person *-s*
- overuse of the article *the* (and corresponding under-use of *a*)
- the double comparative (e.g., “more faster”)
- resumptive pronouns in relative clauses (e.g., “The man who my sister had married *him* ...”)
- process verbs (e.g., “The size was increased greatly.”)

Our knowledge of such problem areas of grammar provides a solid base for the development of a general grammar syllabus, applicable to all language learners. Of course, syllabuses designed for specific groups of learners will need to take account of the fact that there are also some errors directly traceable to first language influence. Probably, though, the transfer errors are less numerous than the developmental errors (see Ellis, R., 1994).⁵

Curriculum designers also need to consider how this grammatical content can be graded. There is a growing and somewhat confused literature dealing with this issue. Although there is general agreement that grading should proceed in accordance with difficulty, there is much less agreement regarding what this actually involves. This results, in part, from the failure to recognize that what is difficult with regard to implicit knowledge may not be difficult in terms of explicit knowledge. For example, teaching learners to understand the rule for third-person *-s* (explicit knowledge) is relatively easy, but teaching them to use this feature accurately and fluently (implicit

⁵ Many errors, of course, are the result of both developmental and transfer processes. Thus, whereas all L2 learners seem to have problems distinguishing the use of the and a learners whose L1 does not include an article system (e.g., Japanese or Korean learners) are likely to experience the problems for longer, often failing to completely overcome them, even though they achieve a very advanced level of overall proficiency.

knowledge) is problematic. Thus, third-person *-s* can be thought of as an easy explicit feature but a difficult implicit feature. The question that needs to be addressed, then, is what criteria influence the level of difficulty learners are likely to experience in acquiring grammatical features as explicit knowledge? Table 2.1 suggests some of the criteria. At this juncture, it is not possible to apply these criteria in a systematic fashion, although it might be argued that these are the very criteria that have been traditionally applied in the development of structural syllabuses. Thus, designers of grammatical structures can call on this tradition with some confidence.

TABLE 2.1
Criteria for determining the difficulty of grammatical structures as explicit knowledge approach for teaching grammar

Criteria	Definition	Example
1. Formal complexity	The extent to which the structure involves just a single or many elements.	Plural <i>-s</i> is formally simple; relative clauses involve many elements.
2. Functional complexity	The extent to which the meanings realized by a structure are transparent	Plural <i>-s</i> is transparent; articles are opaque
3. Reliability	The extent to which the rule has exceptions.	Third-person <i>-s</i> is very reliable; the rule for periphrastic genitives is much less reliable.
4. Scope	The extent to which the rule has a broad or narrow coverage.	The Present Simple Tense has broad scope; the Future Perfect Tense has narrow scope.
5. Metalanguage	The extent to which the rule can be provided simply with minimum metalanguage.	Plural <i>-s</i> is simple; reflexive pronouns are more difficult; subject verb inversion is even more difficult.
6. L1/L2 contrast	A feature that corresponds to an L1 feature is easier than a feature that does not.	For French learners of English, the position of adverbs in sentences is difficult.

Finally, it should be noted that the two principal curricula options—integrated and parallel—are not, in fact, mutually exclusive. It would be perfectly possible to complement a parallel syllabus that includes a nonintegrated grammar component with Long’s “focus on form” through reactive feedback to errors that learners make when performing tasks from the communicative component of the syllabus. There are considerable strengths in such a proposal as a focus on form. It may be one way in which teachers can encourage learners to make use of their explicit knowledge to “notice” features in the input. This raises the intriguing possibility of forging a link between the focus on form and the teaching of explicit knowledge (i.e., by teachers directing feedback on features that have recently been explicitly taught). It is doubtful, however, if such a link can ever be anything other than opportunistic. In general, the focus of teachers’ feedback in the communicative strand of the curriculum will not

match the focus in the grammar component. Nor do I see this as something for which to strive for the reasons I have already given.

AN APPROACH FOR TEACHING GRAMMAR

The approach for teaching grammar that will now be outlined is premised on the assumption that the focus of the instruction should be awareness rather than performance. There are, in fact, two senses of awareness. First, learners can be made aware of the formal properties of the language as they experience these in input; that is, they can be made to consciously “notice” them. Second, learners can be made aware in the sense of forming some kind of explicit representation of a target form (i.e., developing explicit knowledge). Figure 2.2 shows these two senses of awareness. The particular approach to teaching grammar that I will now describe involves attempts to induce both kinds of awareness.

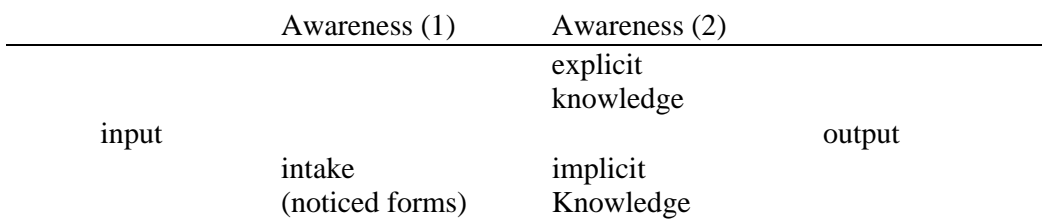


FIG. 2.2 *Two types of awareness in L2 acquisition.*

The materials (Ellis & Gaies, 1998) consist of a series of units, each directed at a single grammatical problem. The approach is remedial, with the error targeted in a unit indicated in an “error box.” By asking “Do my students make this error?” the teacher is able to determine whether to teach the unit.

A unit consists of five kinds of activities:

1. Listening to comprehend: Here students listen to a continuous text that has been contrived to contain several examples of the target structure. On this occasion, however, they are required to focus on the message-content of the text.
2. Listening to notice: In this activity the students listen to the text a second time (and if necessary a third or fourth time) to identify the target structure. To assist the process of noticing the structure, they are asked to complete a gapped version of the text. It should be noted, however, that this fill-in-the-gap activity differs from traditional grammar exercises in that students do not have to rely on their competence to complete the text; they can obtain the missing words by listening carefully.
3. “Listening to Notice” is intended to raise the first type of awareness in the students. Oral rather than written texts have been chosen to induce real-time input processing.
4. Understanding the grammar point: This activity is directed at helping learners develop explicit knowledge of the grammar point (i.e., awareness). They are helped to analyze the “data” provided by the text, which they have now completed, and to “discover” the rule. A discovery approach to teaching explicit knowledge is favored on the grounds that it is more motivating and that it also serves a learner-training function. By completing such tasks,

learners can develop the skills needed to analyze language data for themselves and so build their own explicit grammars of English. However, there is a grammar reference section (at the back of the book) to which students can refer to check the accuracy of the explicit rule they have formed.

5. Checking: The students are given a further text (this time, written) containing errors. They are asked to identify the errors and correct them. This kind of grammaticality judgment task is chosen because it lends itself to the use of explicit knowledge (see Ellis, R., 1991b). It also fosters the skill of monitoring, which, as Krashen (1982) has pointed out, draws on explicit knowledge.
6. Trying it: Finally, there is an opportunity for students to try out their understanding of the target structure in a short production activity. The emphasis here is not so much on practicing the structure as on proceduralizing students' declarative knowledge, a step DeKeyser (1998) considers to be necessarily intermediate between the teaching of explicit knowledge and its full automatization as implicit knowledge.⁶

These materials are not designed to develop implicit knowledge. Indeed, this can hardly be achieved in a single hour, the typical length of time needed to complete a unit. They are directed at developing students' awareness of grammar. As such, the materials do not constitute a complete curriculum but rather the kind of grammar component I have described in the previous section. They will need to be complemented with task-based materials of a communicative nature.

CONCLUSION

This chapter has sought to make a case for teaching grammar. However, the case is a circumscribed one, and it is perhaps useful to conclude by saying what is not being proposed as well as what is.

It is NOT being proposed that:

- We revert back completely to a structural syllabus.
- We teach beginners grammar.
- We attempt to teach learners to use grammatical features accurately and fluently through intensive practice exercises.
- We teach grammar communicatively (e.g., by embedding a grammar focus into communicative tasks).

It is being proposed that:

- We include a grammar component in the language curriculum, to be used alongside a communicative task-based component.

⁶ DeKeyser's claim that explicit knowledge can be converted into implicit knowledge by means of automatizing practice can be challenged for the reasons explained earlier in this chapter. However, his idea of "proceduralizing declarative knowledge" seems a useful one. Thus, the materials stop at this stage and make no attempt to supply the kind and amount of practice that DeKeyser acknowledges is needed for automatization.

- We teach grammar only to learners who have already developed a substantial lexical base and are able to engage in message-focused tasks, albeit with language that is grammatically inaccurate.
- We teach grammar separately, making no attempt to integrate it with the task-based component (except, perhaps, methodologically through feedback).
- We focus on areas of grammar known to cause problems to learners.
- We aim to teach grammar as awareness, focusing on helping learners develop explicit knowledge.

These proposals are theoretically based and, as such, provide a solid foundation for the teaching of grammar. However, it needs to be acknowledged that there is more than one theory of L2 acquisition and that somewhat different proposals based on alternative theories are possible (see DeKeyser, 1998, for example). This is likely to ensure that the place of grammar in the curriculum and the nature of grammar teaching will be hotly debated in the years ahead.

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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.

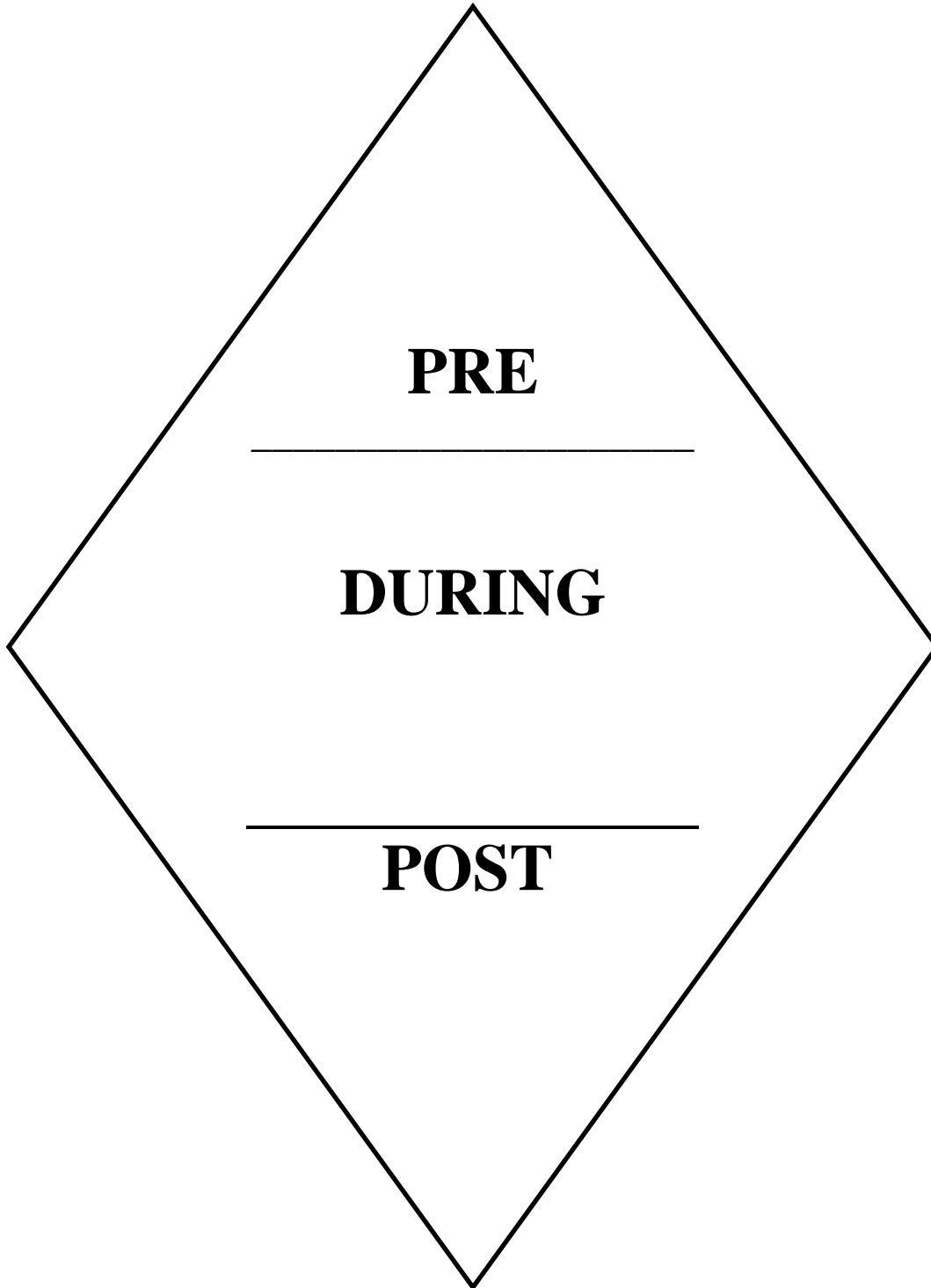
The first “**P**” in **PDP** refers to the “**PRE**” reading/listening stage in a lesson. This is the stage of the lesson *before* (i.e.: “PRE”) the learners read or listen to the text. Activities in this stage include such things as: activating schema, assessing students’ background knowledge, pre-learning 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 is 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

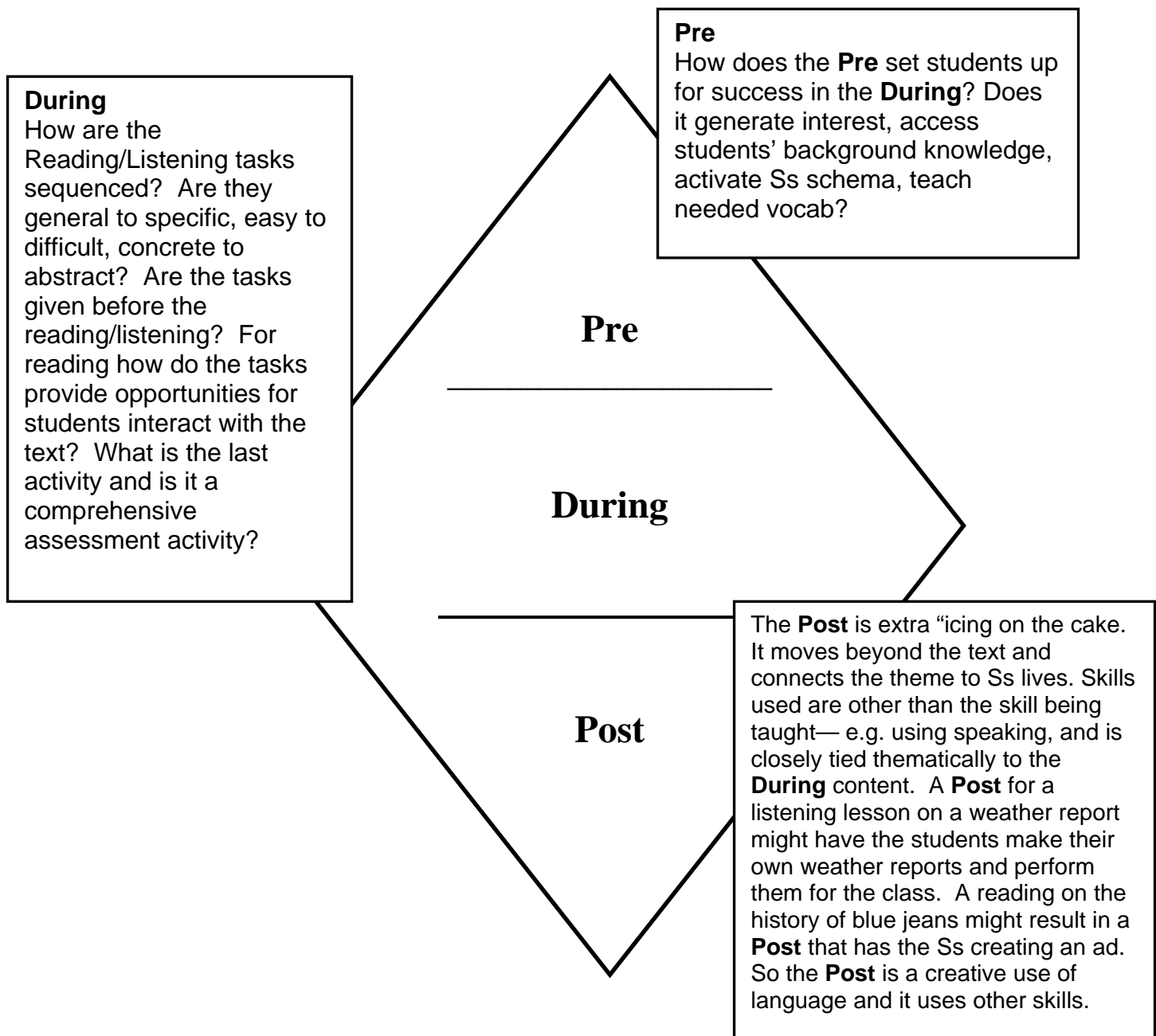


PDP Analysis

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.



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.

Beginners: 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.

Intermediate/advanced: 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 from 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, Françoise (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 out 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 use 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, picture dictionary

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)

<i>Listening/Reading for:</i>	<i>Example activities:</i>
<ul style="list-style-type: none">- gist- purpose: to persuade, to apologize to invite, ask permission- main idea- attitudes/emotions: positive, negative, warm, angry- key words- acceptance or refusal of an idea or invitation- permission granted or refusedopinions: good/bad, useful/worthless, lovely/dirty, convenient- time references: past, present, future, completed, incomplete,- preferences- agreement and disagreement with own previously stated ideas- agreement and disagreement between speakers- general time: season, period of the day (evening or morning)- context or setting (outside, movie theater, restaurant, home, office, school)- likes and dislikes- identify speech act: greeting, toast, introduction- interest level of speaker/listener for topic listening for tense/aspect/time	<ul style="list-style-type: none">- ordering/numbering items of main ideas- making a list of main or significant events- reading or listening for the mood, feeling or tone of the text or passage- fill in the blanks for main ideas such as in an outline where the details are provided but not the main ideas- ranking the importance of the main ideas or significant events- select the correct response such as what's the best title for this passage- multiple choice- label pictures, graph, or graphic organizer- matching picture with description- matching two general pieces of information- checking off relevant information from a text or picture- writing summary statements- (possible but rare) true/false of significant plot events or main ideas

Listening/Reading for Specific Information

<p>Listening/Reading for more</p> <ul style="list-style-type: none"> - detail - reasons - affect - tone - implications - inference - examples - determine meaning of vocabulary, phrases from context - identify intonation or stress - determine meaning from intonation or stress <p>distinguish between yes/no and information questions</p> <ul style="list-style-type: none"> - identify specific parts of speech: prepositions, verb tense, adjective forms, negative prefixes, tag questions - determine meaning of specific parts of speech - recognize spelling or numbers - identify specifics: names, body parts, cities, foods, colors, clothing items, times, jobs, etc. <p>order events</p> <ul style="list-style-type: none"> - decipher rapid or reduced speech 	<p>Example activities:</p> <ul style="list-style-type: none"> - filling in cloze - ordering/numbering items - fill in the blanks - ranking - true/false - select the correct response - multiple choice - fill in graph, or graphic organizer - label pictures or parts of pictures - matching two pieces of information - checking off relevant information from a text or picture - listening for specific words - writing short answers - using context to define new words - short answer - matching - acting out what is happening in the text - labeling - write out (words, numbers, phrases) - check off what you hear or read - list - mark stress or intonation - apply punctuation to tape script - correct errors - changing easy vocabulary words to more difficult vocabulary words that mean the same thing
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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 movie/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

Clear Learning objectives

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).

PRE stage – 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.**

DURING stage – 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.

POST Stage – 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 Framework

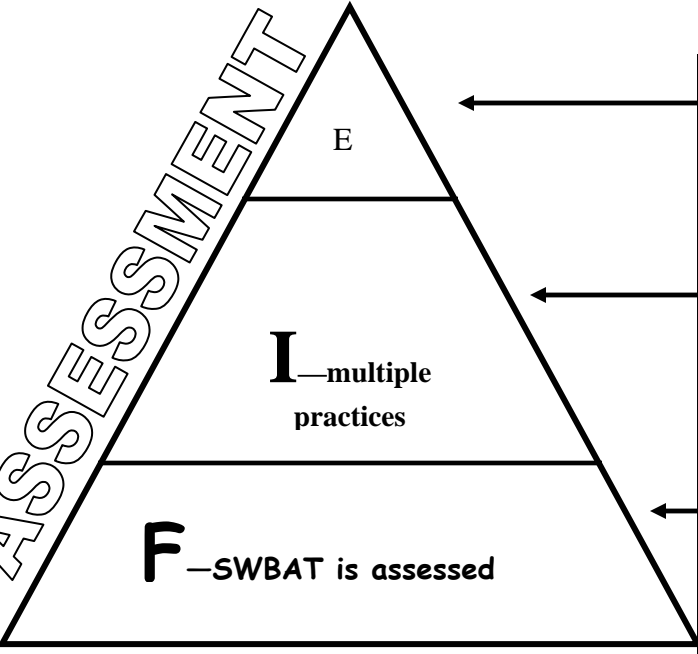
(Please answer in **full sentences** and **in your own words**)

1) How many language skills are there in English? What skills can we teach using the EIF Framework?

2) Please describe what EIF stands for and summarize your understanding of the framework.

EIF SPEAKING LESSON FRAMEWORK
Encounter, Internalize, Fluency

ASSESSMENT



Inductive Encounter—student involvement

I—multiple practices

Maximize opportunities for Ss contact with the language

F—SWBAT is assessed

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

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



1



2



3



4

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

FLUENCY

FLUENCY	FREE
Some mastery of vocab and structures. Error correction is delayed and indirect.	Interactive, open-ended communication. Personalized, creative use of language.
Speaking 7 - 1	

HANDS OFF

Little to no control or error correction .
 Teacher observes and assesses SWBAT

EIF INTERNALIZE (PRACTICE) Continued



1



2



3



4

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- 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

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

THE EIF PICTURE

Encounter

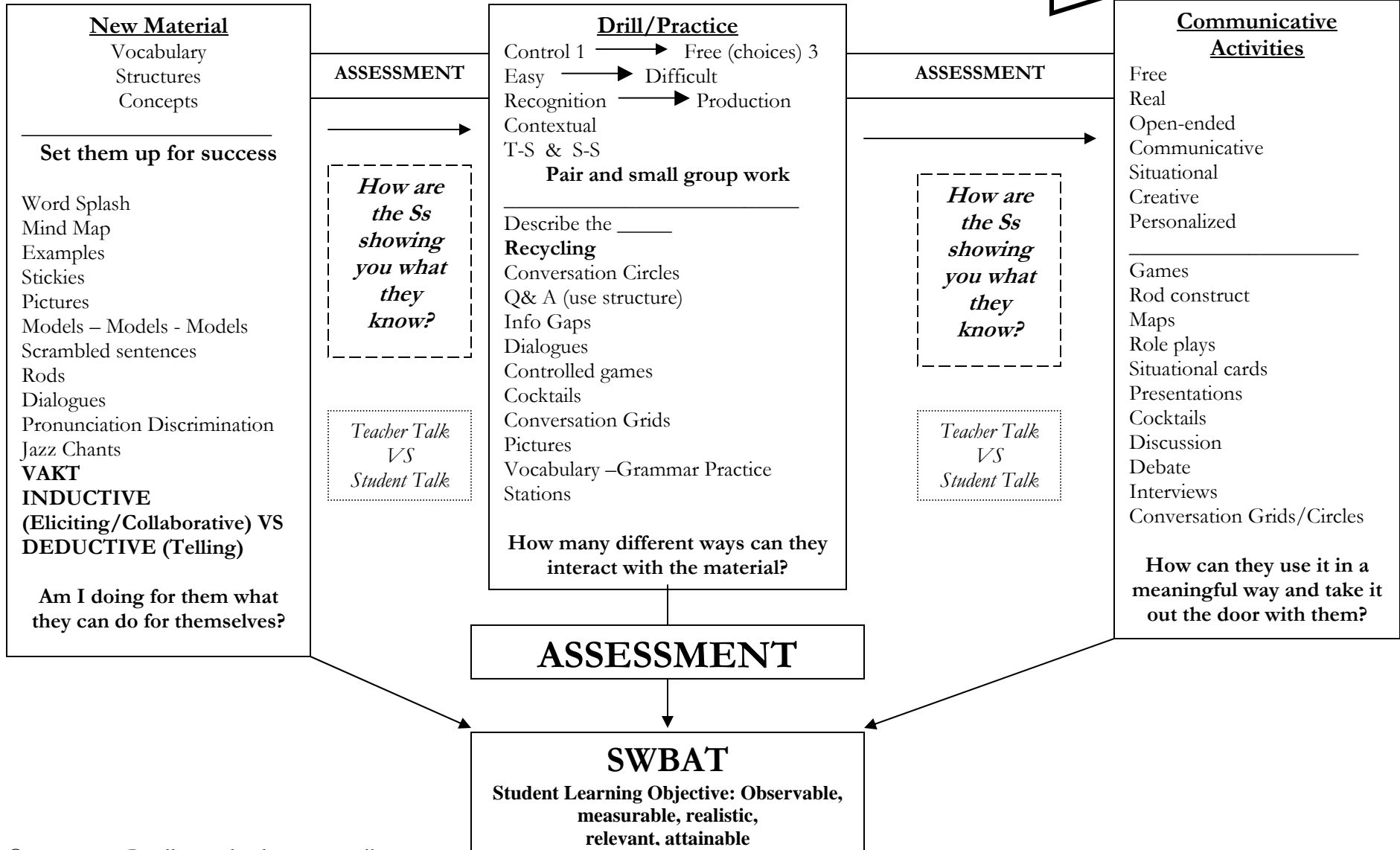
Internalize/Practice

Fluency

ACCURACY

1 Controlled 2 → 3 → 4 Free

FLUENCY



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.

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.

.....
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.
.....

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.

.....
 The ultimate purpose of learning a foreign language is to use it to effectively communicate in real-world situations.

Language Learning

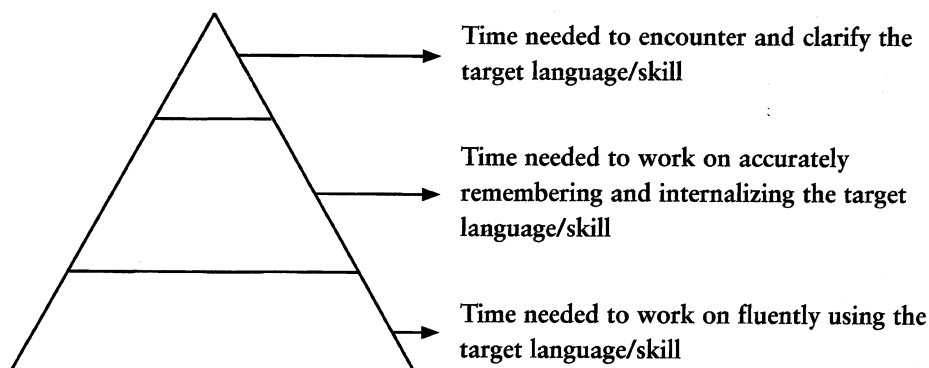
The principles used in the juggling lesson can be applied to language learning as well. Teachers can **assess** student learning only when they see students use their knowledge to accomplish communicative tasks. Just as the ability to describe juggling does not mean one can juggle, a student that can 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.



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

Speaking Guidelines

Skill: *SPEAKING*

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 themselves 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

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; Jazz chants; 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	Lecture	Think/Pair/Share activity
Blackboard/Whiteboard	Overheads	Learners presenting
Power point	Guest Speakers	Listening
Videos	Observation	Reading
Authentic materials	Metaphors	Doing it the wrong way
Research (Internet/community)	Eliciting	Story-Telling
Jigsaw reading	Giving worksheets for learners to deduce	Predicting

Providing opportunities for learners to practice and internalize language:

Pair activities	Role play	Real-life encounters
Jigsaw activities	Board games	("mystery guest")
Information gap activities	Ball toss	Experiential trips into community
Opinion activities	Matching	News reel
Dialog building	Making a video	Video
Problem solving activities	Scavenger hunt	Value gaps
Sequencing activities	TPR	Letter/journal writing
Project work	Field trips	Skits
Strategic interactions		
Ss individual presentations		

Creating real use opportunities for learners:

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

Ways to group learners:

String	Magazine picture puzzle pieces
Pick a rod (colors match)	Matching sound and animal/instrument/vehicle
Matching cards or pictures (by color or shape or thematic groups, etc.)	Matching action and picture/emotion, etc.
Stand up and move (by name or touch)	Line-ups and divide
Count off by 2's, 3's, etc.	Dice or playing cards
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	

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

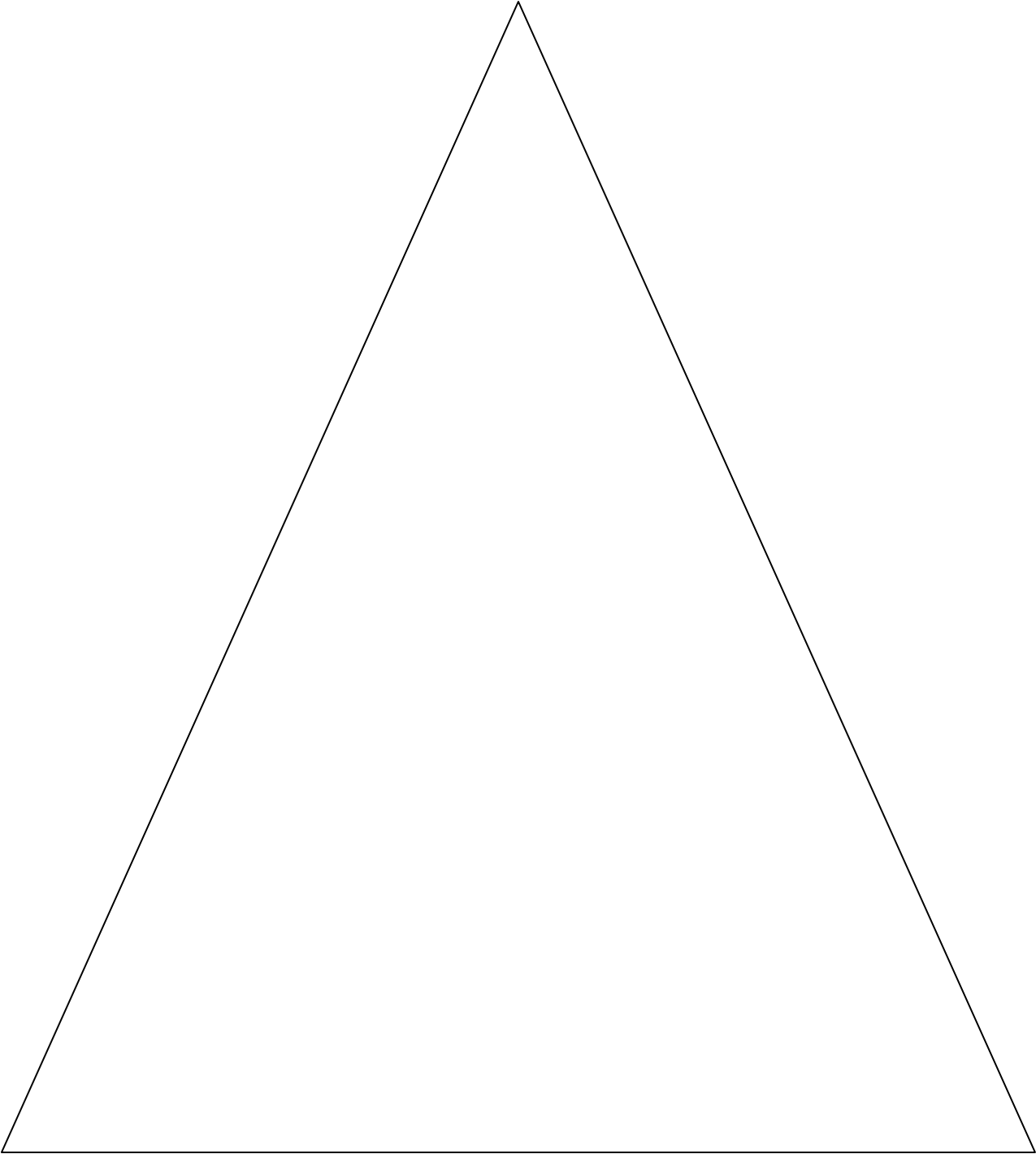
To what extent do the materials in this lesson provide for and/or take into consideration the following aspects (check all that apply):

- 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:



**Reading 4: “Task-Based Learning” from
*TESOL Methods: Principles and Practices***

Directions: Answers these three questions on a separate sheet of paper. I will collect in next week’s class.

1. What is the definition of task in TBL? How is a task in task-based learning similar to a fluency activity? How is it different?

2. What are the benefits of this approach? What are the challenges/disadvantages of this approach?

3. Make a list of three language topics that you might want to teach your students.

Next look at the list of task types described in the reading, and select a task type for each language topic and describe the nature of the task. (Make sure the task you describe in detail, fits the definition of a task that you described in Q #1).

Brawn, J. (2010). Task-based Learning. In H.D. Kim et al. *TESOL Methods: Principles and Practices*. Seoul: Hankuk University of Foreign Studies Press.

THEORETICAL BACKGROUND

Task-based learning (TBL), also known as task-based language learning (TBLL), task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language, having students do meaningful tasks using the target language that have a clear connection to real world situations. Such tasks can include scheduling an appointment at a doctor's office, conducting an interview, or making a fractured fairy tale. Assessment is primarily based on task outcome, that is, was the task completed successfully and not on how accurately the target language was used. This makes TBL an appropriate approach for developing target language fluency and student confidence.

TBL was first proposed by N. Prabhu. He noticed that his students learned language just as easily with a non-linguistic problem as when they were analyzing the linguistic features of the target language. He also noticed that students were more engaged and participated in the class more enthusiastically. He concluded that task-based learning had significant benefits for language learning that were typically missing from more standard approaches.

Willis argues that task-based learning does a better job of creating the appropriate conditions for language learning than other methods or approaches. Willis identifies the following conditions:

1. *Exposure*. Learners need to be exposed to a rich but comprehensible input of real spoken and written language in use
2. *Use*. Learners need to be given opportunities to use the language to do things such as exchange ideas, share opinions, complain, disagree, etc.
3. *Motivation*. Learners need to have a clear reason to listen and read the target language as well as reasons for them to speak and write the target language. In other words learners need to process and use the target language that they are exposed to through doing authentic, meaningful and relevant tasks.
4. *Instruction*. Learners need help noticing salient features of the target language after they have had opportunities to use the target language. In other words, the teacher provides students with opportunities to focus on form.

Willis believes that the first three conditions (Exposure, Use and Motivation) are essential for language learning. Instruction, however, is desirable, but not an essential condition for language learning.

There are five important characteristics to a task-based approach to language teaching:

1. Learning to communicate through interaction in the target language (i.e. interaction is seen as a necessary part of learning)
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself; for example, learners are given tasks with clear outcomes and they are asked to report on the task itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activation outside the classroom

Definition of task in task-based learning

According to Willis (2007), a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve some outcome." Willis (1996) also asserts that task is NOT "a label for various activities including grammar exercises, practice activities and role plays." This is because many grammar exercises and practice activities are not communicative, and role plays, although they are communicative, they do not have a clear predictable outcome.

Skehan (1996) defined task as an activity in which meaning is the primary focus. In addition the task must have some sort of relationship to the real world. Furthermore, task completion by the learner is a priority, and assessment of learning is determined by task performance in terms of task outcome.

Types of tasks identified by Willis

1. *Listing*

- ⊙ brainstorming
- ⊙ fact-finding

Outcome: Complete list or draft of a mind map

2. *Ordering and sorting*

- ⊙ sequencing
- ⊙ ranking
- ⊙ categorizing
- ⊙ classifying

Outcome: a set of information which is ordered and sorted according to specified criteria

3. *Comparing*

- ⊙ matching
- ⊙ finding similarities
- ⊙ finding differences

Outcome: Could be that items are appropriately matched or assembled or that the similarities and/or differences are identified and listed

4. *Problem solving*

- ⊙ analyzing real situations
- ⊙ analyzing hypothetical situation
- ⊙ reasoning
- ⊙ decision making

Outcome: solutions to problems which can be evaluated

5. *Sharing personal experiences*

- ⊙ narrating
- ⊙ describing
- ⊙ exploring and explaining attitudes, opinions reactions

Outcome: largely social

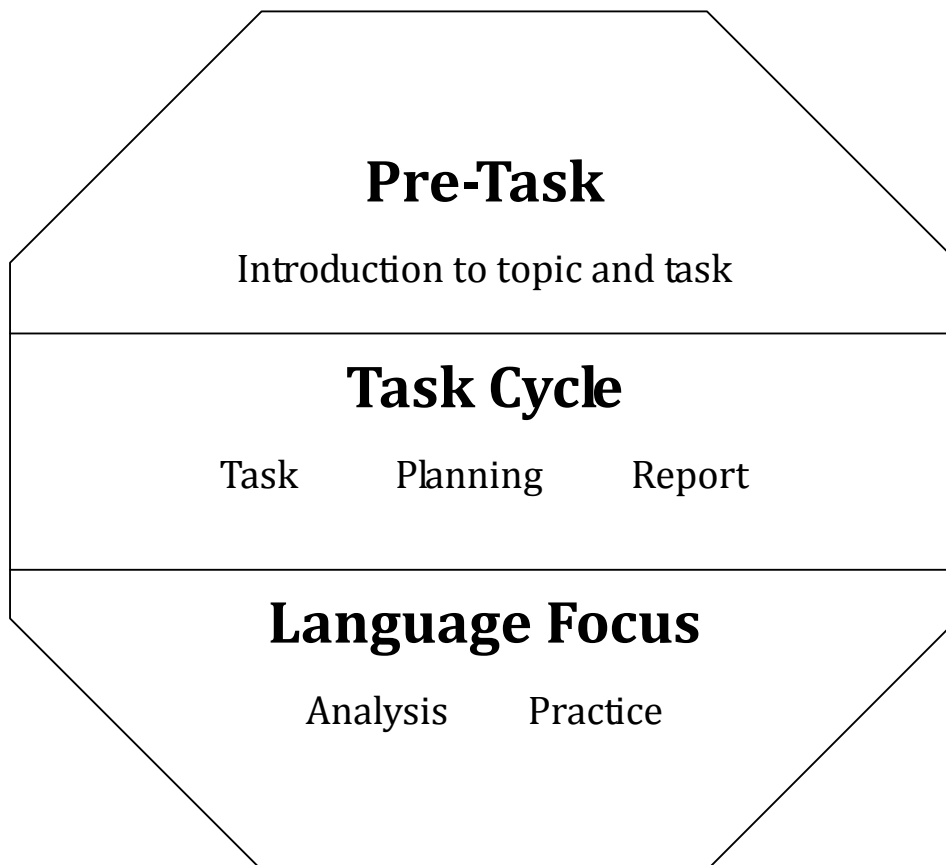
6. *Creative Tasks*

- ⊙ brainstorming
- ⊙ fact-finding
- ⊙ ordering and sorting
- ⊙ comparing
- ⊙ problem solving
- ⊙ many others

Outcome: End product which can be appreciate by a wider audience

Task-based learning framework

Willis (2007) uses the following diagram (see below) to illustrate the task-based learning framework. Her diagram has three stages, pre-task, task cycle and language focus.



In the pre-task stage, the teacher introduces the topic, elicits student prior knowledge and sets up the task. The teacher may also choose to model the task. Additionally, the teacher may prepare the students by providing them with key vocabulary or helpful expressions. This step, however, does not follow TBL methodology in the strictest sense, because students should be encouraged to use the language they are comfortable with in order to complete the task, so providing learners with necessary vocabulary or grammatical expressions is usually not recommended.

In the task-cycle stage, students are engaged in a language learning task, students then summarize what happened in the task and share this summary and the results of their task with their class. The teacher monitors and provides feedback to students at each step of the way, but because the tasks have clear outcomes, students are also able to assess their own progress and can often say why the tasks were completed successfully or unsuccessfully. Because the tasks provide students with clear outcome feedback, learners are able to take more responsibility in their own learning; hence TBL is appropriate for building fluency and confidence.

In the language focus stage, the teacher draws students' attention to some aspect of the target language that they used to complete the task. Teacher often chooses language that students struggled with or used incorrectly. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough. After students have had an opportunity to clarify their understanding of the target language, they practice using the clarified form.

In this framework, clarification of the target language comes after students have had an opportunity to use the target language. In other language frameworks such as Present – Practice – Produce (PPP) clarification of the target language comes prior to use. In the Encounter – Internalize - Fluency (EIF) framework, clarification can come either prior or after use, although most examples in the Material Development course packet model clarification of the target language prior to use.

Don't even try to fit task-based learning into the EIF framework. It would be a very messy process, and there are several reasons for this. First, the TBL framework is an integrated skills framework, so assessment isn't determined by the skill but by the task. Second the task cycle stage is a mixture of encounter, internalize and fluency. Therefore, it best to think of task-based learning as a completely different way of organizing and teaching a lesson.

Sample lesson: Is it task-based learning?

This is a lesson designed for adult learners. It is a multi-level class, but all the learners have had multiple years of previous language learning. The teacher enters the classroom and greets her students, and the students greet her back. She then looks at the class and says: "I have a problem." The students respond to the prompt by saying things like: "What's wrong?" "What's the matter?" "What's your problem?" The teachers says, "I need to take attendance, but I don't have a pen?" Students respond by saying various things like: "Why don't you use mine?" "Here. Use mine." "You should use Jae-Seung's" etc.

The teacher uses a student's pen and takes roll. Then the teacher asks the students: "Why did I borrow Jae-Seung's pen?" Students respond: "Because you forgot your own." Teacher says, "That's right. I forgot my own pen, so not having a pen was my" Teacher waits for students to finish her sentence. Several students say: "Problem." The teacher writes the word on the whiteboard and then the teacher says: "When someone has a problem what can we do?" Students say things like. "We can help them." "We can give them advice." Teacher says: "Yes, we can help them and we can give them advice. How do we give people advice? What do we say?"

Students then give suggestions and teacher writes the target language on the white board such as:

- ⊙ You'd better...
- ⊙ Why don't you....
- ⊙ You should...
- ⊙ I think you should...
- ⊙ You might want to consider...

Teacher then explains what the students will do next. Show them that you have two sets of cards; blue cards and red cards. On the blue cards are the situations on the red cards are the problems. Some students will get blue cards and some students will get red cards. People with the blue cards need to find someone with a red card. The person with the blue card will explain the situation. For example: 'I am your professor and you have come to me because you have a problem.' After the person with the blue card has introduced each person's role the person with the red card begins the role play. *A: Professor, I have a problem...* After the pair has completed their role play, they should exchange cards and find a different person to interact with. Teacher should CCQ the directions and then she should pass out the materials.

Students do the activity taking turns asking for and giving advice across a variety of situations and circumstances. The teacher monitors and takes notes regarding the language that students are using across the situations and circumstances. After about eight minutes, the teacher claps her hands and puts the students into groups of about six students. Each group has three blue cards and three red cards. The teacher asks the students to talk about the activity they have just finished so that they can report what they have learned and what questions they may have.

Students work together and discuss the role play and make a list that describes the language that they used and a list of questions they have about the language and situations that they encountered. The students report and the teacher writes the students' observations on the whiteboard such as "Is it OK for a students to say 'you'd better' to their professor when giving advice?" The teacher then makes her own observations.

Next teacher reviews aspects of pragmatics and usage for the various way of giving advice. Teacher provides examples of the TL and tries to elicit the rules from students, but if the teacher is unable to get the students to notice the rules, she provides them with the correct answers. After students have had a chance to clarify the target language, the teacher gives a similar activity to the students. This time the students use green situation cards and pink problem cards to set up the role play. As students do the second activity, teacher monitors and takes notes. After about six minutes,

teacher claps her hands and asks students about the target language they used in certain situations and why they chose that target language. Students answer the teacher's consolidation questions and then the teacher dismisses the class.

Although this lesson is staged in a similar way to task-based learning, it is NOT a task-based learning lesson. First of all, role-plays do not have clear outcomes, second this role-play over-emphasized a specific function of language. For a lesson to be considered task-based learning, the task that students are given need to have clear and identifiable outcomes and the language that students use to achieve that task should be open. Even though this wasn't task-based learning (it actually followed the Test-Teach-Test framework), it was still an effective lesson. It was effective because role-plays allow a teacher to assess students understanding of pragmatics better than more outcome driven tasks.

BASIC PRINCIPLES

1. Tasks-based learning should have functional objectives that are tied to the outcome of the task, and these objectives should match the communicative needs of the learners.
2. Task-based learning should have predicted outcomes and limited processes.
3. Task-based learning should require input from all learners.
4. Task-based learning should accommodate learners differing learning styles.
5. Task-based learning should allow for different modes of participation and solutions.
6. Task-based learning should be challenging but not threatening.
7. Task-based learning should develop implicit, procedural knowledge. Learners can best develop implicit, procedural knowledge of a second language through the effort to communicate while doing a purposeful task.

TECHNIQUES

1. Give tasks with clear individual roles.
2. Allow learners to decide what role each member of the group will take, but make sure that everyone has a role so that everyone can participate.
3. Use authentic materials whenever possible so learners have real target language input to use as a model for their task completion.
4. Use authentic task (see types of task above).
5. Provide guiding questions to organize and structure the language analysis.

CRITICISM

Task-based learning has many advantages. First, it is more student-centered than traditional approaches, and second it allows for meaningful communication. It allows students to build their language skills around the language they need rather than following a prescribe language syllabus. Although the teacher may present language in the pre-task, the students are ultimately free to use whatever vocabulary or grammar they want. This allows the learners to use all the language they know and all the language they are in the process of learning and not only the target language of the lesson. Furthermore, as the tasks are likely to be familiar to the students such as

scheduling an appointment, students are more likely to be engaged. When students find an activity engaging this will motivate them in their language learning.

A major disadvantage for task-based learning is that it is not appropriate for real beginner students. For example it's the first day of Turkish class, and I am the teacher. None of my students have ever studied Turkish before, could they successfully use task-based learning in this situation? No, because they have no knowledge of the target language. Others researchers, for example Carless (2003), have argued that the tasks themselves limit the language to which students are exposed. For example, because tasks need to have identifiable outcomes, certain kinds of language functions do not lend themselves to these kinds of task-types such as discussion or debate. Swan (2005) argued that the assumptions underlying TBL are problematic. For example, TBL assumes acquisition occurs during communication, but there is no evidence that this is the ONLY way that acquisitions take place. Furthermore, task-based learning may also limit teachers ability to assess and teach pragmatic aspects of language. Pragmatics require learners to use language in specific situations, outcome driven tasks tend to focus on task completion and not situational factors. Teachers, therefore, need to keep these things in mind when designing task-based learning lessons.

PROCESS QUESTIONS

1. What is the Task-based Language Learning?
2. What is your general opinion of this method?
3. What aspect of TBL might you use in your classes?
4. What is the definition of task in TBL?
5. When using the TBL approach, what is the teacher's goal?
6. Describe the teacher's role in TBL approach?
7. Describe the Students' role in the TBL approach?
8. What are the benefits of this approach?
9. What are the challenges/disadvantages of this approach?
10. What are some common activities or techniques used in this approach?
11. As a teacher, have you ever used any of these activities?
12. As a learner, have you ever been taught using any of these activities?
13. What type of learners do you think would best respond to the TBL method?
14. What aspects of TBL do you think would work for your students? Why?
15. Look at the materials that your trainer has provided. Use the definition of task to decide if these materials are appropriate TBL task or not.
16. Make a list of three for language topics that you might want to teach your students. Next look at the list of task types described above a select one or two possible tasks that your students could do for the topics you have brainstormed.

MICROTEACHING

1. Look at a popular language learning textbook, and adapt a lesson or unit to TBL. How is the lesson similar to the one in the textbook? How is it different?
2. Choose one of task types listed in the first section and develop it into a full lesson plan.

ACTIVITIES

“22nd Century Star Search”

Level	Intermediate
Time	15-20 minutes
Aims	To have students make a list of famous people today who will be remembered in the 22 nd Century and to be able to explain why they believe they will continue to be famous
Organization	Small groups
Preparation	Pictures of famous people from the mid-20 th Century who are still famous today such as Elvis, Marilyn Monroe, etc...
Procedure	<ol style="list-style-type: none">1 Lead-in: Show pictures of Elvis and Marilyn. Have the learners discuss these questions in groups: Do you know these people? What are they famous for? Why do we still remember them today?2 Set-up: Write the task sequence on WB or put it on the PPT. Explain and CCQ the task cycle.<ol style="list-style-type: none">a) List five famous people today who will be remembered in the 22nd century.b) Compare your lists. Did you have any people in common?c) Tell each other why you chose the people on your list.d) Finally, combine your two lists, but keep it to only five people.3 Report: Let groups share their lists and the reason why they believe these people will be famous in the 22nd Century with other groups.

“Night Out”

Level	High Intermediate Adults
Time	30 minutes
Aims	To build vocabulary related to the topic and to recycle TL for making plans (be going to) and describing intentions (will)
Organization	Small groups
Preparation	Pictures of some common places such as restaurant, bar, etc... and a short listening text of two people planning a night out.
Procedure	<ol style="list-style-type: none">1 Lead-in: Show pictures: restaurant, bar, movie theater and ask them what they see. Try to elicit the topic “going out” “having fun” etc...2 Vocabulary Building: In groups ask Ss to brainstorm words/phrases and then elicit words/phrases from the groups and write them onto the board (Consider organizing your board into different columns places / verbs / feelings etc).3 Model Task: Tell Ss they are going to listen to two people talking. Give the listening task: What are they talking about? Play the conversation and let groups discuss their answers. Elicit and write on board: Two people are planning a night out. Tell Ss they are going to listen again. Give Task: Where are they going to go? What are they going to do? Ss listen and then discuss their answers

in their groups. Elicit and write answers on the board. Tell Ss they are going to listen for a third and final time. Give task: What do they say to each other to make their plans? Ss listen and then discuss their answers in their groups. Elicit and write answers on the board.

- 4 The Task: Tell them that they are going to plan a night out for the whole class with their partner. Give them a few minutes to think over place they would like to go. Elicit suggestions and have students rank the best place to last. When the best place has been determined, have students do the task. Then have the students switch groups so they can discuss their ideas with another pair. Students should take note of any similarities and differences.
- 5 Planning: Put Ss back in original pairings and have them rehearse their presentation for the class night out. Teacher monitors, answers questions that Ss have and keeps note on language points to be clarified later.
- 6 Report: Let groups share their ideas about the class night out. Each group presents and Ss vote on the best plan.

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Fadil's Defining Learning Objectives for ELT

(Please answer in full sentences and in your own words)

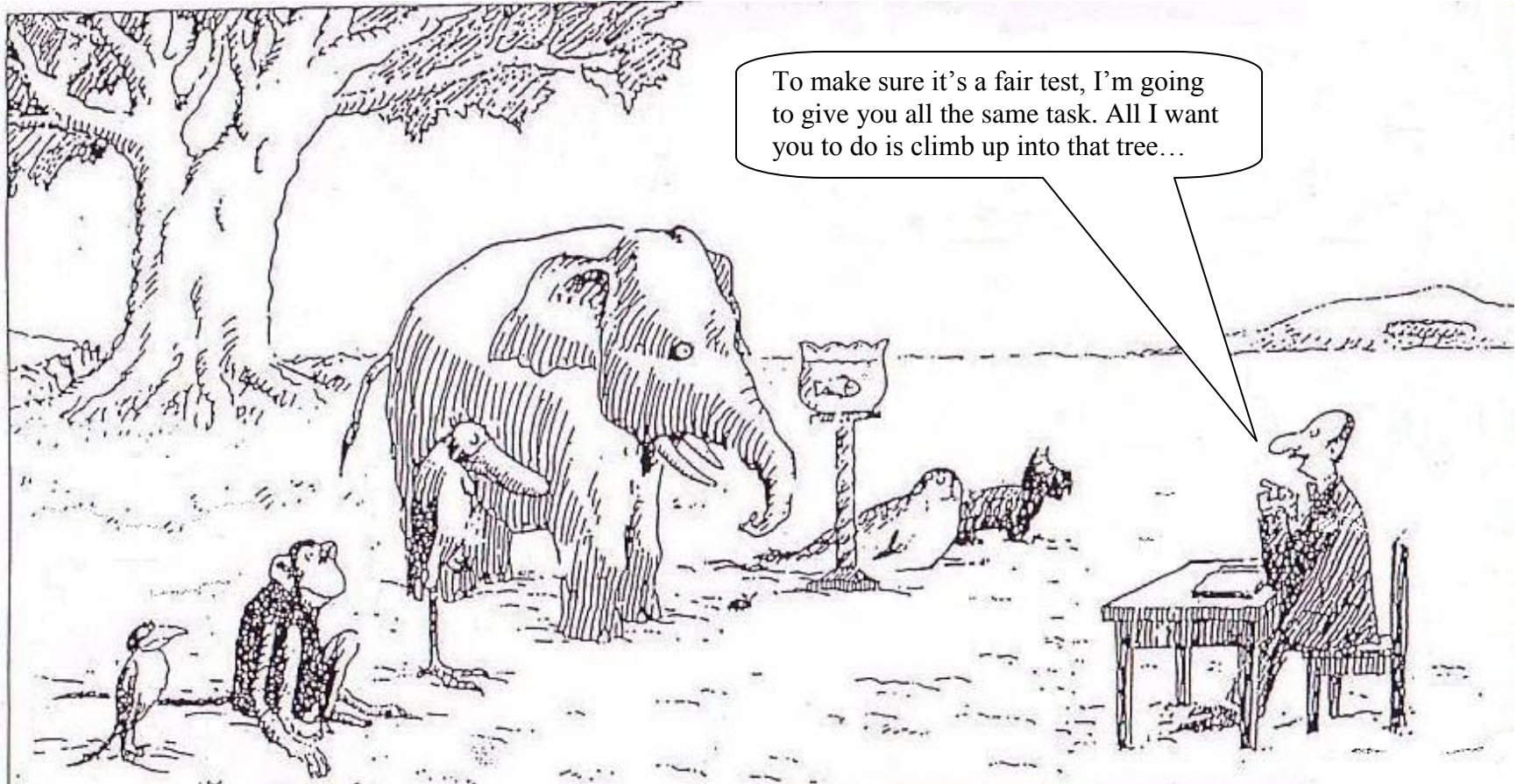
1. What is the difference between statements of aims and statement of objectives?

Aims	Objectives
a.	a.
b.	b.
c.	c.
d.	d.

2. What are three benefits of writing statement of objectives from the perspective of student learning?

3. What type of verbs should statement of objectives contain? Why?

Realistic Objective?



Defining learning objectives for ELT

Hamed el Nil el Fadil

This article attempts to introduce the teacher of EFL to developments in the area of specifying learning objectives. This topic has been largely ignored in recent years as new theories of language acquisition and the emphasis on communication have come to the fore. Many teachers, while welcoming the new approaches, nevertheless feel a need for a clearly defined framework for organizing their teaching, both in the long term and in the short term. When you have studied this article carefully, you should be able to (a) distinguish between statements of aims and statements of objectives, (b) discuss the merits of writing objectives from the point of view of the learner, and (c) write both complete and abbreviated statements of learning objectives for different language skills, functions, and notions. Given the choice, you may elect to use such statements in addition to the more conventional teacher's aims.

Statements of aims and statements of objectives'

Most modern language courses seem to recognize the need for teachers to give some kind of direction to their activities by stating the aims of each lesson or unit in the course. Generally speaking, these statements of aims describe either the activities of the teacher (as in examples (a), (b) and (c) below) or the object of the lesson (examples (d) and (e)):

- a to teach greetings and introductions
- b to teach the names of animals
- c to practise the simple past
- d indirect statements/questions in the present with *know*
- e ways of making suggestions: *let's . . . , I suggest . . . , why don't we . . . ? , I think we should . . .*

Statements like the above, however, present a number of difficulties for teachers and learners alike. Firstly, they are written from the point of view of the *teacher* and not the learner. They tell us what the teacher will be doing during the lesson and not what the pupils will be able to do at the conclusion of the lesson. For example, one could ask: 'How long should the pupils practise for, and for what particular purpose and at what level of proficiency?' Secondly, they are open to different interpretations by different readers, as it is not clear whether active production of the forms is required, or merely passive recognition. This is especially true with statements involving language functions or notions, as in examples (b), (c), (d) and (e) above. Thirdly, it is impossible for teachers to evaluate the effectiveness of their teaching except by personal criteria such as whether the students appear active, responsive, or even just amused.

Thus we can see that, although many language courses try to give direction and order to the activities of the teacher, they miserably fail to do so, because the aims stated for each lesson or unit, not to mention the goals

of the whole course, lack the precision needed for effective teaching and evaluation.

The need for written learning objectives

There are a number of reasons why it is valuable to write precise statements of objectives in terms of pupils' learning, rather than in terms of teachers' activities. In his book *Preparing Instructional Objectives* (which I strongly recommend to teachers of EFL), Mager suggests three reasons for writing learning objectives (Mager 1975:6).

First, when objectives are defined in terms of learning outcomes, teachers have a better chance of selecting the most appropriate content and teaching tactics. When the teacher has stated quite specifically what he or she wants students to learn, the teacher can ask: 'Now that I know what I want my pupils to learn, what is the best way of helping them achieve it?'

Second, when objectives are described in precise and unambiguous terms, it is easier to find out if our teaching has been effective or not, since we can test our pupils' performance. Depending on the result of our assessment, we either augment our objectives or try using different materials and teaching tactics. This process of trying out new materials and new tactics may eventually create the teacher-researcher that Widdowson (1984) has recently been calling for.

Third, when pupils know exactly what is expected of them, they can organize their own efforts in order to attain the stated objectives. A further benefit is that slow learners, armed with a set of learning objectives, can seek specific help from their peers, parents, and others in the community.

Resistance

Despite the obvious merits, EFL/ESL teachers have been reluctant to use objectives-based instruction, for a number of reasons. First, this approach smells too much of behaviourism. Many instruction designers use the term 'behavioural objectives', and their insistence on *observable* behaviour makes EFL/ESL experts reject such objectives. As it is assumed that it is difficult to observe much of language behaviour, the notion is seen as being incompatible with recent thinking in TEFL methodology, even though it has been proved to work in other spheres of learning and teaching. Second, it is maintained that it is difficult to determine a precise time target for a group of learners to achieve a certain objective within. Third, there is the fear that this approach may fail to take account of language acquisition, as hypothesized and described by Krashen among others, where learning a language is a slow-building spontaneous process catalysed by exposure to meaningful input in the target language (see Krashen 1983:41).

Allaying the fears of TEFL/ESL experts

The term 'behavioural objectives' tends to be confused with behaviourism. Because of this, many writers now avoid using this term and use other terms such as: 'instructional objectives' (Mager 1962/1975), 'performance or operational objectives' (Gagné and Briggs 1974/1979), or 'learning objectives' instead. Needless to say, the stating of such objectives in no way dictates the route learners will take to achieve them. One can write learning objectives for a number of different learning capabilities, including both cognitive and affective ones, regardless of the theory of language learning one espouses. Indeed many educationists in this field adopt modern cognitive theories of learning (see Gagné 1977, Introduction).

Moreover, the fact that learners have different learning abilities is allowed for in a systematic objectives-based approach. On the one hand, it is possible to analyse any objective in order to discover the prerequisites

needed for learning it, and consequently it is always possible to deal with these before addressing the new objective. On the other hand, enrichment programmes can be provided for those students who reach the desired level of performance rather too soon, while remedial materials can be given to those students who fail to reach the expected level.

In addition, this approach takes account of natural acquisition theory. In their latest book, Krashen and Terrell (1983:65) make the point that: 'A decision on the methods and materials to be used in a course is possible only once the goals of the course have been defined'. They have also listed some goals for the learning of English through their Natural Approach. If the importance of stating goals is accepted, as it seems to be, then it becomes necessary to make them so specific that two different teachers cannot interpret them differently. This is a very important condition if we want statements of objectives to be useful to teachers and textbook writers. I will try to show in the next section how this can be done.

How to write learning objectives

The first task of a course writer is to define the goals of the course.² As statements of aims tend to be interpreted differently by different people, it is imperative to make them as precise as possible. In other words, we need to transform general statements of aims into unambiguous statements of objectives. For such statements to be precise they have to:

- a provide information about the focus of the lesson, i.e. what the students will be learning, whether these are concepts, intellectual skills, or attitudes, etc;
- b specify what the learner must do in order for us to ascertain that he or she has fulfilled the objectives;
- c lay down the conditions or define the situation(s) in which the intended outcomes are to occur;
- d determine the level of proficiency or speed the learners must attain;
- e state the proportion of students expected to attain the stated outcomes;
- f fix a time limit within which the learners should achieve the objectives.

Obviously, not all six need to be specified all the time. Indeed, we may sometimes specify the first three or four things only. Below are three examples: the first is a complete statement containing all six elements, the second is an abbreviated statement containing four, while the third example illustrates how the same principles can be applied to the writing of course objectives.

An example of a complete statement of a learning objective:

'By the end of the week (TIME), all pupils (TARGET INDIVIDUALS), will be able to use (BEHAVIOUR) fairly accurately (LEVEL OF PERFORMANCE) appropriate greeting forms, such as *hello, good morning, good afternoon, good evening* (FOCUS) when meeting different people at different times (SITUATION).'

An example of an abbreviated statement of objectives:

'Given a short text of about six hundred words (FOCUS), the student will read it silently in three minutes (CONDITION), and answer orally (BEHAVIOUR) at least eight of the ten multiple choice questions (LEVEL OF PERFORMANCE).'

An example of course objectives:

'By the end of the course, the pupils will be able to express themselves accurately and appropriately in different situations, such as the following:

- in social groups, discussions, and talks
- in giving out instructions or directions for carrying out tasks, such as helping some one find their way in town, etc.
- presenting an oral summary of a written or oral report
- giving detailed information about an accident and asking for help.

Observable behaviour Perhaps this is the most important and at the same time the trickiest of the components. In order for us to be certain that the pupils have achieved the objectives stated, we need to remember two things when specifying the desired behaviour. First, we must use action verbs and avoid using non-action or abstract verbs (Gagné and Briggs 1974/1979:122). The verbs on the left are among the verbs that are useful, while those on the right are among those to be avoided when writing statements of learning objectives:

<i>Verbs to use</i>	<i>Verbs to avoid</i>
Recite, sing, say, direct, describe, write down, classify, apologize, ask, greet, describe, argue, demand, request, etc.	Enjoy, understand, learn, know, revise, listen, read, practise, etc.

Second, when we have to use words such as *understand*, *read*, or *listen*, we require learners to perform some observable behaviour from which we can infer that they have listened to or read something and understood it. In the second example above, the verb *read* was used, but learners were required to answer some questions based on the text in order to show that they had read and understood the text. There are, of course, other ways of providing such evidence, for example completing tables, following a route on a map, etc.

The level of performance Although it is possible to measure objectively the performance of a listener or reader, it is difficult to measure objectively the performance of a speaker or writer (van Ek 1980:84) for at least two reasons. On the one hand, the level of performance in speech and writing depends on the abilities of the listener or reader as well. This is characteristic of situations where pupils of markedly different abilities are taking part in a role play, for example. One speaker may not be understood, not because of inability to communicate, but because of the inability of others to understand him or her. Moreover, the evaluation of a speaker or writer, to a large extent, depends on the subjective judgement of the teacher. Teachers differ not only in what they consider to be acceptable performance but also in their tolerance of pupils' mistakes. However, there are a number of guidelines which I have found to be useful in this connection.

First, we must always regard our students as progressing towards a native-like command of the target language, although this requires a lot of time, effort, and patience both from students and their teachers. Secondly, we must recognize the need not only for grammatical accuracy but also for appropriateness of the form to the particular situation in which it is uttered (Widdowson 1978:67). For example, 'Will you borrow me your book?' may be more acceptable than 'Lend me your book' uttered in an imperious tone. Finally, we should turn a blind eye to some of our pupils' mistakes, so as to encourage the development of fluency.

Target individuals and time When planning lessons or courses, it is essential to be realistic about what students can master within any period of time, whether it is a lesson, a term, or even a period of years. For example, many practising teachers with

whom I have discussed the question of how much to teach complain that inspectors and other school administrators assess teachers' efficiency according to how much material they have covered, rather than according to how effectively it has been learned. This may well be the simplest way of finding out whether a teacher has been working or not, but it is not a valid means of evaluating the teacher. There are many other more effective methods of doing this, and one of the most important is to find out what the teacher intended the students to achieve, and what degree of success he or she had with these objectives.

Given the varying standards achieved by ESL/EFL students, it is imperative that we investigate how much students can learn within a given period of time. Obviously learners have different learning abilities, and, as the novice teacher gains in experience and wisdom, he or she will come to realize what students are capable of mastering within a given period of time, and to appreciate that what is a realistic objective for one group of students may be unrealistic for another.

Summary Statements of learning objectives written from the point of view of learners do not replace the more conventional statements describing teachers' activities; indeed, they are intended to be an essential complement. Statements of learning objectives are useful in organizing the activities both of teachers and of students. Moreover, they help the teacher to evaluate the effectiveness of teaching. For learning statements to be useful, they must be precise about (a) the object of the lesson, (b) what the pupils must do in order for us to know that they have achieved the objectives, (c) the conditions or the situations in which they will perform, (d) the level of proficiency they must attain, and (e) the time in which the objectives will be achieved. Of course, not all of these components are equally important, and in many cases we can settle for the first three or four only. □

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Notes

- 1 These two terms are used quite loosely in educational writings. However, 'aims' usually refer to long-term, general indications of intent, while 'objectives' are used to refer to short-term, specific indications of intent.
- 2 The aims of a course can be determined either by taking advice from some recognized authority such as a ministry of education, or by doing a needs analysis.

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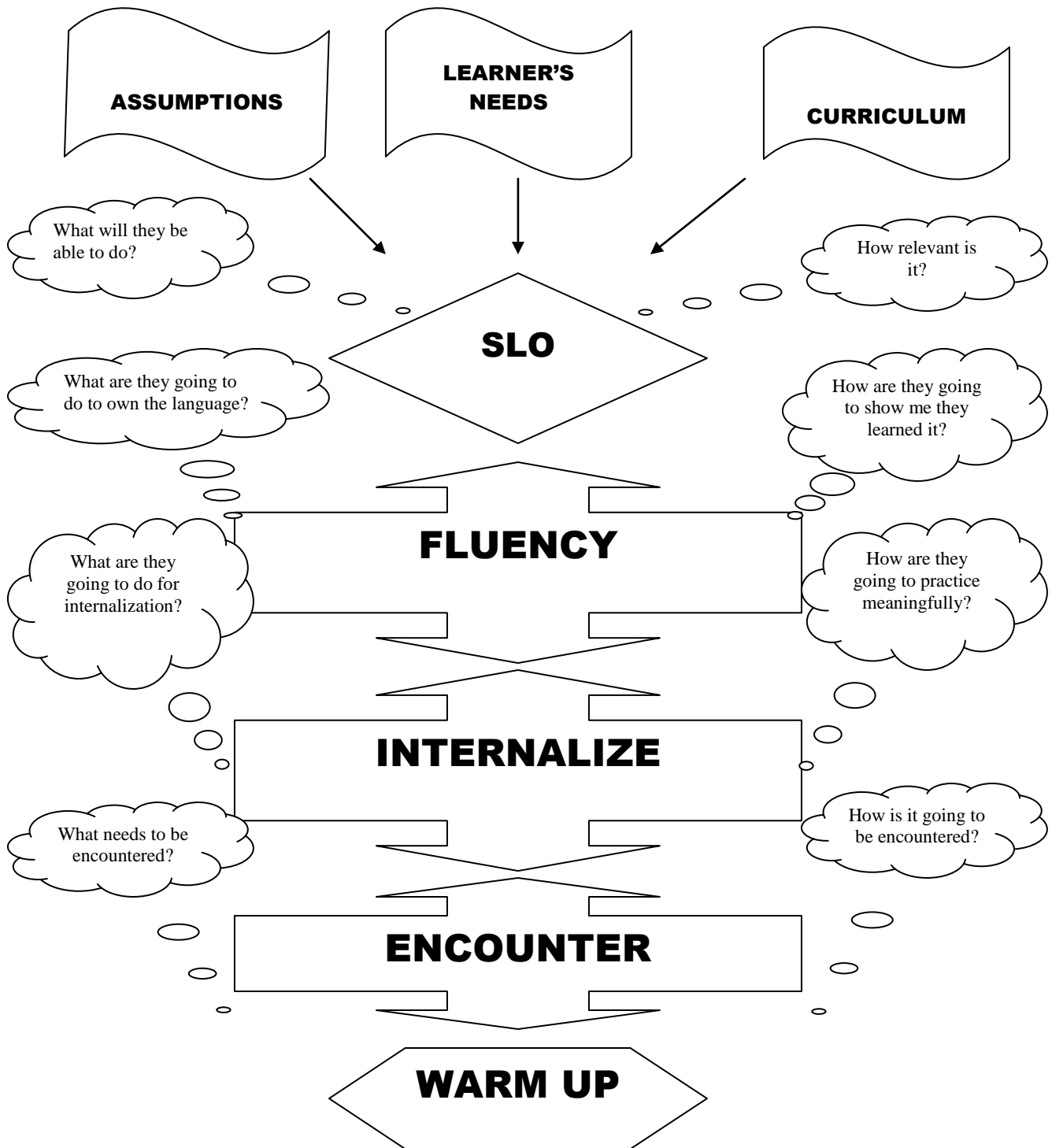
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Lesson Planning Process



Final Questions to ask:

1. How does each part support the SLO?
2. Have I broken it down into digestible parts?
3. Have I provided them with relevant, challenging activities?
4. How am I keeping the learners in the spotlight?

How to Develop a Lesson Plan

Overview: To begin, ask yourself three basic questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they've arrived?

Then begin to think about each of the following categories that form the organization of the plan. While planning, use the questions below to guide you during each stage.

Goals

1. What is the purpose, aim, or rationale for the lesson?
2. What do you want or expect students to be able to do by the end of the lesson?
3. How does the lesson tie in with the course framework?

Prerequisites

1. What must students be able to do before this lesson?
2. How will you make connections to what students already know (i.e. their background knowledge)?

Materials

1. What materials will be needed?
2. How familiar are you with the content?
3. How will the materials be used?
4. How much preparation time is required?
5. How will you instruct students to use these materials?

Lesson Procedure – Introduction

1. How will you introduce the ideas and objectives of this lesson?
2. How will you get students' attention and motivate them in order to hold their attention?
3. How can you tie lesson goals with student interests and past classroom activities?
4. What will be expected of students?

Lesson Procedure – Main Activity

1. What is the focus of the lesson?
2. What does the teacher do to facilitate learning, manage the various activities, and sustain interest?
3. How can this material be presented to ensure each student will benefit from the learning experience?

Closure/Conclusion

1. What will you use to draw the ideas together for students at the end?
2. How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

Follow-up Lessons/Activities

1. What activities might you suggest for enrichment and remediation?
2. What lessons might follow as a result of this lesson?

Assessment/Evaluation

1. How will you evaluate the goals that were identified?

How will students demonstrate that they have learned and understood the goals of the lesson?

Reflective Teaching Questions about Lessons

Overall

- 1) Was the lesson effective? Why or why not?
- 2) Did I achieve the goals and objectives I had for the lesson? Why or why not?
- 3) Were my students' needs addressed successfully? Why or why not?
- 4) Was there anything that the students didn't respond to well? Why?
- 5) What helped my students' learning?
- 6) What hindered my students' learning?
- 7) What were my strengths as a teacher today?
- 8) What were my weaknesses as a teacher today?
- 9) What are 3-5 things I could improve?
- 10) How do I plan to reach my improvement goals?

Specifics

- 1) Were there clear goals and objectives for the lesson?
- 2) Did I plan and prepare well for the lesson?
- 3) Was the lesson well organized and logically sequenced?
- 4) Were the goals and objectives of the lesson clear to the students?
- 5) Were my instructions brief and clear?
- 6) Was the contented encountered/presented effectively?
- 7) Were all my teaching materials appropriate and used effectively?
- 8) Did I provide students with time to practice?
- 9) Did students use different language skills?
- 10) Was I able to stimulate and sustain student interest and motivation for the duration of the lesson?
- 11) Did I praise, encourage and motivate my students as much as possible?
- 12) Were the students able to make connections between what I was teaching and their own lives?
- 13)
- 14) Was the challenge level suitable for my students?
- 15) Did the activities go as planned?
- 16) Were the activities meaningful and appropriate to achieve my goals and objectives?
- 17) Were the activities appropriate for different learning styles?
- 18) Did the students have enough time/opportunities to participate in the learning activities?
- 19) Was the material/content too much, too little, or just right for the lesson?
- 20) Was the seating arrangement appropriate for each activity?
- 21) Did I help my students become more aware of the second language culture?
- 22) What events during the class made me deviate from my plans?
- 23) Was I able to guide students/explain any difficult concepts to my students clearly?
- 24) Were student errors monitored and corrected effectively?
- 25) Did I respond well to student problems?
- 26) Did I pay attention to all my students as equally as possible?
- 27) Did I speak in the target language (English) as much as possible?
- 28) Was teacher talk minimized and student talk maximized?
- 29) Did I use gestures, body language, and/or humor to enliven the class?
- 30) Did the students speak in the target language (English) with each other?
- 31) Did students get sufficient practice using the target skills?
- 32) Did all students participate actively – even the reluctant ones?
- 33) Did I organize class time effectively (i.e. Did I have good time management skills)?
- 34) Was I able to recycle language which I had previously taught?
- 35) Were the students' performance assessed properly?
- 36) Did I do anything to leave the students with a feeling of achievement?

Section 3

Sample Lesson Plans

LISTENING SAMPLE LESSON 1- PARK LESSON

Name _____

Date _____

Action Points: 1. Use VAKT (Visual, Auditory, Kinesthetic, Tactile)
2. Increase STT (student talk time)

1. What are you teaching?

Key words: **pigeon, paper bag, entrance, statue, hoop**

Language point needed for Ss to demonstrate SLO: Present Continuous

Language skills: Listening

Culture: N/A

2. What are your student learning objectives for the lesson?

3. When/how in the lesson will I check students' progress toward the above student learning objective?

When Ss point to and circle the appropriate park-related items while listening to the text; when they identify where misinformation is given about the original story by raising their hands; when Ss describe the park picture to their partners using the new vocabulary and present continuous, and then when they are able to describe a different park picture and their own park picture using the key vocabulary and present continuous.

Preliminary considerations:

a. What do your students already know in relation to today's lesson?

Ss already know some park-related vocabulary, basic sentence formation, and the present continuous tense.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Understanding the Qs that I ask and want them to ask each other and pronunciation of some new vocabulary words such as "pigeon" and "statue".








c. How will you avoid and/or address these problem areas in your lesson?

Write Qs on the board.

Have choral repetition of words.

Time	framework <u>P D P</u>	Procedure/Steps	Interaction (S-T, T-S)	Activity Purpose
5		1. Introduce the topic "park". T shows Ss a picture of a park and writes the word "park" on the board. T asks Ss, "What can you do in a park?" Ss share in pairs. T. elicits from group.	T-Ss T-Ss S-S Ss-T	1. To activate schema and students' prior knowledge in order to prepare them for the new information
5		2. Show picture of a park and elicit park objects they know using the language: T. "What's this?" Ss: "A bench." T writes the words on the board.	T-Ss Ss-T	2. To elicit Ss' prior knowledge Ss are treated as knowers Ss learn from one another
3		3. For park objects that Ss do not know, T elicits from other Ss or gives new vocabulary words: pigeon, paper bag, entrance, statue, hoop	T-Ss Ss-T	3. To ensure that Ss have the necessary vocabulary to succeed at the listening task.
3		4. Listening Task #1: Ss circle all the items they hear as T reads the text. Ss check with partner using the language S1: "What did you circle?" S2: "I circled <u>statue, bag, and pigeon</u> . How about you?"	S S-S	4. Ss are given a general listening task that is safe and manageable. Use of VAT
5		5. Listening Task #2: Ss listen to false text read by T. Ss raise their hands and say "Stop." when they hear false information. T. elicits correct information.	Ss-T	5. Ss are given a more specific task. Ss check answers to make safe environment. Use of VAKT
3		6. Listening & Reading Task #3: Cloze sheet: T puts up a poster of words that go in the blanks. Ss work in pairs to fill in the blanks. Ss listen and check in pairs afterwards.	S-S	6. Integrating reading and listening skills. On-going assessment of key vocab.
5		7. Ss review the form of the present continuous and then describe the park story to a partner using the new vocabulary. S: "Two women are sitting on a bench; one man is holding a paper bag, etc."	T-S S-S	7. Ss build on language they already learned in previous lessons; SLO can be observed.
8		8. Listening & Speaking Task #4: Ss listen to original text and look at new picture. T asks Ss to check the differences. Ss compare differences. Ss ask each other: "What did you circle that was different?" "I circled ____; what about you?" T elicits.	S-S	8. Ss use vocab. & grammar in new context. Supports post activity
13 50 min.		9. Working in pairs, students draw a picture of their favorite park and describe it to their partners.	S-S	9. Adds a creative element and personalization; Ss use and expand on what was learned.

PowerPoint

<p>Listening Lesson – “THE PARK”</p> <ul style="list-style-type: none">• <i>Beginner Level Ss → Elementary to Middle School</i>• <i>What do Ss already know?</i>• <i>Ss already know some park-related vocabulary, basic sentence formation and present continuous tense.</i>	<p>A park</p> 	<p>A: What can you do in a park? B: I can <u>walk</u> in a park.</p>
<p>A: What can you do in a park? B: I can ____ in a park. What can you do in a park? A: I can ____ in a park. What can...?</p>	<p>What do you see?</p> 	<p>A pigeon</p> 
<p>Pigeons in a park</p> 	<p>Which one is a pigeon?</p> <p>1</p>  <p>2</p> 	<p>Statue of Liberty</p> 

1



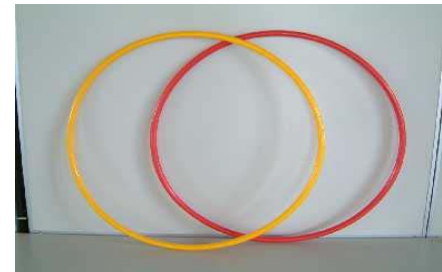
2



A hoop and a stick



Hoops or Sticks?



A hoop or a stick?



A paper bag



Yes or No?



Yes or No?



1



2



Entrance



An entrance?



EXIT



Circle what you hear



A: What did you circle?

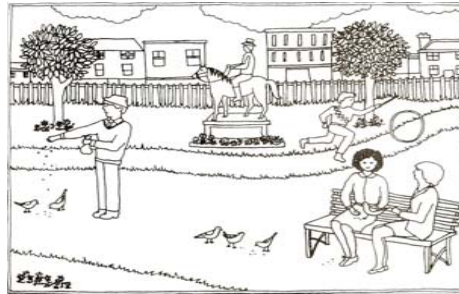
B: I circled _____. What about you?

A: I circled.....



B:

Listen for What's Wrong



Word List

- Hoop
- Horse
- Two
- Park
- Sitting
- Pigeon
- Man
- Looking
- Nearby
- Paper
- Pigeons
- Bird
- Eating
- Playing

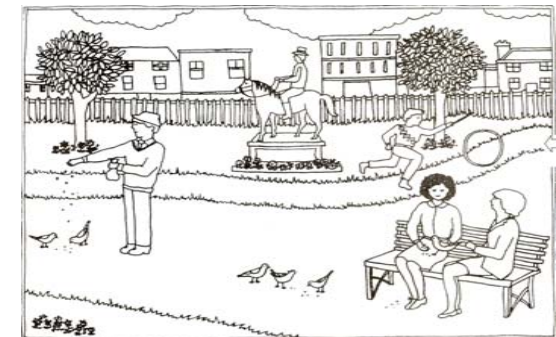
Answers

- Park
- Sitting
- Pigeon
- Looking
- Nearby
- Paper
- Pigeons
- Bird
- Eating
- Playing
- Hoop
- Man
- Horse
- Two

Review

I
You
He
She
It
We
They

Describe What You See





A: What did you circle?

B: I circled _____. What about you?

A: I circled.....



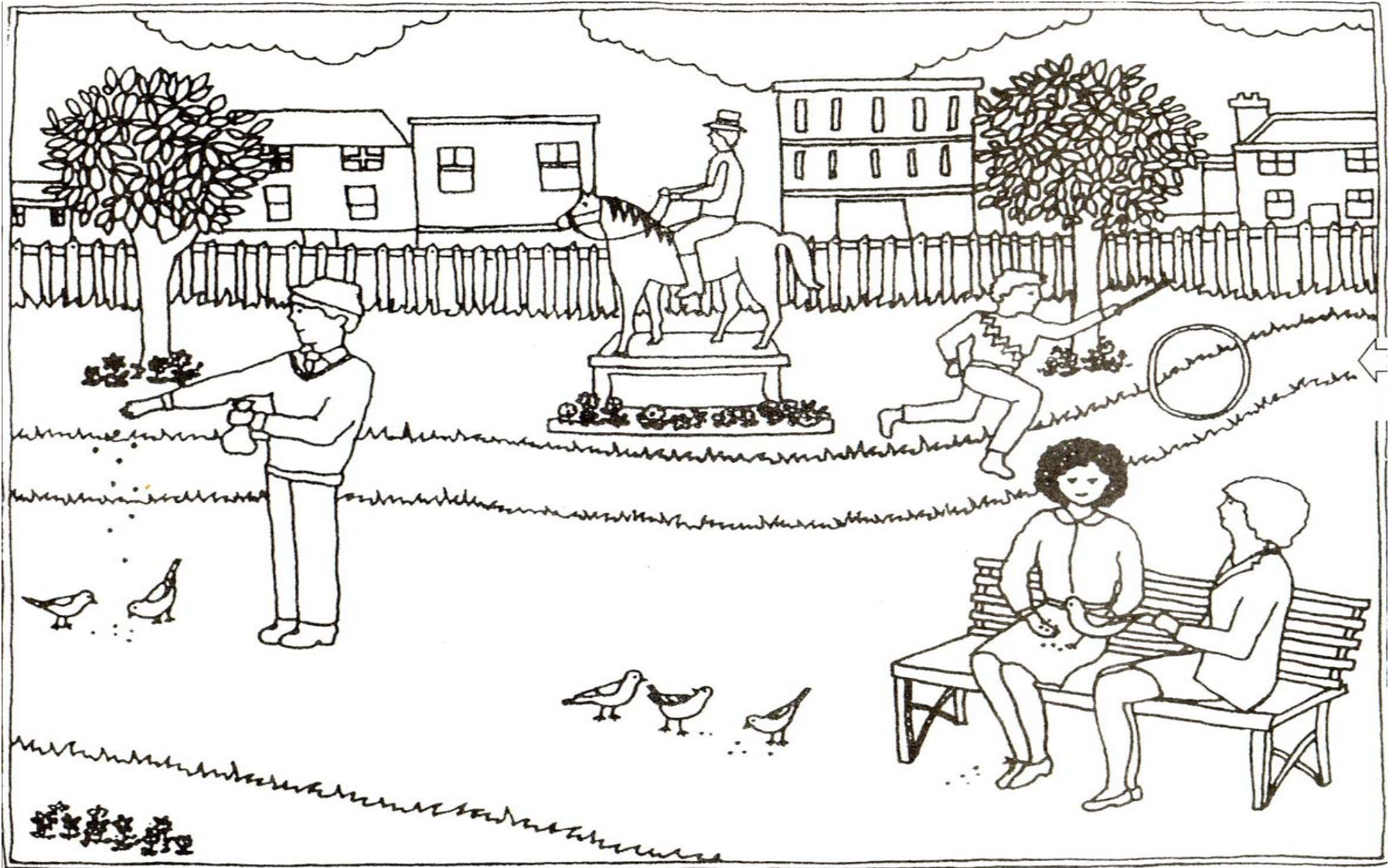
B:

Draw Your Favorite Park

- Do you have a favorite park?
- I do:



Tell Your partner about your park



Park Sample Lesson – False Reading

You can see the picture of a **zoo** in this town. You can see that it's in a town because there are some houses behind the park. Two women are **standing** on a bench; one of them has black hair, and she's giving some food to the **dog**-the other woman is just **yelling** at it.

Three more pigeons are on the ground **far away**. Then there's a man with a **plastic** bag in one hand; I think he's got **dog** food in it because he's throwing food to the **ducks** and they're **drinking** it. On the path there's a boy **dancing** with a **girl** and running towards the entrance of the park. Behind the path you can see the statue of a **horse** sitting on **a man** with a tall hat and there are some flowers growing around.

There are **three** trees in the picture, one on either side of the statue.

Park Sample Lesson – Cloze Activity

You can see the picture of a _____ in this town. You can see that it's in a town because there are some houses behind the park. Two women are _____ on a bench; one of them has black hair, and she's giving some food to the _____-the other woman is just _____ at it. Three more pigeons are on the ground _____. Then there's a man with a _____ bag in one hand; I think he's got _____ food in it because he's throwing food to the _____ and they're _____ it. On the path there's a boy _____ with a _____ and running towards the entrance of the park. Behind the path you can see the statue of a _____ with a tall hat sitting on a _____ and there are some flowers growing around. There are _____ trees in the picture, one on either side of the statue.



Sample Park Lesson – Listening Text

You can see the picture of a **park** in this town. You can see that it's in a town because there are some houses behind the park. Two women are **sitting** on a bench; one of them has black hair, and she's giving some food to the **pigeon**-the other woman is just **looking** at it. Three more pigeons are on the ground **nearby**. Then there's a man with a **paper** bag in one hand; I think he's got **bird** food in it because he's throwing food to the **pigeons** and they're **eating** it. On the path there's a boy **playing** with a **hoop** and running towards the entrance of the park. Behind the path you can see the statue of a **man** with a tall hat sitting on a **horse** and there are some flowers growing around. There are **two** trees in the picture, one on either side of the statue.

Draw your favorite park.

GRAMMAR LESSON #2—PRESENT PERFECT

Time: 60 minutes

Level: intermediate

Age: High School and Adult

Action points from previous practice teaching: (from your trainers)

1. Elicit from students
2. Modeling the different activities twice-> teacher-student, student-student

1. What are you teaching? (*You don't need to teach all in one lesson*)

Linguistic items-past tense vs. present perfect

Language skills- **speaking** & **grammar** (some listening, writing, reading)

2. What do you want the Ss to be able to do with the new material that they couldn't do before the lesson? (Learning objective) By the end of the lesson, SWBAT:

Use present perfect and simple past to ask questions and make statements about their past experiences e.g. (**A: Have you ever _____ ? B: Yes, I have. // No, I haven't A: What/When/Who did you _____? B: I _____**) by doing a class interview activity where they compare experiences

FORM: subject + have + past participle, commonly contracted

MEANING: past is for specific time and present perfect is for unspecified time

USE: Pres perf is frequently used with ever in Qs and never in answers and past is used with specific times

3. How will I know when and if the Ss have learned the material (have achieved the learning objective)? Ss will write the rules for the differences between the present perfect and past and then use the correct form in a game of "Talkopoly" and then in the survey

Preliminary considerations:

a. What do your students already know in relation to today's lesson?

The vocabulary used in the activities and the forms of both verb tenses

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Coming up with the rule instead of being given the rule & when to use the two different verb tenses in the different situations

c. How will you avoid and/or address these problem areas in your lesson?

giving lots of opportunities to discover the rules through inductive-based activities/examples, working in pairs so Ss can learn from each other and writing the rule on the board once they create it and encouraging Ss to rephrase/write

Steps	Stages <u>EIF</u>	Time: guess here	Procedure/Steps --these need to be written in the perspective of what the students do	Focus S-S, T-S, etc.	Activity Purpose <u>FMU</u>
1.		3	*Greet Ss and establish context of use by showing some pictures, such as a beach, Paris, Harry Potter and a poster from a recent movie. *Ask Ss: Have you ever....? If Ss answer yes, as Qs like: What did you do there? Who did you go with?		1. Activate Schema, 2. Establish context of use, 3. Check <u>meaning</u> of target forms, 4. Build rapport, 5. Generate interest 6. Listening before speaking
2.		5	*Warm-up competition: Card Attack; each team gets a pile of verbs in base form and they need to write the simple past and past participle on the chart.		1. Initial assessment 2. Checking to see if Ss are ready to acquire the TL being taught 3. Competition for motivation 4. Learning styles T&K 5. Form check .6 Group work puts Ss at ease 7. Opportunities for peer learning and teaching
3.		3	*Human sentences: Pass out cards to individuals and have them make a line at the front of class. *Ask their classmates to help them get into the correct order		1. Learning styles VKT 2. Models upcoming task 3. Form check 4. Safe and comfortable environment to put Ss at ease 5. <u>permits silent period</u>
4.		8	*Scrambled sentences (each group gets a bag of scrambled sentences): *Ss figure out and write rule for statements “subject + have/has + (never) + past participle” *Ss figure out and write rule for question (stations) ”have/has + subject + (ever)+ past participle”		1. Guided discover activity 2. Materials facilitate learner investment and discovery 3. Opportunities for peer learning 4. Learners’ attn is drawn to significant features of TL 5. <u>Permits silent period</u>
5.		5	*Ss write three statements and three questions using the rules they have discovered. *T models: <i>I have been to Thailand. Have you ever been to Thailand?</i> *Ss check their work in pairs, then play pass the monkey.		1. Controlled practice activity 2. Ss affective attitudes are accounted for by allowing Ss to choose who will participate in the task 3. Learning styles accommodated: VKT
6		6	* Ss do the Find Someone Who activity forming Qs and As following rule to show ability to use Present Perfect. *S create their own statement and question and answer—		1. Less controlled practice 2. Personalization of the TL 3. Learning styles: K 4. Practice will help Ss

			demonstrate understanding of rules		develop confidence 5. Communicative purpose
7.		5	<p>*Ss do handout where they compare past and present perfect—Ss are asked what words go along with past (time markers).</p> <p>*Ss make and write a rule about the difference in meaning & use between the two tenses</p> <p>*Ss share with a partner on why they chose that tense</p>		<p>1. Guided discover activity 2. Materials facilitate learner investment and discovery 3. Opportunities for peer learning 4. Learners' attn is drawn to significant features of TL 5. Permits silent period</p>
8.		8	Ss play "Talkopoly" in which they use both rules with some support language/and rule posted on WB		<p>1. Controlled practice activity 2. Ss affective attitudes are accounted for with a variety of materials and activities 3. Learning styles accommodated: VKT</p>
9.		12	<p>*Remove TL support (have Ss turn over worksheets, etc.)</p> <p>*Put Ss into two groups (A and B)</p> <p>*Ss write on a slip of paper a country they have been to.</p> <p>*T mixes together group A countries in one hat and group B countries in another hat</p> <p>*Group B draws slips of papers of group A</p> <p>*T tells Group B they are travel reporters trying to research a country. They are to find the person who has been to this country and ask him/her some questions to find out what their "source" did in that country.</p> <p>** This must be done in two groups: B reporters & A country experts // A: reporters & B: Country experts</p> <p>**T should explain that they should say "yes" only if they wrote that country/place name on the slip of paper.</p>		<p>1. Communicative purpose 2. Opportunity for outcome feedback 3. Success = confidence</p>
		55 min			



Card Attack



- Get into three groups
- Each group will get a set of cards
- You will only have 5 minutes
- Write as many words as you can
 - EX: hop – hopped – hopped
- You'll get 1 point for correct word, and bonuses for level each level.
- Be careful – Mistakes will cost you a ship

Additional Materials

- Laminated Human Sentence Cards- one statement and one question

Card Attack

Directions: Take turns flipping over a card and filling out the chart. The more boxes on the chart you complete, the more points you will earn. The team with the most points wins.

			+5
			+10
			+15
			+20



COME	WALK	GO
BE	HAVE	DO
DRINK	EAT	READ
WRITE	TEACH	PLAY
SING	RIDE	DRIVE
MAKE	DANCE	LEARN
JUMP	STUDY	SEE

WATCH	LIVE	RUN
TAKE	BUILD	PUT
HIT	SPEAK	KNOW
WIN	PAY	CATCH
STEAL	THROW	FLY

have you ever visited

Australia ?

has he ever played ice
hockey ?

have they ever gone fishing ?

have you ever eaten kimchi ?

has she ever been to
Canada ?

I have been to Thailand .

She has eaten kimchi many

times .

They have lived in

Australia .

He has studied English for

five years .

I have been in Korea for

three months .

Guiding Questions

1) In each sentence, which words are underlined?

2) What patterns do you see with the underlined words?

_____ + _____

3) Write a sentence using **they + have + eat lunch** using this pattern:

4) Can you make a rule for how to form a statement in this verb tense? What is it?

5) Look at the questions. How are they formed?

6) Can you make a rule for how to form a question using this verb tense? What is it?

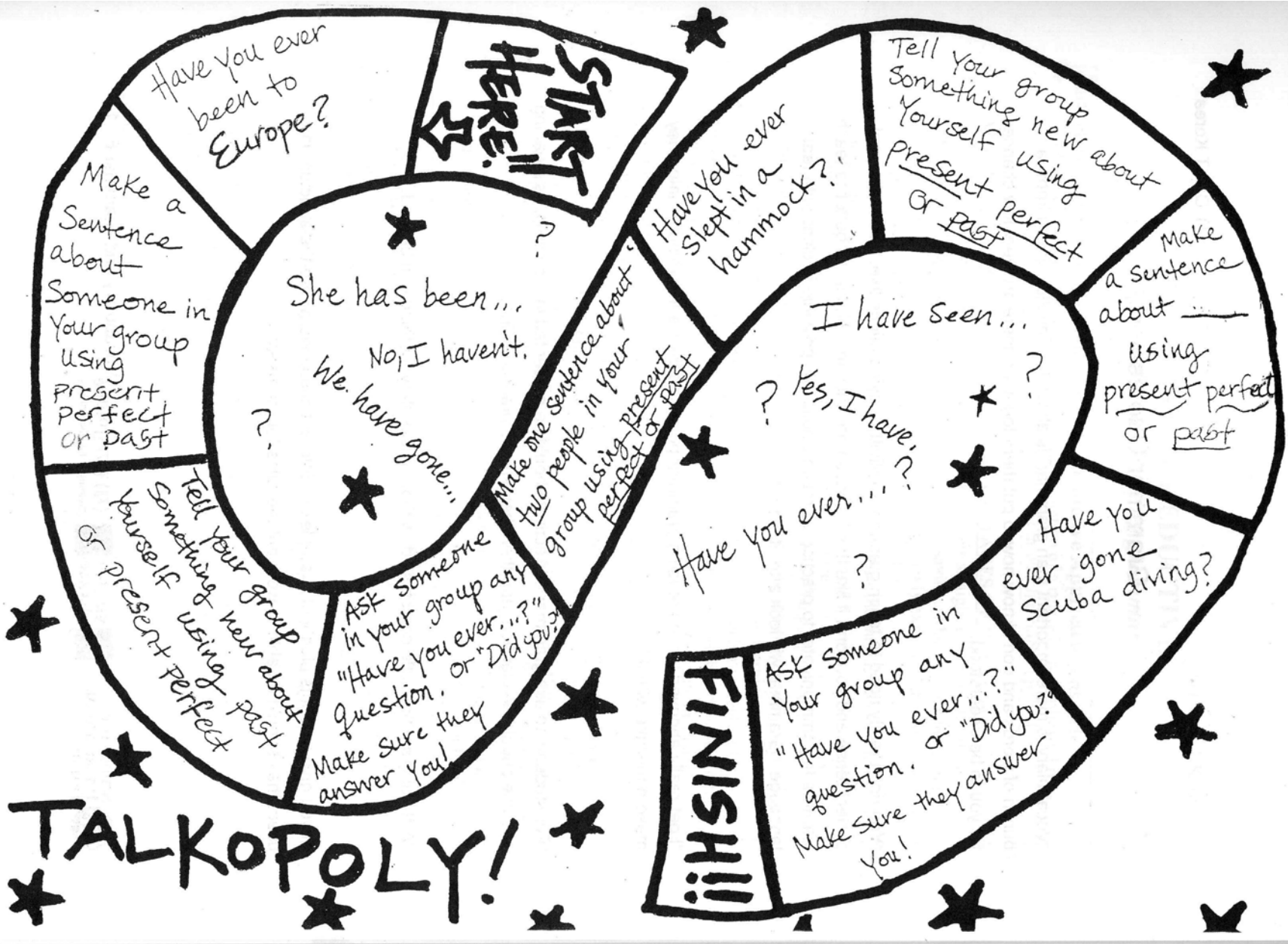
7) Do you know the name of this verb tense?

PRESENT PERFECT OR SIMPLE PAST

Present Perfect	Simple Past
Have you ever eaten sushi?	Did you eat sushi last week ?
Carol and Jo have seen “Lord of the Rings.”	Carol and Jo saw “Lord of the Rings” last year .
Has Larry ever been to Canada?	Did Larry go to Canada in 1984 ?
David has been to the Double Decker Pub.	David went to the Double Decker Pub last night .
Kelly and I have lived in Australia.	Kelly and I lived in Australia in 1997 .
I have studied Spanish.	I studied Spanish nine years ago .

Guiding Questions:

- 1) When do the present perfect sentences happen? (past, present, future)
- 2) When do the past tense sentences happen? (past, present, future)
- 3) In the simple past tense sentences, what types of words are in **bold**?
- 4) Can we make a rule about when we use **present perfect tense** and when we use **simple past tense**?



Sample Lesson #3: Strictest Parents

Name: _____

Date: _____

Teaching time: 50-60 min

Age & Level of students: middle school students intermediate

1. What are you teaching?

- **Key Vocabulary** *strict, easy-going, look after, control, organize, punish, allow*
- **Language points** Simple past tense especially questions with Did...
Describing past actions especially duties, obligations, permissible and impermissible actions
- **Language skills** – Speaking
- **Cultural Aspects** – N/A

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors*, which you will be able to see in class.)

By the end of the lesson, SWBAT:

Complete the task: “Who had the strictest parents?” using questions from a questionnaire by ranking their group members from the strictest to the least strict.

3. When/How in the lesson will I check students’ progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? Ss will have an opportunity to read the questionnaire and prepare a summary of their experiences before they begin discussing with their classmate how strict their parent were

Preliminary considerations:

a. What do your students already know in relation to today’s lesson?

Ss have learned comparative and superlative forms. Ss have also learned the simple past tense.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Using the language that they know to carry on an extended conversation about how strict their parents are

c. How will you avoid and/or address these problem areas in your lesson?

Ss will be given a model before they start the task. Ss will have more than one chance to describe how strict their parents were to their peers and will multiple opportunities to hear their peers describe how strict their parents were, so repetition and peer learning will be used to help the Ss become more fluent and competent.

Steps	Stages	Time		Interaction	Activity Purpose
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		(min): Guess here	Procedure/Steps --these need to be written in the perspective of what the students do	T-Ss S-S	
1		10	<ul style="list-style-type: none"> • Optional: Show picture of some families, and ask Ss: “<i>What do you see?</i>” Elicit the words “family, children and parents.” • Write the questions: “<i>What are/were your parents like?</i>” on the board. • Model the opening discussion by answering the question: “<i>My parents were pretty easy-going unless I was bad. If I was bad, then they were very strict. My father was very creative with some of the ways he punished me.</i>” • CCQ your model: <i>When were my parents strict? Who punished me?</i> • Ask Ss in groups of three/four to take turns describing their parents. • Elicit some answers from the groups such as <i>perfectionist, generous, hard-working, etc...</i> and write them on the board. Then introduce the topic of today’s lesson: “<i>Whose parents were the strictest?</i>” 	T-S T T-S	<ul style="list-style-type: none"> • Activate Schema and Intro the topic • Model the language I want Ss to use • Check that Ss understand the model • Validate Ss participation by writing words that describe their parents on the board
2		5	<ul style="list-style-type: none"> • Put the following vocab on the board: <i>strict, easy-going, look after, control, organize, punish, allow</i> • Ask Ss to discuss what the words mean (Ss can do this in the L1 or the L2, but decide which is most appropriate for your Ss) • After Ss have had an opportunity to discuss the words ask the following CCQs: “If your parents are strict do they let you do what you want, or do you do what they say?” “Does look after mean take care of or find?” “Does easy-going mean stressed out or relaxed?” Does allow mean you can do something or that you can’t?” My daughter’s room is very messy. My son’s room is very clean. Which room is organized son’s or daughter’s? Which is a better punishment, giving candy or making the student write sentences on the board? Which person is controlling the car the driver or the passenger?” • Pass out the cloze exercise and let the Ss fill in the blanks. Ss do alone first and Ss should use the words in the word bank. CCQ: 	T-S Ss-Ss T-S S	<ul style="list-style-type: none"> • Prepare Ss for the lesson by giving Ss keywords • Allow Ss time to discover the meaning and to teach and learn from each other • Check Ss understanding of the new words by using CCQs and give lower level Ss another opportunity to learn/guess the meaning • Use Cloze activity to assess Ss understanding and to clarify similar words (control/organize)

		<p><u>everyday?</u></p> <p>Leave the example sentences on the board and set up the game: Ss will flip a coin and move their marker. Each square on the board has a question topic, before Ss ask their Q they need to pick a time card: past, now, future, daily and ask one of their group members the question based on the time card.</p> <p>Option 2 – Additional Vocabulary Work</p> <p>Tell Ss to turn over the questionnaire and pass out Cloze Test 2</p>		
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Cloze Test 1

Directions: Use the words in the word bank and fill in the blanks.

<i>strict</i>	<i>easy-going</i>	<i>look after</i>	<i>control</i>	<i>organize</i>	<i>punish</i>	<i>allow</i>
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Some parents are _____. They raise their children in a relaxed and flexible manner. Other parents, however, are _____.

They have strong beliefs about what a child should and shouldn't do and they follow their beliefs exactly. My parents were pretty easy-going, because they _____ me to do what I wanted. They didn't try to _____ my schedule or to _____

my life, because they would let me make my own decisions. For example, I had an opportunity to learn how to play an instrument, but I decided not to and my parents were OK with that. I was also the youngest so I never had to _____ my brothers and sisters, but my brothers and sisters had to look after me. Although my parents were easy-going, they did _____ me when I did something wrong. In fact, my father was very creative in coming up with ways to punish me.

Questionnaire

Keywords: *strict, easy-going, look after, control, organize, punish, allow*

When you were a child:

- a) *Do you think your parents were strict or easy-going?*
- b) *Did they allow you to stay out late at night?*
- c) *When did your parents make you go to bed?*
- d) *Did you have to look after your brothers and sisters?*
- e) *When you went out did you always have to tell them where you were going?*

- f) *Did you always have to do your homework before dinner?*
- g) *Did your parents make you help about the house?*
- h) *What jobs did they make you do?*
- i) *Did your parents give you lots of free time or did they control and organize your life?*
- j) *When you did something wrong, who punished you and how did they punish you?*

Language Focus

Option 1: Vocabulary

Cloze Test 2

When you were a child:

- a) *Do you think your parents were _____ or _____?*
- b) *Did they _____ _____ _____ stay out late at night?*
- c) *When did your parents _____ _____ go to bed?*
- d) *Did you _____ _____ _____ your brothers and sisters?*
- e) *When you went out did _____ _____ _____ tell them where you were going?*
- f) *Did _____ _____ _____ do your homework before dinner?*
- g) *Did your parents _____ _____ _____ about the house?*
- h) *What jobs did they _____ _____ do?*
- i) *Did your parents give you lots of free time or did they _____ and _____ your life?*
- j) *When you did something wrong, who _____ you and how did they _____ you?*

Controlled Practice of Vocabulary:

Complete these to make true sentences:

1 When I was a child my parents **made me**

2 They **let me**

3 I was **forced to**

4 I was **allowed to**

5 I was **supposed to**

6 I **had to**...

Option 2: Grammar (Q&A's with "did" and regular and irregular verbs)

Matching Card Game

GO	WENT	COME	CAME	HAVE	HAD
DO	DID	IS	WAS	AM	WAS
ARE	WERE	LOOK AFTER	LOOKED AFTER	PUNISH	PUNISHED
ALLOW	ALLOWED	MAKE	MADE	TELL	TOLD
EAT	ATE	ASK	ASKED		

More verbs could be added, but 30 is enough for a quick matching game.

Controlled practice: Q&A

Did you eat lunch?

Did you do your homework?

Did you go to the library yesterday?

When did you come to school today?

Did you have to do any chores this morning?

More Qs could be added or Ss could think of their own

Option 3: Grammar (Building Fluency)

Go over the four kinds of Qs that you want your Ss to be able to ask and when they would ask them:

- Are you doing your homework?
- Do you do your homework every day?
- Did you do your homework?
- Will you do your homework?

Make a game board

On the game board there will be topics

- homework
- ride a bike
- read a book
- listen to music

Make Time cards (Now, Daily, Past, Future)

Each Ss will have a marker

Ss will use a coin to move on the game board (heads 1 tails 2)

Ss will pick a time card and ask another Ss an question

- Are you doing your homework?
- Do you do your homework every day?
- Did you do your homework?
- Will you do your homework?

Ss take turns moving across the board, first one to reach the finish wins

You could also do the Question Poker Game with these Qs assign one time to each suit.

Sample Lesson 4: Do We Understand Each Other

Name: _____

Date: _____

Teaching time: 90 min _____

Age & Level of students: High School or older low intermediate to intermediate

2. What are you teaching?

- **Key Vocabulary** – tension, responsibility, figure out, collaboration, aggressive, colleague, resolve
- **Language skills** – Reading and speaking (Integrated Skills Lesson)
- **Cultural Aspects** – How culture affects expectations and behavior

2. What are your Student Learning Objectives for the lesson? (These should be specific and describe *observable student behaviors*, which you will be able to see in class.)

By the end of the lesson, SWBAT:

Demonstrate an understanding of the letters written by Sakiko and Edmundo by inferring the cultural expectations that each person might make. Describe a plan of action for Sakiko and Edmundo so that they can resolve their conflict by working in groups and analyzing the problem

3. When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material? This will be a jigsaw reading activity, so Ss will read and fill in a chart about their individual and then they will share information with a partner. Then in pairs Ss will work on the inference activity.

Preliminary considerations:

a. What do your students already know in relation to today's lesson?

All students will have experienced cultural conflict through the chronic game. Some students may have experienced cultural conflict in real life.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

They struggle to make the appropriate inferences about cultural expectations.

c. How will you avoid and/or address these problem areas in your lesson?

I will use collaborative learning so that Ss can talk about and discuss the answers in pairs or small groups.

Steps	Stages	Time (min): Guess here	Procedure/Steps --these need to be written in the perspective of what the students do	Interaction T-Ss S-S	Activity Purpose
1		10	<ul style="list-style-type: none"> Put the following Q/Qs on the WB: <i>What is cultural conflict? Have you every experienced cultural conflict? If so, what happened? Why was there a problem?</i> Ss discuss in small groups Elicit Ss definition of cultural conflict and their experiences and make a list on the WB 	Ss-Ss T-S	<ul style="list-style-type: none"> To activate Schema and make the topic relevant To intro the topic To build interest To get Ss involved and talking from the start of the lesson
2		10	<ul style="list-style-type: none"> Put the following vocab on the WB: <i>tension, responsibility, figure out, collaboration, aggressive, colleague, resolve</i> Ss discuss words in small groups or pairs (with lower level Ss T can have Ss discuss words in the L1) Pass out cloze sheet ask Ss to do in pairs Have Ss check answers in larger groups Ss listen to cloze and check answers (Ss should circle the words they got wrong) Go over words that Ss had trouble with and ask CCQS to clarify the meaning such as: <i>If you figure it out, do you understand it? Are problems or solutions resolved?</i> 	Ss-Ss S-T/T-S	<ul style="list-style-type: none"> To introduce and check Ss knowledge of the key vocab To promote peer learning and teaching To assess Ss understanding of the new vocab To prepare Ss for a successful reading
3		25	<ul style="list-style-type: none"> Tell Ss that they will be doing a jigsaw reading; i.e., half will have A and the other half will have B (Two possible grouping strategies for this activity 1. make two groups and pass the A reading to one and the B reading to the other or 2. Put Ss in pair with one being A the other B → Use the first strategy if you think Ss will have difficulty filling in the chart) Pass out the reading passages and preview the first reading task: A readers will fill out information about Edmundo and B readers will fill out information about Sakiko Ss read and fill in chart If first group strategy was used let Ss check their answers with their entire group, if second strategy was used see below. 	T-S S	<ul style="list-style-type: none"> Task before reading, so Ss have reason to read Jigsaw to integrate speaking into a reading lesson Grouping 1: for safety and comfort and promote peer learning and teaching Grouping 2: To raise the challenge level of the task and to assess Ss reading and communication ability more extensively Support language to help Ss stay

		<ul style="list-style-type: none"> •Remake groups: Pair up the A's with the B's •Write the following support language on the WB: A: <i>What does _____ say about _____?</i> B: _____ says _____. •Model task yourself or with an Ss •Remind Ss not to show their papers to their partner and to use the dialog to ask and answer the Qs •CCQ: <i>Do you show your paper to your partner? What language do you use to ask and answer? Point to your partner?</i> •Let Ss exchange info •Go over answers with whole class 	<p>T-S</p> <p>S-S T-S/S-T</p>	<p>in the TL</p> <ul style="list-style-type: none"> •Model task and TL support because showing is better than telling •CCQs to confirm Ss understanding of task
4	15	<ul style="list-style-type: none"> •Pass out the worksheet with the expectation statements •Tell Ss that the answers are not in the text, but they should use what they know about Sakiko and Edmundo to infer who would say/believe each statement •Ask Ss to read each statement and decide if E or S would say/believe it. •Model by doing first one with Ss •Ss can do alone or with their partner, if Ss do alone have Ss compare answers with partner before going over answers with the class 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S/S-T</p>	<ul style="list-style-type: none"> •Comprehensive check of Ss understanding of texts •SLO is achieved •Peer checking for safety and comfort and to promote peer learning and teaching
5	20	<ul style="list-style-type: none"> •Make groups of 3 or 4 (This activity can be done with or without the Ss making Posters, but Poster sessions work best with groups of 4) •Tell Ss that they work for the same company that S and E work for and that a meeting has been called to deal with the situation. •Write the roles for each Ss on the WB and tell the Ss that each Ss has to take a role, and that each role has a task such as run the meeting and make sure each person expresses his/her opinion, take notes, make the poster, and present the groups poster/ideas to the class •CCQ the roles for each group member: <i>What does the editor-in-chief do? What role does the VP have? What is the HR person's role? What will the regional manager do?</i> 	<p>T-S</p> <p>Ss-Ss</p>	<ul style="list-style-type: none"> •Integrate speaking into a reading lesson •Ss use higher order critical thinking skills to solve a real world problem •Building schema through a self-to-world activity •Ss have clear roles in their groups to assure collaboration and participation •Extra Qs are provided for groups who work faster than other groups,

		<ul style="list-style-type: none"> •Ss need to discuss Qs 1-3, but if they have time they can also discuss Qs 4-5. Ss will have about 7 min to discuss, 5 min to summarize or make poster, and 8 minutes to present their ideas to the group •Have Ss pick roles and check that each Ss knows their roles •Monitor group discussions and tell Ss when to begin preparing for the presentation/finish poster •Have Ss present. 	S-T/S-Ss	so that all groups have adequate time to finish the key components Qs 1-3.
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Example of the poster that Ss could use to organize/summarize their discussion

Action Plan
Short Term Solutions:
Long Term Solutions:

Do We Understand Each Other Cloze Exercise

Directions: Use the words on the board or PPT and fill in the blanks.

_____ is all about working together, but we don't work well together, because there is too much _____. I have no problem with most of the people I work with, but this one _____ is a little scary. I find him kind of _____. I sometimes wonder if he might get violent. I think the only way for me to _____ this problem is to quit. I know that quitting is bad, because I'm not taking _____ for the problem. But this guy is impossible to _____. I mean he's crazy.

✂-----

Do We Understand Each Other Cloze Exercise

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_____ is all about working together, but we don't work well together, because there is too much _____. I have no problem with most of the people I work with, but this one _____ is a little scary. I find him kind of _____. I sometimes wonder if he might get violent. I think the only way for me to _____ this problem is to quit. I know that quitting is bad, because I'm not taking _____ for the problem. But this guy is impossible to _____. I mean he's crazy.

Do We Understand Each Other?

Jigsaw A

The following is a letter written by an employee of a British based international public relations firm. He is having trouble working with a colleague. Here is what he had to say:

To the editor-and-chief:

I am writing to tell you of some problems I have been having with the other editor in the office, Sakiko Fujita. We don't work well together. She seems to depend on me for all the ideas and decisions. I seem to carry the responsibility all the time.

To give you an example of our tension, I will describe what happened between us today. This morning we were working on an article. I found that I was doing all the work. She didn't contribute to the discussion. When I finally asked her what she thought of my decisions, she hesitated. Then she only said that she thought my work was interesting and that she would think about it more. I am very frustrated. She doesn't give me her opinions or her ideas. How can I work with someone who doesn't communicate or give feedback? I want to move forward with our work, but I can't with her. How can I get her to take on more responsibility?

I know that part of the problem is communication. She doesn't seem to listen to what I am saying. She rarely looks at me when we speak. And she sits so far away. She is a very reserved person. I can't figure out what is going on inside her head.

I hope you can talk to her and get her to be more involved in our work. As things are now, our collaboration is not at all productive.

Sincerely,

Edmundo Montoya Reyes

Reviewing the Case

Directions: In your letter, underline all the complaints that Edmundo has about Sakiko. Then use that information to fill in the chart on the next page.

	Sakiko says...	Edmundo says...
Eye Contact		<i>She doesn't look at me when we speak.</i>
Physical Distance		
Cooperation		
Giving Opinions		
Listening		

Do We Understand Each Other?

Jigsaw B

The following is a letter written by an employee of a British based international public relations firm. She is having trouble working with a colleague. Here is what she had to say:

Dear Norika,

How are you? I hope everything is well.

I am not doing so well. Work has been very difficult lately. One of my colleagues is very difficult to work with. He seems to only consider himself. He doesn't know how to share work space or work responsibilities.

Part of the problem is that he has difficulty listening carefully to people. When we work together, he rarely asks for my opinion. He just talks all the time! When I try to offer my opinion, he interrupts me. For example, today we had to make some important changes to an article. He told me what he wanted, and when I tried to say it wasn't the best idea, he just didn't want to listen to me.

I feel a bit uncomfortable with him. He sits very close and looks at me all the time. I try to put some distance between us, but he just keeps coming closer. He doesn't give me room to talk or think. I think his behavior is a little aggressive.

I don't know what to do. Maybe I should ask to be transferred to different department or international office. It's just too hard for us to work together. I don't think we can resolve our differences. Tomorrow I will mention my problem to the editor-in-chief. I think she will understand.

Thanks for listening to my troubles.

Sakiko

Reviewing the Case

Directions: In your letter, underline all the complaints that Sakiko had about Edmundo. Then use that information to fill in the chart on the next page.

	Sakiko says...	Edmundo says...
Eye Contact	<i>He looks at me all the time.</i>	
Physical Distance		
Cooperation		
Giving Opinions		
Listening		

Making Inferences

In the situation described in our letters, there are two people from different countries working together. They each have their individual style, personality, and experiences, but they also have *cultural expectations*. They expect other people to behave according to their own cultural ways. For example, Edmundo expects Sakiko to look at him while they speak to each other. In his culture eye contact is an important part of communication because it signals that the listener is paying attention. When Sakiko doesn't look at him frequently, he thinks that she isn't listening to him. He understands her behavior according to his own culture's rules. But Sakiko is acting in accordance with her own cultural rules. In her culture it is common to look away frequently while speaking and listening, because one is expected to show respect by looking away. Since they are co-workers, Sakiko expects Edmundo to look away from time to time. When he doesn't, she feels uncomfortable with him.

Directions: Read the following list of expectations. Decide which are Edmundo's (E) and which are Sakiko's (S). Use the chart you have completed and work together.

- E** 1. When people are working together they usually sit close to each other. Closeness indicates interest and cooperation.
- 2. A man should give a woman some physical distance. Physical distance shows respect for a person's space.
- 3. People should invite each other to say something in a conversation. One should ask questions or remain silent so that the other person has a chance to say something.
- 4. One should begin speaking even if the other person is speaking. If one doesn't interrupt, one will never speak.
- 5. Silence expresses disinterest and boredom.
- 6. People often disagree with each other. It is normal to have different opinions. Some conflict is inevitable even between friends and family.
- 7. People should give their opinions and not wait to be asked. It is the individual's responsibility to say what he or she thinks and feels.
- 8. One should express disagreement carefully. An open disagreement could offend or embarrass someone.
- 9. It is not polite to speak when someone else is speaking.
- 10. People may be silent for a few seconds if they are thinking about something. One should respect the silence and not interrupt it.
- 11. If there is conflict, one should try to resolve it indirectly so that no one is embarrassed.
- 12. It is impossible to resolve a conflict without facing it directly.

Problem Solving: Simulation

Directions: You are part of the management team that is overseeing the project that Edmundo and Sakiko are working on. The management team is made up of the project manager, the editor-in-chief, assistant director of human resources, and the vice president of marketing. (Others may be present as well, for example: the regional director or her assistant). The meeting should be chaired by the vice president of marketing, because it is his/her client's account. The editor-in-chief should be the note taker. The assistant director of human resources will draw the action plan on the poster paper. The action plan will be presented by the project manager to the class.

The meeting has been called to resolve the conflict between Edmundo and Sakiko. The project manager and editor-in-chief both want to keep Sakiko and Edmundo on the project because they are both excellent editors whose styles and experiences balance each other out. The assistant director of human resources wants to resolve this conflict because there aren't any other qualified personnel to meet Sakiko's request for a transfer. The vice president of marketing wants this conflict resolved so that the project remains on schedule and the firm's second biggest client is kept happy.

In your group, discuss a possible solution. Draft an Action Plan that will help the two employees resolve their differences. As you draft your Action Plan on the poster paper, think about the following questions:

1. Why are Sakiko and Edmundo having problems with each other? What specific behaviors are causing conflict and misunderstanding? Are there cultural values and expectations that each need to be aware of? If so, what are they?
2. What small things can they do to work together better on a daily basis? Are there changes they could make in their daily routine or in their modes of communication? What is the short term solution? Why are these solutions the easiest and most effective in the short term?
3. What are the long term solutions? What can the firm do to help Sakiko and Edmundo deal with their communication problems? Why are these solutions the most appropriate for this situation?
4. What might be the best way for the management team to communicate with them? Should the management team send them each memo? Should a meeting be called to address this problem directly? Or is there some other way that might be more effective and empathetic?
5. To what extent should the editor-in-chief and the project manager be involved in this cultural misunderstanding? What roles, if any, should they take? Why?

Section 4

*Middle School
Textbook Units*

LESSON

6

Ingyu's Camping Trip to Muju



What we'll learn

- 충고하기
You'd better bring a swimming suit.
- 부탁하기
Would you wake me up at 6:30?

What we'll do

- **Work Together:**
Planning a Camping Trip
친구들과 캠핑 여행 계획표 만들기

WARM UP



Listen and Match

야영장의 아침 풍경을 보면서 대화를 듣고 대화의 내용과 어울리는 그림에 번호를 써
넣시다.



LET'S GO!



Listen and Check

다음 낱말들을 듣고 따라 한 후, 아래 그림에 없는 물건에 모두 표시해 봅시다.

- book
- camera
- cap
- raincoat
- toothbrush
- umbrella
- rice
- medicine
- alarm clock
- swimming suit
- towel
- desk
- sunglasses
- socks



Listen and Write

다음을 듣고 계획표에 그날 있을 활동과 필요한 물건을 써 봅시다.

	We'll do	We'll need
Day 1		
Day 2		
Day 3		

LISTEN AND TALK



Listen and Answer



1 What will Ingyu pack last? Mark on the picture.

2 What did Ingyu's mother tell him? Write in Korean.



Sounds

다음 숫자를 듣고 따라 해 봅시다.

(1) thirteen thirty

(2) fifteen fifty

다음을 듣고 들려 준 내용과 일치하는 그림에 표시해 봅시다.

(1)





(2)







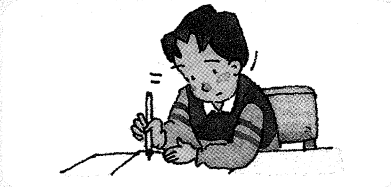
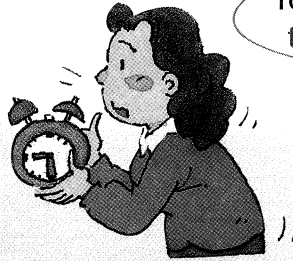
Look and Say I

Look at the pictures and practice the dialog with your partner.

The bus is going to leave at 8:00.



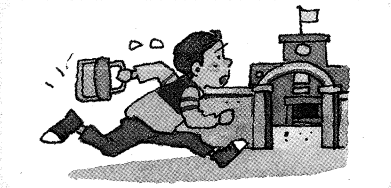
You'd better go to bed early.



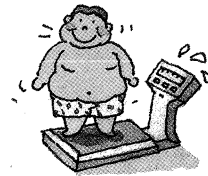
I have an exam tomorrow. / study hard



I have a cold. / take some medicine



I am late for class. / run



I am getting fat. / run every day



Work in Pairs

짝과 함께 위의 상황에 대해 각자의 충고를 해 본 후, 표를 완성해 봅시다.

Ex. A: I'm late for school.

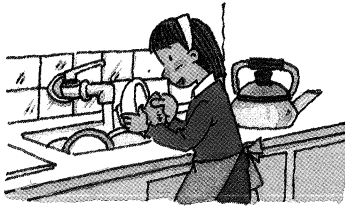
B: You'd better take a taxi.

	나	짝
I have an exam.		
I have a cold.		
I'm late for class.	take a taxi	run
I'm getting fat.		

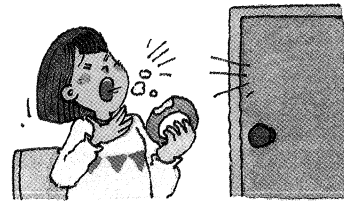


Look and Say II

Look at the pictures and practice the dialog with your partner.



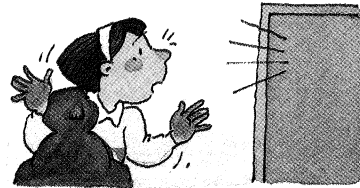
wash the dishes



get me some milk /
I am in the bathroom.



fix this computer for me



open the door /
My hands are dirty.



Work in Pairs

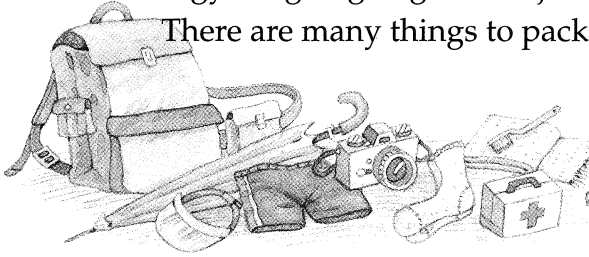
짝과 함께 서로에게 부탁할 일 두 가지씩을 생각해서 영어로 부탁하고 대답해 봅시다.
부탁을 들어 줄 수 없을 때는 왜 들어 줄 수 없는지 이유도 이야기해 봅시다.

- Ex.** A: Would you help me with my homework?
B: I am sorry I can't. I am very busy now.

READ AND THINK

Ingyu's Camping Trip to Muju

Ingyu is going to go to Muju tomorrow for a three-day camping trip. There are many things to pack before he leaves. Here is the list.



List

sleeping bag, umbrella, swimming suit, camera, socks, cap, toothbrush, towel, medicine, rice

5

DAY

1

Aug. 8

We arrived at Muju around 1 p.m. After we put up our tents, we went to a creek near the camp. We played in the water for about an hour.

After dinner, we had a skit contest. My group acted out "The Christmas Present." We won second prize. The first prize went to Jihun's group. They acted out a Dracula story. Jihun played Dracula. He wore a long black coat and had two sharp teeth.

He looked like Dracula.



- arrive at: ...에 도착하다
- put up: ...을 세우다
- tent
- creek
- skit contest: 촌극 대회
- won: win의 과거형
- sharp



Aug. 10

After we had breakfast, we left camp around 12 o'clock.
On our way home, we visited a famous temple near Muju.
The temple is very old, but it is beautiful. We took pictures
in front of the temple.

Camp this year was wonderful. I had so much fun, and I
made some new friends.



- temple
- front
- in front of: ...앞에서

2 다음 중 사실과 다른 것은?

- ① Ingyu arrived at camp in the afternoon.
- ② Ingyu had to make all his meals during camp.
- ③ Ingyu did not win first prize in the skit contest.
- ④ Ingyu visited a temple on the third day of camp.



Listen and Write

들려 주는 내용을 듣고 본문의 내용과 일치하지 않는 점과, 또 본문에 없는 새로운 사실을 우리말로 써 봅시다.

- 일치하지 않는 점: _____.
- 새로운 사실: _____.



Read and Write

인규가 캠프에서 어머니에게 쓴 편지를 완성한 후, 캠프 일정표의 빈 칸을 채워 봅시다.

Day 1	Arrive Swim <input type="text"/>
Day 2	Hiking Cooking Campfire
Day 3	Leave Visit to a temple

Aug. 8

Dear Mom,

Hi, I'm having a great time here. We got to Muju around 1 p.m. First, we put up our tents and after that, we went swimming. _____ dinner, we had a skit contest. Our group acted out "The Christmas Present" and won _____.

Tomorrow, we are going to go hiking in the morning. _____ the hike, we will make our own _____. Our group is going to make curry and rice. We will also have a _____ at night. Tomorrow will be a fun day. I can't wait.

I am writing this letter _____ I go to bed. I am very tired. Bye, Mom.

Love,
Ingyu

STUDY POINTS

● Structures

- 1** After we put up our tents, we went to a creek near the camp.
We sat down and took a rest **before** we came down.

Look at the pictures and complete the sentences using *before* or *after*.



The bus left _____ we got to the station.



John began to study _____ his little sister went to sleep.

- 2** You'd **better** go to bed early.
It's very cold today. You'd **better not** play outside.

Look at the pictures and complete the sentences.



You _____. It's not good for your health.



You are going to have a quiz tomorrow.
You _____ tonight.

- 3** After dinner, we had a skit contest.
Before the skit contest, we had dinner.
We sang and danced **until** midnight.
We arrived at Muju **around** 1:00.
We played in the water **for** about an hour.

Useful Expressions

Learn the expressions and fill in the blanks.

- Ingyu **put up** the tent with his friends.

We are going to _____ our tent near the creek.

- Everybody **got together** around the campfire.

John and Mary _____ to talk about the camp.

- **On our way** home, we visited a famous temple near Muju.

I bought a book _____ to the library.

- We took pictures **in front of** the temple.

Let's meet _____ the bookstore.

Sounds

A 강세

복합어: raincoat toothbrush campfire
 sleeping bag swimming suit

2음절: arrive around tomorrow delicious
 tonight

B 발음

[kr] creek cross crazy cry

[kl] clean clear click class cloudy

- 다음을 자연스러운 속도로 읽어 봅시다.

We crossed the clean creek.

Let's clean the creek.

LET'S WRITE

A 본문의 내용과 일치하도록 다음 문장들을 before나 after를 써서 연결해 봅시다.

- 1 Ingyu put up the tent _____ he went to the creek and played in the water.
- 2 Ingyu went up to the mountain _____ he had breakfast.
- 3 Ingyu ate dinner _____ he sang and danced around the campfire.
- 4 On the last day, Ingyu had breakfast _____ he visited a temple.

B 인규가 캠프로 떠나기 전의 상황을 묘사한 글을 완성해 봅시다.

Ingyu is going to go camping tomorrow. The bus leaves at 7:30 a.m. Ingyu's mom told him, "You _____ go to bed early. You have to wake up very early tomorrow." _____ he went to bed, Ingyu set the alarm clock.

He arrived at the bus station on time. His friend, Dongmin, got up late and _____ the station around 8:00. Everybody had to wait for him _____ about 30 minutes.



다음의 캠프 계획표를 참조하여 일기를 영어로 써 봅시다.

2nd Day
 Morning: Writing letters
 Afternoon: Hiking
 Swimming
 Night: Singing and dancing



PROJECT WORK



Work Together: Planning a Camping Trip

Get Ready

5~6명이 한 모둠이 되어 캠핑 갈 곳을 미리 선정하고 2박 3일 일정의 캠핑 여행 계획을 세운다.

Get Set

영어로 된 계획표를 만든다.

GO to Mt. Seorak

6:00		wake up	
6:30		wash	
7:00		exercise	wake up
7:30		breakfast	exercise
8:00		break	breakfast
8:30		Climb mountain and enjoy fallen leaves	
9:00			break
10:00			
11:00		write to friends	
12:00			lunch
1:00		lunch	folk game
2:00		folk game	
3:00			have time to write each student's feeling after camp
3:30			leave
4:00		visit the village	
6:00	arrive at mt. Seorak	dinner	arrive
7:00	dinner	watch TV	
8:00	break	recreation	
9:00	Camp fire		
10:00			
11:30	sleep	sleep	

학생 작품

Go

각 모듬의 대표가 나와 계획을 영어로 발표하면 다른 모듬의 학생들은 좀 더 구체적인 질문을 한다.

Ex.

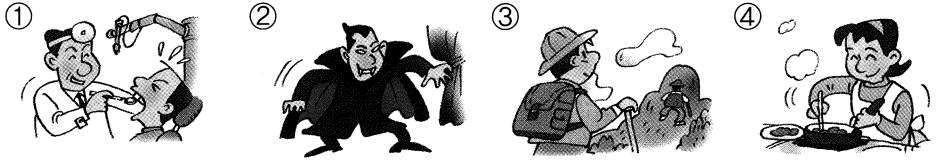
We are going to go to Mt. Seorak.
On the first day, we ...

ON YOUR OWN



Listen and Answer

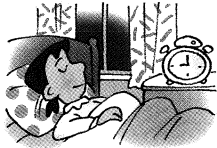
A 대화를 듣고 대화의 상황을 나타내는 그림을 고르시오.



B 대화를 듣고 캠프의 일정을 완성하십시오.



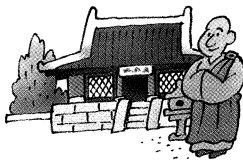
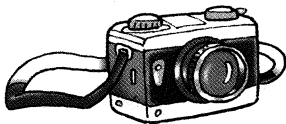
C 다음을 듣고 그림을 참조하여 적절한 충고를 하시오.





Word Power

다음 그림을 보고 알고 있는 영어 단어를 모두 써 봅시다.



①
②
③
④
⑤
⑥



Read and Write

A 다음을 after나 before를 사용한 문장으로 바꿔 봅시다.

1 I wash my face and go to school.

➡ I go to school _____ I wash my face.

2 We had dinner and then had a skit contest.

➡ _____ we had a skit contest, we had dinner.

B 다음 글을 읽고 물음에 답해 봅시다.

Today we made our own lunch. Each group made different
 @ dishes. Our group made curry and rice. It was very
 delicious. _____ lunch, we washed our own ⑥ dishes.
 Even washing the dishes was fun.

1 빈 칸에 적당한 말은?

- ① After ② Until ③ Before ④ Around

2 밑줄 친 ⑤와 ⑥의 dishes가 각각 어떤 뜻으로 쓰였는지 써 봅시다.

- (1) _____ (2) _____

Culture Corner

캠핑 문화가 발달한 미국에서는 camper라고 하는 캠핑용 차량을 타고 여행하는 가족들을 흔히 볼 수 있는데, 이 camper에는 화장실, 부엌, 침대 등 생활을 위한 모든 설비가 다 갖춰져 있어 한 마디로 home away from home이라고 할 수 있다. 미국 대부분의 국립 공원 등에는 이러한 camper를 위한 야영장이 있다.



YOUR CHOICE



다음 문장을 before나 after를 써서 동일한 의미를 갖는 문장들로 바꿔 봅시다.

1 We put up our tents and then we went to a creek.

→ _____ we went to a creek, we put up our tents.

→ _____ we put up our tents, we went to a creek.

2 We had dinner at 6:00 and then we had a skit contest.

→ _____ we had dinner, we had a skit contest.

→ _____ we had a skit contest, we had dinner.

3 We wrote letters to our parents and then we went to bed.

→ _____ we wrote letters to our parents, we went to bed.

→ _____ we went to bed, we wrote letters to our parents.



일어난 일의 순서에 유의하여 A를 읽은 후, 같은 내용이 되도록 B를 완성해 봅시다.

A

We arrived at Muju around 2 p.m. First, we put up our tents and we went to a creek near the camp. We played in the water for about an hour. We came back to the camp around 5:00 and had dinner at 6:00. It was very delicious. Then we had a skit contest. My group acted out "The Christmas Present" and won second prize. After the skit contest, we wrote letters to our parents and then we went to bed.

B

_____ we arrived at Muju, first we put up our tents. After that we played in the water. _____ we came back to the camp, we had dinner. It was delicious. _____ dinner, we had a skit contest. My group acted out "The Christmas Present" and won second prize. _____ we went to bed, we wrote letters to our parents.

Unit 2 | Review



Listen and Answer

다음 대화를 듣고 아래 글을 완성해 봅시다.

Mr. Kim didn't have cookies because he was _____. He ate a lot of curry and rice, and he said that it was very _____. Mr. Kim asked Mina _____ join him for a walk, but she couldn't because she had to _____.



Read and Answer

다음 글을 읽고 물음에 답해 봅시다.

Mr. Smith is an American ① came to Korea. At the airport he took a taxi and asked the driver to go to a hotel. After he arrived at the hotel and went to his room, he found out that he left his wallet in the taxi. He was so worried ② he could not sleep well. Next morning, he got a call from the taxi driver. The driver told Mr. Smith that he had the wallet. Mr. Smith was so happy. Now he thinks that Korean taxi drivers are honest and kind.

1 읽기의 제목으로 가장 적절한 것은?

- ① A Visit to Korea
- ② A Careless Taxi Driver
- ③ An Honest Taxi Driver
- ④ A Letter from a Foreigner

2 Why was Mr. Smith worried?

- ① Somebody stole his wallet.
- ② He could not find his hotel.
- ③ He left his wallet in the taxi.
- ④ He didn't bring enough money.

3 빈 칸 ①과 ②에 들어갈 낱말을 써 봅시다.

① _____

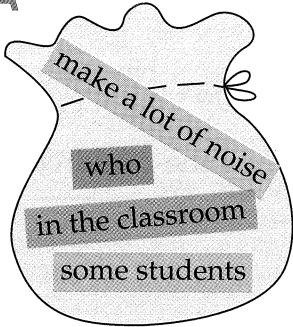
② _____



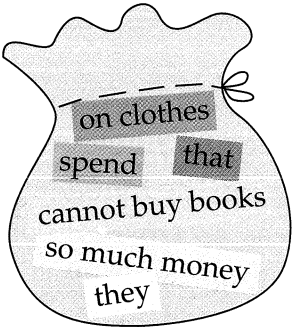
Make Sentences

A, B의 주머니의 카드로 문장을 만든 후, A, B의 문장을 연결하여 자연스런 대화를 만들어 봅시다.

A

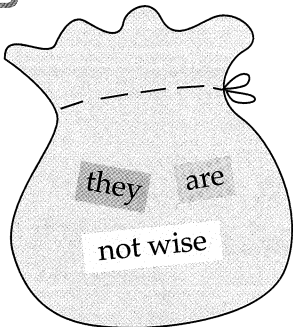


There are _____.

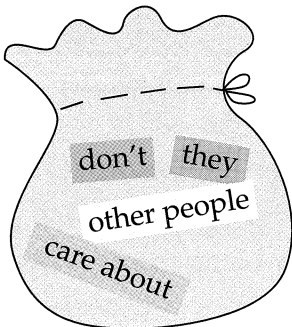


Some students _____.

B



I think _____.



I think _____.

Unit 2 | Check-up

- 1번부터 5번까지는 듣고 답하는 문제입니다.
- 배점은 2점 문항에만 표시되어 있으며, 나머지는 모두 1점씩입니다.

1 대화를 듣고 두 학생이 무엇을 같이 하기로 했는지 고르시오.



2 다음 중 어울리지 않는 대화를 고르시오.

- ① _____ ② _____ ③ _____ ④ _____ ⑤ _____

3 다음을 듣고 아래 제시된 계획표의 내용 중에서 언급되지 않은 것을 고르시오.

Day 1 ① hiking ② cooking ③ swimming ④ campfire ⑤ skit contest

4 친구들의 절약 사례를 듣고 관련이 없는 그림을 고르시오.



5 그림을 보면서 다음을 듣고 물음에 답하십시오. (2점)



I think _____.

6 글의 흐름상 어색한 문장은?

- ① Matt and his mother usually do their shopping together. ② When they go to the supermarket, they always make a shopping list. ③ After they finish the shopping, they go to the park. ④ That way they don't buy unnecessary things and save time. ⑤ They always bring coupons, too.

7 다음 글의 빈 칸에 알맞은 말은?

After dinner, we had an English song contest. I sang "The Little Bird." I won second prize. First prize went to Jihun, _____ sang "Yesterday."

- ① who ② what ③ when ④ which ⑤ where

8 다음 글의 빈 칸에 알맞은 말은?

A: Where are you going, Isabelle?

B: I'm going to a flea market.

A: Oh, really?

B: There are a lot of things to buy there. _____

A: Yes, I'd love to. I want to buy a pair of shoes.

- ① I love your shoes. ② Would you please help me?
③ You'd better buy new shoes. ④ Would you like to come with me?
⑤ What do you think of the flea market?

9 ~ 10 다음 글을 읽고 물음에 답해 봅시다.

We arrived at Muju around 12:00. After Father and I put up the tent, we went to a creek near the camp. We were so happy. The air was clear and fresh, and the mountain was beautiful. Around the creek, there were so many people who made a lot of noise. Some people played loud music and danced. The place was so noisy that we couldn't rest.

9 이 글을 두 문단으로 나눌 때, 둘째 문단의 첫 단어를 써 봅시다. _____ (2점)

10 두 번째 문단의 결론으로 적절한 것은?

- ① I think Muju is beautiful.
② I think Korea is a beautiful country.
③ I think we should care about others.
④ I think there are so many people in Muju.
⑤ I think we should sing and dance on the mountain.

Your Scores

12 Congratulations! Perfect!

9~11 Great! Good job.

6~8 OK. But you can do better next time.

0~5 Cheer up! Study hard.

LESSON

7

The Romance of a Busy Broker



What we'll learn

- 되묻기
Can you say that again?
- 비교하기
Which one is more interesting?

What we'll do

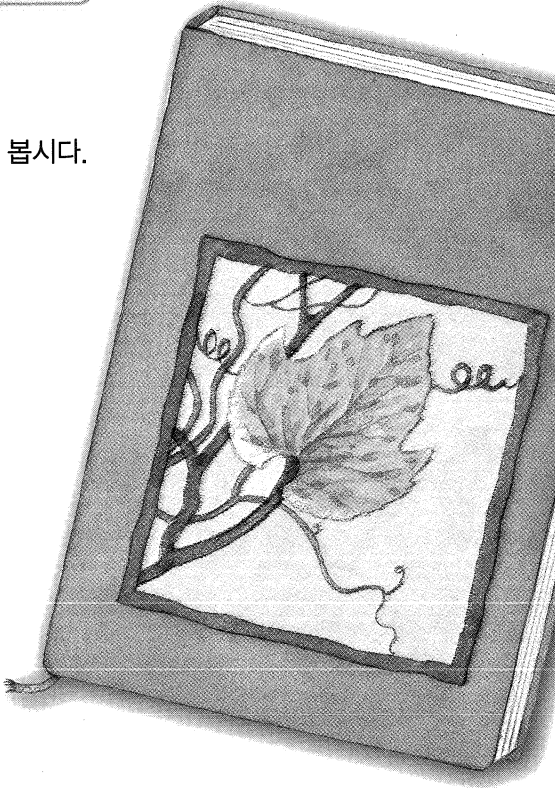
- **Work Together:** Act Out
"The Romance of a Busy Broker"를 연극으로 꾸미기

WARM UP



Guess the Names of the Books

다음 책표지를 보고, 연상되는 제목을 영어로 말해 봅시다.



LET'S GO!



Look and Write

다음 그림을 보고 빈 칸에 비교하고 있는 대상을 써 봅시다.

Ex. Susan's hair is longer than Mary's hair.



Susan

Mary

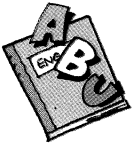


John



Tom

_____ is taller than _____.



English



Music

_____ is more interesting than _____.



Listen and Check

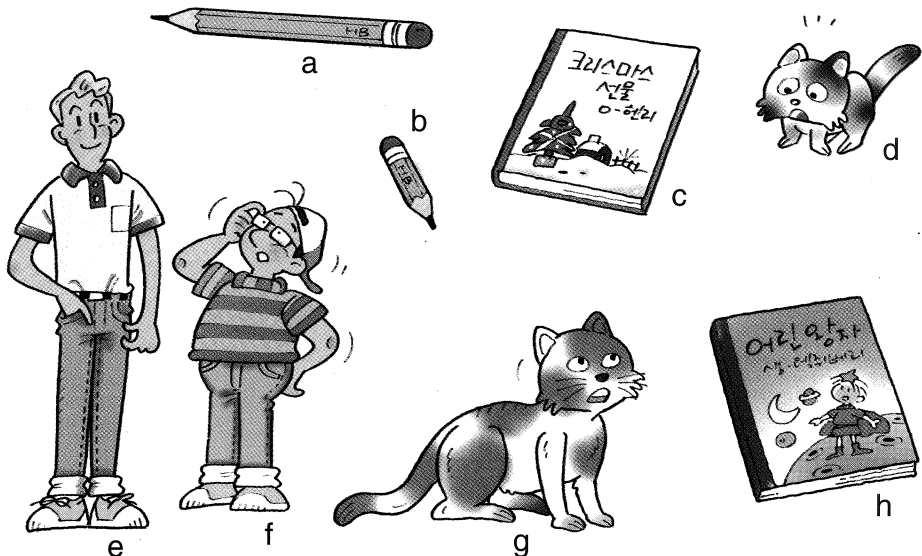
다음을 듣고 묻는 내용에 해당하는 그림을 찾아봅시다.

1

2

3

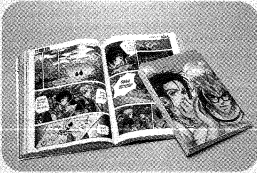
4





Look and Say I

Look at the pictures and practice the dialog with your partner.



I like cartoons.



I need ten apples today.



My number is 2567-8901.



Work in Pairs

다음 대화의 순서를 맞춘 후, 짝과 함께 비슷한 대화를 나눠 봅시다.

- What are you reading?
- Can you say that again?
- Oh, I see. Is it interesting?
- I'm reading "The Christmas Present."
- I said I'm reading "The Christmas Present."



빈 칸에 적절한 내용을 넣어, 짝과 함께 되묻는 대화를 나눠 봅시다.

Ex A: _____.

B: Can you say that again?

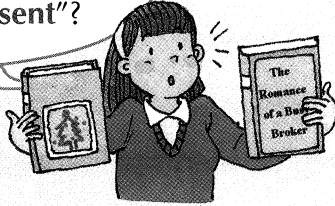
A: I said _____.



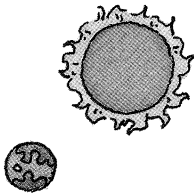
Look and Say II

Look at the pictures and practice the dialog with your partner.

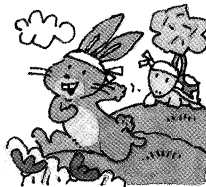
Which one is more interesting, "The Romance of a Busy Broker" or "The Christmas Present"?



"The Romance of a Busy Broker" is more interesting than "The Christmas Present."



bigger / the sun
or the earth



faster / the rabbit or
the turtle

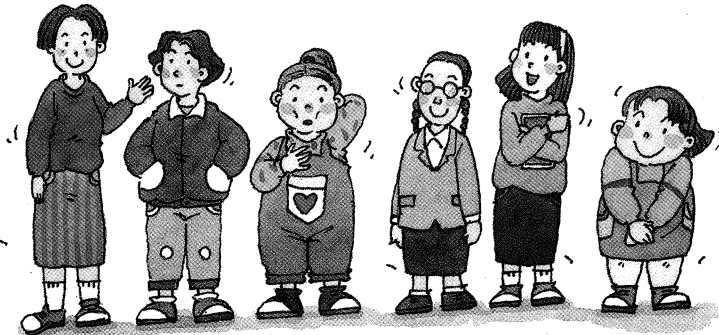


more beautiful / Snow
White or the Queen



Work in Pairs

짝이 마음 속에 정한 사람이 누구인지 아래의 예와 같은 질문을 통해 알아 봅시다.



Seri

Suna

Mija

Songi

Mina

Minji

Ex. A: Is she taller than Minji?

B: Yes, she is.

A: Is her hair shorter than Suna's?

B: No, her hair is longer than Suna's.

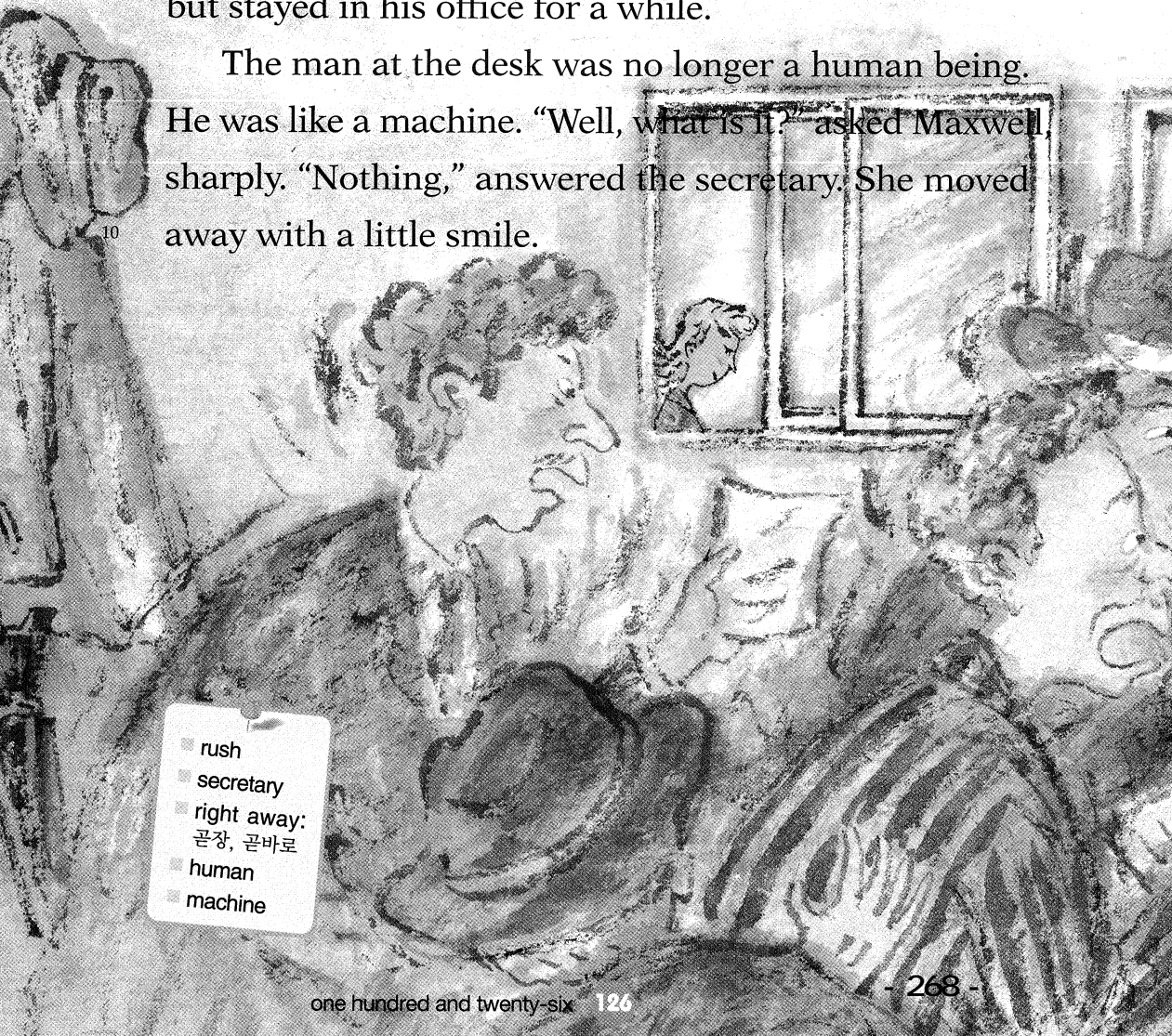
A: ...

The Romance of a Busy Broker

by O. Henry

At 8 o'clock in the morning, Harvey Maxwell, a busy New York broker, rushed to his office with his secretary, Miss Leslie. He sat down and began to open the letters on his desk. This morning, Miss Leslie looked happier
5 than before. She didn't go to her desk outside right away but stayed in his office for a while.

The man at the desk was no longer a human being. He was like a machine. "Well, what is it," asked Maxwell, sharply. "Nothing," answered the secretary. She moved
10 away with a little smile.

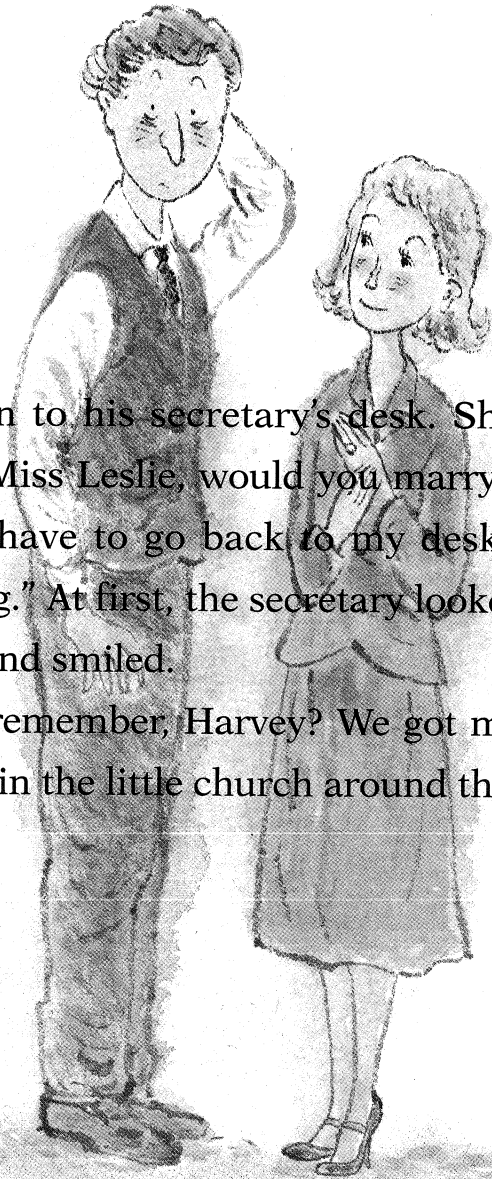
- 
- rush
 - secretary
 - right away:
곧장, 곧바로
 - human
 - machine

Today was Maxwell's busy day. The telephone kept ringing, and people began to pour into the office. Maxwell jumped around in the office. He jumped from letters to phone, and from phone to door.

Around lunch hour, Maxwell enjoyed some peace. He stood by his desk. His hands were full of letters, and a pen was over his left ear. His window was open. A wonderful smell of lilac came through the window. It came from Miss Leslie! Suddenly he realized he loved Miss Leslie. "That's it! I'll do it now. I'll ask her now. Why didn't I do it long ago?" said Maxwell.

keep	jump
ring	peace
pour into:	lilac
쏟아져 들어	realize
오다, 밀어	
탁치다	





Maxwell ran to his secretary's desk. She looked at him with a smile. "Miss Leslie, would you marry me? Answer me now, please. I have to go back to my desk right away. My phone is ringing." At first, the secretary looked surprised. She
5 looked at him and smiled.

"Don't you remember, Harvey? We got married last night at eight o'clock in the little church around the corner."

1 Miss Leslie와 Harvey Maxwell의 관계로 알맞은 것은?

- ① 친구
- ② 딸과 아버지
- ③ 아내와 남편
- ④ 선생님과 제자

2 다음 중 Harvey Maxwell을 지칭하는 말을 모두 골라 봅시다.

- a machine
- a secretary
- a busy New York broker
- a wonderful smell of lilac

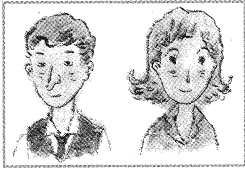
3 5단락에서 Miss Leslie가 놀란 이유를 우리말로 써 봅시다.



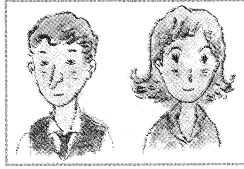
Listen and Check

다음을 듣고 각각 그 말을 한 사람에게 표시해 봅시다.

1



2









3



Read and Check

그림의 두 사람 중 글의 흐름에 어울리는 사람을 골라 봅시다.

Around lunch hour,   could enjoy some peace. A wonderful smell of lilac came from  . Suddenly Maxwell realized he loved Miss Leslie. Maxwell ran to Miss Leslie and said, "Would you marry me?"   said, "We got married yesterday."



Read and Write

다음은 Maxwell의 일기의 일부입니다. 본문의 내용에 맞게 빈 칸에 알맞은 말을 골라 봅시다.

At eight o'clock, I _____ my office with my _____ Miss Leslie. She looked _____ than before. Today was a busy day, but around lunch hour, I could enjoy some _____. Then _____ I realized I loved Miss Leslie. So I asked her to marry me...

peace rushed to secretary suddenly happier



자신이 Harvey Maxwell이 되어서 Miss Leslie에게 사과 편지를 써 봅시다.

STUDY POINTS

Structures

1 Which one is **more interesting**, "The Romance of a Busy Broker" or "The Christmas Present"?

"The Romance of a Busy Broker" is **more interesting than** "The Christmas Present."

I am **taller than** Minh.

Look at the pictures and complete the sentences.



The watch is _____ than the CD player.



The blue pencil is _____ the black pencil.

2 **Harvey Maxwell**, a busy New York broker, rushed to his office.
My sister, Minji, is in America.

Look at the pictures and complete the sentences.



Mr. Kim, _____, is very kind to me.



Danbi

My dog, _____, doesn't like water and baths.

3 The telephone **kept ringing** and people began to pour into the office.

He **kept working** for six hours.

Look at the pictures and complete the sentences.



The baby kept _____ for two hours.



Keep _____ until you get to the park.

Useful Expressions

- The man at the desk was **no longer** a human being.
She is **no longer** a child.
- The telephone kept ringing, and people began to **pour into** the office.
After the soccer game, people **poured into** the street.
- His hands **were full of** letters.
The glass **is full of** water.
- We **got married** last night.
They will **get married** next month.

Fill in the blanks with one of the useful expressions above.



Her room _____ books.



She is _____ a baby.

Sounds

A 강세

1음절: brok[•]er secr[•]etary us[•]ual off[•]ice tele[•]phone
2음절: mach[•]ine surpr[•]ised aw[•]ay beg[•]in outs[•]ide

B 발음

[ʃ] rush dish short she English shout
[au] outside around house how now

■ 색으로 표시된 부분의 발음이 같은 것끼리 연결해 봅시다.

outside	know	too	could
•	•	•	•
•	•	•	•
look	ago	classroom	around

LET'S WRITE

A 다음은 Maxwell의 사무실 그림입니다. 그림을 보고 보기와 같이 빈 칸을 채워 봅시다.



Ex. Leslie's hair is **longer than** Maxwell's hair.

- 1 Mr. Maxwell is _____ than Miss Leslie.
- 2 Miss Leslie looks _____ than Maxwell.
- 3 Maxwell's desk is _____ than Leslie's desk.
- 4 The clock in Maxwell's room is _____ than the clock in Leslie's room.

B 다음은 Leslie의 일기의 일부입니다. 본문의 내용을 생각하면서, 빈 칸에 알맞은 말을 넣어 봅시다.

In the morning I was busy, but I felt _____ than before. Harvey looked _____ than before and he kept _____ all the morning. The telephone kept _____, and people poured _____ the office.

Suddenly Harvey came to my desk and said, "Would you marry me?" I said, "We _____ last night. Don't you remember?" At first he looked surprised. Then he said, "I am really sorry."

Poor Harvey! I feel really sorry for him. I think he'd better _____.

PROJECT WORK



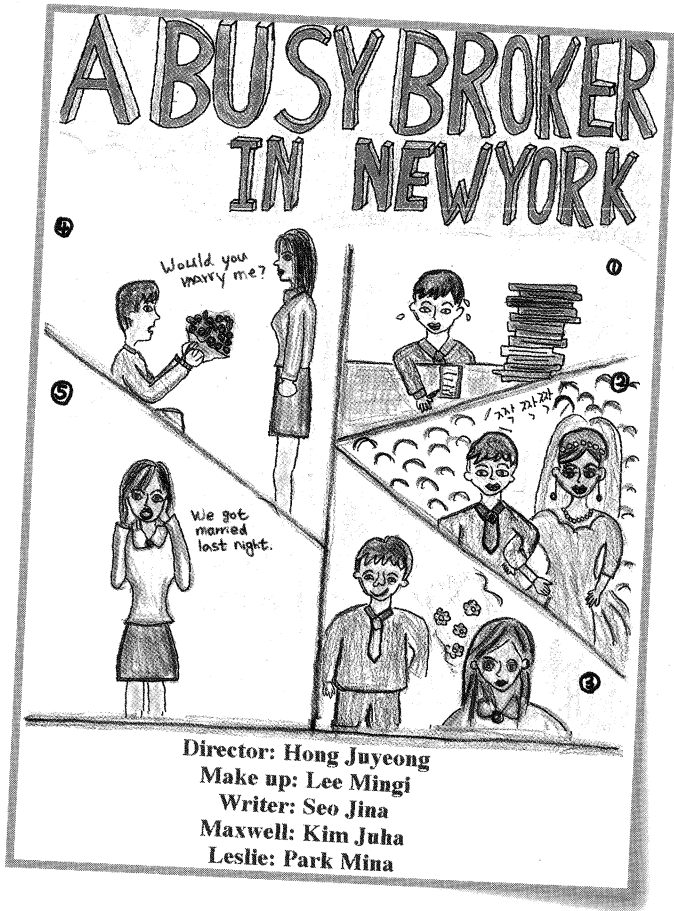
Work Together: Act Out

Get Ready

4~5명이 한 모둠을 이룬다. 각 모둠별로 “The Romance of a Busy Broker”를 연극으로 꾸미기 위해 각색, 연출, 배우, 소품 준비 등의 역할을 분담한다.

Get Set

본문의 내용을 참조하여 연극 대본을 작성하고 공연 연습을 한다.



Go

모둠별로 연극을 공연한다. 공연 후에는 대본의 창의성과 연기력이 뛰어난 모둠을 선발한다.

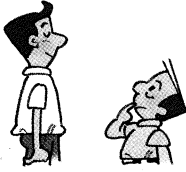
ON YOUR OWN



Listen and Answer

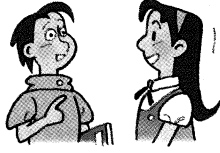
A 다음을 듣고 그림과 듣는 내용이 일치하면 O표를, 일치하지 않으면 X표를 하시오.

1



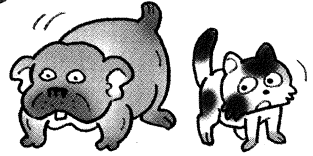
John Tom

2



Sujin Mijin

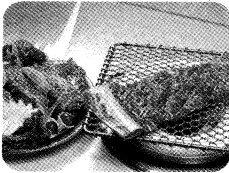
3



B 다음 Paul과 Jenny의 대화를 듣고 빈 칸에 알맞은 음식을 고르시오.

Jenny thinks _____ is tastier than bulgogi.

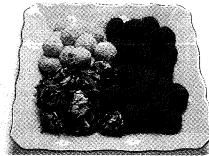
①



②



③



C 다음을 듣고 각자의 대답을 하시오.

1 _____

2 _____



Word Power

주어진 단어를 다음과 같이 바꿔 봅시다.

cheap ⇒ cheaper handsome ⇒ more handsome

big ⇒ _____

tasty ⇒ _____

long ⇒ _____

interesting ⇒ _____

small ⇒ _____

beautiful ⇒ _____

dirty ⇒ _____

expensive ⇒ _____



Read and Write

다음 대화를 읽고 물음에 답해 봅시다.

Paul: What are you doing?

Mina: I'm reading books. Yesterday I read *The Story of Simcheong* and now I'm reading *The Rabbit and the Turtle*.

Paul: _____ ㉠ _____

Mina: They are both interesting, but *The Rabbit and the Turtle* is more interesting _____ ㉢ _____ *The Story of Simcheong*.

Paul: Really? I want to read it.

1 빈 칸 ㉠에 적절한 말을 써 봅시다. _____

2 빈 칸 ㉢에 알맞은 말은?

① as

② so

③ than

④ then

Culture Corner

영미 문화권에서는 결혼식 때 축의금 대신 선물을 하는 것이 일반적이데, 같은 선물이 겹치거나 불필요한 물건을 선물할 수도 있다. 이런 문제를 해결하기 위해 결혼 날짜를 잡은 신랑, 신부가 근처의 백화점에 가서 필요한 물건의 목록을 만들어 등록을 해 두면 선물을 하려는 친지나 친구들이 그곳에 가서 물건의 목록을 보고 선물을 선택하는 방법을 쓴다.

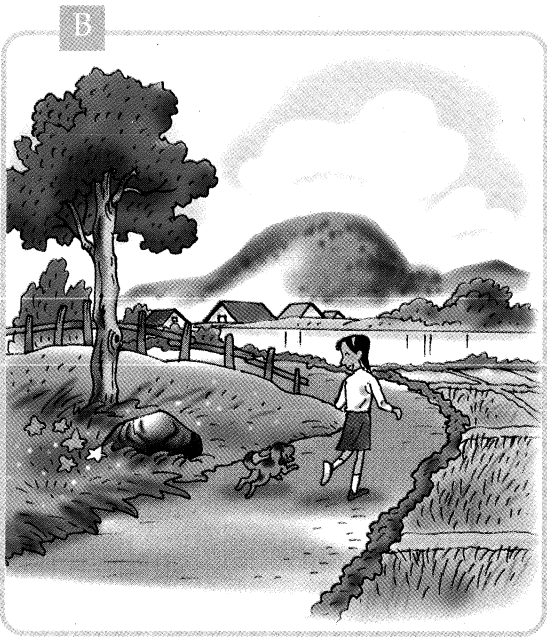
We need	Price	Name
camera	\$120	David Silva
dish set	\$200	
CD player	\$150	
TV	\$300	

YOUR CHOICE



아래의 그림에 대한 다음의 질문을 듣고 **A**와 **B** 중 해당되는 것에 표시해 봅시다.

- | | |
|--------------------------|--------------------------|
| 1. A B is. | 4. A B is. |
| 2. A B is. | 5. A B is. |
| 3. A B is. | |



위의 그림에 대한 다음의 질문을 듣고 자유롭게 응답을 써 봅시다.

1. **B** is cleaner than **A**.
2. _____
3. _____
4. _____
5. _____