

Utworzony przez Renata Kalarus

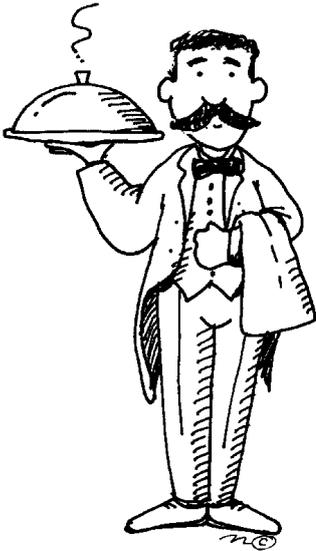
PROFICIENCY LEVEL: pre-intermediate / intermediate NATIVE LANGUAGE: Polish

AIM: Practicing the skill of retaining chunks of language of different length in short-term memory

PREVIOUS INSTRUCTION: The students are familiar with the vocabulary and structures used while requesting and ordering.

STAGES:

WARM UP



A ROLE-PLAY - "At the restaurant"

Students are asked to work in groups of five or six.

One of the students will be a waiter. The others are customers. While the customers write down their orders (not more than one meal and one drink from the menu), the waiter cannot hear or see them. Then the students are asked to role-play a typical dialog at the restaurant. The waiter has to remember all the orders without taking any notes and report them to the teacher. The teacher checks how much the waiter has remembered.

Having finished the activity the students are asked to come up with the topic of the lesson - keeping pieces of information in short term memory.

PRE-LISTENING ACTIVITIES

GAMES:

Story telling & Memory Game

The teacher asks the students to form groups of five to six. One person in each group starts the game by saying a sentence beginning the story e.g. "once there was a boy". The next student will have to repeat that sentence and add something more to it like "once there was a boy whose name was John". This way the students build up a story, and at the same time they have to remember what the previous sentences were. The student who forgets a line will go out of the game. Then, after a few minutes the teacher stops the game and tells the groups to say their stories. This game not only improves students' memory but

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also encourages them to be creative in story telling.

(As a more challenging variation of this activity we suggest the whole class taking part in creating the story).

The Blackboard Game

The teacher divides the class into two groups. The blackboard is divided into two sections as well. One person, 'the reader', selected from each group is given a short story. The stories the groups receive should be different. The readers are not supposed to show the texts to the rest of their groups. Both groups stand in a row, as far from the blackboard as possible. Then, the 'readers' read the story to their groups sentence by sentence. Every time they read a sentence the first person standing in the row (closest to the reader) listen to it carefully and runs to the blackboard in order to write it down. The 'listener' can return and ask the 'reader' to repeat the sentence as many times as he/she needs it. Then another person in the row listens to and writes down the next sentence. The group which first finishes writing their story is the winner. (Note: the number of sentences in each story must be the same). If it turns out that the activity takes too much time or we don't have the text of the same length, then the teacher may shout 'stop' and count which group has written more sentences (or more words) on the board.

(The texts used in the presentation were taken from a website: <http://english-zone.com>)

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LISTENING

The students are asked to prepare a piece of paper and a pen.

They will listen to short conversations on the phone and write them down, but they will not be allowed to write while listening. Instead, they will be given some time to do it after each conversation is played.

(the listening material was taken from a website: <http://personalweb.smcvt.edu/GSL520>)

POST-LISTENING

As a post-listening activity students can provide the appropriate answer to the first part of each conversation: the exercise from the website with telephone conversations:

<http://www.esl-lab.com/tell.htm>

Another suggestion for a post-listening activity is to give the students the phrases they were listening to (each pair receives a different phrase) and ask them to come up with full dialogs. Later, they would role-play the dialogs and other students would have to catch the phrase the students used and repeat it exactly as it was said.

"May I ask who's calling"

"I' m sorry but
she's out to lunch right now"

Could I have your telephone number, please?"

"Would you like to leave a message?"