THE POWER OF CHOICE

‘Life is a sum of all your choices.’ Albert Camus
Studies have shown the beneficial effects of learner choice in various educational settings on learning outcomes.

In the past, coursebooks have been seen as anathema to autonomy but in this session we will seek to demonstrate that “the architecture of choice” can be built into classroom lessons as well as into the digital online learning platforms that accompany them.

In this session, we will look at the introduction of elements of choice into speaking, writing, listening, watching and reading activities, as well as into language practice, both in and outside the classroom.

In this way, not only can student motivation can be improved but learners can develop key 21st century skills and acquire language more effectively.

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Drawing - CC: Robin Hutton, Flickr
**Choice in the Classroom**

Did you have choice when you were at school?

How much choice do you give your students?

Would you like to give them more choice?

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SOLE: SELF-ORGANISED LEARNING ENVIRONMENTS

www.ted.com/sugata

during the investigation period and the answers the kids collect.
LIMITS TO CHOICE

Photo - CC: Mr. Jay. Yohe  Flickr
YOUR CHOICE

CHOICES
PRE-INTERMEDIATE STUDENTS’ BOOK

DVD Choice

Culture Choice

MyEnglishLab

LANGUAGE CHOICE
4 Listen again to the interview. Complete the network.

**Environment**

In our area, there are lots of green spaces. You can see interesting varieties of ___. My favourite animals are ___. My least favourite animals are ___. Our climate is definitely/probably changing. The biggest environmental problems are ___, and ___.

**Places**
gardens, green spaces, lakes, nature reserves, parks, rivers, woods

**Wildlife**
birds, mammals, reptiles, insects

**Animals**
alligators, bats, bears, bees, deer, foxes, hippos, jellyfish, monkeys, mosquitoes, rats, scorpions, sharks, spiders, snakes, toads, wolves, worms

**Problems**
air/water pollution, climate change, habitat loss, noise, over-fishing, hunting, traffic

5 Your Culture Work in groups. Use the network to talk about your environment.
Speaking

Choose two of the activities below (a-f). Write notes about the activities in your town or city.

a  sightseeing/places to visit  d  museums/galleries
b  music                                   e  sport/exercise
f  markets

Milan:
Piazza Duomo - summer evenings: street performers

Work in groups. Tell your partners about the activities.

Go to Piazza Duomo and listen to the free concerts. They are at seven o’clock in the evening.
7 Arrange to do something with your partner this weekend.

**SKILLS BUILDER 49**

1 Make notes with ideas about these things:
   - what to do
   - where to go
   - when/how to get there
   - who to meet
   - when to come back home.

2 Practise saying suggestions to yourself.
   *Let’s go to the cinema this weekend.*

3 Work in pairs. Make, reject and accept suggestions.
   A: *What about going dancing?*
   B: *Where? All the clubs are terrible. Let’s watch a film.*
   A: *What film? I think we should see that new James Bond.*
   B: *Okay. Let’s meet at ...*
Work in groups. Have a discussion about animal rights.

1. Choose one of the statements to discuss. Choose two people to be in favour of the statement and two people to be against it.
   - All hunting should be banned.
   - Animal testing is okay if it saves people’s lives.
   - We should all be vegans or vegetarians.

2. **SKILLS BUILDER 35** Use the strategies to prepare for the discussion.

3. Have your discussion. Take turns to give your opinions and react to other people’s.
Work in pairs. Choose a period of your country’s history when people campaigned and fought for their rights. Use the Net to find information and write notes under headings like these:

- the situation at the start
- the campaign
- the leaders
- victory

Tell the class about your campaign.

We chose the suffragette campaign to get the vote for women in the UK ...
**CHOICES: PRE-INTERMEDIATE**

**Writing**

7 ≥ MATURA SKILLS BUILDER 26 Look at the linkers in blue in the text. Which of these (a, b or c) do they do?

- a give reasons for things
- b order or list things
- c compare things

8 Match the pictures (a-c) with the instructions (1-3). Then use linking words from the text to order the instructions.

**Your Choice**

10 Choose one of the problems (a-d) and think of a remedy for it (real or invented). Use ideas and language from Exercises 8 and 9.

- a sunburn
- b dry skin
- c a cold
- d hay fever

11 Work in pairs. Ask and answer questions about your remedies.

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Lemon juice remedy for sunburn

1. Put it on the sunburn with a sponge.
2. Squeeze three lemons to get the juice.
3. Mix it with two cups of cold water.

*First, squeeze three lemons ...*
Write a review of a TV series that you have seen recently.

SKILLS BUILDER 24

1. Choose a TV series. Write notes about:
   - basic information (subject/TV channel/main actors/when it started)
   - good things about it
   - bad things about it
   - your personal conclusions
Look at the photos. What do you know about bees? Why are they useful?

Read the text. What have you learnt about bees? Why are they useful?
4. Which of the festivals would you like to go to? Tell the class and give reasons.
No Comment

‘The scientific name for an animal that doesn't either run from or fight its enemies is lunch.’

Michael Friedman, American philosopher

No Comment

‘Biologically speaking, if something bites you, it is probably female.’

Desmond Morris, British biologist
Listening

2. **SKILLS BUILDER 8** Work in pairs. Use the strategies in the Skills Builder to write four questions about the Sun before listening to an interview with a scientist.

   *How old is the Sun?*

3. **Listen to the interview. Try to answer your questions from Exercise 2.**

   *How old is the Sun? About 4.6 billion years old.*
Listen to a TV travel programme and complete the table.

**Top ten most dangerous animals**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>bears</td>
</tr>
<tr>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>100+</td>
</tr>
<tr>
<td>7</td>
<td>hippos</td>
</tr>
<tr>
<td>6</td>
<td>500+</td>
</tr>
<tr>
<td>5</td>
<td>alligators</td>
</tr>
<tr>
<td>4</td>
<td>800+</td>
</tr>
<tr>
<td>3</td>
<td>scorpions</td>
</tr>
<tr>
<td>2</td>
<td>50,000</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
**DVD Choice**

5. **DVD 3** Watch the documentary without sound. Order the things the journalist does (a-e). Then watch it with sound and check your answers.
   
   a. He goes to the party in goth clothes and make-up.
   b. Two goths put make-up on him and change his hair.
   c. He feels relaxed with his appearance.
   d. He travels to Whitby for a goth weekend. 1
   e. He interviews some goths.

6. **DVD 3** Watch again. Match the descriptions (1-5) with the people (a-d).
   
   a. journalist (x 2)  c. goth woman
   b. goth man  d. goth musician

   1. has been a goth for a long time b
   2. usually feels different from other people but not in Whitby
   3. is worried about dressing up like a goth
   4. doesn’t like the journalist’s clothes
   5. now feels confident in goth clothes

7. **Would you like to go to the Whitby Goth Weekend?**
   Would you dress up like a goth?
**Grammar Alive: Negotiating**

- **Practice**
  - Complete the conditional sentences with will and the correct form of the verb in parentheses.
  - 1. Carla can't attend the alternative future event because her mum requires her to be in town next weekend. She's going to _____ instead.
  - 2. The closest airport is under construction. You can _____ a flight at the airport _______ that is closer to you.
  - 3. The weather for tomorrow is poor. You can _____ a flight at another airport _______ that is closer to you.
  - 4. The country's main language is Spanish. You can _____ English _______ it is understood everywhere.
  - 5. You have to clean the aquarium. The fish _____ (will not) eat if you don't.

**Language Choice 37**

- **Grammar Conditional**
  - **Future Conditional**
  - Use the Future Conditional in the text. *Underline* the correct word in the rule below.
  - **We use the Future Conditional to talk about possible/impossible situations in the future.**

- **Practice**
  - Complete the conditional sentences with will and the correct form of the verb in parentheses.
  - 1. Carla can't attend the alternative future event because her mum requires her to be in town next weekend. She's going to _____ instead.
  - 2. The closest airport is under construction. You can _____ a flight at the airport _______ that is closer to you.
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  - 4. The country's main language is Spanish. You can _____ English _______ it is understood everywhere.
  - 5. You have to clean the aquarium. The fish _____ (will not) eat if you don't.

**Exercise**

- Look at the phrases and underline the correct word in the sentence.
  - They live in the desert. (arid, barren, dry)
  - They are all dangerous. (harmless, poisonous, deadly)
  - They are each other. (kill, devour, feed on)

- Read the text and check your predictions from Exercise 1. Then answer the questions:
  - 1. What problem do the toads cause in Australia?
  - 2. What are the possible solutions to this problem?
  - 3. What could happen if toads were not controlled?

**Future Conditional**

- Use the Future Conditional to talk about possible/impossible situations in the future.
**37 Future Conditionals** Rewrite the sentences as Future Conditionals.

1. You don’t feed the dog. → It’ll get angry.
   If _______ you don’t feed the dog, it’ll get angry _______.

2. There will be too much rain in summer. → Bees won’t produce a lot of honey.
   If _______ ____________________________________________, _______ _______ _______ _______.

3. We will put the cat and the dog in one room. → They will fight.
   If ___________________________________________________, _______ _______ _______ _______.

4. I will go sailing. → I’ll catch some fish.
   If ___________________________________________________, _______ _______ _______ _______.

5. The cat will be sick. → We’ll take him to the vet.
   If ___________________________________________________, _______ _______ _______ _______.

6. I will see a toad. → I’ll take a photo.
   If ___________________________________________________, _______ _______ _______ _______.

**Future Conditional**

Read the scenarios (1-2) from the text and complete the rules.

1. Some space may soon disappear; it won’t get filled again. If it isn’t fixed, other animals will destroy spaces
   important to plants.

   If _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______.

2. Predict the correct sentences in the text. Underline the correct sentence.

   a) The cat _______ _______ important for our survival. If it isn’t fixed, other animals will destroy spaces
      _______ _______ _______ _______.
      b) Our future _______ _______ _______ _______ _______ _______ _______ _______.
      c) What will happen when the rain _______ _______ _______ _______ _______.
      d) Our future _______ _______ _______ _______ _______.

   a) in danger _______ _______ _______ _______.
   b) in danger _______ _______ _______ _______.
   c) in danger _______ _______ _______ _______.
   d) in danger _______ _______ _______ _______.

   a) _______ _______ _______ _______ _______.
   b) _______ _______ _______ _______ _______.
   c) _______ _______ _______ _______ _______.
   d) _______ _______ _______ _______ _______.
Sound Choice 2

Sound Check

Say the words and expressions below.

a. began / begun (Exercises 1 and 2)

b. Sue / shoes (Exercise 3)

c. right / write / seen / scene (Exercises 4 and 5)

d. Could I look at that please? (Exercise 6)

e. bracelet / celebrate (Exercise 7)

Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

1. Grammar - irregular verbs Complete the table with the second and third forms of the verbs. Listen, check and repeat.

<table>
<thead>
<tr>
<th>1st form</th>
<th>2nd form</th>
<th>3rd form</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Consonants - /s/ and /z/ Listen and repeat the tongue twisters.

1. Sheila showed Shaun some shorts, shirts and shoes in her shop.
2. Sam sold Sue some super second-hand silver sunglasses.

3. Vowels and spelling - /i:/ and /ai/ Match the words with the same sound. Then listen, check and repeat.

1. buy ___
2. peace ___
3. right ___
4. scene ___

a. piece
b. seen
c. bye
d. write
Language Review Modules 4 and 5

**Student/Classrooms**

1. Complete the text with the correct words.
2. Complete the sentences with the correct prepositions.
3. Complete the text with the correct conjunctions.
4. Complete the text with the correct tenses.
5. Complete the text with the correct adjectives and verbs.
6. Complete the text with the correct expressions.
7. Complete the text with the correct adverbs.
8. Complete the text with the correct modal verbs.
9. Complete the text with the correct idioms.
10. Complete the text with the correct collocations.

**Self Assessment**

1. Listen and check your answers. Write down the scores. Use the table to find practice exercises.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Language Choice 18, 23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Choice 20</td>
</tr>
<tr>
<td></td>
<td>Language Choice 21, 24</td>
</tr>
<tr>
<td></td>
<td>Language Choice 19</td>
</tr>
<tr>
<td></td>
<td>Language Choice 22</td>
</tr>
<tr>
<td></td>
<td>Language Choice 26</td>
</tr>
<tr>
<td></td>
<td>SB p.42</td>
</tr>
</tbody>
</table>

**Module Diary**

1. Look at the objectives on page 5 in the Students' Book. Choose three and evaluate your learning.
2. Look at your results. What language areas in this module do you need to study more?
A comparative observational study was run with Choices MEL in a Secondary classroom in Argentina. It yielded positive results, some of which were not anticipated.

<table>
<thead>
<tr>
<th>Students engage more deeply</th>
<th>“I notice my students are a bit hesitant to hit the ‘Submit’ button in MyEnglishLab. It feels more permanent than writing in a workbook so they take more time to think about their responses.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students appreciate the autonomy that MyEnglishLab gives them</td>
<td>“They said they have found the format appealing. They have profited from having listening, reading and writing skills in one place and they like that they can complete practice activities when they want.”</td>
</tr>
<tr>
<td>MyEnglishLab eliminates the grading and learning ‘gap’</td>
<td>“There is a lag time between completing an activity in the print workbook and receiving a grade and there is limited feedback. MyEnglishLab provides an instant score and, more importantly, instant feedback – when students need it so they can reflect on incorrect items.”</td>
</tr>
<tr>
<td>MyEnglishLab helps teachers find ‘time’</td>
<td>“MyEnglishLab automatically grades the activities that normally take me hours to grade in the workbook. With the extra time, I assign more writing activities, that I do manually have to grade, and I am able to give more feedback on these.”</td>
</tr>
</tbody>
</table>
Based on 600 upper secondary students’ final exam scores in Poland, those who used MyEnglishLab scored an average of 89% against a national average of 68%.

Pearson MyEnglishLab Efficacy Study, October 2013
“The [MyEnglishLab] material is integrated to that which we do in class, and that is why this system is an excellent preparation for exams.”

English Student

“I learned that anyone can teach with this technology”

Heather Anderson

“The Common Error Report is detailed so I can adjust my lectures to deal with those errors”
Have you been convinced about the benefits of choice in the classroom? Why/why not?

How else could you introduce more choice into your classes? What ideas from the webinar could you use? Think of these things:

· topics/materials  · classroom organisation  · tests/exams

Write a question for the rest of the group or the webinar leader.

Give feedback about the webinar. How could it be improved?
Win With Choices!

Your school could WIN a personalised Professional Learning Day with Anna Sikorzynska or Mike Harris!

Tell us what you think Choice looks like in a classroom, and why it is important.

The WINNER will have a day with Anna Sikorzynska or Mike Harris on three topics of his/her choice from:
- Digitally integrated learning
- Differentiated English learning
- Implementing choice in the classroom
- Improving learner autonomy
- 21st Century learning skills
- Handy hints and tips for student engagement

Five second place winners will receive a $100 Amazon voucher!

Go to www.pearsonelt.com/choices to enter!
GET MORE INFO!

www.pearsonelt.com/choices

Register to have a Pearson representative contact you:
www.formstack.com/forms/Pearson-choices
Questions?
Further Reading/Watching:


Dam, L. (2010) IATEFL Plenary: Coursebooks and learner autonomy http://www.youtube.com/watch?v=5aJr3SoheNU


Oskarsson, M. (1980) Approaches to Self-assessment in Foreign Language Learning Council of Europe/Pergamon

Pearson Education My English Lab http://vimeo.com/18944967
http://www.youtube.com/watch?v=0TaaCvJNXTw
http://www.youtube.com/watch?v=DPDz_9jcv84


