TASK-BASED LEARNING

Pre-task (einschließlich Thema und Aufgaben)

DER LEHRER

- stellt das Thema vor und steckt es ab

- verwendet Aktivitäten, um den Studierenden zu helfen, nützliche Wörter und Redewendunge zu lernen / wiederholen

- stellt sicher, dasss die Studierenden ihre Aufgaben verstanden haben

- zeigt vielleicht eine Aufnahme, die zeigt, wie andere eine ähnliche oder die gleiche Aufgabe gelöst haben.

DIE STUDIERENDEN

- schreiben nützliche Wörter und Redewendungen von den Pre-task Aktivitäten / oder von den Aufzeichnungen ab

- verbringen einige Zeit damit, die Aufgaben einzeln vorzubereiten.

TASK CYCLE - Kreislauf

TASK - AUFGABE

DIE STUDIERENDEN

- lösen die Aufgabe in Partner/ Gruppenarbeit. Ausgangspunkt könnte ein Text / eine Hörverstehensübung sein

DER LEHRER

- agiert als Monitor und ermutigt Studierende

PLANNING - PLANUNG

DIE STUDIERENDEN
- bereiten ihren Bericht an die Klasse vor - wie sie die Aufgabe erfüllten and was sie herausgefunden / entschieden haben.

- üben, was sie sie sagen werden oder konzepieren eine schriftliche Version zum Lesen

DER LEHRER
- sichert ab, dass das Ziel des Berichts klar ist
- agiert als Sprachen-Ratgeber
- hilft Studierenden, die mündlichen Berichte zu üben oder organisiert die schriftlichen Berichte

REPORT - BERICHT

DIE STUDIERENDEN
- präsentieren der Klasse ihre Berichte oder teilen ihre schriftlichen Berichte aus

DER LEHRER
- agiert als Vorsitzender, bestimmt wer sprechen wird, oder vergewissert sich, dass alle Studierenden ihre schriftlichen Berichte lesen

- gibt kurzes Feedback zum Inhalt und Ausdruck

- spielt vielleicht eine Aufzeichnung, wie andere die gleiche oder ähnliche Aufgabe gelöst haben.

LANGUAGE FOCUS - SCHWERPUNKT auf FORMALEM

Analyse

DIE STUDIERENDEN
- konzentrieren sich auf die verschiedenen sprachlichen Mittel vom Text/ von der Aufzeichnung (consciousness-raising)

- erkundigen sich vielleich über andere "Mittel", die sie gefunden haben.

DER LEHRER
- wiederholt jede Analyse Aktivität mit der Klasse

- bringt andere brauchbare Wörter, Redewendungen etc.

- bespricht vielleicht sprachliche Mittel von der Bericht-Phase

Practice - Übung

DER LEHRER
- führt Übungen nach der Analysephase durch, um Vertrauen aufzubauen

DIE STUDIERENDEN
- üben Wörter, Redewendungen und Muster aus den Analyse Akativitäten

- üben andere "Mittel" die in der Aufgabe, im Text oder in der Berichtphase vorkamen.

- Schreiben nützliche sprachliche Mittel in ihre Hefte
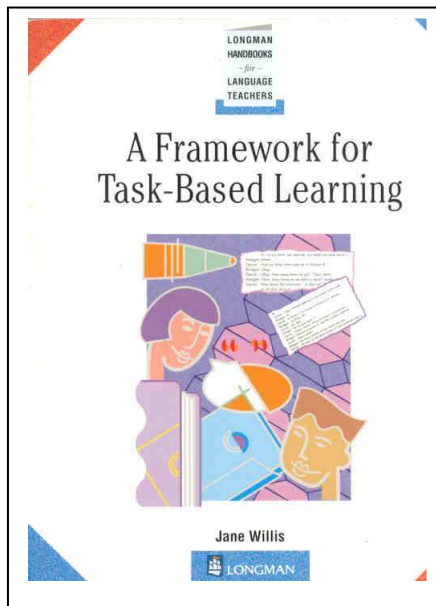
Jane Willis beschreibt in ihrem Buch „A Framework For Task-Based Learning" ein interessantes Modell, wie Unterrichtsstunden geplant werden können. Unter „Task" versteht man hier eine zielorientierte Aktivität mit einem klaren Zweck. Task based learning basiert auf drei Stufen: In der „Pre-task" Stufe erklärt die Lehrperson das Thema und elaboriert neuen Wortschatz und Redewendungen, die für die Aufgabe wichtig sind. Die zweite Stufe nennt Willis „Task Cycle". Hier führen die Studierenden in Partner- oder Gruppenarbeit die Aufgabe aus (eine Lese- oder Höraufgabe bzw. eine Problemlösungsaufgabe). Dann bereiten sie einen Bericht vor. In diesem Bericht erläutern sie schriftlich oder mündlich, wie sie die Aufgabe gelöst und welche Schlussfolgerungen sie gezogen haben. Die dritte Stufe nennt sich „Language focus" Stufe, in der dann mit den neuen sprachlichen Mitteln gearbeitet wird. Auf dieser Stufe kann auch Feedback für den Bericht gegeben werden. TBL bietet eine Abwechslung zu den üblichen Grammatikstunden, in denen einige Studierende nicht zur Kommunikation gebracht werden können. Dieser Ansatz ermutigt die Studierenden, all ihre sprachlichen Mittel einzusetzen und aktive Kontrolle über ihr eigenes Lernen auszuüben. Für die Lehrperson bietet dieser Ansatz Sicherheit und Kontrolle. Es ist geplant, einen Teil des Nachmittags für die Umsetzung eines eigenen Beispieles zu nutzen. Dafür ist es vorteilhaft, wenn die Teilnehmer/innen ein Schulbuch mitbringen.

Inhaltsverzeichnis

Conditions for Learning

Learners get *exposure* at the pre-task stage, and a chance to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

The task cycle also gives students opportunities to *use* whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).
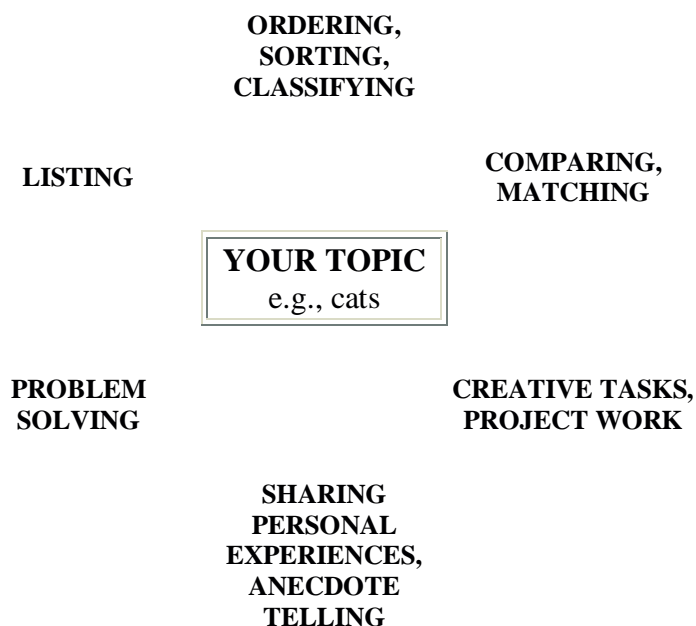
Motivation (short term) is provided mainly by the need to achieve the objectives of the task and to report back on it. Success in doing this can increase longer term motivation. Motivation to listen to fluent speakers doing the task is strong too, because in attempting the task, learners will notice gaps in their own language, and will listen carefully to hear how fluent speakers express themselves.

A *focus on form* is beneficial in two phases in the framework. The planning stage between the private task and the public report promotes close attention to language form. As learners strive for accuracy, they try to organise their reports clearly and check words and patterns they are not sure of. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes. Learners notice and reflect on language features, recycle the task language, go back over the text or recording and investigate new items, and practise pronouncing useful phrases.

Designing Tasks to Promote Language Use

Any topic or theme can give rise to different types of tasks, which can be generated with the help of the typology.

Typology for TBL Task Design

ORDERING,
SORTING,
CLASSIFYING

LISTING   **COMPARING,**
                               MATCHING

YOUR TOPIC
e.g., cats

PROBLEM   **CREATIVE TASKS,**
SOLVING   **PROJECT WORK**

SHARING
PERSONAL
EXPERIENCES,
ANECDOTE
TELLING

Each type involves different cognitive processes. The top three types increase in cognitive complexity from left to right, but are generally cognitively less challenging than the three at the bottom. These may involve more complex cognitive operations or combinations of simpler task types.

For example, taking the topic "cats," a *listing* task might be: List three reasons why people think cats make good pets. A *comparing* task might be to compare cats and dogs as pets. A *problem-solving* task could be to think of three low budget solutions to the problem of looking after a cat when the family is absent. An *experience sharing* or *anecdote telling* task could involve sharing stories about cats.

It is always a good idea to record two or three pairs of fluent speakers doing (and reporting) the tasks, so that you can choose the best recording, transcribe it, and use it in class to illustrate features of spontaneous and planned language. Working with real data is exciting; there are always discoveries to be made, and here the risk is reduced by having time to prepare for what crops up in the recording.

"Task-based learning is like an adventure--learners surprise you by coming up with all kinds of things..." "... exploring language in this way opens up whole new vistas...." These were comments made by teachers at the end of a recent workshop on using a task-based approach to language teaching.

Classroom adventures, though often exciting and rewarding, entail elements of risk that can make things quite scary for the teacher. I want to show here how this risk can be minimised by principled use of a task-based learning framework, and then propose a taxonomy to help teachers generate tasks that will prove fulfilling and challenging but not too risky.

What is a Task?

By task, I mean a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by other. Examples include compiling a list of reasons, features, or things that need doing under particular circumstances; comparing two pictures and/or texts to find the differences; and solving a problem or designing a brochure.

Definitions of TASK
1. An activity or action which is carried out as a result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command... A task usually requires the teacher to specify what will be regarded as successful completion of the task.
2. An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.
3. Any structural language learning endeavor, which has a particular objective, appropriate content, a specified working procedure, and arrange of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning -from the simple and brief exercise type,

to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

4. A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

5. A goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences.

Tasks can be used as the central component of a three part framework: "pre-task," "task cycle," and "language focus." These components have been carefully designed to create four optimum conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners.

Assessing tasks in terms of difficulty

Code complexity

- Linguistic complexity and variety
- Vocabulary load and variety
- Redundancy
- Density

Communicative stress

- Time limits and time pressure
- Speed of presentation
- Number of participants
- Length of texts used
- Type of response
- Opportunities to control interaction

Cognitive complexity
a. Cognitive processing

- information organization
- amount of 'computation'
- clarity of information given
- sufficiency of information given
- information type
-

b. Cognitive familiarity

- Familiarity of topic and its predictability
- Familiarity of discourse genre
- Ease of relationship to background knowledge
- Familiarity of task

Task-Based Learning Framework

Components of a TBL Framework
PRE-TASK PHASE

INTRODUCTION TO TOPIC AND TASK
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

TASK CYCLE

TASK	PLANNING	REPORT
Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

LANGUAGE FOCUS

ANALYSIS	PRACTICE
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.

Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

FROM TOPIC TO TASK (p 22)

FAMILIES

1 **Family surveys** Find out whether your partner's family has more girls and women than boys and men. *Time: 3 min.*

2 **Family tree** Tell each other the names of your close family, and then draw a family tree for your partner's family. Finally, show it to your partner to check. *Time: 4–5 min.*

3 **Family photos** Take turns to tell the others about each person in your photo. Put all the photos away. See how much the others can remember about the people in your family. Which person in each family was remembered the best? *Time: 8–10 min.*

Next lesson – Write as much as you can remember about one of the people in someone else's photo. Do not say who they are. Ask the others to read it and identify the person.

4 **Family members** How many ways of classifying these family members can you find? e.g. adults/children. Work in twos. *Time: 2–3 min.*

> ■ father ■ baby ■ grandparents ■ aunt ■ daughter ■ mother ■ brother
> ■ cousin ■ uncle ■ grandmother ■ parents ■ children ■ son ■ sister

5 **Family birthdays** Write the dates of four birthdays of people in your family, including yours. Now try to find someone who has the same birthday as someone in your family. Whose are the closest? *Time: 3–5 min.*

Discussion Points

(a) For each topic, say which task might be the easiest and which the most difficult. Why?

(b) Choose any three tasks. Work out what opportunities for speaking, listening, reading and writing each could offer.

(c) Look at the tasks on this page. How would you define the term "task"?

SCHOOL

6 **Teachers** Think of a teacher you remember well. Tell your partner about him or her. Do your two teachers have anything in common? Why do you remember them? Finally, write up what you can remember about your partner's teacher for the class to read.

7 **Subjects** What used to be your favourite and least favourite subjects at school and why? Compare your reasons for liking/not liking them.

WORK

8 **Manager qualities** Which are the most important qualities in a small company manager? Add four more to the list below, then rank them, starting with the most important. Justify your choice.

> ■ normally patient ■ strict on deadlines ■ sense of humour
> ■ listens to everyone ■ knows the competition
> ■ helps with personal problems

9 **Company in distress** This task requires company data such as graphs and charts showing downturn in sales, increasing head count, escalating costs, reduced marketing budgets. Can you decide on two alternative courses of action the Managing Director might consider taking? Draft a list of recommendations for both.
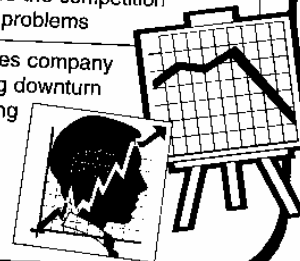
Pre-task language activities

1. **Classifying words and phrases**

On the board, write jumbled-up words and phrases connected with the topic and task. Talk about them as you write. (This will provide good exposure)

T: *Read through the words and phrases and classify them in different ways, for example, cheap - expensive/hot - cold. How many categories can you think of in two minutes?*

2. Odd one out
Write sets of related words and phrases on the board, inserting one item in each set that doesn't fit, e.g. *a blue shirt, black trousers, a long dress, a smart tie.*
T: *Say the phrases to your partner and discuss which is the odd one out and why. Then make up some more sets for another pair to do.*

3. Matching phrases to pictures
You need a set of pictures related to your topic - some can be quite detailed - and two or three phrases or captions for each picture (including, if you like, one that doesn't fit). Mix all the phrases or captions up and write them on the board in a jumbled list.
T: *Which phrases/captions go with each picture? (There may be some left over that don't fit.) Write your own captions for any two pictures. Can your partner tell which pictures they are for?*

4. Memory challenge
This is the same as the matching activity, only you take the pictures down after one or two minutes, and students must match the phrases or captions to the pictures from memory. It is better not to number the pictures. Then students will have to specify verbally which picture they mean by describing it, which of course stimulates more language use.

5. Brainstorming and mind-maps
Write the main topic word(s) in the centre of the board. If you have a picture related to your topic, show the class. Encourage students to call out other words and phrases, and ask whereabouts on the board you should write them. Some ideas for classification will develop.
T: *What do you think of when you hear these words and/or see these pictures?*

6. Thinking of questions to ask
T: *Write four questions you might ask if you were doing a survey on TV viewing, interviewing someone to teach in your college, etc. Exchange questions with another pair and then classify them all.*

7. Teacher recounting a similar experience
T: *I'm going to tell you about a silly accident I once had. Listen and see whether anything like it has ever happened to you.*

After the learners have done a pre-task or two (or even while they are doing them), write up other useful words and phrases they have produced, especially ones that learners have contributed themselves.
The third step in the pre-task phase is to ensure that all learners understand what the task involves, what its goals are and what outcome is required. They will want to know how they should begin, exactly what each person should do, how much time they have and what will happen once they have finished.

THE TASK CYCLE

TASK

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

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

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

PLANNING

During the planning stage, the teacher's main role is that of language adviser, helping students shape their meanings and express more exactly what they want to say. Here are some <u>guidelines which apply to the planning of both oral and written presentations.</u>
- Go round quickly at the beginning to check all students know what they are supposed to be doing, and why. If you have a large class and cannot help all groups in one planning session, decide which ones you will concentrate on, and make a mental note to help others next time.
- Unless one group is doing nothing, it is a good general rule to wait until you are asked before you offer help. Then you know you are responding to the learners' needs rather than your own interpretation of them. It is always worth bearing in mind that learners will learn best if they work tilings out for themselves, rather than simply being told. The planning stage is a good opportunity to encourage learner independence.
- Comment on good points and creative use of language.
- If you are asked for advice, suggest positive ways learners could improve their work at a general level, e.g. *That's good. You might like to add a sentence signalling what you are going to talk/write about in this section - it may help the listener I reader to follow your ideas better.*

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

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

THE REPORT

In itself it probably presents slightly less of a learning opportunity than the planning stage. But without the incentive of the report, the learning process of planning, drafting and rehearsing would not happen.
Depending on the level of the class and type of task, a report might last as little as 20-30 seconds or up to two minutes. So if you have twenty students in your class, producing one report per pair, you can calculate the time you will need. It will probably not be feasible or advisable to let every pair report in full.

Their reports will not resemble native-speaker language; there are bound to be strange wordings and grammatical errors. What is of vital importance is to acknowledge that students are offering them as the best they can achieve at that moment, given the linguistic recources and time available.

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

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

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

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

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

Summing up and giving feedback
When summing up, it is important (and natural) to react first to the content of the reports.

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

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

LANGUAGE FOCUS
FROM MEANING TO FORM

ANALYSIS

These are sometimes called consciousness-raising activities, language awareness activities or even meta-communicative tasks, i.e. tasks that focus explicitly on language form and use. Analysis activities should not consist of decontextualised presentation and practice of language items in isolation. Because they follow the task cycle, they involve learners in a study of the language forms that were actually used or needed during the cycle. So they are already familiar with the meanings expressed, and now have the chance to study the forms which realise those meanings.
If there are not sufficient examples of a particular language feature in the task cycle text or transcript, extra ones can be assembled from previously read texts or transcripts of earlier recordings. Invented examples can be used as a last resort, but unfamiliar examples out of context are often less meaningful to the learner, and the use of the target item will *be* less clear. Beware of introducing examples which are not typical of natural language.

Starting points for analysis activities

1) Semantic concepts (themes, notions, functions)

a. Read the trancrit of the conversation about school subjects.(transcript 19 Find phrases which show positive or negative reactions to them, e.g. so it was pretty disastrous, really.

b. Read the cold story (text 2) and find all the phrases referring to time, e.g. for ten hours. After that. How many ways can you classify them? (Other possibilities: look for expressions referring to people, place)

2. Words or parts of a word

A study of the form and uses of the very common words will certainly help to consolidate learners' developing picture of the grammar of the target language.

Activities focusing on parts of words, such as *-ing, -ed, -s,/-'s, -ly, -tion, -ful,* or prefixes, such as *un-, over-, multi-* may give insights into grammar, phrase/ sentence structure and word formation.

Analysis tasks starting from words or parts of words can involve learners in the following:

- classification according to grammatical function - *-ed* verbs split into past simple (*I realised); past participle in an adjectival form (spent the night trapped); past participle in a passive (was locked)*
- exploring meaning and effects of alternative choices of form
- identifying, from a set of examples, the odd one out, or what they have in common. This can be structural, or semantic
- exploring collocation, where students collect phrases with *of,* such as *balance of trade.*
- collecting similar examples from learners' previous knowledge or from a dictionary
- classification according to meaning and use

3. Categories of meaning or use

Once learners have met several uses of a common word, you can assemble a number of familiar examples to build a revision activity. Start by giving the common categories of meaning or use of the word or phrase and then ask learners to match each example to a category.

However, it is often the study of the phrases that fit neither category that proves most fruitful in terms of exploring collocation and idiom.

4. Phonology: Intonation, stress and sounds

Phonology is another area worthy of analysis, and working from recordings and transcripts can be invaluable. Learners need practice in identifying the main message-bearing words in the flow of speech. This involves recognising how spoken language is chunked, (each chunk is known as a tone unit), and hearing which word within each chunk (or tone unit) carries the main stress. This stressed word, which usually has a falling tone ↘ or a fall-rise tone ↗, will be the main message-bearing word, and the key to understanding the meaning of that chunk. So, instead of listening for sentences, learners should get used to listening for tone units and stressed words. If they do this, they will be more able to cope with the flow of speech.

LANGUAGE PRACTICE AVTIVITIES

These activities can be done singly, in pairs or groups, as team competitions or teacher-led sessions with the whole class. Many of them could be prepared by learners as homework.

a *Repetition*
Repetition of useful phrases, or dialogue readings can be done by individuals, students in pairs, or, if led by the teacher, with the whole class in chorus or in large groups, with each group taking one part. It is fun to begin slowly and build up speed, to see how fast they can do it.

b *Listen and complete*
Teams or pairs write a list of useful phrases or sentences. One learner says half or a little more of each item. The first team or pair to complete it successfully gets a point.
Or you can play a recording and press the pause button in mid-phrase - which team or pair can continue? Don't give the answer yourself but, after several attempts, play the tape and let the class identify who was correct. (Allow four or five seconds - if no one can do it, you get the point.)

c *Gapped examples*
Learners (singly or in pairs) write out a list of five or 'ten useful phrases or sentences from the text or transcript, omitting one word or phrase from each one. They exchange lists with a partner or another pair, who has to complete them from memory, and keep a note of their scores. Or they can read them out to the whole class for completion. They can also be written on OHP transparencies and done with the whole class in teams.

d *Progressive deletion*
Do this whenever you have examples of language on the board after an analysis activity. It is guaranteed to liven the class up and increase concentration.
Number the examples. Call out numbers one at a time (but not in order) and ask individual learners to read each example out loud. As they read, delete a word, or even whole phrase from that example. Continue to call out the numbers, even when there are hardly any words left, and get individuals to continue to read them out as if they were still complete. You will end up with a clean board, with only the numbers left on, but you can still challenge the class to 'read' what was there.

e *Unpacking a sentence*
Choose a long sentence from a familiar written text. Ask learners to write the same information in as many short, simple sentences as they can, without repeating any facts.
Or allow learners to repeat the same information, but ask them to write it in different ways. Set a time limit, of, say, five minutes, and see how many different (correct) sentences each pair can build in that time.
You can either review the exercise by getting learners to write their sentences on the board, or asking them to read them out, for you to write.

f *Repacking a sentence*
After completing the 'unpacking' exercise above, ask learners to close their books. They then have to work in pairs to pack all the information from the short sentences back into one long sentence without looking at the original text. It doesn't have to be the same as the original sentence, but it must be grammatical. Pairs can exchange and check each other's sentences.

Then ask two or three pairs of learners to write their sentences on the board or on an overhead transparency for the class to spot the grammatical differences. Explore whether these contain any shift in meaning or emphasis.[6]

g *Memory challenge*
Take a set of similar types of word, e.g. narrative verbs, from one text (or possibly two texts, to make it more of a challenge). Mix them up. Can students write the complete phrase or sentence containing each item? If you are using verbs, can students remember who or what was the subject of each and what followed it?
reported found spent realised gone locked telephoned began ran

h *Concordances for common words*
If you don't have a computer with a concordancing facility, don't worry. In this activity, the learners themselves act as text investigators. Divide about ten familiar texts and/or transcripts among learners, so they each have one or two to investigate. Select one or two very common words from among the top 40 or so of the frequency list for them to find. For example, one week you could concentrate on common prepositions. Ask learners to go through their texts and write neat concordance lines for each word including the six words before and after it. These can then be assembled (on an OHP transparency, photocopy poster or the board, dictated by students) to form the basis of a classifying activity. They can also be used for an odd-word-out activity, a cloze test, or even a memory challenge, where you ask for the source or context of the line.

i *Dictionary exercises*
For the best results, use a good learner's dictionary. Exercises can include the following:
- matching words to definitions: students choose three words from a text or transcript to look up, and find which dictionary definition best fits each word in its context. They then explain them to each other.
- exploring collocations: give students two familiar collocations from a text or transcript, and ask them to use a dictionary to find other useful ones based on the same verb or noun.
- generating your own examples: learners look up words they are not sure how to use. They then read the examples and grammatical information in the dictionary and write two sentences with each word.

Sample task-recording transcript 1

Catherine:	*We've each got to say a little bit about our favourite subject at school, and which were the ones, erm, that we liked the least and for what reasons. Why don't you start?*
Caroline:	*Right, well. My favourite subject was always English, I think because I liked writing stories. The least favourite was always Maths. I was awful at it. I think I, erm, didn't concentrate on some vital bits and missed out and then it just got worse and worse. I used to sit at the back and giggle quite a lot. And, er, so it was pretty disastrous, really.*
Stephen:	*I liked science subjects, but I think that was because the teachers were very much better in that than in subjects like French which I really didn't like at all. I didn't mind things like Maths and English, because I could do them, but it - the languages, French, Latin, Greek, got a bit, you know -1 got a bit behind, and the teachers weren't that helpful, so I didn't like those as much ...*
John:	*What did you dislike? Well, French...*

Coffins *Cobuild English Course* Level 2, Section 58'

Text 2:
The boy who came out from the cold

A SCHOOLBOY who spent the night trapped in a butcher's cold store after being locked in accidentally, ran on the spot for ten hours to stay alive.

Peter Emerson, aged 15, was locked in the store in a Stratford upon Avon butcher's shop for 14 hours with the temperature around freezing point.

Staff arriving for work at the Wood Street shop found him yesterday morning with his teeth chattering and his face purple with cold. Still freezing, Peter immediately telephoned his parents, who had reported him missing to the police. Peter, who lives in Banbury Road, Stratford, said: 'I help out at the shop after school and I had gone into the cold store just before closing time. I was behind a big food shelf when the door locked behind me.

'At first I thought it was someone playing a joke but when I realised it wasn't and began shouting all the staff had gone home. I tried to kick the door open and to pick the lock but it was no good. 'I was wearing only a shirt, trousers, a thin pullover and a white butcher's smock. It was bitterly cold and I realised that I might die, so I ran on the spot for about ten of the 14 hours.'

Text 3: Spiders
Spiders

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

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

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

After three weeks she was given a plastic spider at a TOP meeting and took it home. "One of the group took a real spider in a jar to the next meeting, where it was gradually moved nearer to the sufferer." She later agreed to take the real spider home and gave it the name Bernard.

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

Pre-task
Exposure to language

Belowq are the headline and the opening lines of a newspaper story.
What questions come to your mind when you have read this opening? Write down seven.
How many do you think will be answered in the full story?

> **THE BOY WHO CAME**
> **OUT OF THE COLD**
> A schoolboy who spent the night trapped
> in a butcher's cold store after being locked
> in accidentally…

Language Focus activities
Three startinmg points

Semantic concepts (themes, notions, functions)
a) Find six phrases in the story which refer to the cold and its effects, e.g. *cold store,
    temperature around freezing point*. What similar phrases do you know?
b) Find eight phrases and words about time, e.g. *spent the night, immediately*. How many
    ways can you classify these? List them according to categories, e.g. those which answer
    the question 'When?' and those which tell you 'How long?'
c) How many phrases refer to people, e.g. *a schoolboy, his parents, someone playing a joke?*
d) How many clauses/phrases can you find that refer to a place, e.g. *ran on the spot, help out
    at the shop?* To practise these, choose any six and write them down but leave a gap for
    the preposition. Give them to your partner. Can he/she complete them from memory?

Words or parts of words
e) Find three verb phrases with *had*. Could you use a simple past tense form instead? Would
    it change the meaning in all three cases?
f) Find the phrase *pick the lock*. Use a dictionary to find this use of *pick*. What other
    interesting phrases with *pick* can you find? Choose four to teach your partner.
g) Find nine phrases/clauses with verbs ending in *-ing,* e.g. *Staff arriving for work.* How
    could you classify these? (How many begin a sentence? What about the others?) What
    meaning does *-ing* seem to have?
h) Find the verbs ending in *-ed* and divide them into two or three categories. Now find other
    past-tense-form verbs from the story to add to the appropriate lists.

Categories of meaning and use
i) Find phrases/clauses with verbs ending in *-ing,* which:
• describe someone or something
• follow is */was /are /were*
• follow verbs like *stop, start*
How many are left over? How could you classify them?

SAMPLE TASK-BASED LESSON OUTLINES

Outline 1: A poem / Children's song

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aims:
o Ss observe the use of modals which convey meanings
o practice intonation patterns
o introduce elements of poetic language

Skills: speaking: expressing personal opinions

When Flowers Wake Each Morning
When flowers wake each morning
they don't have to make their bed,
and lettuce never has to comb
the hair upon its head.

You'd never tell asparagus
it shouldn't play with spears.
You'd never ask a stalk of corn
to wash behind its ears.

A mushroom doesn't have to clean its room,
and you will all agree
a tree won't have to study hard
to learn geometry.

I guess it should be obvious
from listening to my rant,
I' m tired of being a person;
I would rather be a plant.

1. Decisions concerning the selection of tasks
The tasks involve working with modals an area where students need a lot of practice. Students face difficulties in this area and teachers try to help them overcome these problems by giving many traditional-type exercises (fill in the blanks, choose the appropriate modal to complete the sentences). Experience has shown that, however well students may perform in such decontextualized exercises, they very rarely use these modals in communication. This shows that students cannot easily master the structure. An alternative teaching method might be more helpful. The choice of a text which is not linguistically dense (a children's poem) is expected to balance the difficulty of the structure and provide a meaningful context that will eventually facilitate learners.

2. Decisions concerning the choice of texts/activities
The text used in the task is authentic. A jigsaw activity is used where the whole set of information is not revealed until all students have performed their part of the task. The information gap principle will keep students alert and interested in what the other groups report.

The Task
Learning a second language is associated with the teaching and learning of structures, vocabulary and techniques for effective communication. L2 learning, though, could serve more complex purposes. It could become a source of knowledge of other peoples' culture and literary production and a source of pleasure. A literary genre which is not frequently used in teaching is poetry. Poems can be a source of authentic material whose language and structure are not graded. They have simple structure and can be ideal for introducing L2 learners to intonation patterns: these poems follow rhyme patterns that are easily distinguishable and are followed throughout the poem.. It us expected that the lesson will be particularly enjoyable for the students and it will help them clarify the use and acquire the difficult structure (using modals to express preference, advice, obligation).
Time: 45'

Preparation: Students will work in 3 groups. 1. Cut out the poem into its 4 stanzas and photocopy the 3 first stanzas for the students of the three groups (the 4th stanza will be revealed at the end to add a comic element).
 2. Make enough photocopies of the whole poem to distribute at the end.
In class

Pre-task

Step 1 (Time: 1')
"T introduces and defines the topic": a young child reflects on the everyday activities he dislikes doing. He chooses one plant to associate each activity. Find which plant is associated with each activity and discuss why this association is made. Report your ideas to the class.

Step 2
"Learn basic new vocabulary"
Activity 1 (5')
Learn the names of new plants: lettuce, asparagus, mushrooms. Known words to be revised: flower, tree, corn. T can either bring pictures and/or the actual vegetables.
Practice:
1. T sticks the pictures of all six plants on the board. T tells each word in order and Ss repeat.
2. T tells the words at random order and Ss repeat.
3. T focuses on new vocabulary, points at the pictures and asks questions*: Is this a lettuce?* Ss answer Yes/No.
4. T gives alternatives for each picture and Ss identify the correct word: *Is this a lettuce or a mushroom?*
5. T points out pictures and students give the word: I*t's a lettuce.*
6. After the Ss have learned the new words, T writes under each picture the word so that Ss can have also the written representation.

Step 3
T divides the class in 3 groups and each group in 2 pairs. T hands out the slips of paper with one stanza of the poem written on them. Each of the three groups will work on one stanza.

Task cycle

Task
Step 4 (Time 5')
Ss work in pairs to identify which plant is associated with each action (e.g. flowers -make their beds, lettuce -comb its hair). T acts as a monitor and may provide hints to help Ss make associations (e.g. Flowers are associated with "beds" because they grow in "flower beds", mushrooms are associated with "cleaning rooms", because they are mush-"rooms").

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Planning
Step 6 (Time 5')
The pairs discuss with the rest of the group what they discovered and make the final decision about what to report to the rest of the class. They may be advised to take notes or draft a written version of the report. They arrange who will speak first, second, e.t.c.
Report (Time:10')
1. One student of each group reads aloud their part of the poem.
2. Members of the groups in turns report their findings.
3. T monitors the activity to ensure that most of the Ss take part in the report. The task is a jigsaw activity and it is expected that all the students will be interested to listen to the other groups in order to have a complete image of the poem.

Step 8 (Time 3')
T gives out the whole version of the poem and leads Ss to focus on the last stanza which is the poem's climax and its most amusing part.
Evaluation of the Task cycle
Students do not simply perform a jigsaw activity. More importantly, they fully realize that task completion is not the end of an activity. Students will not only try to satisfy an immediate communicative need (get the message across) but will need to consider the circumstances of communication: for the public use of language (talking to the whole class) students will not focus on fluency only, but will need to focus on "fluency, accuracy, clarity and organization as befits a public presentation" (Willis 1996:55). It's a constant "linguistic challenge" and it is this that helps to drive their interlanguage development forward.

Language focus

Analysis
Step 9 (Time: 8')
T can give a brief talk on the structures in focus. Ss are asked to search the data to identify the particular pattern and usage and the language forms associated with them. There are affirmative and negative sentences; Ss underline the structures. T monitors the activity till all the structures have been identified. A discussion follows on what meanings/emotions are conveyed through the language forms (e.g. "I would rather be a plant" shows what the poet prefers).

Practice
Step 10 (Time: 7')
<u>Activity</u>: T prepares an exercise where the modals presented in the task, are missing. T could discuss with the class what meanings are conveyed and which could be the best way to fill in the blanks. T should try *not* to allow for many possible answers for each blank but should accept all possible interpretations given by Ss.
Possible questions to monitor the activity: "Could *would rather* be used in sentence 1?",
" Would *have to* give the same meaning?", " What does *should* mean in the second sentence?"
Step 11 (Time 3')
"Ss enter useful language items in their language notebooks".

Evaluation of the TBL lesson
   a) **Difficulties faced**
The preparation for a TBL lesson is very demanding as it is an innovation for the teacher and the students. The PPP framework is much easier to use and experience has shown it has good results. While preparing the lesson teachers may feel unsure about how much input to give at

the pre-task phase and how much time at the planning stage. A good way to gather information about the TBL lesson is to keep notes (a brief diary) while teaching.

b) **Positive outcomes and some reflections**

It was encouraging to see that a TBL lesson can be conducted through *learner* activity. The students enjoyed the interaction and used a range of vocabulary and techniques to perform the different activities. They recognized the importance of the planning stage and devoted more time than expected on this stage. This made most of them quite confident to report their work to their fellow students. The less confident students, who normally deny to speak in public, were still reluctant to report to the whole class but they finally did so. They, later, admitted that they had benefited from the planning stage.

The learners generally reacted well to the TBL lesson. The teacher, though, cannot definitely decide whether these students merited from the structure of the lesson or from other factors: was the topic more interesting? Was pair/group work more motivating? Was the jigsaw activity more fun? If the above lesson were presented in the familiar PPP structure, would it have the same, more or less impact on the students? It is not easy to provide answers to the above questions mainly because many more TBL lessons should be conducted on a wide scale in order for comparisons to be made.

Outline 2:
Picture puzzle: Find seven differences

Aim:
The aim of this lesson outline is to illustrate a typical revision lesson covering familiar topics. The pre-task phase is, therefore, shorter than usual. This lesson also shows how a recording can be used at the end of the task cycle (see Chapters 2 and 3).

Starting lesson

Explain this lesson is mainly revision, and aims to revise words and phrases from Units 1-4, give ss different kinds of speaking practice and finally focus on question forms.

Pre-task (3-4 min)

1. Get ss to stand up, find a different partner from usual and sit down in their new pairs. Check they have at least one book between two. Keep them closed for now. They also need one sheet of paper between two, a pen or pencil and their language notebooks.
2. Introduce task - 'Find the differences' *puzzle,* like one they have done before (remind them) only with different pictures. Each student will see both pictures. Together they have to find seven differences and write them down in note form. (Put an example *(cat on right/on left of sign)* on the board.) They will only have one minute. They should talk in English, but quietly.

Task cycle

Task (1 min)
Get them ready to start: *Find the pictures on page ... and you have one minute from ... NOW.*

Stop the task as soon as a few pairs have noted down seven differences (or when one minute is up). Ask how many differences others have found already.

Planning (8-10 min)

Tell all pairs to choose four differences they think the others may not have seen. They write them down in detail, and practise explaining them, so they can tell the whole class. Show them by expanding *cat* example on board.

Go round and help, noting useful phrases and writing some on left of board, e.g. *In picture A ... the sign says ....*

Nominate the shy ones as reporters, and give them another two minutes to practise. Draw attention to phrases on board.

Report and listening (15 min)

Explain that they must listen carefully to other pairs. If they have the same difference, they tick it off. Once they have heard a difference, they must not report it themselves.

Each pair gives one difference (write these on board as they tell the class) till there are seven. Some pairs may still have more. Stop them from shouting them out (so they still have some to listen for later).

Announce recording of David and Bridget doing the same task.

Play recording. Ss tick off the differences they hear. (May need to pause after each one, and play it again.)

David: *Okay? Another difference is the number of the house.*

Bridget: *Yes.*

David: *In Picture A it's thirty; in Picture B it's thirteen...*

Bridget: *- is thirty. Oh!*

David: *Oh, okay.*

Bridget: *Oh. Do you think-?*

David: *Doesn't matter. Thirty in Picture A and thirteen...*

Bridget: *Thirteen in picture B. And this number's different.*

David: *What number?*

Bridget: *The phone number of Paul Smith and Sons.*

David: *Oh yeah. So, the phone number of Paul Smith and Sons is - what? - in Picture A - is six three one nine oh. Six three one nine oh in Picture A...* Bridget: *Mmm.*

David: *And six three three nine oh in Picture B.*   •

Bridget: *Okay.*

David: *Okay. How many have we got? That's three.*

Bridget: *Three. How many do we have to have? Seven. Mm.*

David: *How about the television - is that on? Yes. Oh no, the television is on, is   ,, it? - in the first picture-*Bridget: *Yes, it is!*

David: *... and it's not on in the - in Picture B... that's - what have we got?*

Bridget: *The television is on in Picture A but off in Picture B.*

David: *Okay. Right. Anything else? Oh yes, the man's carrying an umbrella.*

Bridget: *Okay. .*

David: So *what shall we put? The man...*

<div align="right">Coffins Cobuild English Course Level 1, Unit 5, p. 120T.</div>

Now ask class if any pairs have more differences? Ask them to give one each. Tell them the record total so far is 13 - can they beat it?

Language focus (15 – 20 min)

Analysis and practice

From board:

1. Ss choose a useful phrase from each sentence and practise saying it. Delete the phrase immediately it is said. Delete other words gradually. This is called 'progressive deletion' (see page 111) and should *be* fun!
2. Ss read out all sentences in full, including the missing parts. Clean board.

From transcript:
3. Ss hear recording again and follow it in the transcript. Pause tape sometimes to let them predict how next phrase will be said (intonation with stress on key words).
4. Ss read whole transcript and find twelve questions to classify in whatever ways they like (e.g. questions with *shall* or *get;* short questions/long questions; questions with/without verb, etc.).
5. Ss find two examples of the word so. Where does it come in the conversation?
6. If time, ss write down any new phrases they noticed.

Bring class together and review analysis of questions. Practise short questions (point out many are without verbs) and then list questions with *shall, got, have* and practise them. Ss read out their phrases.

NB: 4-6 can be done for homework and reviewed in class.

Outline 3:
A sea journey

The aim:
The aim of this lesson outline is to illustrate the first lesson in a series based on a new topic. The pre-task phase will therefore be longer than usual, introducing topic lexis by various means including teacher anecdote and the use of a recording.

Class and course background
Intermediate/upper intermediate

Starting lesson
Announce new topic. Relate this to textbook unit.
Give overview of work for next two weeks, e.g. *By the end of this you'll have talked and written about different aspects of journeys by boat, and read a short story about a sea journey.* Ask them to bring to class anything they like that is linked to the theme. Remind them main language features will be summarised at the end of each week.
This lesson they'll be hearing a recording about a sea journey, then doing a similar task - sharing their experiences of sea travel or boats. Language focus: studying useful phrases and features of spontaneous English and comparing these with planned English.

Pre-task (15-20 min)

Aim: To introduce topic of sea journeys, and give class exposure to topic-related talk, to activate and highlight useful words and phrases.
Starting points: three pictures of ships - big and small on rough and calm seas; teacher's personal experience.
1. Talk about pictures one by one while putting them up on wall. Ask uestions to assess class experience of topic, e.g. *Have any of you travelled by boat?/ seen any TV programmes,*

films about sea travel? Let class indicate their experience very briefly. (I'd tell them about my first experience in a small boat when the sea got really rough.)

2. Brainstorm with class on words and phrases. Organise on board as a mind map words about sea, boats, people, feelings, attitudes to sea journeys/being in boats.
   Bring theme round to *Are you a good traveller?* (and what this means, i.e. *Do you get travel-sick on buses, in cars? or sea-sick?*). Add other vital topic words that will come in the recording (see transcript below).

3. Announce recording of Rachel telling Chris about a sea journey. (Ss know her already from earlier recordings.) Write up alternatives to help them listen: *alone or with family? big or small boat? calm or rough sea? pleasant or -unpleasant experience?*
   Play recording two or three times - 1) for gist (select words from board), 2) for words and phrases they notice (add to board if useful), 3) if they want to hear it again.

Chris:	*Are you a good sailor? Have you ever been seasick?*
Rachel:	*Yeah I have been seasick, once. But I haven't sailed very much. Except in a-*
Chris:	*Was that on a long journey?*
Rachel:	*Yeah. In fact I'm quite a good traveller normally. But this was erm — er-not on a long journey, no. It was about twenty miles. And erm, coming -on the way back, it was a very small boat, and it was very hot, and me and the rest of my family were on this very - in the inside of the boat. And it was just like being in a-on a cork, carried by the water. And my brother started first, and then it just sort of spread like the plague.*
Chris:	*Oh terrible.*
Rachel:	*It was ghastly.*

Coffins *Cobuild English Course* **Level** 3, Unit 20, p. 138T

4. Let them read task instructions from textbook. Give them two minutes' thinking time.

Task cycle

Task (3-4 min)
Ss do task in twos, then combine with another pair to re-tell their stories and compare their experiences. What did their stories have in common? Were any like Rachel's? Any groups that finish quickly can write down points they had in common.

Planning (5-10 min)
Each group of four selects two stories to present to the class.
Divide into pairs to rehearse them. Go round, helping if needed, and nominate spokespersons.
Note down language points for highlighting later, such as any useful phrases that ss use.

Report (5-8 min)
Pick four or five pairs to tell their stories.
Class listen - their purpose is to note down details (warn them they must try to remember these for next lesson) and find what the stories have in common.
Give feedback on content. Review similarities and differences in their stories.
Set homework: plan a first written draft of the story, changing one detail, to be polished and presented to class in next lesson.

Language Focus (15-20 min)

Analysis and practice

1. Dictate/write on board five good phrases from stories ss told in task cycle. Write up five corrected phrases/sentences with a word that caused problems missing for ss to discuss their meaning and complete them.
2. Based on transcript of Rachel's story. Ss read and circle useful words and phrases. Discuss which of these are typical of spoken language, and which of planned, or written language.
3. Hand out version of planned story. Ask ss to discuss how this differs from the spoken transcript. Then they can underline all past tense verb forms. Rachel: *I'm quite a good sailor normally. But this time, I was with my family and we were on a very small boat and it was like being on a cork on the water. We were all sitting inside the cabin and it was really hot. My brother started being seasick first and then it just spread like the plague. It was ghastly*
4. Ss write down other language features from lesson that they want to remember.

NB: 2 and 3 can be done for homework.

Outline 4:
Spiders – a success story

This is an example of a lesson based on a reading text. It contains a wide range of specific language-focused activities illustrating the starting points for language analysis activities

Class and course background
Intermediate learners, monolingual, mixed-level class. They have already talked about phobias, and done a listing task on all the things they have heard people can be frightened of. They have also completed a more open task, where they told each other about what they had been frightened of as children. A few people have mentioned insects and spiders briefly, and students have .found out who in the class is afraid of spiders. So there is no need for a lengthy pre-task phase.

Starting lesson
Explain there will be two task cycles in this lesson. These will lead into reading a newspaper report about a woman with a serious phobia about spiders. She lived with her husband near a large town, but could never be left alone in case she saw a spider (possibly write main topic words on board: *woman - phobia about spiders,* etc.).

Pre-task (2-3 min)

Explain the first task: in pairs ss to brainstorm and list three consecutive steps they might take to help cure this woman of her phobia about spiders.

Task cycle 1 (Speaking)

Task 1 (2-3 min)
Pairs list possible ways to help her get over her phobia.

Planning 1 (2-3 min)
Pairs rehearse how to explain the steps they recommend, and justify the order they are in.

Report and reading 1 (10 min)

Pairs tell the class their proposals and justify them. The class listen and count how many different ideas they come up with.

Let the class discuss and vote on which four steps might be similar to those in the newspaper report. Write these on the board.

Give out the texts with the missing line in Focus 5. Ask students to read to see whether their four steps were in the report. Finally ask which pair had the most steps that were similar.

Task cycle 2 *(Reading)*

Task 2 *(4-5 min)*

Ss read the text again and discuss in twos where the 'lost line' must have come from.

Planning and report *2 (2-3 min)*

They tell each other where they think the line fits and why. Do not tell them if they are right or wrong. (If they all agree, no need to prolong the report!)

Give out the text with the line in place, so they can see if they were right. (They will need the complete text for the next phase.)

Language focus (20-35 min)

Analysis and practice

Each of the activities below can be followed by a review, hearing what ss thought, and bringing out some of the ideas in the notes below. In some cases, ss may benefit from a brief practice activity. (I would aim to do activities 1, 2 and two others in class and set 4.3 (on to) for homework.)

1 Main theme: Spiders
Circle all the phrases which refer to spiders, including those with pronouns, e.g. *saw one, removed it.* Join up the circles with straight lines, to get a lexical chain (see example below). Ss can then compare chains to see if they have found the same set of references.

NB: In order to do this, learners will have to focus on aspects of textual cohesion. They may notice the use of plural forms (and the word *one)* to express spiders in general. They can distinguish phrases that contrast with the idea of a real spider, e.g. *doodles resembling spiders.* These points can be highlighted at the review stage.

SPIDERS

a success story
from the new organisation
Triumph Over Phobia (TOP).

ONE woman was so afraid of spiders she could not be left in a house alone.

If she saw one she would climb on the table and not be able to get down until somebody came into the room and removed it.

During her first TOP meeting, she noticed doodles on a page which resembled spiders and she suddenly recoiled in horror. She was eventually persuaded to look at photographs of spiders in books, then leave the pages open in a room so she saw them each time she walked in. Her husband began to move the position of the book and change the page so she saw a different one each time.

After three weeks she was given a plastic spider at a TOP meeting and took it home. One of the group took a real spider in a jar to the next meeting, where it was gradually moved nearer to the sufferer. She later agreed to take the real spider home and gave it the name Bernard.

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

The Daily Telegraph 24 Januar 1994

2 Time and sequence

Ask ss to find between eight and eleven phrases or single words that express the notion of time. Which ones denote the passing of time and thus help to signal the stages in the cure of the phobia? (There are seven or eight of these.)

NB: This highlights a very common function of time phrases - signalling the structure of a sequential narrative. It also shows that not all stages are explicitly signalled, and learners may need to look for less obvious linguistic clues, as in *began to ...* above.

A further focus on adverbs of time could be achieved by asking where the words *suddenly, eventually, gradually, later, and first* occur in the time phrases. Ask ss in pairs to read the phrases with these words out loud and notice where there might be similar stress patterns.

3 Place and position

Ask ss to look for around twelve phrases expressing the general notion of place and position. Subdivide these into three or four categories: those referring to
- her house, e.g. *left in a house alone*
- the spiders themselves, e.g. *in a jar*
- position or movement, e.g. *moved nearer to the sufferer*
- the meeting, e.g. to *the next meeting, going to the group.*

4 Common words highlighting grammar points: the passive voice and uses *of to.*

4.1 Ask ss to find four phrases with the word *was.* Which three have a similar structure? *(She was eventually persuaded to look at photographs!she was given a plastic spider I it was gradually moved nearer.)*
Ask ss if they know exactly who persuaded her to look at the pictures, who gave her a plastic spider, and who moved the spider nearer to her?
Does it matter that they don't know?
Ask where else in those sentences they could put the words *gradually* and *eventually.* Either

4.2 Ask ss to find six phrases with the word *to* and notice which verbs it goes with.
Ask them if they can divide these phrases into two categories. There is one phrase where you can omit the *to* and still have a grammatical sentence. Ask them to find it.

or

4.3 Tell ss these common uses of the word *to:*

a) as a preposition indicating movement towards something or someone, e.g. *They have just moved to Kendal.*

b) before an indirect object e.g. / *wrote three letters to the headmaster.*

c) following a verb like *want* before an infinitive, e.g. / *tried to kick the door open.*

d) denoting purpose or intention *in order to ...,* e.g. *I came in today just to see you.*

 Now they try to decide which category each example below belongs to.

table and not be able	**to**	get down until somebody came
Her husband began	**to**	move the position of the book
took a real spider in a jar	**to**	the next meeting, where it was
gradually moved nearer	**to**	the sufferer. She later agreed
She later agreed	**to**	take the real spider home and gave
months after first going	**to**	the group her phobia had gone.
ran on the spot for ten hours	**to**	stay alive. Peter Emerson, aged
reported him missing	**to**	the police. Peter, who lives in
I tried to kick the door open and	**to**	pick the lock but
We've each got	**to**	say a little bit about our favourite

4.3 <u>Underline the other verb phrases in the examples below which have the same patterns as this example:</u>

She was eventually persuaded to look at photographs. (These can include any part of the verb *be,* i.e. *was, will be / is,* etc.)

I was asked to help out at the butcher's shop.

You will normally be required to work one weekend day.

He was just told to go home and fetch it.

She is being encouraged to rest more.

You are advised to travel light, carrying no more than one...

They were more or less forced to accept an alternative.

You are constantly being reminded not to leave your luggage unattended.

NB: Some of these sentences may be unfamiliar to learners. Ask them to think of contexts in which they might hear or see them used.

Review analysis and get ss to write useful language in their books. If time, ask them to do a 'gapped example' quiz round the class, using examples from their notebooks.

The most frequent words of English

The top 200	words of spoken English				
the	there *(pronoun)*	an	'cos *(conjunction)*	let	her *(determiner)*
I	just	so *(conjunction)*	something	course	probably
and	or	will *(modal verb)*	bit *(noun)*	week	may *(modal verb)*
be	would *(modal*	take	should *(modal*	ask	little
you		some	*verb)*	over	school
it	can *(modal v.)*	could *(modal verb)*	his	talk	must *(modal verb)*
a	no *(adverb)*	make	into	than	different
of	then	one *(number)*	no *(determiner)*	still *(adverb)*	old
to *(+ infinitive)*	she	on *(adverb)*	him	number	child
in *(preposition)*	this	how *(adverb)*	more	many	feel
have	there *(adverb)*	like *(preposition)*	us	another	leave
that *(determiner)*	all *(determiner)*	in *(adverb)*	back *(adverb)*	thank	question
we	them	by *(preposition)*	like *(verb)*	call	away
that *(conjunction)*	see	three	use *(verb)*	new	job
they	now	who	tell	man	remember
get	come	look	quite	problem	out *(preposition)*
to *(preposition)*	as *(conjunction)*	put	okay	also	pay *(verb)*
do	your	year	all *(adverb)*	of course	house
what	up	as *(adverb prep)*	right *(adjective)*	never	sure
for	mean *(verb)*	really	day	work *(noun)*	last
not	when	any	first	money	end *(noun)*
but	about	here	work *(verb)*	keep	part *(noun)*
go	which	good	why	used *(modal verb)*	whether
he	very	where	only	anything	move
on *(preposition)*	from	other	need	more	else
know	because	give	pound	her *(pronoun)*	own *(det/pron)*
say	thing	down	about	happen	today
well *(adverb)*	right *(adverb)*	way	much	area	hear
think	people	their	point *(noun)*	big	before
if	me	our	again	fact	every
at	out *(adverb)*	actually	off	even	nice
with	my	sort *(noun)*	might	too *(adverb)*	place
so *(adverb)*	time *(noun)*	lot	find	through	
yes	want	one *(pronoun)*	try	always	

The top 200 words of written English

the	would *(modal v.)*	also	how	feel	well *(adverb)*
of		about	our	company	never
and	this	so *(adverb)*	day	over	off
a	if	come	because	high	course
be	her	give	down	number	provide
in *(preposition)*	there	me	through	thing	school
to *(+ infinitive)*	can *(verb)*	new	so *(conjunction)*	area	about
have	all *(determiner)*	now	both	leave	country
to *(preposition)*	do	any	must *(modal verb)*	against	large
it	make	may *(modal verb)*	want	most	member
for	who	first	government	there	away
that *(conjunction)*	what	your	own *(det/pron)*	under	all *(adverb)*
with	go	such	child	might *(modal v.)*	try
on *(preposition)*	its *(determiner)*	only	tell	need	house
he	that *(determiner)*	than	become	here	hold
I	see	people	still *(adverb)*	ask	out *(preposition)*
not	take	good	too *(adverb)*	much	without
by	time *(noun)*	think	back	mean *(verb)*	different
at	into	should *(modal verb)*	more	show *(verb)*	within
you	up		work *(noun)*	us	during
from	some	her *(pronoun)*	life	party	keep
his	him	*way*	system	another	call *(verb)*
but	could *(modal v.)*	use *(verb)*	however	work *(verb)*	point *(noun)*
as *(conjunction)*	year	man	on *(adverb)*	service	although
which	when	find	woman	problem	local
or	them	between	after	put	begin
they	more	like *(preposition)*	each	after	end
she	other	in *(adverb)*	case	again	most
an	my	look *(verb)*	seem	over	few
say	out	where	great	hand	follow
we	get	just	group	small	always
as *(adverb)*	no *(determiner)*	very	old	place	turn *(verb)*
their	then	even	part	while	
will *(modal verb)*	know	many	world	no *(adverb)*	

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SIX TYPES OF TASK

1 Listing	
Outcome	Completed list or draft mind map (see Focus 5).
Processes	Brainstorming, fact-finding
Starting points	Words, things, qualities, people, places, actions, job-related skills: • international English words, e.g. in sport, in pop songs • things found in particular places, e.g. in the kitchen, on the beach • everyday things, e.g. that you carry with you or that you often forget or lose • qualities looked for in a product, e.g. a good pen, a stereo system • qualities needed for particular jobs, e.g. teaching, being prime minister • personal characteristics, e.g. of a TV celebrity, an astronaut • features of a place, e.g. a holiday resort, a language school, a sports complex • things you do to, e.g. prevent crime, plan a party, move house • ways of doing things, e.g. remembering new words, cooking rice, saving money • common questions, e.g. that guests ask hotel reception staff, that tourists ask tourist guides
Follow-up tasks	• **Memory challenge games** (lists and sources can be hidden and students asked to recall as many items as possible in a specified time). • **Ordering and sorting tasks** (type 2) and comparing tasks (type 3) can be based on lists that students have made.

2 Ordering and sorting				
Outcome				
Processes	**Sequencing**	**Ranking**	**Categorising**	**Classifying**
Starting points	Jumbled lists/sets of instructions / texts / news reports	Personal experience of methods / things / features that can be sorted according to specific criteria/personal values	Headings / half-completed tables/charts followed by sets of statements, data from various sources	Everyday things or events, lists of items, words
Sample tasks	• Put the days of the week into the correct order. • Order the instructions for making an international phone call/the steps for doing a magic trick. • Rewrite this news report putting the events into chronological order.	• Agree on the best ways to learn a new language/ travel between two places /pass a driving test. • Rank these items in order of, importance/interest/ usefulness/value for money.	• Group the statements under these headings: agree, disagree, undecided. • Complete this chart/table with information from the text.	• How many ways can you find to classify the food you eat daily/the things you do at home /the things you read regularly/the countries in this list? • Think of five ways to classify the clothes you wear/the animals in the picture.
Follow-up tasks	• 'Spot the missing item' - Students remove one item from a sequence, and read the list out for other pairs to spot it.	• Groups present their rankings for the class to reach a consensus through discussion and debate.	• Students justify their decisions to the class, or give an oral presentation of their completed table or a section of it.	• 'Odd one out' - Students make up sets of four or five similar items and add one that doesn't match. They exchange sets and see if other pairs can spot it.

3 Comparing			
Outcome	Vary according to the individual task goals, but could be the items appropriately matched or assembled, or the identification of similarities and/or differences.		
Processes	**Matching**	**Finding similarities**	**Finding differences**
Starting points	Information from two different types of source (e.g. visuals and text) that can be matched in order to identify someone or something	Two or more sets of information on a common theme (from personal experience/visuals/texts) that can be compared to find similarities	Two or more sets of information on a common theme (from personal experience/visuals/texts) that can be contrasted to find differences
Sample tasks	• Descriptions Listen to/read these descriptions of different people/places and identify which person/place is which. • Narrative accounts Read/listen to these accounts, e.g. of a car accident, and say which of the four diagrams most accurately portrays what happened. • Following instructions Match this text to the map or diagrams, e.g. to trace a route on a map, to complete a floor plan of a house, to assemble a model.	• Compare, e.g. two characters in a TV series, reports of the same event from different newspapers. • Compare your own version with the official or original version, e.g. compare your story ending with the original story, your solution with the one in the text. • Compare ways of doing things in different towns or countries, e.g. funding the arts, making coffee, cooking rice.	• 'Spot the differences', e.g. between two pictures, two story endings, two accounts of the same incident. • Jigsaw viewing, e.g. contrast a film/video sequence with a written account containing factual errors. Half the class see the video, half read the text, then they come together to identify the factual errors. • Contrast systems, e.g. of education in different countries, of lending libraries.
Follow-up tasks	Students design parallel tasks based on their own data, or make their own changes to the original data		
	• e.g. after matching text to diagrams, students make floor plans of their own homes and describe these for their partner to draw.	• e.g. after finding similarities in news reports, students bring in other current newspapers with parallel news items.	• e.g. after finding differences between pictures, students change three things in their picture, rewrite the text including different factual errors or three additions and play "Spot the differencees"

4 Problem solving				
Outcome	Solution(s) to the problem, which can then be evaluated			
Processes	Analysing real or hypothetical situations, reasoning and decision making			
Starting points	Short puzzles, logic problems	Real-life problems, personal experience, hypothetical issues	Incomplete stories/poems/ reports; visuals/snippets of audio or video recordings; concealed pictures, clue words for prediction and guessing games	Case studies with full background data, business and computer simulations
Sample tasks	• Cutting the cake What is the minimum number of straight cuts you must make to divide a round cake into eight equal pieces? • Crossing the river An old lady wants to cross the river with a wolf, a goat, and a cabbage. She only has a small boat and can only take two things at a time with her. How does she do it?	• What advice would you give in response to this letter from an advice column? • Decide on the best two places - cheap but safe -for a young person travelling alone to stay in your capital city. • Plan a dinner menu for overseas guests within a given fixed budget. (Other constraints, such as diet, can be added later to increase the challenge.)	• Make up your own version of the missing section/ ending of the story/report. • Work out a possible story-line from these clue words / phrases / pictures/ audio/video snippets. • Fill the gaps in this text with appropriate phrases. • Guess what's in this (covered up) picture/ (closed) bag.	• Social study of young offenders Decide on the best action to take to stop them reoffending. Previous solutions and statistics for reoffending are given. (Offenders' family backgrounds to be initially withheld.) • Aid for development Decide on three appropriate ways for your company/country to give aid to this developing country. • Product testing Play and report back on computer simulation games.
Follow-up tasks	Students do a comparing task, presenting, justifying and discussing their solutions for the class to vote on the best one(s).			

5 Sharing personal experiences				
Outcome	Largely social and far less tangible than with other tasks. Sharing personal experiences is something we do very often in daily life: we may simply be passing the time of day, being sociable or entertaining or hoping to get to know others better. This kind of casual social talk can happen naturally during other task types and, because it is so common outside the classroom, should be encouraged.			
Processes	Narrating, describing, exploring and explaining attitudes, opinions, reactions			
Starting points	Anecdotes:	Personal reminiscences:	Attitudes, opinions, preferences:	Personal reactions:
	• on given themes, e.g. terrible journeys, silly accidents. • about people, e.g. eccentric friends or relations, funny things done by children you know. • about things you own(ed), e.g. a favourite toy, old shoes, memorable presents.	• about past routines and experiences, e.g. early schooldays, traditional festivals and celebrations, friends you used to spend time with. • about single events you remember most clearly, e.g. moving house, visiting elderly relations, times of political /financial crisis. • about past regrets, e.g. three things you most regret doing/not doing.	• Find out what others think about films or TV programmes, personalities, current concerns and/or professional issues. • Talk about your preferences and find people with similar ones, e.g. in leisure activities, places to shop, clothes.	• to situations, e.g. heights, frightening things, extremes of climate. • What generally makes you, e.g. most annoyed, very happy, highly stressed, most relaxed. • Quizzes, e.g. personality ones from quiz books.
Follow-up tasks	• Students select the funniest/most vivid/most memorable experience they have heard, tell the class and give reasons for their choice. • Students tell another anecdote or personal story but it need not be true. Can the class guess whether it is true? • Learners identify and summarise the reminiscences/opinions/reactions they found they shared with others.			

Creative tasks					
Outcome	End product which can be appreciated by a wider audience. Creative tasks tend to have more stages than the usual classroom tasks. They can involve out-of-class research and are often referred to as 'projects'.				
Processes	Brainstorming, fact-finding, ordering and sorting, comparing, problem solving and many others				
Starting points	Children's activities: done in small groups who then describe the process, e.g.	Creative writing and similar activities	Social / historical investigations and links	Media projects for the school or local community	Real-life rehearsals
Sample tasks	• make a model, paint a picture, prepare snacks. • do a science experiment, test and report on makes of colouring pens. • take part in a dressing-up competition, put on a show for other groups.	• Write a poem, short story, song or play, based on a literary text students have read or arising out of a programme they have seen. • Write diaries, e.g. for personal use, and/or to be read by the teacher but not by other students.	• Plan visits to local places, e.g. airport to interview passengers, company premises to report on products / processes, tourist office to investigate local tourism opportunities. • Talk/write to older inhabitants about changes to their lives, e.g. past customs, games they used to play, changes in eating/leisure habits over three generations. • Internet and email links, e.g. with twin towns overseas, overseas schools, research areas of interest on World Wide Web.	• Produce a class magazine or newspaper (one-off or regular issue). • Set up a display, e.g. on a local or topical issue or exhibition, e.g. of students' photographs. • Design and write a leaflet, e.g. for visitors to the school or town, or an advert, e.g. for a local product/ entertainment. • Design, produce and record a short programme on audio or video, *e.g.* a local news documentary or a short drama.	• Students predict, script and perform an interaction that might occur in specific real-life situations, e.g. making a hotel booking, asking for directions or instructions for being interviewed for a job. These are then compared with spontaneous recordings of parallel situations or real-life circumstances.
Follow-up tasks	• Other groups write a review of the end product. • Learners keep a diary describing their progress on the project, and use this to write a report of how they achieved their product and what they learned, with an evaluation of their work. • Groups make a poster advertising their end product.				

The TBL framework

Pre-task (including topic and task)

The teacher
- introduces and defines the topic
- uses activities to help students recall/learn useful words and phrases
- ensures students understand task instructions
- may play a recording of others doing the same or a similar task

The students
- note down useful words and phrases from the pre-task activities and/or the recording
- may spend a few minutes preparing for the task individually

Task cycle

Task	Planning	Report
The students - do the task in pairs/small groups. It may be based on a reading/listening text **The teacher** - acts as monitor and encourages students	**The students** - prepare to report to the class how they did the task and what they discovered/decided - rehearse what they will say or draft a written version for the class to read **The teacher** - ensures the purpose of the report is clear - acts as language adviser - helps students rehearse oral reports or organise written ones	**The students** - present their spoken reports to the class, or circulate/display their written reports **The teacher** - acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports - may give brief feedback on content and form - may play a recording of others doing the same or a similar task

Language focus

Analysis
  The students
- do consciousness-raising activities to identify and process specific language features from the task text and/or transcript
- may ask about other features they have noticed
  The teacher
- reviews each analysis activity with the class brings other useful words, phrases and patterns to students' attention
- may pick up on language items from the report stage

Practice
The teacher
- conducts practice activities after analysis activities where necessary, to build confidence
The students
- practise words, phrases and patterns from the analysis activities
- practise other features occurring in the task text or report stage
- enter useful language items in their language notebooks