

Work package 2.4

System Development & Implementation Integration and Delivery

Deliverable B of WP 2.4.

Guidelines for the Creation of Communicative and Exploratory Exercises

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This report includes an introduction to the concept of exploratory and communicative exercises and what they can consist of in the SACODEYL context. In addition, it offers a short guide of how to go about when constructing these types of exercises with the SACODEYL search tool.

Furthermore, it includes prototypical exercises for the English component of the SACODEYL corpus that serve as an illustration of the pedagogical potential of the corpus. The full sets of exercises for all 7 SACODEYL corpora are available online and can be accessed with the help of the SACODEYL search tool.



Introduction

In addition to the ready-made learning packages SACODEYL delivers several sets of communicative activities and exploratory activities for each language. This document is intended as a guideline document for the use and development of the communicative and exploratory activities. It gives ideas on how to get started with the communicative and exploratory activities. For each of these types of activities there is a sample set of 120 activities per corpus.

Communicative Activities

Before you start doing communicative activities as a teacher, you should think about your class/group! What do you know about your group?

- a) What could they be interested in talking about?
- b) Do they have any common topics that came up in class during the last few weeks? Were there any topics that caused a debate in class or any issues that started quarrels in class?
- c) Are there any sub-groups that have common interests/common hobbies that they are proud of?
- d) Try not to start of with the hottest/most difficult topics, but on the other hand, don't use topics where the responses are already known to most pupils of your group.
- e) SACODEYL has developed communicative activities for 6 topics:
 1. Presenting yourself
 2. Your daily routine/life
 3. Hobbies
 4. School
 5. Plans for the future
 6. Discussion topics
- f) If you can link some of these topics to the topics that are on your class curriculum, browse the exercises to find those that are suitable for your topic. For each of the 6 topics, the SACODEYL project has developed a sample set of 10 communicative activities that can be used right away.

Exploratory Activities

Exploratory activities can basically be of two different types. The first type is related to the **topics of the interviews** that you want to cover in your class. It lets pupils

explore the topic further based on what the interviewees say about it. Furthermore, the corpus search might yield additional resources, such as learning package or topic-related websites. The web is a wonderful place for using additional resources, but you can also rely on some of the resources that are stored in the SACODEYL resource pool.

The second type of activities lets teachers and pupils explore the **language of the corpus** in-depth. For this type of activity you can use the search tool's "word search" and "co-occurrence search" functions.

With both types of exploratory activities, teachers and pupils can become "researchers". They explore the contents of the corpus themselves and the results can be surprising, even to the teacher. These kinds of activities require teachers to be open-minded and to allow a certain amount of autonomy to the pupils. Teachers won't be able to control all outcomes of these kinds of activities. For each of the 6 topics, the SACODEYL project has developed a sample set of 10 exploratory activities that can be used right away.

Constructing your own topic-related tasks

How to go about?

1. To get a first overview as a teacher or as a pupil, it is always a good idea to start with the browse mode. This mode allows you to watch a full interview or to read through a full transcript of an interview.
2. Use the SACODEYL "section search" to look at the topics that the pupils talk about in the corpus.
3. Decide which of the topics seem interesting to you and to your class.
4. Decide what additional resources you can make available to pupils: bilingual dictionaries, monolingual dictionaries, picture dictionaries, web access, learning platforms with links to learning modules, etc.
5. You might want to look at the video excerpts concerning the chosen topic to check for useful words and phrases with the help of the highlight function in the section results (see search tool help for details)

Constructing your own language-related tasks

How to go about?

A good way to start exploring a corpus is for the teacher to look at the word list first. This can be done with the SACODEYL word list function:

1. Use the "Show word list" function in the "View lists" tab to get a word list.
2. Check the lists for similar words (synonyms), dissimilar words (antonyms), words that your learners often confuse, etc.
3. You can also think of possible lexical environments where the words/structures that you are interested in show up, e.g. synonyms in English can be found by typing in *like*. Hyponyms can be found by typing in *such as*. These search terms can be found with the SACODEYL word search concordancer.
4. General rule for small corpora: For most of the function words (e.g. conjunctions, prepositions) there should be enough material in the corpus to think of appropriate tasks. If, however, you want to focus on content

words check the word list first to make sure that you have enough occurrences in the corpus for the item in question.

5. In general, you should start with more guided exercises to help your students get used to corpus work. Clean the concordance lines at the beginning and don't provide too much data for your pupils or they will get confused (only 5 to 10 lines at the beginning)

General ideas for concordance-based exploratory activities

1. Search for close cognates and use concordance lines to explore differing uses of similar words, such as *say/tell, like/love, high/tall, big/huge/great, fast/quick, drive/ride, lie/lay, begin/start, anything/something, over/about/on, by/through/via/with, extend/expand, remember/remind, clash/crash, attractive/beautiful/pretty, only/just*
Then explore the results for lexical (collocational) and structural patterns (colligation).
2. Do the same task with words that are orthographically similar, using concordance lines: *but/put, through/thorough/tough/thought/although, country/county*
3. Check the word list for false friends. Do concordances with the false friends and right-sort and left-sort your results. Make students search for lexical (collocational) and structural patterns (colligation) of each false friend. You can make the exercise easier if you group the false friends in the concordance lines by doing the search for them individually in the "Word Search"
4. You can copy the results into your word processor and blank out the search words in all the lines to turn this into a gap-filling exercise where students have to fill in the right word. This can be done for synonyms, antonyms, hyponyms/hyperonyms. Ask students to guess the meaning of the words (the synonym, the antonym and the hyponym/hyperonym) based on the co-text and their topic knowledge. This helps to develop top-down and bottom-up reading strategies.
5. Using concordance lines to explore structural and grammatical properties of the language:
 - Verb+particle constructions, e.g. *to stop ...-ing/to stop to*
 - Adjective+particle construction
 - Noun+ other particle (e.g. prepositions) constructions
 - use of that-clauses
 - use of if-clauses: search for "if"
 - What kinds of words come right before (alternatively: right after) English adverbs (e.g. nouns/pronouns/1st auxiliaries before the adverb, main verb right after the adverb): use "first right then left" feature of the "word search".
 - Possible sentence positions of English adverbs: Search for "*ly"
 - Noun modification in English: Search for "*ment" + "*ity"

6. Semantic contexts: Blank out the search word(s) in the concordance lines as described in idea 4. Ask the pupils to find out whether the word is typically used in positive/negative or neutral contexts (e.g. positive/negative intensifiers absolutely/extremely/perfectly).
7. If several thematically related words are entered in the search box, you can blank out the search words in the results. Then learners have to find the right word for the respective context
8. Using the pattern “a *” + “some *” to find out about English countables/uncountables
9. Right sort: if you right sort an English verb concordance, you will find out a lot about the position of adverbs
10. Use the "text organization features" annotation category of the “section search” to find out about English discourse markers, compare with the discourse markers in the pupil's L1.
11. Using concordance lines to find out about lexical fields:
 - Search the word list for semantically related words (e.g a word field like rooms in the house) and create a gap-fill exercise: 5-6 concordance lines/word, then continue with 5-6 concordance lines/another word.
 - Search the word list for words that can be used literally and metaphorically, or core meaning and extended meaning (difficult). e.g. the use of colours: core meaning + metaphorical meaning
 - Use concordance lines to produce matching exercises: shuffle the right-hand/left-hand part of the concordance
 - You can search for paraphrases/definitions/circumlocutions by entering *known as*

Topic Area 1: Presenting Myself/My Home

Topic Area 1: Who I am and where I live	
Communicative Exercise	
CEF level: A1	
Task topic 1-C1	
Activity	The pupils should introduce themselves and talk about their families
Question	„Could you introduce yourself and tell us something about yourself? “ Teacher hint: specify what the pupils should talk about, e.g. their names, their nick names, age, hobbies, personal likes and dislikes etc.
How to go about	<ul style="list-style-type: none"> • The pupils use the “Section search” to search for all the sections that belong to the category “Personal Identification”. • They look at video clips that show with the results. • Alternatively, they can have a look at one of the learning modules on the topic.
Interaction	Oral: partner exercise: give an oral report with a partner. Written: The pupils present themselves in a Forum on Moodle or they add this information to their Moodle profile where they can also add their picture.
Teacher hint	You can copy the direct link to the video section by right-clicking on the “view clip” button in the search results. Then you can include this link in a Moodle course or on any other web site.
Words and Phrases:	What’s your name? I am Molly. I am Stephen. My name is Molly.
	What’s your age? I am 18 years old. I am 18.
	What are your hobbies? I have several hobbies, for example horse riding and playing the piano. I do horse riding. I go climbing. I like to go swimming. I like to meet friends.
	Do you have any likes or dislikes? I love to eat. I like noodles. I like to eat sweets.
	Do you have any brothers or sisters? I have one older sister and one younger brother.
	What do your parents do for a living? My mother is a teacher. My father is an accountant. My mother works in an office.

Topic Area 1: Molly's Home	
Exploratory Exercise	
CEF level: A1, A2	
Task topic 1-E1	
Activity	The pupils find out about the different rooms in a house and what they are used for.
Task	<ul style="list-style-type: none"> • Listen to the section where Molly describes her house. • Write down all the different rooms that she describes in her house and describe what you do in these rooms. • Can you find out what a "raised ranch" is? • How would you describe the difference between "family room" and "living room" in your language?
How to go about	The pupils should look at video excerpt of the topic „My home“ (en01_molly, sec 228-348).
Presentation of the results	Younger pupils should draw a picture of the house with the rooms being labelled. Older pupils will prefer a list. If the group is small, a joint drawing on the board/paper board is recommended.
Teacher hint	You can copy the direct link to the video section by right-clicking on the "view clip" button in the search results. Then you can include this link in a Moodle course or on any other web site.
Words and Phrases	<i>laundry room</i>
	<i>living room</i>
	<i>dining room</i>
	<i>family room</i>
	<i>bedroom</i>
	<i>bathroom</i>
	<i>stairs</i>
	<i>stairs that go upstairs</i>
	<i>stairs that go downstairs</i>
	<i>kitchen</i>
	<i>foyer</i>
	<i>office</i>

Topic Area 1: Who I am and Where I live?	
Exploratory Exercise	
CEF level: A2	
Task topic 1-E2	
Task	The pupils should have a look at a map of the USA to find out where Illinois is. (Use Google/maps). Then ask them to find Aurora.
Questions:	<ul style="list-style-type: none"> • Can you locate the hometown of the Molly on a map? • What do you know about the region that Molly lives in? • What is it famous/infamous for?
How to go about:	<ul style="list-style-type: none"> • Listen to the interview section where Molly talks about her home region (en01_molly, sec 0-45) • Use quikmaps.com to label a map of the USA with all that you know about the region where Molly grew up in (Midwest/Great Lakes etc.)
Presentation of the results	<ul style="list-style-type: none"> • Present your personalized map with a comment on a Moodle forum. Make a link to the map in a Moodle Forum.
Webseiten	www.quikmaps.com http://maps.google.com

Topic Area 2: My Hobbies/Leisure Activities

Topic Area 2: My Hobbies/Leisure activities	
Communicative Exercise	
CEF level: A2	
Task topic 2-C1	
Activity	All pupils write down information about their favourite hobby and give it to one of their class mates. Each class mate has to talk about and present the hobbies that they were given.
Task	Write down the following information concerning your favourite hobby. <ul style="list-style-type: none"> • What is the most enjoyable thing about this hobby? • What is important to know if someone wants to take up this hobby? • What do you have to spend money on if you start this hobby?
How to go about	The pupils write down answers to the 3 questions. They hand this information to their neighbour in class. The neighbour has to turn the information into a coherent paragraph and present it orally to the class.

Guide to exemplary learning materials – Communicative and Explorative Exercises

Interaction	<p>Oral: partner exercise: The pupils have to correct the presenter if they do not agree with the translation or the way the information is presented.</p> <p>Written: The pupils present their translations on Moodle. The person who gave the information in the first place clarifies or corrects it.</p>
Teacher hint	You can use the wiki function in a Moodle course for this task. This will create one entry for each hobby. Alternatively, you can use the glossary function which is more suitable if you have a large class which produces many entries.

Topic Area 2: My Hobbies/Leisure activities																																											
Exploratory Exercise																																											
CEF level: A2																																											
Task topic 2-E1																																											
Activity	The pupils discover verbs and collocations regarding swimming. They are exposed to irregular verbs.																																										
Task	<ul style="list-style-type: none"> • Listen to the interview section on hobbies of the interview en01_molly from sec 348-460. • Look at the concordance lines from this interview section to see the different ways that <i>swim</i> can be used (see example below under “additional materials”) • Make a phrase list based on what you see in the concordance lines. • Use the SACODEYL concordancer to find out how others use the word <i>swim</i>. Can you add any new uses? 																																										
How to go about	The pupils have to write down their phrases individually. Then they compare their results with the others in class with the help of the teacher.																																										
Presentation of the results	Class presentation with the help of the teacher If Moodle is available, use the wiki function to record the results in one single wiki.																																										
Teacher hint	You can use the wiki function in a Moodle course for this task, if you extend it into a homework task. The pupils write all the information into one single wiki entry. They should add translations into their native language																																										
Additional materials	<table border="1"> <tr> <td>for a swim team so I was a coach. Mostly I</td> <td>SWAM</td> <td>but then I would help with the little kids</td> </tr> <tr> <td>for a really long time and now that I don't</td> <td>SWIM</td> <td>anymore. This summer I worked for a swim team</td> </tr> <tr> <td>Not like they couldn't</td> <td>SWIM</td> <td>at all but just making them better kind of hang out.</td> </tr> <tr> <td>but still they want to learn how to</td> <td>SWIM</td> <td>better. So you tell them oh you need to put your</td> </tr> <tr> <td>Just how to</td> <td>SWIM.</td> <td>Not like they couldn't swim at all, but just make</td> </tr> <tr> <td>This summer I worked for a</td> <td>SWIM</td> <td>team so I was a coach. Mostly I swam but then I</td> </tr> <tr> <td>because it was still a</td> <td>SWIM</td> <td>team, but they were younger, just for fun its</td> </tr> <tr> <td>for maybe an hour or two. When I was on the</td> <td>SWIMMING</td> <td>team I would go for about two hours or so</td> </tr> <tr> <td>No, I was pretty much just a</td> <td>SWIMMER</td> <td>for a really long time and now that I don't</td> </tr> <tr> <td>favorite things to do or you're a full-blown</td> <td>SWIMMER</td> <td>? No I was pretty much just a swimmer for a really</td> </tr> <tr> <td>Yeah, and then after that I would go</td> <td>SWIMMING</td> <td>for, nope, I'd come home and have a snack (laughs)</td> </tr> <tr> <td>(laughs) eat something and then I would go</td> <td>SWIMMING</td> <td>for maybe an hour or two. When I was on the swim</td> </tr> <tr> <td>but they were younger just for fun, it's just</td> <td>SWIMMING</td> <td>for fun but still they want to learn how to swim</td> </tr> <tr> <td>movie with my Dad and go to bed. Alright. So</td> <td>SWIMMING</td> <td>is your or used to be your favorite hobby</td> </tr> </table>	for a swim team so I was a coach. Mostly I	SWAM	but then I would help with the little kids	for a really long time and now that I don't	SWIM	anymore. This summer I worked for a swim team	Not like they couldn't	SWIM	at all but just making them better kind of hang out.	but still they want to learn how to	SWIM	better. So you tell them oh you need to put your	Just how to	SWIM.	Not like they couldn't swim at all, but just make	This summer I worked for a	SWIM	team so I was a coach. Mostly I swam but then I	because it was still a	SWIM	team, but they were younger, just for fun its	for maybe an hour or two. When I was on the	SWIMMING	team I would go for about two hours or so	No, I was pretty much just a	SWIMMER	for a really long time and now that I don't	favorite things to do or you're a full-blown	SWIMMER	? No I was pretty much just a swimmer for a really	Yeah, and then after that I would go	SWIMMING	for, nope, I'd come home and have a snack (laughs)	(laughs) eat something and then I would go	SWIMMING	for maybe an hour or two. When I was on the swim	but they were younger just for fun, it's just	SWIMMING	for fun but still they want to learn how to swim	movie with my Dad and go to bed. Alright. So	SWIMMING	is your or used to be your favorite hobby
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Topic Area 3: School

Topic Area 3: School	
Communicative Exercise	
CEF level: B1, B2	
Task topic 3-K1	
Activity	The pupils talk about their school system and compare it to the American school system. They state their preferences.
Task	<ul style="list-style-type: none"> • Listen to en01_molly where she talks about the German and the American school system (from sec 597-780). • Find 2 advantages and 2 disadvantages that Molly mentions about the American school system. • What is your opinion on the American advantages and disadvantages? Would you like to change the system if you could?
How to go about	<p>The pupils write down their answers on cards with a plus (+) and a minus (-). They have to present their preferences to the class and put the cards on the wall.</p> <p>Afterwards, the teacher can ask the pupils to defend their arguments in case of conflicting plus-cards or minus-cards.</p>
Teacher hint	<p>Before you start, point out typical starters to express an opinion, which are also used by Molly. Raise the pupils' awareness to ways of expressing an opinion instead of making it sound like a factual statement.</p> <p><i>I think/I don't think...</i> <i>I feel...</i> <i>I believe...</i> <i>Personally, I like...</i> <i>I would prefer...</i></p> <p>If you have a large class or run out of time, use the forum function in a Moodle course for this task to have the pupils write down their opinions.</p>

Topic Area 3: School	
Explorative Exercise	
CEF level: C1	
Task topic 3-E1	
Activity	<p>Molly compares the German school system to the American school system and talks about the pros and cons. You probably noticed that Molly uses "like" very often.</p> <p>In the whole interview she uses this word 134 times!</p> <p>"like" is a very typical softener in spoken informal language and it doesn't really, like, mean anything.</p>
Questions:	<ul style="list-style-type: none"> • Print out the concordance and check other possible uses of <i>like</i>. • Write down any other uses that you spot and classify them.

Guide to exemplary learning materials – Communicative and Explorative Exercises

How to go about:	<ul style="list-style-type: none"> • Introduce your pupils to the notion “softener”. Comparison with the native language. • Print out the concordance for the pupils or put it on the Moodle course. • Get the pupils to have a look at the concordance in small groups and categorize the different items.
Presentation of the results	<p>Oral report in class; synthesis of the results on Moodle.</p> <p>Written: Pupils put their results on a Moodle Forum/Wikis or collect the papers and correct them.</p>
<p>Additional materials: Concordance list:</p> <p>1 ould take us to Disney World, even though we've been there like 16 times, it's cool but that will be exciting (laughs). Hannes: 2 I'll do, like, some business with that, just so that I can get, like , a background, or I'll get a teaching certificate to back it up, but I 3 That's kinda/kind of weird, but I do like how you guys have, like , a class I think the class is nice to have because then, like, you 4 parable in Germany? Molly: I don't have anyone, like, official, like a high school counselor that can help me but my host Mom now 5 ary school, so she teaches kids from kindergarden, which is like age 5 to fifth grade which is what, like, ten or eleven, I don't, I 6 kind of an advantage for me on tests, when I don't, like, feel like answering a question I can just write "I don't understand what 7 Alright. Molly: Yeah. 'cause/because we're embarrassed of, like , Disney World a lot (laughs). Hannes: You feel embarrassed of 8 h no, I love it (laughs). All the people are like "why do you still like Disney World, you're 18 years old?" It's just a great place to be 9 nect and none of them are ever gonna be useful in life like German. When are you gonna/going to use that other than 0 same amount of courses. That's kinda/kind of weird, but I do like how you guys have, like, a class I think the class is nice to have 1 said what it meant. And he just skipped over me. And I was like "I know what that means. Can I please say it?" and he's like "No 2 then go swimming or something like that, that's what I would like . If I could mix them. Hannes: And from your experience in 3 ryday, she still wouldn't, like, spit her gum out on the ground like in America, like any American person would, like. They're very e 4 like that. Hannes: And what does a typical day for you look like in Aurora? Molly: Ahm. Hannes: So far. Molly: Well, normally I 5 you're 18 years old?" It's just a great place to be (laughs), I like it. Hannes: What do you think of the German schools? Tell me a 6 in Germany or in Europe, and I don't. And then I don't know, I like literature a lot and again when are you gonna/going to u 7 can speak German all day long and (laughs) I don't know, I like people a lot, so... Hannes: Have you ever seriously considered 8 and things like that, like, before I came, but I wanted to learn, like , real German and I wanted to learn it well, and not from a book, 9 rica, you everyone goes to the same high school, there's no, like , smart kid high school, stupid kid high school, we don't have 0 rl that goes out and go shopping everyday, she still wouldn't, like , spit her gum out on the ground like in Amer America like any 1 eat lunch and the other half you do homework or something like that. So, I don't understand, like, how I can still be at school for, 2 he kitchen, living room, dining room, your bedrooms and stuff like that, bathroom And then when you go downstairs, that's family 3 nnecting with people and learning through hearing and things like that, like you're just gonna/going to worry about what y 4 hm, I don't know. I would prefer if I could mix them because I like the American system a lot because, like I said, you learn I think 5 And what did you teach them? Molly: Just how to swim. Not like they couldn't swim at all, but just making them better, 6 Alright. Molly: Yeah. Hannes: Well, very nice. I would like to discuss one last question with you. What do you think of the 7 lot. Molly: Yup. Hannes: Is there anything else you would like to mention about Germany which we haven't talked about so far, 8 and be out at 1. It doesn't make sense to me because it's not like we, like, dilly-dally around and waste a lot of time in America. 9 Hannes: OK. And, can you tell us a bit what it looks like where you live? What kind of house do you live in, what's the 0 Hannes: How do you react then? Molly: I'm just like , "you're wrong! I really know what that says and I could tell you</p>	

Topic Area 4: Holidays

Topic Area 4: Holidays	
Communicative Exercise	
CEF level: B1	
Task topic 4-C1	
Activity	The pupils talk about their own favourite holiday resort. They have to say what is so special about it.
Task	<ul style="list-style-type: none"> • Listen once to en01_molly where she talks her past holidays (from sec 460-597). • Write down one phrase which you would like to use in your presentation. • Tell your class what is special about your favourite holiday resort.
How to go about	<p>If the pupils have difficulties understanding the video, have them listen to it again. If they are uneasy, give them the following phrases:</p> <p><i>It is beautiful...</i> <i>It's amazing...</i> <i>It's my favourite...</i> <i>It's exciting/it's cool...</i> <i>I like it/I love it</i> <i>I'm not embarrassed of doing/going....</i></p>

Topic Area 4: Holidays	
Exploratory Exercise	
CEF level: B1	
Task topic 4-E1	
Activity	The pupils do research on and present holiday activities of their favourite holiday countries.
Questions	<ul style="list-style-type: none"> • What are interesting activities to spend a holiday in this country? • What are the special factors that contribute to the holiday atmosphere in this country?
How to go about	<ul style="list-style-type: none"> • The pupils form groups according to their favourite holiday countries (if possible, this activity can be linked to interview sections with countries that are mentioned in the corpus). • The groups decide among themselves on one or two aspects of the country that makes it a worthwhile holiday destination. • Each group has to find 2 relevant web links that point to their chosen aspect(s) in the respective country. They have to answer the 2 questions above and write down 10 useful phrases for this kind of activity.
Presentation of the results	Pupils put their results on a poster. If available, they can use the Moodle forum to present their results. If the class is big, the glossary function works better.

Topic Area 5: Work Experience/Plans for the Future

Topic Area 5: Work Experiences/Plans for the Future	
Communicative Exercise	
CEF level: B1	
Task topic 5-C1	
Activity	In pairs, the pupils must interview each other in their native language about their plans for the future. Then they must summarize these ideas in English.
Task	<ul style="list-style-type: none"> • Watch the section of en01_molly where Molly talks about her plans for the future (from sec 900-1105). • Work in pairs. Ask your partner about his plans for the first year after school. Ask the following questions: <ul style="list-style-type: none"> - What would you like to do right after school? - Do you have any ideas what kind of job you would like to do? - What kind of education do you need for this job? - What would be an alternative option if the plan doesn't work? - What would you like to achieve before you are 30 years old? • Summarize the answers in English on a piece of paper. Don't forget to describe the alternative(s) as well. • Present the answers of your partner in English.
How to go about	The pupils must present the answers to the whole class orally. If the group is big or time runs out, then don't forget to post all answers on the wall. If available, the pupils should put the information into the Moodle profiles of each other.

Topic Area 5: Work Experiences/Plans for the Future	
Exploratory Exercise	
CEF level: B2	
Task topic 5-E1	
Activity	The pupils take up the results of activity Task 5-C1 and continue with it. They do web research on the future plans of their fellow pupils and present details concerning these plans.
Questions:	<ul style="list-style-type: none"> • What formal education do you need for this job/alternative activity? • What informal/other requirements are named in the job description system? • What are special factors that could pose difficulties for reaching the goal?
How to go about:	<ul style="list-style-type: none"> • The papers with the results of activity Task 5-C1 are shuffled. Then each pupil draws one paper. • The pupil has to search the web for information concerning the related job/alternative activity or the type of education that is mentioned on the paper. A good starting point is the

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	<p>national/regional labour office job information system.</p> <ul style="list-style-type: none">• The results should include a detailed description of the ways how the person could reach his/her goals.
Teacher hint	This activity can very well be combined with similar job/future plans related activities in final-year classes.
Presentation of the results	Pupils put their results on a poster. If available, they can use the Moodle wiki to present their results. If the class is big, the glossary function works better.

Topic Area 6: Discussion Topics

Topic Area 6: Discussion Topics	
Communicative Exercise	
CEF level: B1	
Task topic 6-C1	
Activity	This activity is about cross-cultural perceptions. It helps pupils to become aware of their own culture and their culture-specific habits.
Task	<ul style="list-style-type: none"> • Listen to en01_molly where she talks about typical character traits of the Germans that she has met (from sec 1199-1315). • Write down the two things that struck her most? • In your group, discuss what you think of Molly's impression? • Try to agree to 3 typical character traits of the Americans? Give reasons why your group thinks that these traits are typical of Americans?
How to go about	<ul style="list-style-type: none"> • After the pupils have listened to the video, make small groups of 3-4 • The pupils have to discuss the views of Molly and say what they think of them. • The results should be presented orally and commented on by the teacher.
Words and Phrases	<p>Draw your pupils' attention to non-offensive language that Molly uses in this section when voicing her opinion. Character traits can be a hot topic.</p> <p><i>I think that/I would say that...</i> <i>I don't know, but...</i> <i>It could be that...</i> <i>They're usually.../They're rarely ever...</i> <i>I find that funny, because...</i> <i>That's what I would say is typical of...</i></p>

Topic Area 6: Discussion Topics	
Exploratory Exercise	
CEF level: C1	
Task topic 6-E1	
Activity	The pupils have a look at the counselling system for school leavers and young adults in their country and compare it with what is mentioned in the interview.
Questions	<p>In the section on comparing the American and the German school system, Molly talks about her “High School Counsellor”.</p> <ul style="list-style-type: none"> • Listen to the interview section of the en01_molly interview where Molly talks about her “High School Counsellor” (from sec 900-1008) • What is a High School Counsellor? (American English: usually “counselor”) Search the web for typical High School counselor services. Usually you find it on the High School web pages under guidance/support services. • Find out about equivalent services/systems that you have in your country? • Write a guide for exchange pupils how they can access the counselling/support system in your area.
How to go about	<ul style="list-style-type: none"> • The pupils should have internet access. Make them look at web sites of US High Schools and find out about the web pages of the respective High School counsellor, e.g http://www.ehhs.org/guidance.htm • The groups should report back what they found about US counselling services before they start writing about their own country’s services. • Each group has to turn in a one-page guide that can be used with exchange students.
Presentation of the results	The pupils put their results on a poster. If available, they can use a Moodle wiki entry to present their results.
web sites	http://www.directoryofschools.com/high-schools/US.htm http://en.wikipedia.org/wiki/School_counsellor

Further useful resources:

Chris Tribble/Glyn Jones (1997): *Concordances in the Classroom*. ISBN 978-0940753068

O’Keeffe, Anne et al. (2007): *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge UP.

Online sites:

<http://www.hltmag.co.uk/prev.asp> (select „corpus ideas“)