



# Guided reading worksheet

## Chapter 3

### Issues

Rewrite and complete the following sentences so that they reflect your opinions. (For example, you could change *should* to *shouldn't*.)

1 Repetition is a vital part of language learning because ...

.....  
 .....

2 Students need to focus on the way language is constructed (grammar, etc.) because ...

.....  
 .....

3 Students should not be allowed to use their first language in a foreign language class because ...

.....  
 .....

4 Students should spend most of the lesson talking to each other because ...

.....  
 .....

5 Students should study vocabulary rather than grammar because ...

.....  
 .....

### Discuss

If you have someone to discuss these issues with, look at their sentences. If they are different from yours, talk about why this is. Can you persuade them that your point of view is more valid than theirs?

### Check

1 Match the sentence beginnings in column A with the correct endings in column B.

#### A

- 1 A behaviourist view of language learning suggests that success in language learning depends
- 2 Humanistic approaches to language learning say that how the student feels is
- 3 Krashen's input hypothesis was that language is acquired
- 4 Negotiation is a key to good communication and
- 5 Practice on its own does not have much beneficial effect. It has
- 6 Some people believe that mastery of lexical chunks
- 7 Some people have suggested that there is a natural
- 8 Talking about various different items of language that came up in a dialogue
- 9 Teaching the present perfect
- 10 We tend to notice language

#### B

- a as important as what they are being asked to learn.
- b can lead to language learning if you believe that communicating is the way that people learn languages.
- c is an example of a focus-on-form activity.
- d is an example of a focus-on-forms activity.
- e is the key to fluency, rather than mastery of grammar.
- f on forming good language habits.
- g order in which people acquire language forms, whatever order they are taught in.
- h that is salient for us.
- i to be 'deliberate'.
- j when learners receive comprehensible input in a relaxed setting.

**2 Match the descriptions 1–7 with the names and terms in the box (number 1 has two answers).**

Allwright      behaviourism      Chomsky      focus on form      focus on forms  
humanistic approaches      Krashen      the lexical approach

- 1 If learners are exposed to a lot of language, their brains will do the work and acquisition/learning will take place. ....
- 2 Students need to repeat things a lot before they remember them. ....
- 3 Students should talk to each other all the time so that language learning will 'take care of itself'.  
.....
- 4 Teachers should try to nurture the students' self-esteem. ....
- 5 We should draw our students' attention to language as it occurs. ....
- 6 We should teach each language structure separately. ....
- 7 We should teach our students a list of lexical phrases and language functions. ....

**3 Without looking back at Chapter 3, explain the following in your own words:**

1 accommodating (in communication)

.....  
.....

2 behaviourism

.....  
.....

3 deliberate practice

.....  
.....

4 humanism

.....  
.....

5 noticing

.....  
.....

6 teachability

.....  
.....

7 the input hypothesis

.....  
.....

8 the LAD concept

.....  
.....

9 the natural order hypothesis

.....  
.....

## Evaluate

- 4** Look at the following two activities. What language learning theory are they closest to? How useful would they be for you if you were learning English (or if they were adapted for use in another language that you were learning)?

### Activity 1

The students get into groups of five. They are told that they have all seen a mother hitting a child in a supermarket. Each student is given one of the following role cards. They have to argue their point of view and try to persuade the others in the group that the course of action they have been assigned is the best/the right one. At the end, they vote on the best course of action.

- A** Do nothing. It's the mother's business.
- B** Talk to the mother. Ask her to stop.
- C** Talk to a store employee and ask her to talk to the woman.
- D** Call the police.
- E** You are not sure what to do. Listen to the others before you decide what action to take.

### Activity 2

The students are told a story about someone who woke up late, left her flat in a hurry and forgot her suitcase as she rushed out of the flat. She had to go back for it. Then she got stuck in bad traffic, arrived late at the airport, missed her flight and had to get the next available plane to where she was going. She sat next to a man who had also missed his previous flight. They got talking. Now they are married and have two children.

The students have to make as many sentences as they can using the third conditional, e.g. *If she hadn't woken up late, she wouldn't have rushed out of the flat.*

## Action

- 5** You have to teach one of the following (see Chapter 2 for reference, if necessary):

- The present perfect (e.g. *I have lived here for six years.*)
- *Some* and *any*
- The third conditional (e.g. *If I had known, I would have come earlier.*)
- Ways of inviting people

**Design an activity which provokes a large amount of repetition (a drill-like activity) for the language you have chosen. Make sure it is more than just repetition; in other words, that it is 'quality' repetition.**

**Say why you think your activity will help the students to remember the language in question.**

- 6** Design a communicative activity. Say what level and age it is for. Say how you would set it up and what you would do while it was taking place and when it had finished.

1 1f 2a 3j 4b 5i 6e 7g 8c 9d 10h  
2 1 Chomsky, Krashen 2 behaviourism 3 Allwright 4 humanistic approaches 5 focus on form 6 focus on forms 7 the lexical approach  
4 Activity 1: communicative language teaching  
Activity 2: focus on forms

