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APPENDICES

**APPENDIX A**

**ADAPTED VERSION OF LITTLEJOHN'S CHECKLIST**

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**Aspects of tasks – some definitions**

This list comprises examples of aspects of tasks found through an analysis of extracts from materials aimed at secondary school learners. It is not an exhaustive list of all possible task aspects (see Littlejohn 1992).

**I WHAT IS THE LEARNER EXPECTED TO DO?**

FEATURE	DEFINITION	EXAMPLE
<b>A DISCOURSE CONTROL</b>		
	the learner's discourse role and discourse control	
1. little control (LC)	the learner is expected to express what he/she wishes to say without a script of any kind	- free discussion
2. tight control (TC)	the learner is expected to express him/herself through language which has been narrowly defined	- guided writing
3. not required (NR)	the learner is not expected to initiate or respond	- listen to explanation
<b>B FOCUS</b>		
	where the learner is to concentrate his/her attention	
4. language system (LS)	a focus on rules or patterns	- substitution tables
5. meaning (M)	a focus on the message of the language being used	- comprehension question
6. meaning – system Relationship (MSR)	a focus on the relationship between form and meaning	- tracing anaphora
<b>C OPERATION</b>		
	what the mental process involves	
7. repeat identically (RI)	the learner is to reproduce exactly what is presented	- oral repetition
8. repeat selectively (RS)	learner is to choose before repeating given language.	- dialogue frames
9. repeat with Substitution (Rw/S)	the learner is to repeat the basic pattern of given lang. but replace certain items with other given items	- substitution drills
10. repeat with transformation (RT)	the learner is to apply a (conscious or unconscious) rule to given language and to transform it accordingly	- change statements into questions
11. repeat with outlines expansion (RE)	the learner is given an outline and is to use that outline as a frame within which to produce further language	- composition
12. retrieve from STM (RSTM)	the learner is to recall items of language from short term memory, that is, within a matter of seconds	- oral repetition
13. retrieve from ITM (RITM)	the learner is to recall items from intermediate term memory, that is, within a matter of minutes. Here taken up to the length of the lesson (approx. 50 mins.)	- recall vocabulary within lesson
14. retrieve from LTM (RLTM)	the learner is to recall items from prior to the present lesson	- recall vocabulary from last lesson
15. formulate items into larger unit (FLU)	the learner is to combine recalled items e.g. complete sentences, necessitating the application of consciously or unconsciously held language rules	- discussion
16. decode semantic/propositional meaning (DM)	the learner is to decode the 'surface' meaning of given language	- read a text for its meaning

17. select information (SI)	the learner is to extract information from a given text	- answer questions by reading a text
18. calculate problem (C)	the learner is to perform mathematical operations	- solve maths
19. categorize selected Information (CSI)	the learner is to analyze and classify information selected through operation 17	- sort information into groups
20. hypothesize (H)	the learner is to hypothesize an explanation, description or meaning of something	- deduce meanings from context
21. compare samples of language (CSL)	the learner is to compare two or more sets of language data on the basis of meaning or form	- compare accounts of the same event
22. analyze language syllable (ALS)	the learner is to examine the component parts of a piece of language	- find the stressed form in a word
23. formulate lang.rule (FLR)	As 20, but learner is to hypothesize a language rule.	- devise grammar rule
24. apply stated language rule (ASLR)	the learner is to use a given language rule in order to transform or produce language	- change direct to reported speech
25. apply general knowledge (AGN)	the learner is to draw on knowledge of 'general facts' about the world	- answer question on other countries
26. negotiate (N)	the learner is to discuss and decide with others in order to accomplish something	- in groups, write a set of instructions
27. review own FL output (RFLO)	the learner is to check his/her own foreign language production for its intended meaning or form	- check own written work
28. attend to explanation (AE)	the learner is to 'take notice of' something	- listen to a grammar explanation
<b>II WHO WITH?</b>		
29. teacher and learner(s), whole class observing (TLWC)	the teacher and selected learner (s) are to interact	- a learner answers a question; other learners listen
30. learner(s) to the whole class (LWC)	selected learner(s) are to interact with the whole class, including the teacher	- learner(s) feed back on group work
31. learners with whole class simultaneously (LWCS)	learners are to perform an operation in concert with the whole class	- choral repetition
32. learners individually simultaneously (LIS)	learners are to perform an operation in the company of others but without immediate regard to the manner/pace with which others perform the same operation	- learners individually do a written exercise
33. learners in pairs/groups; class observing (LPGC)	learners in pairs or small groups are to interact with each other while the rest of the class listens	- a group 'acts out' a conversation
34. learners in pairs/groups, simultaneously (LPGS)	learners are to interact with each other in pairs/groups in the company of other pairs/groups	- learners discuss in groups
<b>III WITH WHAT CONTENT?</b>		
<b>a input to learners</b>		
35. graphic (G)	form of content offered to learners pictures, illustrations, photographs, diagrams, etc.	- a world map
36. words/phrases/sentences: written (WWPS)	individual written words/phrases/sentences	- a list of vocabulary items

37. written discourse (WD)	written words/phrases/sentences tied in the meaningful ways.	- strings of written words showing references, pron. - a list of vocabulary items
38. words/phrases/sentences : oral (OWPS)	individual spoken words/phrases/sentences	
39. oral discourse (OD)	oral words/phrases/sentences tied in the meaningful ways	- strings of oral words showing references, pron. - a written story
40. extended discourse: written (WED)	texts of more than 50 written words which cohere, containing supra-sentential features	
41. extended discourse: oral (OED)	texts of more than 50 spoken words which cohere, containing supra-sentential features	- a dialogue on tape
<b>b expected output</b>	form of content to be produced by learner	
42. graphic (G)	pictures, illustrations, photographs, diagrams, etc.	- a plan of one's house - write sentences using a specified words
43. words/phrases Sentences (WWPS)	individual written words/phrases/sentences	- strings of written words showing references, pron. - a list of vocabulary items
44. written discourse (WD)	written words/phrases/ sentences tied in meaningful ways	- a story in writing
45. words/phrases/sentences: oral (OWPS)	individual spoken words/phrases/sentences	
46. extended discourse: written (WED)	texts of more than 50 written words which cohere, containing supra-sentential features	- an oral account of an event
47. extended discourse: oral (OED)	texts of more than 50 written words which cohere, containing supra-sentential features	
48. oral discourse (OD)	oral words/phrases/sentences tied in meaningful ways	- string of oral words showing references, pronunciation.
<b>c source</b>	where the content comes from	
50. materials (MAT)	content (or narrowly specified topic) supplied by the materials	- dialogue/text in the coursebook
51. teacher (T)	content (or narrowly specified topic) supplied by the teacher	- teacher recounts own experiences
52. learner(s) (L)	content (or narrowly specified topic) supplied by the learner(s)	- learner recount own experiences
<b>d nature</b>	type of content as required in the operation	
53. meta-linguistic comment (MC)	comments on language use, structure, form or meaning.	- a grammatical rule
54. linguistic items (LI)	words/phrases/sentences carrying no specific message	- a vocabulary list
55. non-fiction (NF)	factual text ('other facts')	- a text about a foreign culture
56. fiction (F)	fictional texts	- dialogue between imaginary characters - details of learner's interests
57. personal information/opinion (PI)	learner(s) own personal information or opinion	

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**APPENDIX B**

**INTERVIEW QUESTIONS**

## Interview Questions

1. Have you ever taught English in other countries, other than Thailand?
2. For how long have you taught English?
3. Have you ever designed your own teaching materials?
4. Why do you have to design your own teaching materials?
5. How do you feel about your own teaching materials? Do you think the learners are satisfied with your materials?
6. What are your criteria for implementing the lesson in the textbook...I mean how do you decide what you will teach?
7. Which part in the textbook do you frequently use and which part do you seldom use?
8. When and why do you add something or supplement the coursebook?
9. Do you think this coursebook give you enough freedom or limit what you want to do as a teacher in using this book with the learners?
10. What learning seems to be missing from some activities provided in this book?
11. Could you give the metaphor or simile to describe the coursebook you use?

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APPENDIX C  
COURSE SYLLABUS



## English Language Program Regular Course Level 1

**Level 1** is the first of beginning levels. It is ideal for anyone who has some knowledge of basic grammar and vocabulary and wants to improve his/her conversation and discussion skills.

**Level 1** will challenge students as they learn how to discuss about everyday activities, school and jobs.

Students enter **level 1** by passing level B, scoring this level on the placement test or as a result of placement test interview.

**Text and units:** Interchange Book 1 Student Book and Workbook  
Units 1-4 and progress check  
CD for listening

**Course Length:** 30 hours

**Conversation/ Discussion Topics:** Introducing yourself and others; checking personal information; “getting to know you”; collection personal information for classmates; work and school; daily activities; finding similarities in classmates’ daily schedule; buying and selling things, prices; making comparisons and preferences; giving opinion; making invitations and making excuses. Discussions: “Is it Good for students to Have a Part-time Job?” “What kind of shopping do you do in your country?” “What kind of music do you like? Why?”

**Pronunciation:** Helping students to have proper pronunciation is a part of all levels. In this level we emphasize: intonation of clarification questions; unstressed word; linked sound; question intonation.

**Listening:** Personal information; descriptions of jobs and daily schedule; shopping and prices; likes and dislikes in musical styles; invitation; TV game show

**Reading:** Popular Names; Why people need job; Shopping on e-bay; Christina Aguilera.

**Writing:** A short photograph: “How do you spend your day?” – your classmates’ regular activities; questions requesting personal information; describing an occupation; comparison of prices in different countries. A short letter of invitation: “Do you like jazz?”

Games, Songs and activities: Things to do, places to visit; Boy/Girl? ; Mixed-up Questions; Scrambled Conversation; Crosswords: Jobs and Occupations; “Different Lives” ;Find Someone Who ...; “A Day in a Life of Jane Wilson” ;Shopping Spree; “I’m sorry, I can’t...” ;Sentences Auction; “invitations” ;”What Kind of Music Is It?” ;Jigsaw reading; Change Chairs; Shooting Dictation; Nationalities. Songs: A Groovy Kind of Love by Phil Collins; All My Loving by the Beatles.

**Advancement to next levels:** Students advance to study in Level 2 by recommendation of their level 1 teacher.

English Language Program  
Regular Course: Level 3

**Level 3** is the third of beginning levels. It is ideal for anyone who has some knowledge of basic grammar and vocabulary and wants to improve his/her conversation and discussion skills. Level 3 will challenge students as they learn how to discuss fashion; past events, travel and tourism; lifestyles and health problems and solutions.

Students enter **Level 3**, by passing Level 2, or as a result of a placement test interview.

**Test and Units:** Interchange Book 1 Student Book and Workbook  
Units 9-12 Progress checks  
CD for listening

**Course Length:** 30 hours

**Conversation/ Discussion Topics:** Describing people's appearance; identifying people; describing past experiences; making plans; asking about and describing cities; asking for and giving advice; making request; talking about travel and tourism; talking about health problems; making requests; asking for and giving suggestions;  
**Discussions:** "What does your best friend look like?" ;What fashions are in style now? ;What are unusual things you can do in Chiang Mai"; "Is your life style easy going or fast-paced?"; "What sports do you do? and Why?"; "Why do tourists visit Thailand?"; "Which famous city would you like to visit and why?"; "Advice for health problems";

**Pronunciation:** Contrastive stress; linked sounds, *can't and shouldn't*; reduced forms of *to*

**Listening:** Descriptions of people; time and place of an event; description of events; description of cities and hometowns; advice and requests.

**Reading:** Hip Hop styles; Risky sports; E-mails of cities around the world; Rain forest remedies.

**Writing:** Sentences describing someone; an annual activity; short paragraphs describing an interesting city; A paragraph on "What does he look like?" and one on tourist information related towns.

**Games, Songs and Activities:** Guess who?; Walflowers; Change chairs; Shouting Dictation; Find someone who; Three day Tour Plan; Parts of the body; Snap!; Feeling and Emotions; Health Complaints; Information transfer; Scrambled Conversation; Ouch! Songs: "I still haven't found what I am looking for" by U2; "A groovy Kind of Love" by Phil Collins

**Advancement to the next level:** Students advance to study in Level 4 by recommendation of their level 3 teacher.

**APPENDIX D**  
**TASK ANALYSIS OF EACH TEACHER**

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See the abbreviations of aspects of tasks in appendix A

## TEACHER A

Task description in order in which they were introduced in the class	Task characteristics (Class)	Task characteristics (Book)	Category
SNAPSHOT: Students write imaginary presents for classmates specifying the color. Papers are distributed, students open them and report what presents they received	1a. LC		S
	1b. M		
	1c. RLTM, DM		
	2. LIS, TLWCO		
	3a. G		
	3b. WWPS, OWPS		
	3c. L		
Teacher dictates three questions for students to answer from listening text (What does Steve buy Maria? How much does it cost? What color is it?). Students write questions on board. Class and teacher correct language. (The questions come from teacher's manual.)	1a. TC		M
	1b. M-SR		
	1c. RITM, RFLO		
	2. LIS, LWC		
	3a. OWPS, WWPS		
	3b. WWPS		
	3c. T, MAT	3c. MAT	
Conversation: Students listen to taped conversation and answer the 3 questions	1a. TC		U
	1b. M		
	1c. SI, DM		
	2. LIS		
	3a. OED		
	3b. WWPS, OWPS		
	3c. MAT		
CONVERSATION: Students in groups of 4 arrange turns written on sheets to recreate the complete conversation	1a. NR		S
	1b. M		
	1c. DM, FLU		
	2. LPGS		
	3a. WWPS		
	3b. -		
	3c. MAT		
Conversation: Students listen to the teacher read out the lines of the dialogue and repeat after him	1a. TC		U
	1b. M		
	1c. RI, RSTM		
	2. LWCS		
	3a. OED		
	3b. OED		
	3c. MAT		
Teacher and student, then student and student read out the lines of the dialogue	1a. TC		M
	1b. M		
	1c. RI		
	2. TLWCO, LPCO, LPGS	2. TLWCO	
	3a. WED		
	3b. OED		
	3c. MAT		
Conversation: Students listen to the remainder of the conversation and listen for what the characters buy and who pays for it	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS, LPGS		
	3a. OED		
	3b. OWPS		
	3c. MAT		
VOCABULARY: Students in relay teams supply items that can be bought at a department store beginning with letters of the alphabet, and write them on the board	1a. LC		S
	1b. M		
	1c. RITM / RLTM		
	2. LICO		
	3a. -		

	3b. WWPS 3c. L, T 3d. LI		
Ss play game, "Change Chairs" introduced by the T. One student is selected to say, "please change chairs if you are wearing shoes."	1a. TC 1b. M 1c. RE, RLTM 2. LICO 3a. OWPS / WWPS 3b. OWPS 3c. MAT, L 3d. PI		S
GRAMMAR: Ss learn how to read prices and tell the T where they bought items using, "How much is the .....? Where did you buy?" Then T selects the students to elicit answers.	1a. TC 1b. M-SR 1c. DM, RI 2. TLWCO 3a. OWPS, WWPS 3b. OWPS 3c. T 3d. LI, PI		S
GRAMMAR: the Ss in pairs ask each other by using above questions. (How much is the .....?, Where did you buy?)	1a. TC 1b. MSR 1c. DM, RS 2. LPS, TLWC 3a. OD 3b. OD 3c. L 3d. LI, PI		S
Grammar: Ss learn how to ask prices. T puts 2 bags on the chair and one on the floor. T asks, "How much is that bag?" The Ss do not know which one T means so they ask, "Which one?" which is what the T tries to teach. Also, the use of 'this', 'that', 'these', 'those' are demonstrated to the S	1a. TC 1b. MSR 1c. DM, H 2. TLWC 3a. WWPS, OWPS 3b. OWPS 3c. MAT 3d. F		U
Ss repeat the sentences in the grammar focus after the teacher.	1a. TC 1b. LS 1c. RI 2. LWCS 3a. WWPS, OWPS 3b. OWPS 3c. MAT 3d. LI		S
Selected S reads prices of the items.	1a. TC 1b. M 1c. DM, 2. TLWCO 3a. OWPS 3b. OWPS 3c. T 3d. MC		U
Grammar: Ss fill in the missing words in the conversation. Then elicit answers by selecting S to read a conversation.	1a. TC 1b. LS 1c. ASLR, RFLO 2. LIS, TLWCO 3a. WWPS 3b. WWPS, OWPS 3c. MAT 3d. F		U
Grammar: Ss learn expressions "that's cheap" etc.	1a. TC 1b. MSR 1c. DM, RI 2. TLWC		U

	3a. WWPS / OWPS		
	3b. OWPS		
	3c. MAT		
	3d. LI		
Ss move on to 'Interchange3, Flea Market but T modifies it as 'Walking street.' Ss work in pairs by negotiating prices by making use of the language points previously learned.	1a. TC		M
	1b. MSR		
	1c. FLU, DM, ASLR, N		
	2. LPGS		
	3a. -		
	3b. OED		
	3c. MAT, T	3c. MAT	
	3d. F		
Selected S reports what they bought by asking, 'What did you buy?', 'What was the asking price?', 'How much did you buy?'....etc.	1a. TC		S
	1b. M		
	1c. DM, RITM		
	2. TLWC		
	3a. OWPS		
	3b. OWPS		
	3c. T		
	3d. F		
(DAY 2) Ss learn how to read prices.	1a. NR		S
	1b. MSR		
	1c. AE, DM		
	2. TLWCO		
	3a. WWPS, OED		
	3b. OWPS		
	3c. T		
	3d. LI		
After that, Ss practice reading prices in a piece of paper given by the T.	1a. TC		S
	1b. MSR		
	1c. DM, ASLR		
	2. TLWCO		
	3a. G		
	3b. OWPS		
	3c. T		
	3d. LI		
Then, selected S answers, 'How much is/are this/that/these .....?' The S reads the price and then exchanges it with the T.	1a. TC		S
	1b. MSR		
	1c. DM, ASLR		
	2. TLWCO, LPGS, LPWCO		
	3a. OWPS		
	3b. OWPS		
	3c. T, L		
	3d. LI		
The Ss are asked to use the language points about asking and reading prices as well as some useful expressions, 'that's cheap', 'that's reasonable', by working in pairs.	1a. TC		S
	1b. MSR		
	1c. DM, ASLR		
	2. LPGS, LPGC		
	3a. OD		
	3b. OD		
	3c. L		
	3d. MC, PI		
Grammar: Ss write down the price in their student book.	1a. TC		U
	1b. LS		
	1c. DM		
	2. LIS		
	3a. WWPS		
	3b. WWPS		
	3c. MAT		
	3d. LI		

Ss practice the dialogue in the sub-section B of page 17 with the teacher and T gives some more explanation about how to use is/are, then practice with the partners.	1a. TC		M
	1b. M-SR		
	1c. RS, DM, ASLR, AE	1c. RS, DM, ASLR	
	2. TLWC, LPGS		
	3a. OD, WD, WWPS	3a. WD, WWPS	
	3b. OD		
	3c. MAT		
LISTENING, Look at these! (p.18). Ss listen (twice) and answer the comprehension questions by completing the chart.	1a. TC		U
	1b. M		
	1c. DM, SI,		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
(ROLE PLAY) Ss practice in pairs by using the situation given by T that he is in BKK and has no money to get back to CM so he needs to sell things at JJ market in order to get back to CM.	1a. TC		S
	1b. MS-R		
	1c. FLU, DM, ASLR, N		
	2. LPGS		
	3a. OD		
	3b. OD		
	3c. L		
S reports what they got and how much money he/she got from selling things at JJ marker.	1a. TC		S
	1b. M		
	1c. DM, RITM		
	2. TLWC		
	3a. OD		
	3b. OD		
	3c. L		
Pronunciation: Ss turn back to page 17 and mark which words are emphasized.	1a. TC		U
	1b. MSR		
	1c. ALF		
	2. LIS		
	3a. WD		
	3b. G		
	3c. MAT		
Pronunciation: The selected Ss write the stressed words on the board and repeat after T.	1a. TC		U
	1b. MSR		
	1c. RI, RSTM, ALF, RFLO		
	2. LWC		
	3a. WD		
	3b. G, OWPS		
	3c. MAT		
Pronunciation: Ss practice the stressed words in the dialogue in pairs.	1a. TC		U
	1b. MSR		
	1c. RI		
	2. LPGS, LPGC		
	3a. WD		
	3b. OD		
	3c. MAT		
Ss answer about the materials in the classroom that the T points to (What material is it?)	1a. TC		S
	1b. M		
	1c. AGK		
	2. TLWC		
	3a. OWPS, WWPS		
	3b. OWPS		
	3c. T		
Word Power: Ss write down the materials in the student book. Then, elicit the answer by	1a. TC		U
	1b. M		

selecting Ss to give the answer.	1c. RITM, AGK, RFLO 2. LIS, TLWC 3a. WWPS, G 3b. WWPS, OWPS 3c. MAT 3d. LI		
Ss with a piece of paper given by T with some types of items such as jeans, tie, ring, etc. written down. The Ss draw a picture and write on the board what materials the particular item is made of.	1a. TC 1b. M 1c. RITM 2. TLWC 3a. WWPS 3b. G, WWPS 3c. T 3d. LI		S
Ss answer the questions 'Which do you prefer?'	1a. TC 1b. MS-R 1c. RS, 2. TLWC, LPGCO 3a. OWPS, WWPS 3b. OD 3c. T 3d. LI, PI		S
The Ss listen to the taped conversation to complete the table.	1a. TC 1b. M 1c. DM, SI 2. LIS 3a. OED 3b. WWPS, 3c. MAT, T 3d. F	3c. MAT	M
Grammar: Ss learn comparative adjective (nicer, cheap-cheaper, expensive- more expensive)	1a. TC 1b. LS 1c. AE 2. TLWC 3a. WWPS, OD 3b. OWPS 3c. T 3d. MC		U
In this stage, Ss should be able to make use of comparative adjective for giving the reason by answering the questions, 'Which do you prefer, a glass cup or a plastic cup?', 'why?'	1a. TC 1b. M-SR 1c. DM, RITM, ASLR 2. TLWC, LPGCO, LPGS 3a. OD 3b. OD 3c. T, L 3d. LI, PI		S
Ss repeat the conversation after the T.	1a. TC 1b. LS 1c. RI 2. LWCS 3a. OWPS, WWPS 3b. OWPS 3c. T 3d. LI		S
Grammar: Ss repeat after the tape in the grammar focus section on page 20.	1a. TC 1b. LS 1c. RI, RSTM 2. LWCS 3a. OED 3b. OED 3c. MAT 3d. F		U
Grammar: Ss complete the missing words in exercise 10A.	1a. TC 1b. LS		U



	1c. DM, SI, ASLR		
	2. LIS		
	3a. WED		
	3b. WWPS		
	3c. MAT		
	3d. MC, LI		
Conversation: Ss listen to the rest of conversation in 9B, page 19 and answer the questions (What does Anne buy? What does Sue think of it?)	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
	3d. F		
(DAY 3) Students in relay teams supply comparative adjectives beginning with letters of the alphabet, and write them on the board	1a. LC		S
	1b. LS		
	1c. RLTM		
	2. LICO		
	3a. G		
	3b. WWPS		
	3c. L		
	3d. LI		
Ss are divided into two teams. Each S in each team is selected to write sentences by using the adjectives that the T dictates.	1a. TC		S
	1b. M-SR		
	1c. RITM, RLTM, DM, ASLR		
	2. LICO		
	3a. OWPS		
	3b. WWPS		
	3c. T, L		
	3d. LI		
Ss practice the use of <i>preferences</i> and <i>comparative adjectives</i> by answering 'Which do you prefer, shrimp or fish? Why?'	1a. TC		S
	1b. M-SR		
	1c. DM, ASLR		
	2. TLCO, LPGCO, LPGS		
	3a. G, OD		
	3b. OD		
	3c. T, L		
	3d. MC, LI, PI		
Ss in 4 teams circle/underline the word on a separate piece of paper. Then, the T writes down on the board. The first person comes back and sits the chair first will get one point.	1a. - (the aspect of task for this task does not fit in the task feature of three discourse control adapted from Littlejohn)		S
	1b. system?		
	1c. SI?		
	2. LICO (added)		
	3a. WWPS, WED		
	3b. G		
	3c. T		
	3d. LI		
Reading: After reading the passage, Ss complete the missing info in section 12A on page 21.	1a. TC.		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. WED		
	3b. WWPS		
	3c. MAT		
	3d. NF		
Reading: Ss work on section 12B in pairs, deciding whether it is fact or opinion.	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LPGS		
	3a. WWPS		
	3b. WWPS		
	3c. MAT		
	3d. NF		

## TEACHER B

Task description in order in which they were introduced in the class	Task characteristics		Category
SNAPSHOT: Ss use the information the T writes on the board to go around and ask their partners.	1a. TC		S
	1b. M		
	1c. DM		
	2. LPGS		
	3a. WWPS, OED		
	3b. OWPS		
	3c. T		
SNAPSHOT: Ss are asked to report to class about what they found out about their friends.	1a. TC		S
	1b. M		
	1c. DM, RITM		
	2. TLWCO		
	3a. OWPS		
	3b. OWPS		
	3c. T		
2. WORD POWER: Ss fill in the box in the 'Word Power' section.	1a. TC		M
	1b. M		
	1c. DM, SI		
	2. LIS	2. LPGS	
	3a. WWPS, OWPS		
	3b. WWPS		
	3c. MAT		
3. CONVERSATION: Ss listen (twice) to two people talking and answer the questions. Teacher adds more questions for the students to write the answers.	1a. TC		M
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT	3. MAT	
3B. CONVERSATION: Ss listen to the rest of the conversation and answer the 2 questions in the book. Ss work in pairs to find out the answers. (Who is Liz's favorite group? Does Tom like that group? Why or why not?)	1a. TC		M
	1b. M		
	1c. DM		
	2. LIS	2. LPGS	
	3a. OED		
	3b. WWPS		
	3c. MAT		
VOCABULARY: Ss underline the unknown words in the conversation script.	1a. TC		S
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. WED		
	3b. G		
	3c. T		
3A. CONVERSATION: Ss practice reading the conversation with their partners.	1a. TC		U
	1b. M		
	1c. RI		
	2. LPGS		
	3a. WED		
	3b. OED		
	3c. MAT		
4. GRAMMAR: Ss attend to explanation of grammar rule. (T adds more explanations, example of sentences and ask some students to make up new sentences.)	1a. TC		M
	1b. MS-R		
	1c. AE		
	2. TLWCO		
	3a. OED		
	3b. OWPS		
	3c. T, L, MAT	3c. MAT	
GRAMMAR: Ss ask the T any questions using the language point learned. (Do you like.....?/ What kind of .....do you	1a. TC		S
	1b. MS-R		
	1c. ASLR		

like?)	2. LIS 3a. OWPS 3b. OWPS 3c. T, L 3d. PI		
4. GRAMMAR: Ss complete the exercises in the book and read the answers to the class.	1a. TC 1b. MS-R 1c. ASLR 2. LIS 3a. WWPS 3b. WWPS 3c. MAT 3d. NF	2. LIS, LPGS 3b. WWPS, OD	M
VOCABULARY: Ss attend to explanation of new useful expressions.	1a. NR 1b. M 1c. AE, RI, RSTM 2. LWCS 3a. OED 3b. OWPS 3c. T 3d. LI		S
GRAMMAR: Ss use the information given by the T to guess whether for example their partner likes going to the discos, then tick yes/no. After that, Ss walk around and ask their partners by using, yes-no question to see how many they get correct.	1a. TC 1b. M 1c. DM, ASLR, AE 2. LIS, LPGS, TLWCO, LICO 3a. WWPS, OED 3b. WWPS, OD 3c. L 3d. PI		S
GRAMMAR: Situation: First Date. Ss ask questions about their partners by using grammar points learned in class. Then, Ss in pairs act out the role (first date) to the whole class.	1a. LC 1b. M 1c. ASLR, FLU, AE, RLTM 2. LPGS, TLWCO, LPGCO 3a. OED 3b. OED 3c. L 3d. PI		S
GRAMMAR: Ss in group of 5 find grammatical errors in a sheet of paper and correct them.	1a. LC 1b. LS 1c. ASLR, RLTM 2. LPGS 3a. WWPS 3b. WWPS 3c. T 3d. LI		S
8. CONVERSATION: Ss listen to the conversation twice about asking someone to go out politely and answer the questions on the board.	1a. TC 1b. M 1c. DM, SI 2. LIS 3a. OED 3b. WWPS 3c. MAT, T 3d. F	3c. MAT	M
VOCABULARY: Ss attend the meaning clarification from the conversation (just, that sounds..., let's..., etc.)	1a. TC 1b. M 1c. AE, H 2. LPGS, TLWCO 3a. OED, WED 3b. OWPS 3c. T 3d. MC		S
9. GRAMMAR: Ss attend to how to ask someone out politely. (Would you like.....?) (T elicits Ss.)	1a. TC 1b. MSR 1c. AE, RI, RLTM, RITM 2. TLWCO 3a. OED 3b. OWPS	1c. AE	M

	3c. T 3d. NF, PI		
9A. Ss complete the sentences using would you like....?	1a. TC 1b. MS-R 1c. ASLR 2. LIS 3a. WD 3b. WD 3c. MAT 3d. F		U
GRAMMAR: Ss invite their partners politely using, Would you like to ...? and report to class what they find out.	1a. LC 1b. M 1c. ASLR 2. LPGS 3a. WWPS 3b. OED 3c. T, L 3d. PI		S

## TEACHER C

Task description in order in which they were introduced in the class	Task characteristics		Category
Ss attend to explanation of the adjectives and antonyms.	1a. NR 1b. M 1c. RI, DM, RSTM, AE, H 2. TLWCO, LIS 3a. OED, WWPS 3b. OWPS 3c. T 3d. F, LI		S
Ss play a game, 'antonym game.' The Ss say the opposite words given by the T. T: big Ss: small T: possible Ss: impossible	1a. TC 1b. M 1c. RLTM 2. LWCS 3a. OWPS 3b. OWPS 3c. T 3d. LI		S
Ss play a game, 'a ladder game.'	1a. TC 1b. M 1c. RLTM, RI, RSTM 2. TLWCO, LPCGS 3a. WWPS 3b. WWPS, OWPS 3c. L 3d. LI		S
Ss listen the taped conversation and try to answer the following questions dictated by T. 1. How many people are speaking? 2. Where are they talking about?	1a. TC 1b. M 1c. SI, DM, RI, RSTM 2. LIS, TLWCO, LWCS 3a. OED 3b. OWPS 3c. MAT, T 3d. F	3c. MAT	M
Ss attend to explanation of how to use fairly, too and pretty, e.g. pretty good, fairly good, too smart.	1a. NR 1b. M 1c. AE, DM 2. RI, RSTM 3a. OED 3b. OWPS 3c. T 3d. F, LI		U
Ss listen to the rest of the conversation and answer, 'What does Carmen think about	1a. TC 1b. M		U

entertainment in San Juan?	1c. DM, SI 2. LIS 3a. OED 3b. OWPS 3c. MAT 3d. F		
Ss do exercises on page 73 of the grammar focus by matching the answers to the questions.	1a. TC 1b. M 1c. DM, SI 2. LIS, LPGS 3a. WWPS 3b. WWPS, OD 3c. MAT 3d. F		U
Ss attend to explanation of the use of conjunction (and or but.)	1a. NR 1b. MSR 1c. DM, RI, AE, RSTM 2. TLWCO 3a. OED, WWPS 3b. OWPS, WWPS 3c. T 3d. F, MC		U
(DAY2) Ss read the passage and match the place each person is visiting.	1a. TC 1b. M 1c. DM, SI 2. LIS 3a. WED 3b. WWPS 3c. MAT 3d. NF		U
Ss do 'conjunction' by completing the exercise in the cousebook.(Grammar Focus 3B.)	1a. TC 1b. MS-R 1c. DM, SI 2. LIS 3a. WWPS 3b. WWPS 3c. MAT 3d. NF		U
Listening: Ss listen to the conversation on page 74.	1a. TC 1b. M 1c. DM, SI 2. LIS 3a. OED 3b. WWPS 3c. MAT 3d. F		U
Ss attend to explanation of listening strategies. (It is a general listening strategy given by the teacher in order to achieve the upcoming test for the next level.)	1a. NR 1b. M 1c. DM, AE, RI 2. LWCS, TLWCO 3a. OED, WWPS 3b. OWPS, WWPS 3c. T 3d. NF		S
Ss listen to the conversation and try to find the topic for the conversation.	1a. LC 1b. M 1c. DM 2. LIS 3a. OED 3b. OWPS 3c. MAT 3d. F		S
Ss attend to explanation of modal verb instruction.	1a. TC 1b. M 1c. RI, RSTM, AE, DM, H 2. TLWCO 3a. OED	1c. AE, DM	M

	3b. OWPS		
	3c. T, MAT	3c. MAT	
	3d. NF		
Ss listen to the conversation and find out where Thomas comes from and what you should do there.	1a. TC		M
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. OED		
	3b. WWPS, OWPS		
	3c. MAT, T	3c. MAT	
	3d. F		
Ss complete the conversation using modal verbs (can, can't, should, shouldn't)	1a. TC		U
	1b. MS-R		
	1c. ASLR, DM		
	2. LIS		
	3a. WWPS		
	3b. WWPS, OD		
	3c. MAT		
	3d. F		
Ss listen to the conversation twice.	1a. TC		U
	1b. M		
	1c. DM		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
	3d. NF		
Ss listen to the conversation to find one thing about each country that is incorrect.	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
	3d. NF		
Ss read the text and answer the questions.	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. WED		
	3b. WWPS		
	3c. MAT		
	3d. NF		
Ss underline the words they don't know in the text.	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. WED		
	3b. WWPS		
	3c. MAT		
	3d. LI, NF		
Ss tell the T the words they underline.	1a. TC		U
	1b. M		
	1c. RI, RSTM, AE		
	2. LWCS, TLWCO		
	3a. OED		
	3b. OWPS		
	3c. T		
	3d. LI		

## TEACHER D

Task description in order in which they were introduced in the class	Task characteristics (Class)	(Book)	Category
(DAY 1) Ss write on the board one interesting to do or something fun to do. Then, Ss in groups of six talk about the 2 questions on the board. (What	1a. LC		M
	1b. M		
	1c. RLTM		
	2. LWC		

things have you done?, What things would you like to do?). Then ss have to report to class. After that, Ss list five things they would like to do in groups (in the future). Then Ss need to choose only one person to be the messenger to tell other groups what they wrote down. (snapshot)	3a. OWPS 3b. WWPS, OWPS 3c. L 3d. PI	3. MAT	
3. GRAMMAR: Ss attend to explanation of grammar point (present perfect). - Have you ever ridden an elephant? - Yes, have - (No, I haven't.) (the book says camel but T changed it to elephant.)	1a. NR 1b. LS 1c. DM, AE 2. TLWCO 3a. OED, WWPS 3b. (no output) 3c. T, MAT 3d. MC, LI	3c. MAT	M
GRAMMAR: Ss in two teams write down the past participle that the teacher read on the board. The S who finishes writing, the word first gets one point.	1a. TC 1b. LS 1c. DM, RITM, RLTM 2. LWC 3a. OWPS 3b. WWPS 3c. T 3d. LI		S
GRAMMAR: Ss on a piece of paper find someone who has been to a foreign country, won a prize, etc. by starting with... - Have you ever been to .....? Then, report to the class.	1a. TC 1b. MSR 1c. DM, ASLR, RITM 2. TLWCO, LPGS 3a. OD, WWPS 3b. OD, OWPS 3c. T, L 3d. PI		S
GRAMMAR: One S says, "I've never ....." The rest of the students change chair if they have done something	1a. TC 1b. MSR 1c. ASLR, RITM, DM 2. TLWCO, LWCS 3a. OWPS, WWPS 3b. OWPS 3c. T, L 3d. PI		S
(DAY 2) GRAMMAR: Ss in pairs (different side of the room), one student read the sentence, another change it to past simple or present perfect.	1a. TC 1b. LS 1c. ASLR, DM 2. LPGS 3a. WWPS, OWPS 3b. WWPS 3c. T 3d. LI		S
5. GRAMMAR: Ss attend to explanation of how to use since and for.	1a. NR 1b. LS 1c. AE 2. TLWCO 3a. OED, WWPS 3b. (no output) 3c. MAT, T 3d. MC, LI	3c. MAT	M
5C. GRAMMAR: Ss complete sentences using for or since (5C).	1a. TC 1b. MSR 1c. ASLR 2. LIS 3a. WWPS 3b. WWPS 3c. MAT 3d. LI		U
5D. GRAMMAR: Ss in pairs (5D) ask each other using since or for then report to the class.	1a. TC 1b. MSR		M,

	1c. ASLR		
	2. LPGS, LPGCO	2. LPGS	
	3a. WWPS		
	3b. OD		
	3c. M		
	3d. PI		
LISTENING: Selected Ss tell the class about one interesting thing that they have done recently. (SET THE SCENE)	1a. LC		S
	1b. MSR		
	1c. ASLR		
	2. TLWCO		
	3a. OD		
	3b. OD		
	3c. T, L		
	3d. PI		
7. LISTENING: Ss listen to the conversation then complete the chart given in the coursebook.	1a. TC		U
	1b. M		
	1c. DM, SI		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
	3d. F		
GRAMMAR: Ss tell the teacher one thing about themselves using since or for. (then they can go home)	1a. TC		S
	1b. MSR		
	1c. ASLR		
	2. LIS		
	3a. OWPS		
	3b. OWPS		
	3c. L		
	3d. PI		
(DAY 3) Game: Two Ss are selected to hold two sets of paper written since and for. T shouts out the word, e.g. one year, last month, etc. Then Ss compete with each other. A person raising either set of paper first get one point.	1a. NR		S
	1b. MSR		
	1c. ASLR, DM		
	2. LWCS		
	3a. OWPS		
	3b. (no output)		
	3c. T		
	3d. LI		
2. CONVERSATION: Ss listen to the conversation and complete the chart on the board.	1a. TC		U
	1b. M		
	1c. DM, SI, AE		
	2. LIS		
	3a. OED		
	3b. WWPS		
	3c. MAT		
	3d. F		
3. GRAMMAR FOCUS: Ss read the questions and answer in the dialogue, then listen to explanation.	1a. NR		U
	1b. MSR		
	1c. AE		
	2. TLWCO		
	3a. WWPS, OED (from T)		
	3b. OD		
	3c. MAT		
	3d. MC		
3C. GRAMMAR FOCUS: Ss use the questions in part 3B and give their own information when answering.	1a. TC		M
	1b. MSR		
	1c. ASLR		
	2. TLWCO, LPGS, LIS	2. LPGS, LIS	
	3a. WWPS, OD		
	3b. OD		
	3c. MAT, L	3c. MAT	
	3d. PI, F		
GRAMMAR: Ss look at the picture and form sentences using present perfect. Then, ss walk around asking each other by using the card.	1a. TC		S
	1b. MSR		
	1c. ASLR, FLU		
	2. TLWCO, LPGS, LPGCO		
	3a. G, WWPS		
	3b. OD		
	3c. T		



GRAMMAR: Ss play game hot seat. Selected student is asked any questions by his/her classmates using present perfect (Have you (ever).....? . Then selected student can choose anyone to take the hot seat.	3d. F		S
	1a. TC		
	1b. MSR		
	1c. ASLR, RLTM		
	2. LWCS		
	3a. OD		
	3b. OD		
(DAY 4) GRAMMAR: SS in 3 teams decide whether the sentence on the board is correct or incorrect.	3c. L		S
	3d. PI		
	1a. LC		
	1b. LS		
	1c. ASLR, ALF, DM, RLTM		
	2. LPGS, LPGCO		
	3a. WWPS		
8. WORD POWER: Ss find two phrases in the list to go with each verb and add another phrase for each verb. Then form a question using present perfect (speak instead of write)	3b. OWPS		M
	3c. T		
	3d. MC		
	1a. TC		
	1b. MSR		
	1c. DM, RLTM		
	2. LIS, LPGCO	2. LIS	
GRAMMAR: Ss take turn asking each other anything in their groups using present perfect and past simple. (the answer doesn't have to be true) Then report to class what they have learned from the group.	3a. WWPS		S
	3b. WWPS, OD	3b. WWPS	
	3c. MAT		
	3d. LI		
	1a. LC		
	1b. MSR		
	1c. DM, ASLR, FLU		
GRAMMAR: Ss fill in the blank on three sheets of papers and give them back to the teacher. Then they pick other students' sheet of papers and go around to find the person whose information was written on a sheet of paper.	2. TLWCO, LPGS		S
	3a. OD		
	3b. OD		
	3c. T		
	3d. F		
	1a. TC		
	1b. MSR		
GRAMMAR: EVER VS. YET: Ss in three teams choose two cards from the teacher and form a question using present perfect.	1c. DM, RLTM, ASLR		S
	2. LIS, LPGS		
	3a. WWPS		
	3b. WWPS, OD		
	3c. L		
	3d. F		
	1a. LC		
GRAMMAR: Ss do a quiz given by the teacher.	1b. LS		S
	1c. ASRL, RLTM		
	2. LIS		
	3a. WWPS		
	3b. WWPS		
	3c. T		
	3d. NF		
GRAMMAR: Ss listen to a song. "I still haven't found you." (U2) and fill in the blank.	1a. TC		S
	1b. LS		
	1c. ASLR		
	2. LPGS		
	3a. OED		
	3b. WWPS		
	3c. T		
VOCABULARY: Ss match the word with its meaning (they can look in the song).	3d. LI		S
	1a. TC		
	1b. M		
	1c. RLTM		

	2. LIS		
	3a. WWPS		
	3b. G		
	3c. T		
	3d. LI		

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