

Learning, then using. Or learning by using?

Scott Thornbury

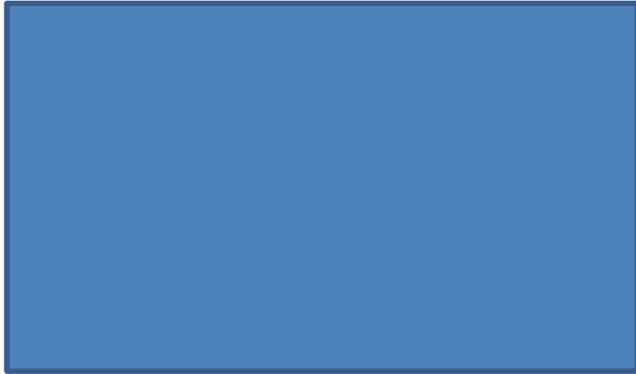
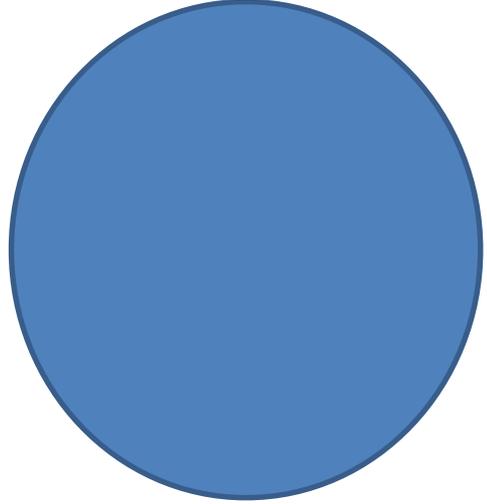
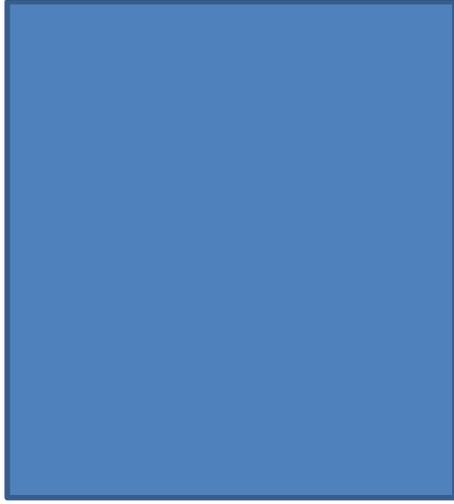
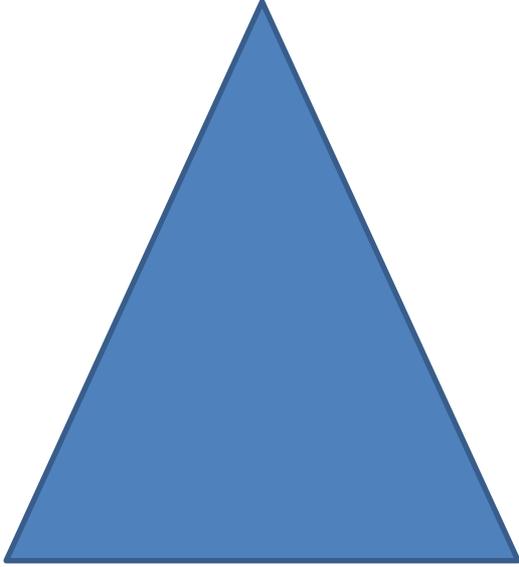
UK LINGUA – Multilingual Language
Learning and Teaching Colloquium

Durham University, April 2016



“Those that do teach young babes
Do it with gentle means and easy tasks.”

Othello



Four assumptions underpinning current curriculum design:

1. The core components of language competence are grammatical structures.
2. Language learning is the linear and incremental acquisition of discrete items.
3. Grammatical structures are learned in the order in which they are taught.
4. Language learning is primarily a cognitive process.

Assumption **1** :

The core components of language competence are grammatical structures.

Adult language knowledge consists of a continuum of linguistic constructions of different levels of complexity and abstraction.

Ellis, N. 2011. The emergence of language as a complex adaptive system. In Simpson, J. (ed.) *The Routledge Handbook of Applied Linguistics*. London: Routledge.

Assumption **2**:

Language learning is the linear and incremental acquisition of discrete items.

GRAMMAR

Naming tenses

Present, Past, Present Perfect

Auxiliary verbs

do, be, have p6

Questions and negatives

Where were you born?

He doesn't live in Madrid. p6

Short answers

Yes, I have. No, he didn't. p8

Spoken English – sounding polite

'Did you have a good day?'

'Yes, I did. I went shopping.' p8

Present tenses

Simple and continuous

What does she do?

What's she doing? p14

State verbs

like, know, understand p15

Passive

People are employed ...

I'm being served. p17

How often ...?

hardly ever twice a year p15

Past tenses

Simple and continuous

He worked in London.

He was studying art. p23

Past Perfect

He had fallen in love.

He'd been drinking. p23

used to

He used to wake up at 6.00. p23

Advice, obligation, and permission

Modal and related verbs

You should check online.

You must tell your neighbours.

They can get married at 16.

You are allowed to go.

Children had to go to school.

They didn't have to work. p32–34

Future forms

Will, going to, or Present Continuous?

What will the world be like?

Things are going to change.

We're meeting James at 11.00.

Future possibilities – may, might, could

The earth may get warmer.

Temperatures might rise.

What could happen? p38

Information questions

What's she like?

What does she look like?

How is she? p46

How tall/big ...?

What colour/size/make ...?

Which floor/part of town ...?

How far/long ...?

How much/many ...? p47

Present Perfect

Simple and continuous

She's lived in Scotland.

She's been writing since 1990. p54

Passive

Millions have been sold. p55

Adverbs

just yet already p56

Time expressions

for 10 years, since the 1970s

Spoken English – How long ...?

How long are you here for?

How long have you been here? p57

Verb patterns

verb + -ing

enjoy swimming, thinking of staying p62

verb + infinitive

need to warn, make them feel p62

adjective + infinitive

impossible to see p62

Spoken English – the reduced infinitive

I'd love to!

You promised to. p64

Conditionals

Second conditionals

If I were him, I'd tell the teacher.

Third conditionals

If they'd listened, he wouldn't have run

away. p71

might have done/could have done

You might/could have had an accident. p72

should have done

He should have asked for help. p73

| June | August | October | November |
|--|--|--|---|
| Two years ago I lived in Detroit. | Two years ago I lived at Detroit. | I lived in Detroit two years ago. | When I came to the U.S.A. three years ago, I lived at Detroit. |

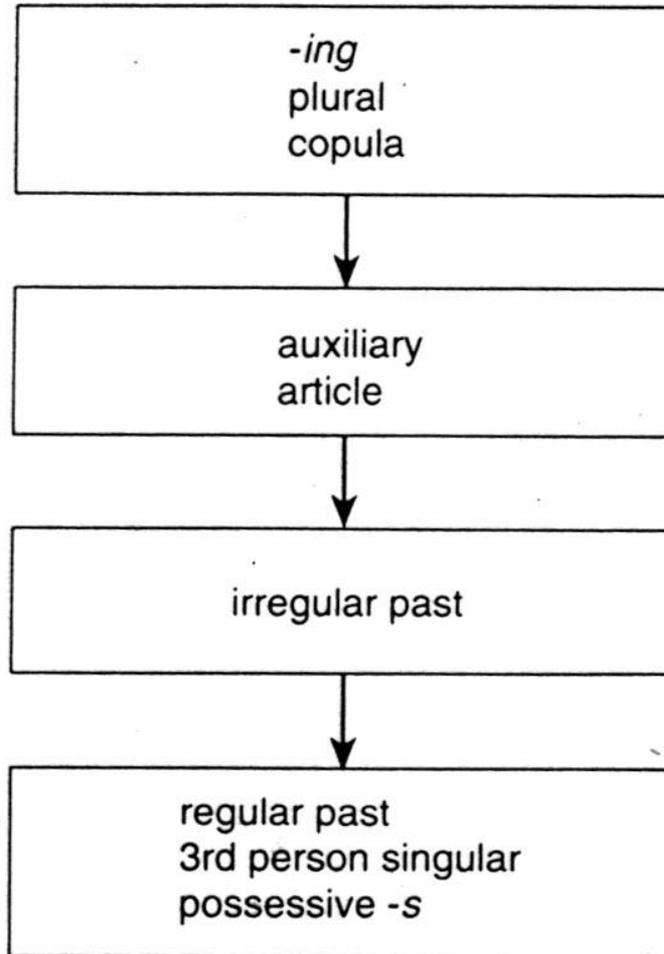
| June | August | October | November |
|--|--|--|--|
| Two years ago I lived at Detroit. | When I came to the United States three years ago, I lived in Detroit. | Three years ago I came to the United States and I lived in Detroit. | When I came to the United States, I lived at Detroit. |

“Learning linguistic items is not a linear process – learners do not master one item and then move on to another. In fact, the learning curve for a single item is not linear either. The curve is filled with peaks and valleys, progress and backslidings.”

Larsen-Freeman, D. 1997. Chaos/Complexity science and second language acquisition. *Applied Linguistics* 18.

Assumption **3**:

Grammatical structures are learned in the order in which they are taught.



Proposed 'natural order' for L2 acquisition (Krashen 1977)

1. Absence of copula in learner speech
 **María baja. "Mary short."*
2. Selection of *ser* to perform most copula functions
 **Juan es estudiando. "John is studying."*
 **El libro es aquí. "The book is here."*
 **María es enferma. "Mary is ill."*
3. Appearance of *estar* with present progressive
 Juan está estudiando. "John is studying."
4. Appearance of *estar* with locatives
 El libro está aquí. "The book is here."
5. Appearance of *estar* with adjectives of condition
 María está enferma. "Mary is sick."

After VanPatten, B. (1987) 'Classroom learners acquisition of *ser* and *estar*.' In VanPatten, B., Dvorak, T., & Lee, J.F. (eds) *Foreign language learning: a research perspective*. Cambridge MA: Newbury House.

‘SLA research has shown that the additive “accumulation” of increasingly complex and accurate grammatical structures in a linear sequence is not what happens during second language development, but this is what a structural syllabus would seem to predicate as evidence of learning in classrooms that employ it.’

Robinson, P. 2011. ‘Syllabus design’, in Long, M.H. & Doughty, C.J.(eds) *The Handbook of Language Teaching*. Oxford: Wiley-Blackwell, p.296.

| | decir | tener | estar | poder |
|------------|----------------------------|---|--|---|
| 1 - 100 | <i>decir</i> | <i>tiene</i> | <i>está</i> | <i>puede</i> |
| 101 - 200 | <i>dijo</i> <i>dice</i> | <i>tienen</i> <i>tenía</i> <i>tener</i> | <i>estado</i> <i>estaba</i> <i>están</i> <i>estas</i> | <i>poder</i> <i>pueden</i> |
| 201 - 300 | <i>dicho</i> | <i>tengo</i> <i>tenemos</i> | <i>estar</i> <i>estamos</i> <i>estoy</i> | |
| 301 - 400 | <i>digo</i> | <i>tenido</i> | | <i>podia</i> <i>podría</i> <i>podemos</i> |
| 401 - 500 | | <i>tuvo</i> | <i>estaban</i> | <i>puedo</i> |
| 501 - 600 | <i>dicen</i> | <i>tienes</i> | | <i>pueda</i> |
| 601 - 700 | <i>dije</i> | | <i>estás</i> | |
| 701 - 800 | | <i>tenga</i> <i>tenían</i> | | |
| 801 - 900 | | | <i>estuvo</i> <i>esté</i> | <i>podrá</i> <i>pudo</i> |
| 901 - 1000 | <i>digamos</i> | | | <i>podido</i> |

Assumption **4**:

Language learning is primarily a cognitive process.

(The central heating boiler has just re-ignited)

Mark: oh popped on

Mother: pardon?

Mark: it popped on

Mother: it popped on?

Mark: yeh

Mother: what did?

Mark: er – fire on

Mother: the fire?

Mark: yeh ... pop the. fire popped it fire

Mother: oh yes. the fire popped on didn't it?

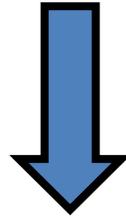
Mark: yeh

(Wells, 1981)

Language learning evolves *out of* learning how to carry on conversations.

Hatch, E. (1978) Discourse analysis and second language acquisition. In Hatch, E. (Ed.) *Second language acquisition: A book of readings*. Rowley, Mass.:Newbury House.

other-regulation



self-regulation

| Social strategies | Cognitive strategies |
|---|---|
| S-1 Join a group and act as if you understand what's going on, even if you don't. | C-1 Assume what people are saying is relevant to the situation at hand. Meta-strategy—guess. |
| S-2 Give the impression, with a few well-chosen words, that you speak the language. | C-2 Get some expressions you understand, and start talking. |
| S-3 Count on your friends for help. | C-3 Look for recurring parts in the formulas you know. |
| | C-4 Make the most of what you've got. |
| | C-5 Work on the big things first: save the details for later. |

Table 1.1 Social and cognitive strategies used by five child L2 learners

from Ellis, R. (2008) *The Study of Second Language Acquisition* (2nd edn)
Oxford: Oxford University Press.

Four assumptions underpinning current curriculum design:

1. The core components of language competence are grammatical structures.
2. Language learning is the linear and incremental acquisition of discrete items.
3. Grammatical structures are learned in the order in which they are taught.
4. Language learning is primarily a cognitive process.

Four findings of research into SLA (second language acquisition) :

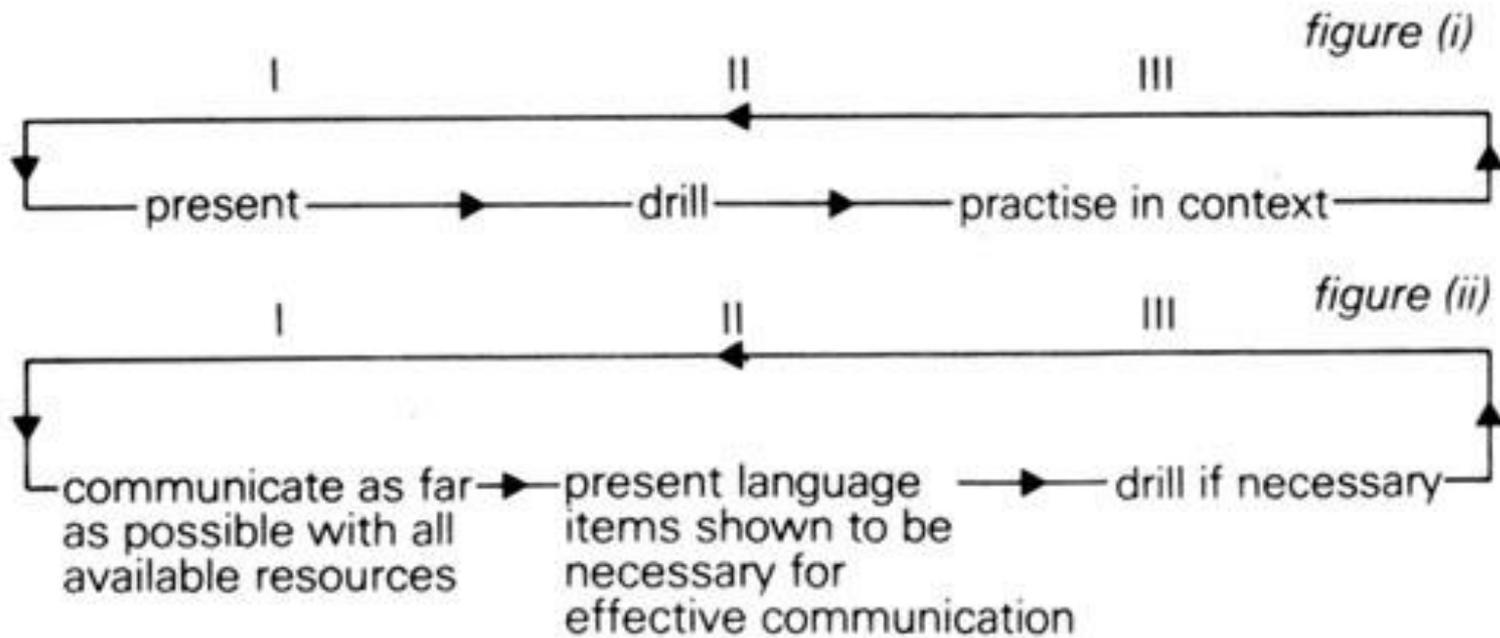
1. The core components of language competence are NOT grammatical structures.
2. Language learning is NOT the linear and incremental acquisition of discrete items.
3. Grammatical structures are NOT learned in the order in which they are taught.
4. Language learning is NOT primarily a cognitive process.

“If communication is THE aim, then it should be THE major element in the process.”

Allwright, R. (1979) 'Language learning through communication practice'. In Brumfit, C.J. and Johnson, K. (eds) *The communicative approach to language teaching*. Oxford: Oxford University Press, p. 167.

“If language is learned for worldly use, the learning process itself must be use-based”.

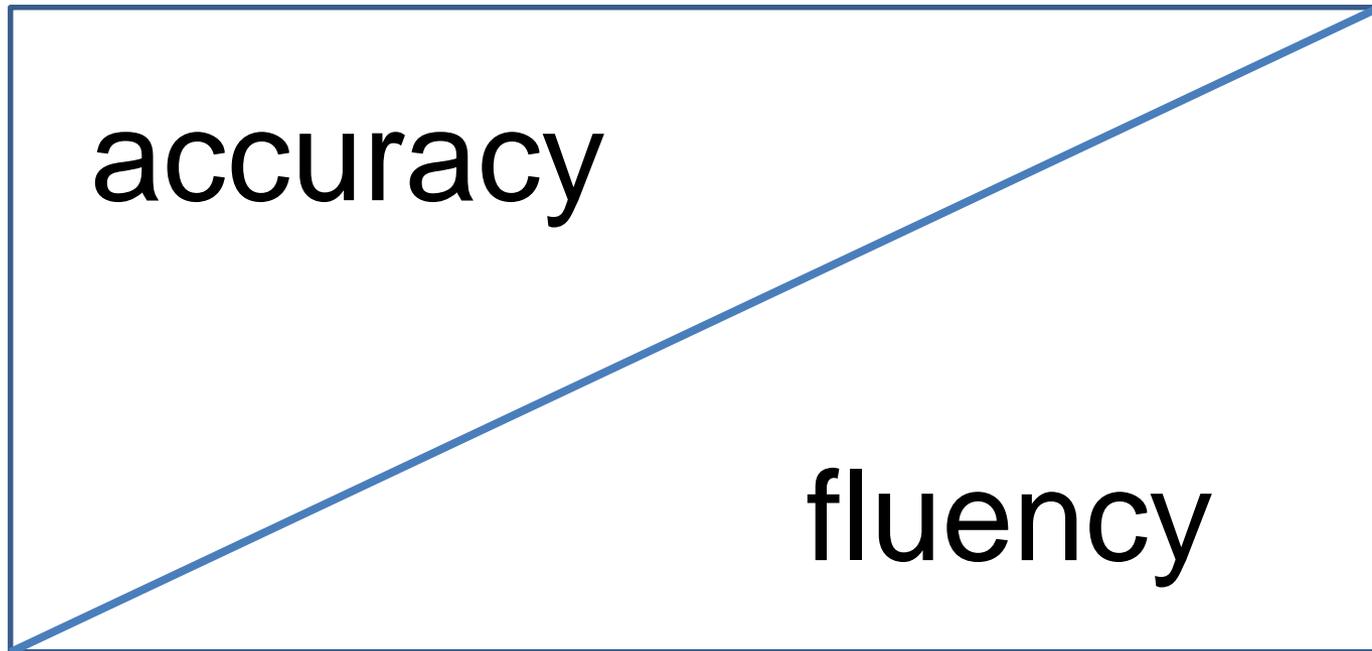
Churchill, E., Okada, H., Nishino, T., and Atkinson, D. (2010) ‘Symbiotic gesture and the sociocognitive visibility of grammar in second language acquisition’. *The Modern Language Journal*, 94, p. 249.



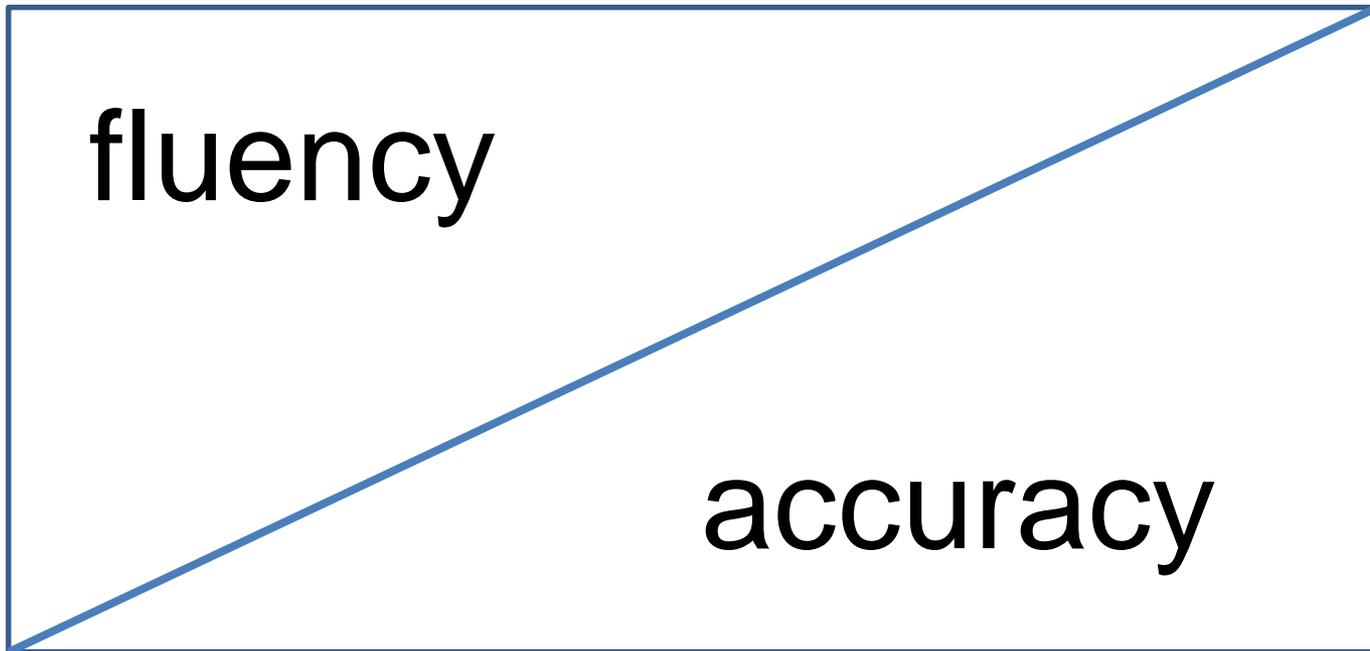
Brumfit, C. 1979. 'Communicative' language teaching: an educational perspective.

'This creation of meaning is the first stage of learning. Refining the language used is a later stage. A presentation methodology is based on the belief that out of accuracy comes fluency. A task-based methodology is based on the belief that out of fluency comes accuracy, and that learning is prompted and refined by the need to communicate.'

Willis, D. 1990 *The Lexical Syllabus*. London: Collins, p. 128.



A1 →



A1 →

A language learning task is

- an activity
- that has a non-linguistic purpose or goal
- with a clear outcome
- and that uses any or all of the four language skills in its accomplishment
- by conveying meaning in a way that reflects real-world language use

Edwards, C. & Willis, J. (2005) *Teachers explore tasks in English language teaching*. Houndmills: Palgrave Macmillan, pp. 18 – 19.

| “Traditional” approach | A task-based approach |
|-------------------------------|------------------------------|
| cognitive learning | experiential learning |
| narrow curriculum | broad curriculum |
| atomistic focus | holistic focus |
| accuracy first | fluency first |
| pre-emptive teaching | reactive teaching |
| | |

‘The importance of interaction is not simply that it creates learning opportunities, it is that it constitutes learning itself.’

Allwright, R. L. (1984) ‘The importance of interaction in classroom language learning’. *Applied Linguistics*, 5.

A Er, near, near, near this man, who play the violin, there is a, a dog?
E No (No) I don't have a go..., a dog in my picture
A A dog near, OK. Mm. The, the motorbike is, er, is, um, near in, in, in the bottom of the... you, you are a, a bike of the bottom of the picture?
E In the bottom?
A Yeah
E Mm ... no.
A No?
E In my picture, the bike is...
A Near the man of...
E Near of...
A Near one man he stay, er, with, with a pen, in a, in a table. *[He said he couldn't remember 'writing']*
E Bicycle, or motor...
A A motor, motorbike.
E Yes, is near.
A Is near, in the bottom of the, of the, of the picture. The bottom, bottom.
E Yes. Um, sorry, do you have a one man, er, in he hand a flowers?
A No, it haven't.
E Is a two difference for me (OK) I think. Um ...

| | | |
|------------|------------|--|
| One of us | can | |
| Two of us | | |
| All of us | | |
| None of us | | |

Find someone who . . .

- 2 Your teacher will give you a card which begins *Find someone who . . .*

Find someone who has been to China.

Decide on the question, beginning *Have you ever . . . ?* Stand up, and ask everyone in the class.

Ask questions to find out more.

What did you do in China?

What were the people like?

Where did you go?

Did you enjoy it?

How long were you there?

- 3 Report back to the class.

No one has been to China.

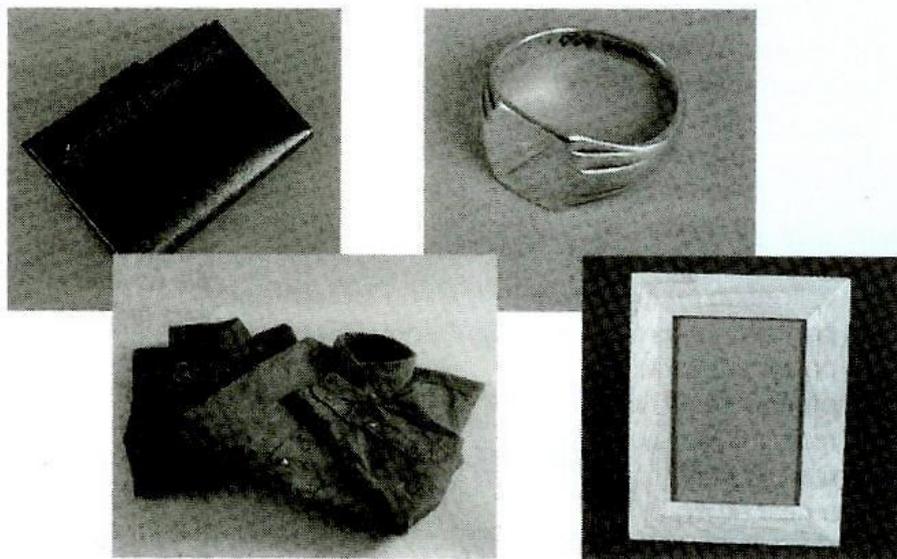
Pierre and Sophie have been to China.

Unit 12 (Exercise 3b), page 115)

STUDENT B

Look at the things in the photographs. You and your partner have different things. Take it in turns to describe them. Don't say the names. Your partner should guess what they are. Examples:

It's / They're made of ... It's / They're for ... It's / They're round / square ...

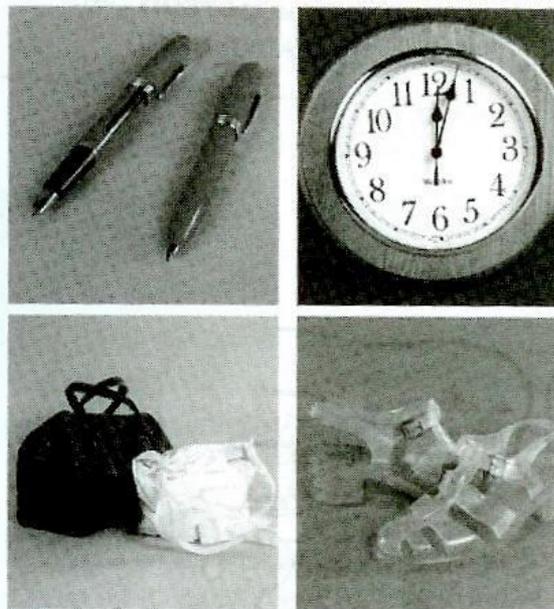


Unit 12 (Exercise 3b), page 115)

STUDENT A

Look at the things in the photographs. You and your partner have different things. Take it in turns to describe them. Don't say the names. Your partner should guess what they are. Examples:

It's / They're made of ... It's / They're for ... It's / They're round / square ...



First attempt

J: They went to the park by car and he go with his dog and he take lunch box and I have sandwich and hamburgers.

T: champagne ...

J: champagne, sandwich and very peaceful but later many people will come, will came, ... many people came here and one people played football and the dog is barking there ...

N: *They were fed up* ... a man listening to music ...

Third attempt

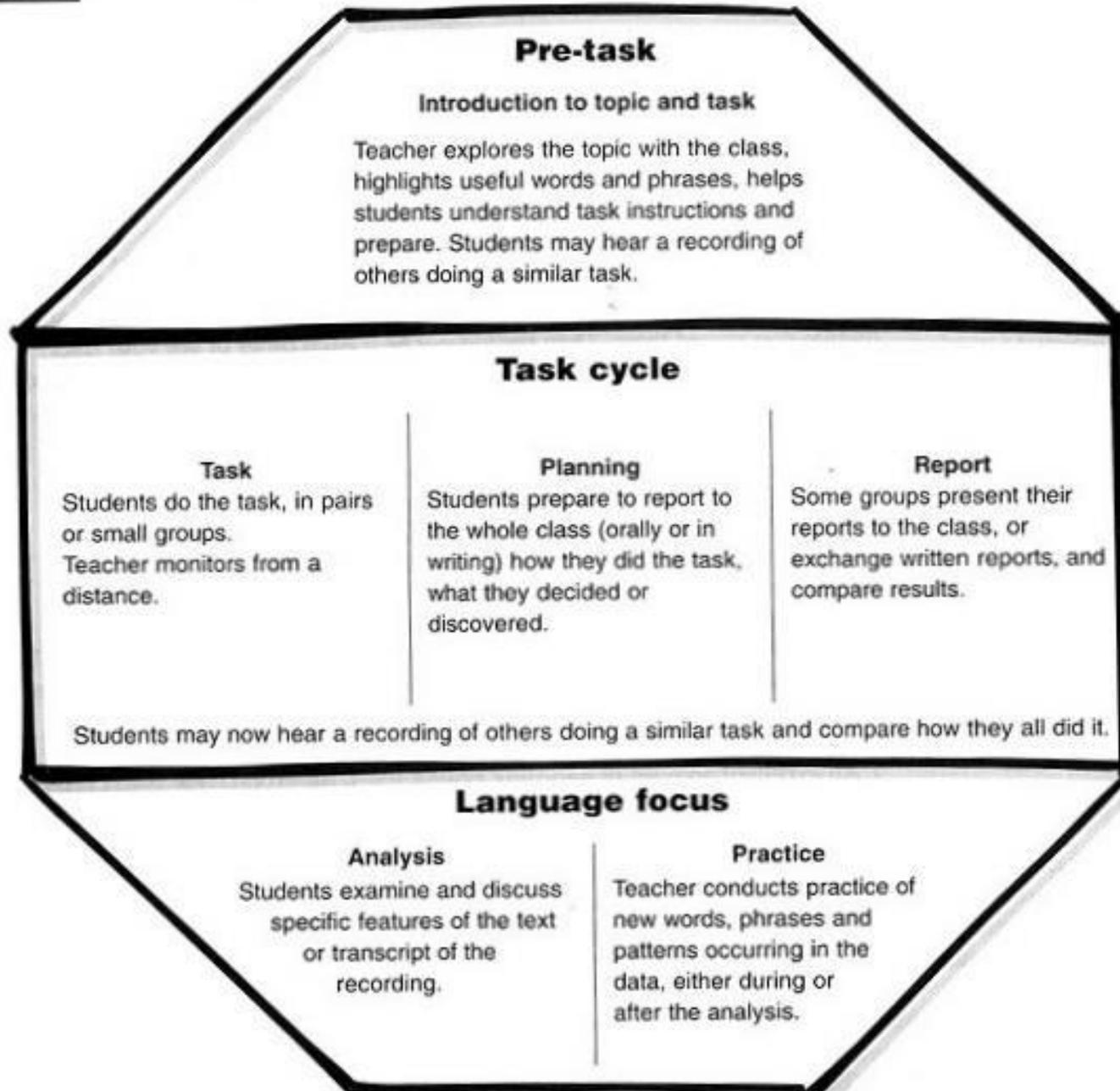
T: It was a nice sunny day so Tom and Victoria decided to go to picnic in the countryside. They went to picnic by car with their dogs, his name is Jim. They had lunchbox and champagne, sandwiches and hamburgers.

N: They found a nice place near the lake very peaceful.

J: Felt relaxed, but later one family come and the man was playing football, the girl singing, the dog was barking and the man listen loud music.

T: *They were fed up*. They decided to go home.

Components of the TBL framework



Factors affecting task difficulty

Cognitive factors, including familiarity with

- the type of task
- the topic
- background knowledge, including relevant cultural knowledge

and

- task complexity, e.g. number of steps or 'cognitive operations' that are involved; number of participants

FINAL TASK

You are going to plan and present an end-of-year trip and then choose the trip you like best from those presented.

STEP 1

In groups of four, plan a seven-day trip for your class: decide on the destination, means of travel, itinerary, accommodation, etc.

Day 1: Málaga – ...
Day 2:

STEP 2

a Work as a class. Present your plan to your classmates.

“ If you choose our trip, this is what you’ll do.
On day one ... ”

b Take notes about other groups’ suggestions and ask questions to get additional information.

“ Where do you ...? ”

STEP 3

Work in your group. Discuss all the options and choose one.

“ The one I like best is ... ”

“ If we choose trip B, we’ll have to ... ”

STEP 4

Report the option you’ve chosen to your class. Which option is the most popular?

“ We’d like to go on the trip to ... ”

FINAL TASK

You are going to design a charity campaign and present it to your classmates, then decide which of the other campaigns you are going to support.

STEP 1

a In small groups, decide on a good cause you want to campaign for. Look at the pictures for ideas.

b Use a dictionary to make a word map of useful words and expressions.

c Design a brochure. Think of a slogan. You can use these words:

STOP ... BAN ... HELP ... SAVE ...

d Look back at **MOVING ON 2a** on page 22 for some useful expressions.

Tip: if you like, you can illustrate your brochure.

STEP 2

a Present your campaign to the class. Tell your classmates why it is important to support your campaign.

b Listen to the other groups' presentations. Make a note of those you would like to support.

STEP 3

a Work in your group. You have £10,000 to give to charity. Decide which campaigns you would like to support and how much money you are going to give to each one.

b Tell the class your decisions.

“ We think ‘Save the Panda’ should get £2,000, because ... ”

Which charity gets the most money?

FINAL TASK FUNCTIONS

INTRODUCTION

1

1 STREET STYLE

8

To conduct a class style survey.

Describing appearances: *Hippies have long hair.*
 Asking and talking about habits and characteristics:
He wears latex trousers. Do you ever listen to heavy metal?
 Talking about interests: *He's into meditation.*
 Expressing likes and dislikes: *Cyberhippies like New Age music.*

2 FAVOURITE THINGS

14

To write a description of some of your favourite things.

Describing objects: *It's made of plastic. It's small and pink.*
 Talking about possession: *I've got a dictionary.*
 Expressing likes and dislikes: *She likes heavy metal.*

A EXTRA!

20

3 EAT UP!

24

SELF-CHECK

To design a healthy menu for your classmates.

LISTENING TO MUSIC IN THE CLASSROOM

Talking about quantity: *a lot of fruit, too many sweets*
 Giving advice: *Our class should eat more fruit.*
 Expressing likes and dislikes: *I quite like fish, I can't stand meat.*

GRAMMAR

Present tense of *be* and *have*
Present simple: *questions*
Formulaic language: *fascinated by ...*

Present tense of *have got*
Past simple: *gave, bought, found*
Formulaic language: *What's it made of?*

VOCABULARY PRONUNCIATION

Styles and fashions
Clothes
Music
Connected speech

Personal objects
School objects
Materials
Family members
Sentence rhythm

LEARNING STRATEGIES: BECOMING AWARE OF LEARNING STRATEGIES

Quantifiers: *(not) very much/many, too much/many, How much/many?, a lot of, not enough*
Countable and uncountable nouns
should

Food and drink
Containers: *jar, bottle, ...*
Cooking: *grilled, boiled, ...*
Eating utensils: *fork, ...*
Intonation: incomplete/
complete lists

1

STREET STYLE

In this unit you are going to talk about different street styles.

At the end of the unit you will:

- prepare questions for a survey about a street style
- conduct the survey in your class
- report the results to your class

Now study the **FINAL TASK** on page 12.

WHAT DO YOU KNOW?

1 Read the list of styles.

| | | |
|--------|-------------|----------|
| Hippie | Cyberhippie | Rocker |
| Punk | Grunge | Skinhead |
| Gothic | B-Boy | Skater |
| Mod | Heavy metal | |

Look at the people in the photos.
Name each person's style.

“ This style is ... ”

2 Try to explain the other styles to your partner. You can use examples of famous people.

“ Well, hippies have long hair ... ”

“ Nirvana was a grunge band. ”

“ AC/DC is a heavy metal band. ”

Make a note of any problems you had.
Try to solve them during the unit.

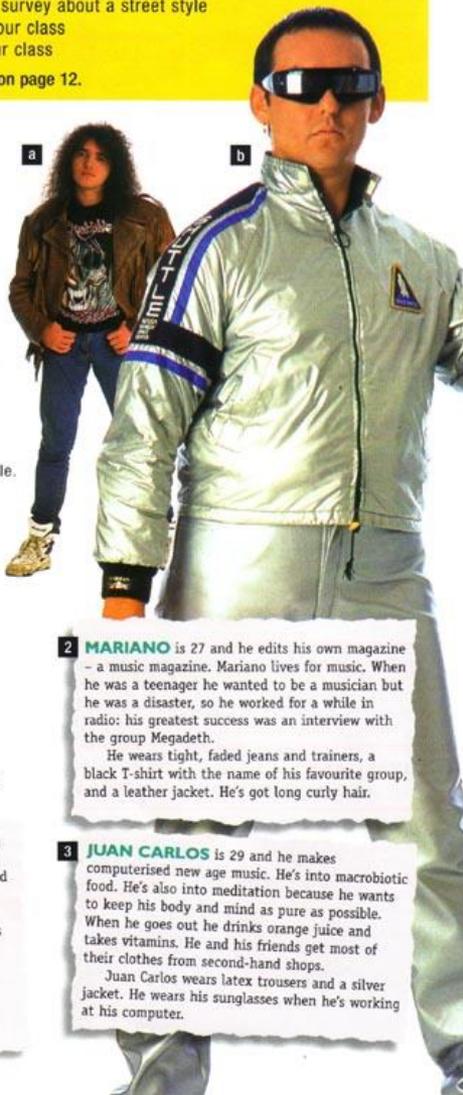
GETTING READY

1 Read these texts and identify the people in the photos.

1 **OSCAR**, 19, works in a chemical factory. His workmates call him 'The Vampire'. Oscar is fascinated by the supernatural, the magical and the fantastic. He's been crazy about Dracula ever since he was a child.

Black is his favourite colour: all his clothes are black. His hair is black and his nails are painted black. He also wears a lot of silver jewellery. When he and his friends go out in the evening they take their outfits in a backpack and dress when they get to their favourite club.

8



2 **MARIANO** is 27 and he edits his own magazine – a music magazine. Mariano lives for music. When he was a teenager he wanted to be a musician but he was a disaster, so he worked for a while in radio: his greatest success was an interview with the group Megadeth.

He wears tight, faded jeans and trainers, a black T-shirt with the name of his favourite group, and a leather jacket. He's got long curly hair.

3 **JUAN CARLOS** is 29 and he makes computerised new age music. He's into macrobiotic food. He's also into meditation because he wants to keep his body and mind as pure as possible. When he goes out he drinks orange juice and takes vitamins. He and his friends get most of their clothes from second-hand shops.

Juan Carlos wears latex trousers and a silver jacket. He wears his sunglasses when he's working at his computer.

1

STREET STYLE

In this unit you are going to talk about different street styles.

At the end of the unit you will:

- prepare questions for a survey about a street style
- conduct the survey in your class
- report the results to your class

Now study the **FINAL TASK** on page 12.



1

FINAL TASK

You are going to conduct a class style survey to find out how popular some styles are in your class.

STEP 1

- Work in a small group. Choose a style: you can choose one mentioned in this unit, or another one that you are interested in.
- Now prepare questions to find out if your classmates follow this style. You can ask about appearance, clothes and interests.

“ Do you sometimes wear ...? ”

“ What kind of music do you like? ”

“ Do you ever listen to ...? ”

STEP 2

- Now, conduct the survey. Work with one student from each of the other groups. Ask the students in your new group your questions and write down their answers.

- Go back to your original group and report the results.

“ David and Sergio sometimes listen to heavy metal. ”

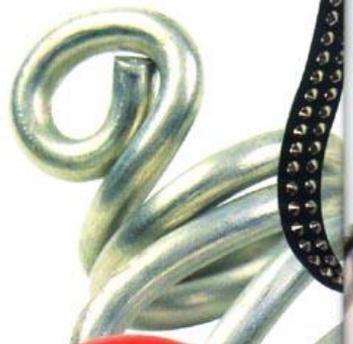
“ Maria never wears jewellery. ”

- Now, write up your results. Here are some useful expressions:
... is popular/not very popular.
This is because some people wear/not many people wear ...
A typical example is Ana. She ...

STEP 3

Present your results to the class and listen to the reports from other groups. Which styles are the most popular?

“ Our survey was about ...
We think this style is/isn't popular because ... ”



STEP 1

- a** Work in a small group. Choose a style: you can choose one mentioned in this unit, or another one that you are interested in.
- b** Now prepare questions to find out if your classmates follow this style. You can ask about appearance, clothes and interests.

“ Do you sometimes wear ...? ”

“ What kind of music do you like? ”

“ Do you ever listen to ...? ”

STEP 2

- a** Now, conduct the survey. Work with one student from each of the other groups. Ask the students in your new group your questions and write down their answers.
- b** Go back to your original group and report the results.

“ David and Sergio sometimes listen to heavy metal. ”

“ Maria never wears jewellery. ”

- c** Now, write up your results. Here are some useful expressions:

... is popular/not very popular.

This is because some people wear/not many people wear ...

A typical example is Ana. She ...

STEP 3

Present your results to the class and listen to the reports from other groups. Which styles are the most popular?

“ Our survey was about ...
We think this style is/isn't popular because ... ”

1

STREET STYLE

In this unit you are going to talk about different street styles.

At the end of the unit you will:

- prepare questions for a survey about a street style
- conduct the survey in your class
- report the results to your class

Now study the **FINAL TASK** on page 12.

WHAT DO YOU KNOW?

1 Read the list of styles.

| | | |
|--------|-------------|----------|
| Hippie | Cyberhippie | Rocker |
| Punk | Grunge | Skinhead |
| Gothic | B-Boy | Skater |
| Mod | Heavy metal | |

Look at the people in the photos.
Name each person's style.

“ This style is ... ”

2 Try to explain the other styles to your partner. You can use examples of famous people.

“ Well, hippies have long hair ... ”

“ Nirvana was a grunge band. ”

“ AC/DC is a heavy metal band. ”

Make a note of any problems you had.
Try to solve them during the unit.

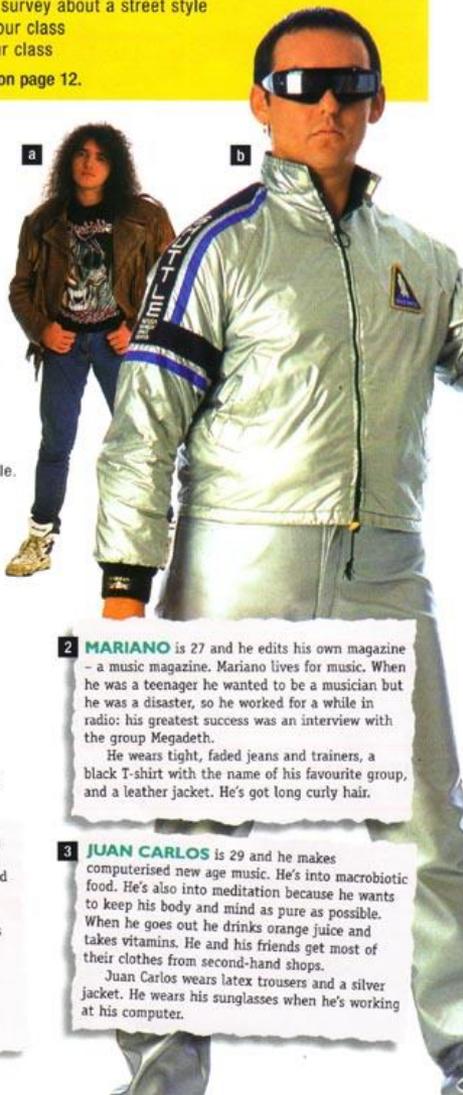
GETTING READY

1 Read these texts and identify the people in the photos.

1 **OSCAR**, 19, works in a chemical factory. His workmates call him 'The Vampire'. Oscar is fascinated by the supernatural, the magical and the fantastic. He's been crazy about Dracula ever since he was a child.

Black is his favourite colour: all his clothes are black. His hair is black and his nails are painted black. He also wears a lot of silver jewellery. When he and his friends go out in the evening they take their outfits in a backpack and dress when they get to their favourite club.

8

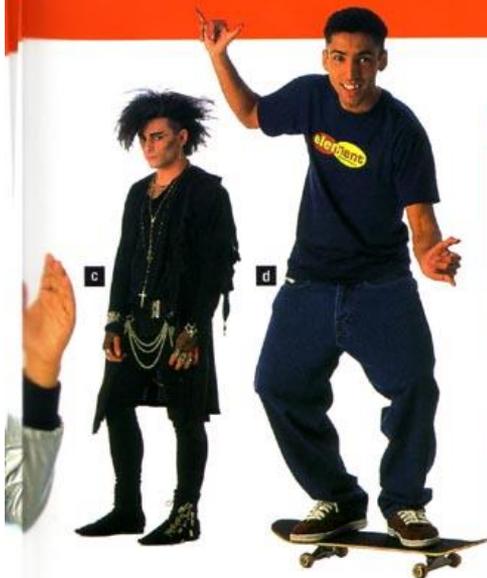


2 **MARIANO** is 27 and he edits his own magazine – a music magazine. Mariano lives for music. When he was a teenager he wanted to be a musician but he was a disaster, so he worked for a while in radio: his greatest success was an interview with the group Megadeth.

He wears tight, faded jeans and trainers, a black T-shirt with the name of his favourite group, and a leather jacket. He's got long curly hair.

3 **JUAN CARLOS** is 29 and he makes computerised new age music. He's into macrobiotic food. He's also into meditation because he wants to keep his body and mind as pure as possible. When he goes out he drinks orange juice and takes vitamins. He and his friends get most of their clothes from second-hand shops.

Juan Carlos wears latex trousers and a silver jacket. He wears his sunglasses when he's working at his computer.



b Read the texts again. Write down five words or expressions you didn't know. Make three groups: words that are similar in your language, words you can guess from the context and words you have to look up in a dictionary.

| Similar | Context | Dictionary |
|------------|-----------|------------|
| meditation | he's into | outfit |

c Work with other classmates. Explain the words to them and use them in a sentence about yourself or people you know.

“ I'm not into meditation. ”

2 Put the words in the right order, and then decide if the sentences are true or false.

- colour/Mariano's/is/favourite/black
- 27/is/Mariano
- music store/works/Oscar/in/a
- curly/got/Juan Carlos/hair/long/has
- macrobiotic/Juan Carlos/into/food/is
- wears/Mariano/trousers/latex
- fascinated/Oscar/the/by/fantastic/is

3 a How much can your classmates remember about the three people? Write four quiz questions about each person.

What does Mariano do?

b Ask classmates your questions.

“ How old is Juan Carlos? ”

“ He's 27. ”

Language window

Present simple

a Use the texts on page 8 to choose the correct form of the verb.

- Oscar *work/works* in a chemical factory.
- When he and his friends *go/goes* out in the evening they *take/takes* their outfits in a backpack.
- When Juan Carlos *go/goes* out he *drink/drinks* orange juice and *take/takes* vitamins.
- He and his friends *get/gets* most of their clothes from second-hand shops.

b What is the rule? Compare with your classmates.

Present simple: questions

Copy and complete.

- Where _____ Oscar work?
- What kind of music _____ he like?
- What kind of music _____ you like?
- _____ you wear jewellery?
- _____ Oscar take vitamins?

Interests: useful expressions

Translate these sentences into your language. Then close the book and translate them back into English again.

I'm into fantasy.
She's fascinated by heavy metal.
We're crazy about punk.

MOVING ON

1 a Write a short paragraph about Esteban, person **d** on page 8. Write about his clothes, interests and occupation.

b Read your description of Esteban to your partner. Did you have the same ideas?

c Listen to Esteban and see if you were right. Change any details that are different.

Ask your teacher about anything you didn't understand.

2 a Look at the three girls in the photos. What can you say about their styles?

b Listen to these three girls talking and match them with the photos. Check with your partner.

c Copy this chart. Listen again and complete the chart.

| | A | B | C |
|------------|------|---|---|
| Name | Emma | | |
| Age | | | |
| Occupation | | | |
| Style | | | |
| Clothes | | | |
| Interests | | | |

d Check with your partner. Did you get the same answers?

Do you want to listen to the tape again?



3 a Listen to the interview with Emma again. Write down the interviewer's questions.

b Imagine someone is asking you these questions. Write down your answers and show them to a classmate.

TIME OUT

What problems have you had so far in this unit? Spend a moment solving them with your teacher and classmates.

HAVE A GO!

1 a Use words from the reading texts and from the tape to complete these word maps in your notebooks.

b Add other words that you know, then compare your word maps with your classmates'. Ask about words that you don't understand.



2 a Choose a style from the list on page 8, or a new style, and write some sentences about it. Use words from the word maps.

Cyberhippies like New Age music.
They wear ...

b Swap your description with a classmate. Do you agree with their description?

3 a Imagine two of the people in the texts or on the tape meet at a party. They talk about the things they are interested in.

- A What kind of music do you like?
B I'm really into heavy metal.
A Do you like Metallica?
B Yes, a lot.
A Are you into techno?
B No way. What about you?
A ...

b Practise the dialogue with a partner. Then perform it to the class.

c Listen to some of your classmates' dialogues and discuss your difficulties in doing this exercise.

Are you ready for the FINAL TASK or do you need to go over anything you have learnt so far?

3 a Imagine two of the people in the texts or on the tape meet at a party. They talk about the things they are interested in.

A What kind of music do you like?

B I'm really into heavy metal.

A Do you like Metallica?

B Yes, a lot.

A Are you into techno?

B No way. What about you?

A ...

b Practise the dialogue with a partner. Then perform it to the class.

c Listen to some of your classmates' dialogues and discuss your difficulties in doing this exercise.

Are you ready for the FINAL TASK or do you need to go over anything you have learnt so far?

10a.

John and Tom are meeting for the first time at a friend's party.

JOHN: Hello. What are you doing here?

TOM: Fredy invited me last Saturday. What's your name?

JOHN: I am John, I am 19. I have short straight hair. I have brown eyes and I have dark skin. I am tall and thin. And you?

TOM: I am Tom, I am 18, I am small and I am of average build. I have long curly hair. I have blue eyes. I have tanned skin.

JOHN: Well, what are your hobbies?

TOM: I like very much music. My favourite group is Megadeth. I like watching television, go out with my friends but I don't like studying.

What are your hobbies?

JOHN: I like very much music too. I like very much motor-bikes. I go to the cinema at the weekend.

TOM: What do you wear?

JOHN: I wear blue jeans, a black T-shirt, a pair of trainers and sun glasses. And you?

TOM: I wear black trousers, a white T-shirt, a pair of boots and a cap of CHICAGO BULLS.

JOHN: I must go leave you. Bye.

TOM: Bye.

1

FINAL TASK

You are going to conduct a class style survey to find out how popular some styles are in your class.

STEP 1

- Work in a small group. Choose a style: you can choose one mentioned in this unit, or another one that you are interested in.
- Now prepare questions to find out if your classmates follow this style. You can ask about appearance, clothes and interests.

“ Do you sometimes wear ...? ”

“ What kind of music do you like? ”

“ Do you ever listen to ...? ”

STEP 2

- Now, conduct the survey. Work with one student from each of the other groups. Ask the students in your new group your questions and write down their answers.

- Go back to your original group and report the results.

“ David and Sergio sometimes listen to heavy metal. ”

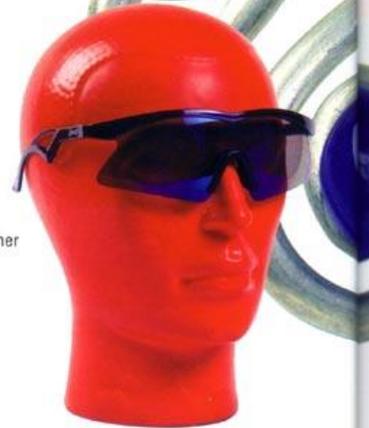
“ Maria never wears jewellery. ”

- Now, write up your results. Here are some useful expressions:
... is popular/not very popular.
This is because some people wear/not many people wear ...
A typical example is Ana. She ...

STEP 3

Present your results to the class and listen to the reports from other groups. Which styles are the most popular?

“ Our survey was about ...
We think this style is/isn't popular because ... ”



136 words approximate.

Form 3 n
Secondary Education
Ramón Areces Institute

THE CLASSROOM'S STYLES

- This is a little report about ^{01/12} favourite ~~classroom~~ ^{street} styles.

In this classroom, fourteen years is the student's age approximately.

The interests preferred are; listen ^{to} music, go out with their friends, play football and watching TV.

The preferred styles are 'casual', 'skater', and 'heavy'. Other styles are 'B-Boy', 'hippy', and 'litter'.

The favourite music groups are Guns' roses, Bon Jovi and Oasis, and the music preferred is heavy metal.

Some pupils wear jewellery sometimes. The greater part of the pupils live on a flat, and don't like 'heavy' appearance.

Green, blue and black are ^{popular} colours preferred, and favourite sports are football, canoeing and cycling.

The pupils ^{have} don't read interviews about their favourite music groups ^{not met} them.

- The greater part of the pupils like heavy metal, live ⁱⁿ a flat and like 'casual style', but don't like 'heavy' appearance and reads interviews about their favourite music groups. They are 14 years old.

their
• favourite

Carlos Díaz
García

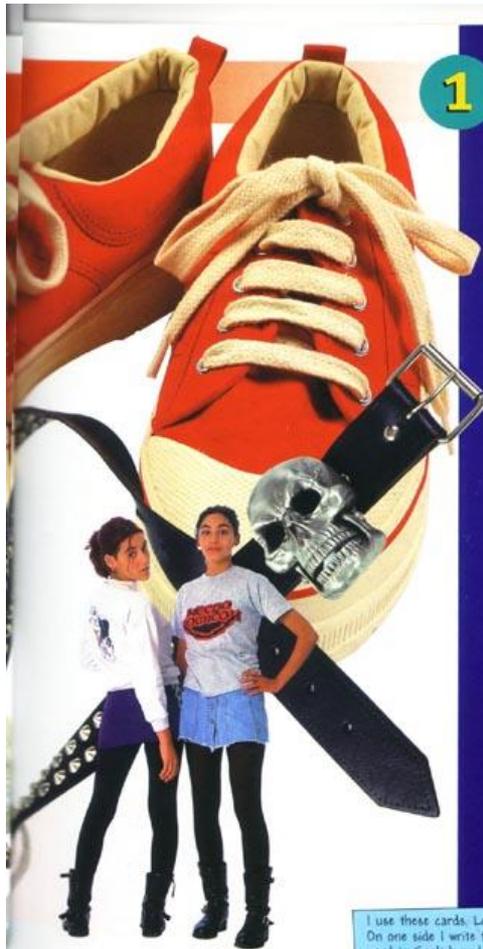
THE CLASSROOM'S STYLES

- This is a little report about our favourite street styles.

In this classroom, fourteen years is the student's age approximately.

The interests preferred are; listen to music, go out with their friends, play football and watching TV.

The preferred are; listen to music, go out with their friends, play football and watching TV.



1

CHECK-UP



Rate yourself

How do you think you performed in the FINAL TASK?

Give yourself a mark from 1 to 5 for the following:

- Survey
- Reporting to group
- Written report
- Presentation

Key

- 1 = very poor
- 2 = not very good
- 3 = OK
- 4 = good
- 5 = excellent

Compare your ratings with those of other students.

Test your neighbour

Write five sentences from this unit and put the words in a different order.

For example:

music store/works/Oscar/in/a

Can your neighbour put the words in the right order?

OLGA AND MIGUEL

Olga and Miguel are talking about learning vocabulary.

LEARNING-TIPS

You know a lot of words, Olga. How do you learn them?

I use these cards. Look. On one side I write the word in English and on the other side I write the translation. When I have some free time I test myself - about 20 words at a time.

It's a good idea to mix up the cards from time to time to change the order.

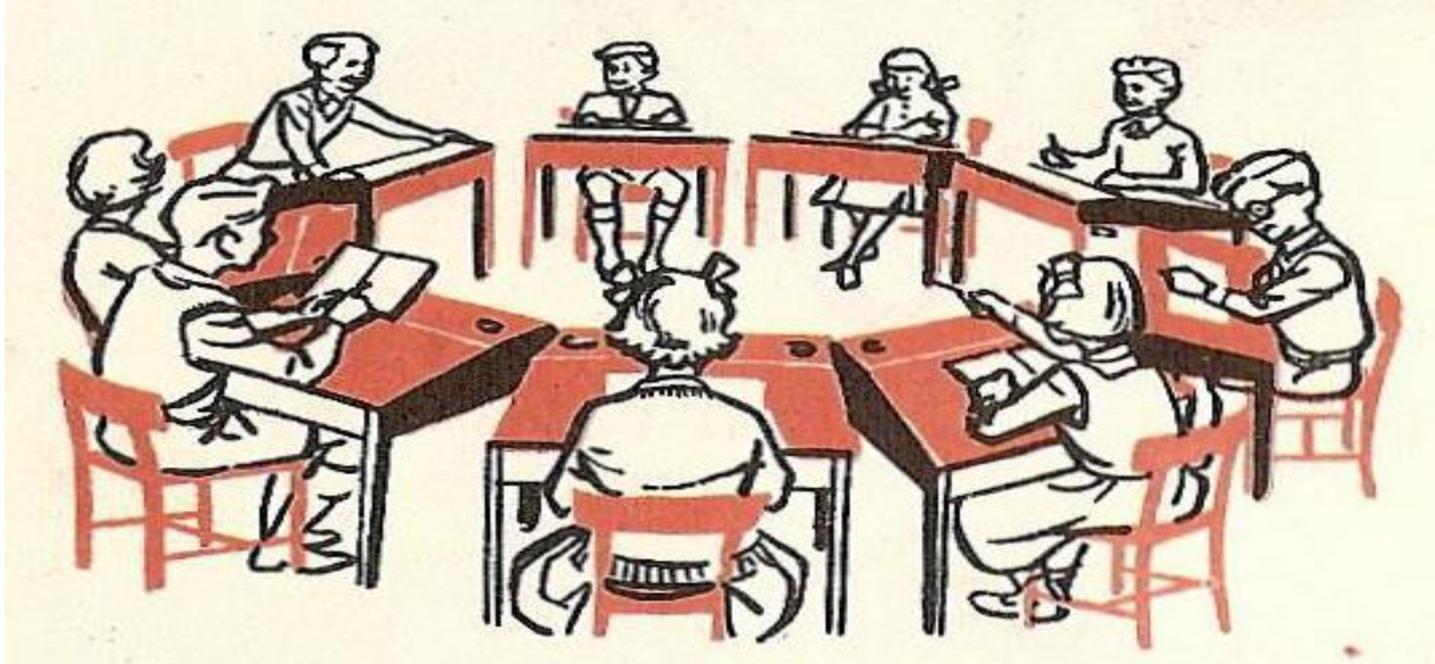
Wow

To be continued ...



“I harness the communication [between the children] since I can’t control it, and base my method on it.”

Ashton-Warner, S. 1963, 1980. *Teacher*. London: Virago.



www.scottthornbury.com