

☛ **A Ways of presenting words** Page 77

Consider how you would present each of the following six sets of words. What do you think would be the most appropriate means of presenting them? (E.g. visual aids, a situation, real objects, etc.)

1

punch
slap
smack
hit
kick

2

witch
castle
heroine
cruel
brave
grant a wish
cast a spell

3

classical
folk
jazz
pop
ethnic

4

doctor
accountant
engineer
social worker
lawyer

5

promote
resign
retire
lay off
give the sack

6

woollen
cotton
nylon
leather
plastic

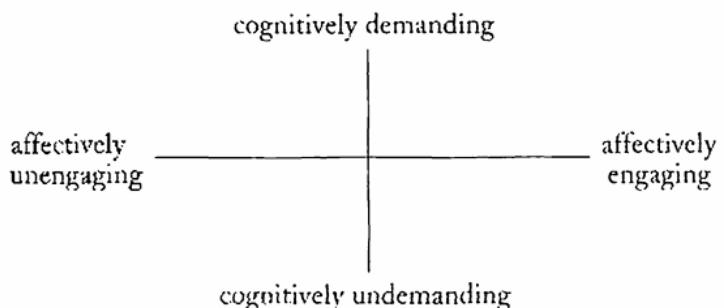
☛ **B Anticipating problems** Pages 75-76

Look at the following words. What problems of meaning (including style and use) or form (either spoken or written) might they present to learners? Discuss what you could do in class to help learners with these problems.

stomachache	actually
lawyer	gentleman
thorough	crisps
comfortable	remind
furniture	invaluable
get on with	chuffed

☛ **B Cognitive and affective depth** Pages 93–101

Research suggests that tasks with depth have a greater learning pay-off than tasks that lack depth. Rate the following tasks according to the amount of depth – either affective (emotional) depth or cognitive (intellectual) depth. For example: cognitively demanding vs cognitively undemanding; affectively engaging vs affectively unengaging. Place the number of each task on this grid:



All eight tasks relate to the following set of words:

doing housework	watching TV	playing music
babysitting	going for a drink	going for a walk
eating out	reading	swimming
working out	gardening	going to the movies
going shopping	going for a drive	
redecorating	surfing the net	

- 1 Put the words in alphabetical order.
- 2 Listen and repeat the words.
- 3 Prepare questions using at least six of these words, and ask your classmates. Report their answers to the class.
- 4 Rank these words in the order of personal preference.
- 5 Categorise these words into three groups. Then identify the odd one out in each group.
- 6 Make true and false sentences about yourself using eight of these words, beginning *I really like ...* or *I don't like ... very much*. Can your partner guess which are true and which are false?
- 7 Look these words up in the dictionary and check you know their meaning.
- 8 Translate these words into your language.