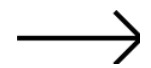




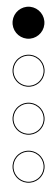
TGSC



The fourth session.

Sequencing and assessing activities.

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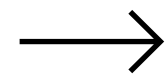
Project number: 2020-1-UK01-KA204-079059

Sequencing of targeted communicative activities



Targeted communicative activities should be sequenced in such a way that attention available for focus on the target feature decreases over the course of practice.

There are a number of factors that can affect attention



TIME
PRESSURE

DISCOURSE
LEVEL

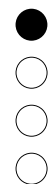
FOCUS

PLANNING
TIME

PROMPTS

RANGE

SPONTA-
NEITY



≡ We always move from

easier activities

towards

complex ones



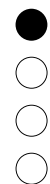
as practice unfolds



Assessment grid

→

ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE			
PLANNING TIME			
DEGREE OF SPONTANEITY			
PROMPTS FOR TARGET FEATURE			
FOCUS OF THE ACTIVITY			
RANGE OF LINGUISTIC FEATURES			
DISCOURSE LEVEL			



Activity 1

● LEVEL: UPPER-INTERMEDIATE

○ Target feature: Reporting verbs

○ Read the following sentences and try to memorise them. Then cover the sentences and try to report what each person said from your memory.

01 Martin: Shall I help you with the dishes?

02 Anna: Did you go to work yesterday?

03 Jessica: We're sorry but we can't help you.

04 Carol: James, switch off the light please.

05 Eric: I won't tell anyone your secret.

01 Martin offered...

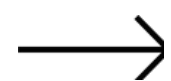
02 Anna asked...

03 Jessica apologised...

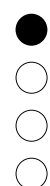
04 Carol told James...

05 Eric promised...

Let's evaluate the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE	✓		
PLANNING TIME		✓	
DEGREE OF SPONTANEITY	✓		
PROMPTS FOR TARGET FEATURE	✓		
FOCUS OF THE ACTIVITY	✓		
RANGE OF LINGUISTIC FEATURES	✓		
DISCOURSE LEVEL	✓		



Activity 2

● LEVEL: UPPER-INTERMEDIATE

○ Target feature: Obligation and permission

○ Think about your secondary school. Look at the sentences below and decide how you could complete them. Then, share your sentences with your partner. How similar or different were your experiences at school?
○ When I was at school...

01 ... we weren't allowed...

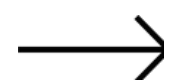
02 ... we were forced...

03 ... the teachers didn't let us...

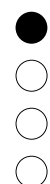
04 ... we were supposed...

05 ... the teachers made us...

Let's evaluate the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE		✓	
PLANNING TIME	✓		
DEGREE OF SPONTANEITY	✓		
PROMPTS FOR TARGET FEATURE	✓		
FOCUS OF THE ACTIVITY		✓	
RANGE OF LINGUISTIC FEATURES	✓		
DISCOURSE LEVEL	✓		



Activity 3

● LEVEL: PRE-INTERMEDIATE

○ Target feature: Past Simple

○ Tell your partner about your last holiday. Talk about the following:
(Remember to use the past simple correctly)

01 Where and when you went

02 Who you went with

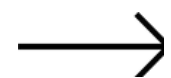
03 What you did there

04 Where you stayed

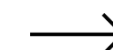
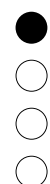
05 What you enjoyed

06 What you didn't enjoyed

Let's evaluate the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE			✓
PLANNING TIME			✓
DEGREE OF SPONTANEITY		✓	
PROMPTS FOR TARGET FEATURE		✓	
FOCUS OF THE ACTIVITY		✓	
RANGE OF LINGUISTIC FEATURES		✓	
DISCOURSE LEVEL		✓	



Activity 4

● LEVEL: PRE-INTERMEDIATE

○ Target feature: Comparative adjective

○ You are going to speak with your partner about the following pairs of items. Using comparative adjectives, make sentences to compare the items in each pair. If your partner disagrees with you, justify your opinion. First, plan what you are going to say.

01 A river and the sea

02 France and China

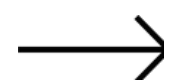
03 Motorbikes and bicycles

04 Cats and dogs

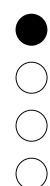
05 Maths and history

06 Watches and shoes

Let's evaluate the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE		✓	
PLANNING TIME	✓		
DEGREE OF SPONTANEITY	✓		
PROMPTS FOR TARGET FEATURE			✓
FOCUS OF THE ACTIVITY		✓	
RANGE OF LINGUISTIC FEATURES	✓		
DISCOURSE LEVEL	✓		



Activity 5

● LEVEL: INTERMEDIATE

○ Target feature: Comparative adjectives

○ Your partner wants to go somewhere on a holiday and would like you to help with suggestions. Prepare to tell your partner about two cities you have visited, if possible, in different countries. Consider the following:
(Explain your ideas; provide reasons, examples, etc.)

01 Cost

02 Size

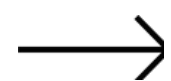
03 Temperature

04 Safety

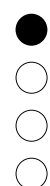
05 Light

06 Cleanliness

Let's evaluate
the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE			
PLANNING TIME			
DEGREE OF SPONTANEITY			
PROMPTS FOR TARGET FEATURE			
FOCUS OF THE ACTIVITY			
RANGE OF LINGUISTIC FEATURES			
DISCOURSE LEVEL			



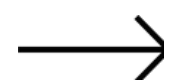
Activity 6

● LEVEL: INTERMEDIATE

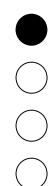
○ Target feature: Comparative adjectives

Now repeat the same talk with another partner. Focus on your use of comparative adjectives.

Let's evaluate
the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE			
PLANNING TIME			
DEGREE OF SPONTANEITY			
PROMPTS FOR TARGET FEATURE			
FOCUS OF THE ACTIVITY			
RANGE OF LINGUISTIC FEATURES			
DISCOURSE LEVEL			



Create your own activity

●
○
○
○
LEVEL:

Target feature:

01

02

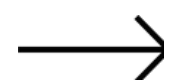
03

04

05

06

Let's evaluate the activity



ACTIVITY FEATURE	ATTENTIONAL DEMANDS		
	LOW	MEDIUM	HIGH
TIME PRESSURE			
PLANNING TIME			
DEGREE OF SPONTANEITY			
PROMPTS FOR TARGET FEATURE			
FOCUS OF THE ACTIVITY			
RANGE OF LINGUISTIC FEATURES			
DISCOURSE LEVEL			

