



Guided reading worksheet

Chapter 2

Issues

Rewrite the following statements so they reflect your own opinion.

1 Texting has a very negative effect on children’s understanding and use of language.

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2 Dictionaries are dangerous as they give students the false impression that words have single, clear and definable meanings.

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3 We shouldn’t teach grammar rules. It’s much more important to teach our students how to identify grammar rules for themselves.

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4 We should avoid teaching metaphors and idioms as we risk teaching our students clichés which will make their speech sound very unnatural.

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5 Body language is more important for communication in most conversations than the actual words used.

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Discuss

If you have someone to discuss these issues with, find out what they think. If they have a different opinion from yours, talk about why this is and find out how they would rewrite the sentences, and why.

Check

1 Write down three examples for each of the following in the English language.

1 Performative verbs

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2 Variables which influence the appropriacy of language used in any given context

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3 Types of clause

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4 Forms of grammatical cohesion

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5 Discourse markers

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6 Paralinguistic features of communication

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.....

2 Match the words in the box to the correct definitions.

pedagogic grammar co-text prescriptive grammarians lexical set chains syntax morphology
denotational meaning discourse community

- 1 people who criticise modern usage of language, as it departs from tradition
- 2 what people actually say and write in different situations
- 3 lexis and additional grammar which surrounds a main grammar form and which helps to clarify its meaning
- 4 a series of interrelated words and associated meaning which bind a text together
- 5 a system of rules which determines the order of words in sentences
- 6 the meaning of a word related to the specific thing it describes, as opposed to a metaphorical meaning
- 7 a group of people who share and/or recognise the same or similar language customs or norms
- 8 a system of rules which explains word formation in a language

3 Complete the following sentences, which describe important aspects of language which students need to learn.

- 1 It's important to learn about, for example how different language forms can signify formality or informality in writing and speaking.
- 2 For better comprehension of everyday conversation, it's useful to learn about: the omission of words from an utterance without compromising its meaning.
- 3 The ability of words with a specific spelling to have different meanings, known as, can be confusing for students, but it is an important feature of the language to be aware of.
- 4 When students are organising words for learning vocabulary, it is useful for them to recognise – the relationship between words which have a common superordinate.
- 5, the phenomenon of words appearing in common combinations is, some people claim, as important as recognising grammar patterns.
- 6 are the sounds which make up the building blocks of a spoken language.
- 7 Curiously, the, an unstressed phoneme, is one of the most common in the English language.
- 8 Students need to be aware that, the disappearance of the final sounds of certain words due to the beginning sounds of the following words, can make spoken English difficult to understand.
- 9 Another challenging feature of spoken English is, the changing of the sound at the end of a word so that it is more like the sound at the beginning of the following word.

Evaluate

- 4 Some people say that coursebook dialogues are unnatural and don't represent real speech. What are three advantages and three disadvantages of giving students 'tidied up' dialogues with no hesitation, reformulation or grammatical errors?
- 5 What do you see as one advantage and one disadvantage of maintaining a sustained focus on paralinguistic features of communication when teaching English?
- 6 Imagine that you have to teach the following dialogue as part of a lesson on social English to your intermediate-plus level students. Which useful features of lexis, grammar and pronunciation does the dialogue contain which you might first highlight to your students, and then work on in more detail in follow-up activities? Identify one paralinguistic feature of communication you could teach using this dialogue.

Social English

(Bob and Simone meet in the cafeteria.)

Simone: Hi, Bob. How you doing?

Bob: Hey, how are you?

Simone: Fine. You?

Bob: Not so bad. A bit tired.

Simone: Oh, why?

Bob: Just a busy weekend. Lots on.

Simone: With friends?

Bob: Relatives. It was my dad's birthday so we had lots of people over. They finally went home on Sunday evening.

Simone: Must have been busy.

Bob: You're telling me. Nice to see people, but it was really full on.

Simone: OK. Anyway, gotta go. I have a lesson starting. You probably want some time alone anyway.

Bob: Definitely. Leave me alone.

Simone: I'm going, I'm going. Take it easy!

Bob: OK, see you later.

Simone: Yes, see you.

Action

7 **Decide on one communication function you would like to teach to your students (decide on a language level). For example: suggesting, deciding, agreeing, inviting, etc. Brainstorm three different communicative contexts for your students and examples of relevant language for each of these contexts (five phrases for each). In class:**

- explain to your students the three contexts and show them the examples of language, but without linking them to the contexts.
- ask your students, in groups, to decide on what language is appropriate for each context.
- tell the students to build a two-minute roleplay to perform for the rest of the class to show the language in use.
- encourage the students during the roleplay to think carefully about how to say the phrases in the right way.

After the activity, discuss with the students how important they feel it is to use not only *accurate* language, but also *appropriate* language, and why.

8 **Decide on a genre of writing which you think it is important for your students to be better at, e.g. writing a covering letter, sending a more formal email, writing a short article for the intranet, etc. Find three to five different examples of writing in this genre and ask the students to read them and note down what they think is good and bad about each.**

After a classroom discussion of the good and bad features, the students should integrate the good features into their own piece of writing, which you can then mark, correct and provide feedback on.

- 1 (Suggested answers)
 1 promise, name, demand 2 gender, channel, topic 3 main, subordinate, conditional 4 anaphoric reference, substitution, tense agreement
 5 anyway, right, so 6 volume of speech, facial expression, gesture
 2 1 prescriptive grammarians 2 pedagogic grammar 3 lexical set chains 4 co-text 5 syntax 6 denotational meaning 7 discourse community
 8 morphology
 3 1 register 2 ellipsis 3 hyponymy 4 polysemy 5 Collocation 6 Phonemes 7 schwa 8 elision 9 assimilation
 4 (Suggested answers)

Advantages	1 Provides a simple model for presentation and practice of language. 2 Easier to read and understand without deciphering the speakers' communication styles. 3 Avoids presentation of poor communication models.
Disadvantages	1 Misrepresents natural communication processes. 2 Overfocuses on language accuracy as against pragmatics. 3 Prepares students badly for the dynamics of real communication.

5 (Suggested answers)

Advantages	• Sensitises students to think about communicating successfully as opposed to just using language accurately. This can allow them to access skills acquired through socialisation in their own culture, and to stress less about the need to 'get the grammar right'.
Disadvantages	• Students may have the expectation to focus on words and grammar, and may not see the relevance of paralinguistic aspects, which require potentially a difficult (for the students) metalinguage to explain.

6 (Suggested answers)

The following suggestions are for the intermediate-plus language level:
Lexis:
 Informal and idiomatic expressions, e.g. 'full on' meaning busy.
Grammar:
 Modal for empathetic deductive comment on past events, e.g. 'Must have been ...'
Pronunciation:
 Elision in informal speech, e.g. 'Gotta'
Paralinguistic features:
 Use of banter / ironic humour towards end of conversation, e.g. 'Leave me alone';