Didactic Scenarios 3 – December

Answer the following questions, being as specific and detailed as possible. Also exemplify wherever possible. You may want/need to refer back to the written topics.

1. Interaction is an important part of oral discourse. Suggest ways and linguistic exponents to foster our students' interactive skills in speaking. Grade them according to level.

2. Explain the use of *would* in *we would sit across from each other unless our mum told us otherwise*. Explain other uses of *would* that are not conditional.

3. Spanish students usually have problems with double negation, as it is perfectly grammatical in their mother-tongue. Explain what a double negative is and include 3 typical mistakes Spanish students make with their corresponding correct version. (this same exact question came up in the exam in 2018 in Andalucía)

4. Why do we say *No sooner had we left <u>than</u> the phone rang*, but *hardly had we left <u>that/when</u> the phone rang*? How would you teach it to your students?

5. Expound on the advantages of reading in vocabulary acquisition.

6. Imagine you are teaching the words below. Think of four or five other related words that you could teach at the same time, thus favouring incidental learning:

    Thief

    Carpet

    Customs officer

    Marry

SUGGESTED ANSWERS

Didactic Scenarios 3

1. **Interaction is an important part of oral discourse. Suggest ways and linguistic exponents to foster our students' interactive skills in speaking. Grade them according to level.**

   Activities:

   Information-gap activities

   Content-based activities (language becomes secondary)

   Role-plays

   Meaningful and relevant topics for debate.

   Strategies:

   Paraphrasing

   Self-correcting

   Tolerating mistakes

   Appealing for clarification and/or help

   Giving you time to think

   Linguistic exponents:

   (Please, find them below)

Interactive Language – Basic Level

Expressing your opinion	Asking for clarification	Agreeing
I think … I believe … I consider … In my opinion, …	Sorry? Can you repeat, please? Can you speak more slowly, please? I'm sorry, I didn't understand you.	I agree (with you). Yes, definitely. Yes, I think so. Maybe you're right.
Expressing interest & surprise	**Asking about the other person's opinion**	**Disagreeing**
Oh, that sounds interesting! That's very interesting! Really?	And you? What about you? What do you think? What do you think about…? Do you agree (with that)?	I'm sorry, I don't agree. I'm sorry, but I disagree. I'm not sure about that. No, definitely not. No, I don't think so.
	Giving you time to think	
	One moment, please. Let me think/see.	

Interactive Language – Intermediate B1

Expressing your opinion	Clarifying your opinión & asking for clarification	Agreeing
I believe/consider/guess/imagine/suppose/reckon To my mind, ... From my (personal) point of view, ... As I see it / The way I see it, ... As far as I know, ...	What I'm trying to say is... What I mean(t) is/was that... So, are you saying that...? What exactly do you mean? So, do you mean that...?	I couldn't agree more. I agree to some point. I see what you mean.
Expressing interest & surprise	**Asking about the other person's opinion**	**Disagreeing**
Wow! I can't believe it! Really? That's incredible! Seriously?	So what do you think about...? Have you (ever) thought about...? What's your opinion on/about...?	I don't agree at all. I see your point, but... I'm afraid you might be wrong. I don't see it that way.
	Giving you time to think	
	Let me think / see. That's a good question / I'm glad you ask me that. Oh, I hadn't thought about that before.	

Interactive Language – Intermediate B2

Expressing your opinion	Clarifying your opinión & asking for clarification	Agreeing
If you want my honest opinion, … Quite frankly, … From what I can gather, … As far as I'm concerned, … If you ask me, … I'm pretty sure …	All I'm saying is … What I'm trying to say is … Let me put it this way. I beg your pardon? Pardon me?	I couldn't agree more. Well, I can't disagree with that. I'm with … on that That's exactly what I was trying to get at. That's precisely what I mean. Absolutely.
Expressing interest & surprise	**Asking about the other person's opinion**	**Disagreeing**
Echo questions (have you? Did you really?) Wow! That must have been amazing!	What were you going to say? What do you mean when you say …? Carry on. You were saying …? So, what do you think about …? How do you feel about this? By that you mean …?	Actually, I'm not sure you can say … Oh, I don't know about that. Do you think that's always the case? Can you be sure about that? But that's not the point. I don't see how you can say that. But that doesn't take into account that …

Giving you time to think
Let me think/see.   I hadn't thought about that before.   That's a good question   How shall I put it?

Interactive Language - Advanced C1/C2

Expressing your opinion	Clarifying your opinion	Agreeing
I'm a huge fan of the idea. I don't know where I stand, really. I can't pass judgement. I don't know enough about it. I just have some slight reservations. I have some major doubts about it. It's not without problems, but on the whole I like it.	What I'm basically saying is that … What I mean is… The point I'm trying to get across is that… The point I'm trying to make is that …	I'd go along with that. I couldn't agree more. That's exactly what I was trying to get at. That's precisely what I mean. Absolutely.
Expressing interest & surprise	**Asking about the other person's opinion**	**Disagreeing**
How on earth could you do that? That I can't believe! For real?	What are your views (on …)? Where do you stand on…? What is your stance (on …)?	I'm not sure about that. Isn't that a bit of an exaggeration? I wouldn't go that far. Isn't that a bit over the top? Well, that's one way of looking at things. I don't really see it like that myself.
	Giving you time to think	
	I hadn't actually thought about that before. I'm glad you ask me that. That's an interesting question to consider.	

2. **Explain the use of *would* in *we would sit across from each other unless our mum told us otherwise*. Explain other uses of *would* that are not conditional.**

Would in this sentence refers to actions that happened regularly in the past (past habit). In this sense, it is a synonym of *used to*. However, these structures are only interchangeable when the verb refers to an action, as is the case in the example now under study. When the verb refers to a state, only *used to* is possible: *I used to be very shy as a child (~~*I would be very shy as a child~~).*

Would is also used in the following structures with a meaning other than its typical conditional one:

- In reported speech: with the backshift of tenses, *will* becomes *would* in reported speech → *He said he would help me with the bike*.

- To make statements more tentative and, therefore, more polite → *I wouldn't say it's a great film; I'd call it a bit of an overreaction, personally.*

- To make polite requests and offers → *Would you mind passing me that book?; Would you like to have a drink after class?*

- With the structure *I wish/If only*. In this case, *would* adds the connotation of "annoyance": *I wish you wouldn't speak so loud*. The sentence *I wish you didn't speak so loud* is equally valid, but we would lose that added connotation of being annoyed.

- To talk about the refusal of people or things to do what we wanted them to do in the past: *I begged her to stop shouting but she just wouldn't; I was trying to work but my little brother just wouldn't leave me alone; the window just wouldn't open.* This use of *would* is typically presented in level C1. The Word *just* is not obligatory, but it is very commonly employed.

3. **Spanish students usually have problems with double negation, as it is perfectly grammatical in their mother-tongue. Explain what a double negative is and include 3 typical mistakes Spanish students make with their corresponding correct version. (this same exact question came up in the exam in 2018 in Andalucía)**

A double negative is a grammatical construction occurring when two forms of negation are used in the same sentence. Whereas in some languages such as Spanish double negatives intensify the negation, in other languages, such as English, double negation is often considered the mark of an uneducated speaker – although it is commonly found in colloquial English, songs and the like.

The cases of double negation include the use of clause negator (*not*) + a negative item (the *no* series -*nobody, nowhere, nothing*- and negative adverbs such as *never*, *hardly, rarely*), as the following examples show:

- *I didn't do nothing → I did nothing / I didn't do anything*.

- *I hardly had no money →I hardly had any money.*

In all these cases, we have two options to solve the ungrammaticality:

- If the verb is negative, we need to use non-assertive items, i.e. the *any-* series.

- If we wish/need to keep the negative element, then the verb needs to be positive.

4. **Why do we say** *No sooner had we left* <u>*than*</u> *the phone rang*, **but** *hardly had we left* <u>*that/when*</u> *the phone rang*? **How would you teach it to your students?**

Than in the first example completes the comparative structure *no sooner*. In the second example no such comparative structure exists, and so it is completed with the conjunctions *that* or *when*. This might also be the best way to teach this difference to the students: they will always remember the structure *–er + than.*

5. **Expound on the advantages of reading in vocabulary acquisition.**

- <u>Gain exposure to words used in context</u>, which will unconsciously and inevitably make their way into our everyday vocabulary.
- <u>Extend, consolidate and sustain vocabulary growth</u>: vocabulary is not learned by a single exposure. Extensive reading[1] allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them. By presenting items in context, it also makes the deduction of meaning of unknown items easier.
- <u>Improve short- and long-term memory</u>: one of the key issues in vocabulary storage and retrieval is the role of memory. Reading requires remembering details, facts and figures, and in literature, plot, lines, themes and characters. Every new memory you create forges new synapses and strengthens existing ones, which assists in both short- and long-term memory recall. Therefore, reading helps you stretch your *memory muscles*.
- <u>Create new mental associations</u> between old and new vocabulary.
- <u>Intensive reading helps with faster vocabulary acquisition</u>.
- <u>Improve spelling.</u>

---

[1] **Extensive Reading:**

- Reading purposes focus on: pleasure, information and general understanding
- There are no tests, no exercises, no questions and no dictionaries.
- Speed is faster, not deliberate and slow.
- Reading is individual, and silent.
- Reading is its own reward.
- Students choose what to read.
- Students read a lot and often.
- There is a wide variety of text types and topics to choose from.
- The texts are not just interesting: they are engaging/ compelling.
- Materials are within the language competence of the students.

6. **Imagine you are teaching the words below. Think of four or five other related words that you could teach at the same time, thus favouring incidental learning:**

   Thief: _robber, shoplifter, pickpocket, mugger, burglar_.

   Carpet: _folder_ (false friend); _tiles, floorboard_; _mat, rug, mouse mat_.

   Customs officer: _custom, costume, customer_ (focus on difference in meaning and pronunciation); _customs duty, duty free_.

   Marry: verb patterns – _marry sb; get married to sb, be married with/to sb, be engaged to sb_