Sample language notes from a presentation

✓	?	code	➔
Good morning, ladies and gentlemen. Thank you all for coming. Now let me hand you over to our Marketing Manager, who is going to say a few words about… If you have any questions, we'd be happy to answer them at the end of our presentation We'd be interested to hear your comments on our idea.	I would talk about the price and Katja talks about the product.		I would like to talk… Katja is going to talk / will talk about…
	Our target market are pet owners		target (hard 'g'), is pet owners
	We would like to open a hotel for pets		hotel
	Our service is aimed at upper-class customers.		upmarket
	You can make your homeworks in our café.		do… homework
	if we would work good		if we worked hard
	This tie suits to any jacket		goes with / suits
	Mike is going to present you our new product.		present our new product (to you)
	It is a foot product for single persons		a food product for single people (hard 'g' in single)
	I think your idea is not …		I don't think your idea is…
	29,99 €		€29.99
	Have you made a market research?		Have you done any market research?
	an own company.		our own company
Additional points: the premises are… rebate (FF!) comfortable / convenient ensure / assure / insure KISS innovation / innovative reclamation (FF!) person responsible / responsible person	in the internet.		on the internet
	mouth-to-mouth advertising		word-of-mouth advertising
	What is the unbinding price recommendation?		recommended retail price
	It will sell to a price of…		It will sell at/for a price of…
	100 euros are too much		100 euros is too much
	We are producing components for …		We produce…components
	I hope we meet us again.		meet again
	I never would buy that.		would never buy…

Suggested marking code

WW = wrong word	WF = word form	G = grammar	Pron.= pronunciation
WO = word order	VF = verb form	T = tense	Prep. = preposition
NN = not necessary	Q = quantity	C = convention	St. = style/register
WM = word missing	UC = uncountable	Punct. = punctuation	FF = false friend

Sample language notes with code

✓	?	code	➔
Good morning, ladies and gentlemen. Thank you all for coming. Now let me hand you over to our Marketing Manager, who is going to say a few words about… If you have any questions, we'd be happy to answer them at the end of our presentation We'd be interested to hear your comments on our idea.	I would talk about the price and Katja talks about the product.	WM + VF	I would like to talk… Katja is going to talk / will talk about…
	Our target market are pet owners	Pron + VF	target (hard 'g'), is pet owners
	We would like to open a hotel for pets	Pron	hotel
	Our service is aimed at upper-class customers.	WW	upmarket
	You can make your homeworks in our café.	WW + UC	do… homework
	if we would work good	VF + G	if we worked hard
	This tie suits to any jacket	WW	goes with / suits
	Mike is going to present you our new product.	NN	present our new product (to you)
	It is a foot product for single persons	Pron + St.	a food product for single people (hard 'g' in single)
	I think your idea is not …	WO	I don't think your idea is…
	29,99 €	Punct.	€29.99
	Have you made a market research?	WW + UC	Have you done any market research?
	an own company.	WW	our own company
Additional points: the premises are… rebate (FF!) comfortable / convenient ensure / assure / insure KISS innovation / innovative reclamation (FF!) person responsible / responsible person	in the internet.	Prep.	on the internet
	mouth-to-mouth advertising	WW	word-of-mouth advertising
	What is the unbinding price recommendation?	WW	recommended retail price
	It will sell to a price of…	Prep.	It will sell at/for a price of…
	100 euros are too much	VF	100 euros is too much
	We are producing components for …	T + Pron.	We produce…components
	I hope we meet us again.	G/NN	meet again
	I never would buy that.	WO	would never buy…

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Headings and task types

A Headings

Here are some examples:

Prepositions		Business idioms
	Spot the mistake	
Say it a different way		Acronyms
	Pronunciation	
Collocations		Word families
	False friends	
German → English		Describing products
	Tricky tenses	
Punctuation		Syllable stress
	Trends	
Synonyms		Antonyms
	Compounds	
Presentation language		Commonly confused words
	Make or do?	

To think about:

1. Are headings a waste of space?
2. Can a heading replace an instruction?
3. What other headings do you use in your worksheets?
4. Which is better: topic headings, functional headings, or a mixture?
5. Should you write 'please' in an instruction?

B Task types

Here are some examples:

• Cloze text/gap-fill • Word completion • Matching (1:1) • Combining • Multiple-choice • True/false • Categorising	• Reformulating • Paraphrasing • Noticing • Identifying • Deducing rules/patterns • Crossword • Translation	• Guided text production • Free text production • Reordering • Listing • Brainstorming • Discussion • Listening and noting

To think about:

1. What types of task are easy to produce?
2. What types are tricky to format?
3. What types are better suited to teaching than testing?
4. What other task types do you use in your worksheets?

Sample language clinic

A Syllable stress

Underline the stressed syllable. (The first one has been done for you.)

innovation • innovative • Berlin • unique • component • analysis • produce (n.) • produce (v.)

B Prepositions

a) *Complete the sentences with the missing preposition.*

1. It depends _____ the price.
2. I saw it _____ the Internet.
3. There's no demand _____ it.
4. How much did you spend _____ it?
5. They invested _____ new machinery.
6. We don't have the goods _____ stock.

b) *Mark the correct option.*

1. Please return the form (*by / until / up to*) the end of the week.
2. Thank you for your letter (*from / of / to*) 18 October.

c) *The same preposition is missing in both sentences. What is it, and where should it go?*

1. I'd like to introduce you our new product.
2. We can deliver you free of charge.

C Pronunciation

*Sort the words into two groups according to how the '**g**' is pronounced.*

a**g**enda • ur**g**ent • lo**g**ical • tar**g**et • le**g**islation • re**g**ister • a**g**ent • halo**g**en • ar**g**ue • lo**g**o

'**g**' as in catalogue	'**g**' as in wages

D Punctuation

Tick (✓) the correct option.

100 Euros = ☐ £68.05 ☐ 68.05 £ ☐ 68,05 £

E False friends

Replace the 'false friend' with a better alternative.

1. We will grant ~~rebates~~ for large orders. _____
2. We received lots of ~~reclamations~~ about faulty goods. _____
3. Please see the enclosed list for the ~~actual~~ interest rates. _____
4. Have you received the ~~protocol~~ of the meeting? _____

F Make and do

a) *Put in 'make' or 'do'.*

1. _____ homework
2. _____ a meal
3. _____ the cooking
4. _____ the beds
5. _____ market research

The rule:

b) *Give further examples of things you can make or do.*

You can make…	**You can do…**

G Commonly confused words

a) *Choose the correct option.*

1. We plan to use (*mouth-to-mouth / word-of-mouth*) advertising.
2. Our service is aimed at (*upper-class / upmarket / high-class*) customers.
3. The delivery service is very (*comfortable / convenient*), but it isn't cheap.
4. We can (*ensure / insure / assure*) you that there is a big market for this product.

b) *Match the sentences on the left with their meanings on the right.*

1. The left sock is bigger than the right one.	a) They don't **fit**.
2. The shoes are too big.	b) They don't **go with** a suit.
3. I never wear hats.	c) They don't **match**.
4. I wouldn't wear trainers to work.	d) They don't **suit** me.

H Not quite the same

Explain the difference between the following pairs.

1. It's **up to you**, Patrick. _____

   It's **over to you**, Patrick._____
2. two thousand **pieces** of chocolate _____

   two thousand **bars** of chocolate_____
3. a **satisfying** meal _____

   a **satisfactory** meal _____
4. the **person responsible** _____

   a **responsible person** _____

I Spot the mistake

Identify and correct the mistakes in the sentences below. Add a rule or tip.

1. You can have an own company car.
2. Our chocolates are all self-made.
3. She speaks fluently Spanish.
4. Two hundred euros are more than I can afford.
5. I never would buy that.
6. We could achieve a lot if we worked good. (*2 mistakes*)
7. I hope we meet us again.

J Presentation language

a) *Put the words in the right order.*

1. like • myself • I'd • introduce • to
2. gentlemen • good • morning • ladies • and
3. now • to • Production • me • you • let • over • our • Manager • hand
4. about • the • is • Sven • to • product • talk • going
5. to answer them • any questions • at the end of • we'd be happy • if you have • our presentation

b) *Now put the sentences in a logical sequence.*

What you produced

Below is a selection of tasks for a 'language clinic' that participants produced in groups/pairs during the ESP workshop in Ulm (2009). The tasks were based on language notes taken during student presentations. The mistakes listed were coded according to categories of error.

The participants were asked to do each other's tasks and write comments, as if they were editors proofreading an author's manuscript. The words marked in red are comments or changes noted by participants during the workshop. The words marked in blue are our own comments.

A Make or do?

1. *Match the words in the box with the right verb.*

homework • a phone call • friends • a presentation • housework • breakfast • a job • appointment • a mistake • an I.P.O. • plans • money

DO:	MAKE:

2. *Use the expressions above to create a coherent story.*

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- 1. *Give* a presentation
- 2. 'Coherent story' may not be suitable for ESP students. Have them write sentences instead.
- Good to add examples that are likely to be used in a business context.
- Food for thought: Presumably, students will know what an I.P.O. (or IPO) is. If they don't, is it a distraction or a teaching opportunity?

B MACHEN ODER MACHEN – make or do?

1. *Decide if the words/phrases use make or do.*

… homework	… money	… course	… the coffee	… friends
… washing up	… a driving test	… love	… one's best	… a cake

2. *Write complete sentences using the above phrases again.*

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Replace 'MACHEN ODER MACHEN – make or do' with 'MAKE OR DO – machen oder tun?'
- No. 1: Rephrase the instruction to '*Complete the words and phrases using make or do*'. ('*Decide if…*' would be better for higher levels.)
- No. 2: Delete '*again*' from the instruction. Include lines for students to write on.

- We actually prefer 'machen oder machen'. It highlights the problem of L1 interference.
- If students are expected to write the verbs, avoid indirect instructions such as '*Decide if…*'. We would use '*Complete …*' regardless of the students' level.
- This is also a matching task. However, students are actually required to write the verb, which may help them to remember the collocation/phrase.
- Consider numbering the examples, i.e. 1. … homework, 2. … washing up, 3. … money, 4. … etc.). Use a) and b) for the steps.
- This task uses dotted lines (…) for students to write on, rather than unbroken lines (___)? Which do you prefer? And how long should the gaps be?

C make and do?

1. You can _____ your homework in the café.
2. Have you _____ the market research?
3. Yesterday, I _____ some sport.
4. "Can we _____ an appointment?"
5. She _____ the housework yesterday; she _____ the beds and _____ the dishes.
6. The accounts clerk _____ the invoices last week.
7. He's always _____ trouble.
8. My husband _____ the tax declaration every year.

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Rephrase heading to: 'make or do?'
- Include tip '*Mind the tenses*' (Note: The pair who produced this task added a proviso to this effect: "Depending on the level of the group, you could explain they have to watch out for tenses - or not."
- No. 4: Quotation marks aren't necessary.
- No. 5: Consider changing 'she' to 'I' to avoid possible accusations of gender bias (… women always doing the housework, men making trouble and doing the tax declarations)
- This example bundles the instruction into the heading. It is obvious from the format that it's a gap-fill, and obvious from the heading what words they have to put in. While this is a neat and space-saving option, it doesn't necessarily work with all task-types. If some tasks have headings and others don't, the layout becomes inconsistent.
- We like the way this matching task is tweaked so that students revise tenses as well. This could be exploited further, i.e. not only different tenses but also gerunds and infinitives, e.g. 'Is it really worth _____ market research?', 'I'm not looking forward to _____ my tax declaration'. This goes somewhat beyond the scope of a language clinic, but is certainly good for revision – especially with advanced groups.

D make or do?

Look at the phrases in the box and then reformulate the sentences below with one of them.

do homework • make a mistake • make a phone call • make love • do good • make a suggestion • do research • make money • do the housework

e.g. He got rich very quickly.

→ He made a lot of money very quickly.

a. When I did my tax return, I did it incorrectly.

b. What do you think? If you give money to a beggar, are you helping them?

c. When they were screwing yesterday evening, they fell out of bed.

d. Do students ever work on self-study exercises?

e. We've got a problem finding a synonym for 'do research'. Could you come up with an idea?

Which collocations from the box did you not use? Create sentences using these to illustrate their meaning.

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- e. 'Make investigations' could be a synonym for 'do research'.
- Second step (*Create sentences…)*: Examples students might come up with: f. Who cleans the flat in your home? g. Can you contact them? f. What would you propose?
- To help with the 'navigation' of this task, we would number the instructions as 1. and 2., or else use the letters 'a) and b)' and number the examples.
- This is an interesting approach because, unlike the matching tasks above, the aim is not to test whether students have mastered the make/do distinction, but to encourage them to learn expressions in chunks. The make/do chunks are presented ready-made in a box.
- The first instruction could be shortened to '*Reformulate the sentences using phrases in the box*'. Ideally, a language clinic instruction should be no longer than one line.
- Good to include an example to show what is expected.
- c. hmm… Students might ask the teacher to explain the word 'screwing' (if only to make the teacher blush!).
- This raises a general point about language clinics: The aim of a language clinic is to review, consolidate or practice what students have already learned. The focus is on feedback and reinforcement, and it should be possible to produce a language clinic quickly, just based on the notes taken during a previous speaking/writing activity. To use a medical metaphor, the teacher detects language errors (the symptoms), identifies the problem ('diagnosis'), gives feedback in class ('bedside manner'), writes the prescription (language clinic), and uses it in class (therapy).

E Make or do?

① *Insert the appropriate verbs in the gaps.*

1) I am pleased to be here to _____ this presentation.
2) I'm aware that I won't be _____ a fortune with my work in this department.
3) I'm not a specialist, so feel free to _____ any corrections.
4) Our department has _____ a lot of work in this field.
5) We are ready to _____ a publication.
6) Do you know anyone who _____ _____ a speech on saving energy in the classroom?
7) We haven't _____ much progress in finding an adequate speaker.
8) We can't afford to _____ any mistakes.
9) Oh, we also need someone to _____ repairs to the date projector.

② *Can you devise a rule or pattern that explains how 'make/do' is used in the above sentences?*

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- ① Add: in the appropriate tense
- Add exercise: 'Sort the phrases from the sentences and create two 'beetles' DO/MAKE. (This would be task ②.)
- ② Use a full stop instead of a question mark in the heading.
- As with Task D, students are required to do more than just matching – the comments allude to this by adding '*in the appropriate tense*'. We would prefer '*in the appropriate verb form*', because it is not always a matter of tense.
- A shorter instruction would be '*Complete the sentence with **make** or **do***'. This is also clearer. While the heading suggests only two options, '*appropriate verbs*' is ambiguous. A student might write, for example, '**give** a presentation' or '**suggest** any corrections'.
- The numbering could be confusing because the instructions are numbered and so are the sentences are also numbered. If the teacher asks 'What did you write for two?', students might not know whether the teacher is referring to the instruction/step, or to sentence No. 2. We suggest letters for the instructions and numbers for the examples. Or do it the other way round, as long as there's consistency.
- 2. This instruction could be more specific. Avoid '*Can you…*?' in written instructions (Literal-minded or awkward students might just write 'No' or even 'Yes'.). Instead tell them exactly what you want them to do, e.g. '*Suggest a rule…*' or '*Give a tip*'.

F Choose the correct preposition

1) It will sell (at / to / for) a price of…
2) If you look (in / on / at) the internet…
3) The meeting ended (on / at / until) four o'clock.
4) He is (on / at / in) the phone.

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- ☺ Well done!
- The heading and the instruction are bundled into one, as in Task C above. It is obvious from the format that it is a multiple-choice task. Again, the 'bundled' heading doesn't always work.
- No. 1: Some students/teachers might argue that both 'at' and 'for' are possible (to sell at a price, to sell for a price). If you want the answer to be 'at', then replace 'for' with a different preposition. Generally, if more than one answer is possible, it is important to point this out in the instruction, e.g. 'Choose the correct preposition(s)', or you could ask them to identify the options that are NOT correct/likely/natural.

G PRODUCT PRESENTATION LANGUAGE

Match these definitions to the correct terms from the presentations.

1. When a friend tells you that a product is good.
2. The manufacturer's suggested shop price.
3. People who buy luxury goods.
4. Group of consumers your product is aimed at.
5. Asking the public which products they prefer.

A. Target market
B. Recommended retail price.
C. Market research.
D. Word-of-mouth advertising.
E. Upmarket customers.

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Layout could be improved in respect to placement of things that need to be matched, i.e. the definitions on the left and the expressions on the right.
- OR: 1. When a friend… _____ - Scramble the solutions and ask the students to write the words matching the definition on the line. This includes a writing task.
- Heading: At first glance, students might expect the task to deal with presentation language. An alternative heading could be something along the lines of 'Marketing terms'.
- This task might be too easy. The tasks in a language clinic should relate more specifically to students' language problems. For example, if they confuse 'upmarket' with 'upper-class', the teacher might explain the difference in class, and use the language clinic to check they understood the explanation. We would present this either as a multiple choice (definitions + choice of three options, e.g. focus group /target market / market segment), or simply ask the student to supply the words themselves. (See below.)

G Commonly Confused Words

Which phrase or expression matches the definition?

1. Spreading information directly from one person to another person about a product or service.

a) mouth-to-mouth advertising

b) word-of mouth advertising

c) whisper advertising

d) hearsay advertising

2. A customer with a lot of resources who aims for high-quality products

a) first-rate customer

b) upmarket customer

c) upper-class customer

d) high-end customer

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Negative reinforcement – supplying incorrect words/terms
- Relatively labor-intensive for the teacher
- Food for thought: Should 'wrong' language be presented in a task? How can 'negative reinforcement' be avoided? (Possible solutions: Task should be designed in such a way that students write the correct form – then this is more likely to stick. Another possibility is to ensure that the wrong options are nevertheless correct English.) We think it is valid to present incorrect forms if the purpose of the task is to raise awareness of common categories of error or 'fossils'. We also find that certain types of learners, e.g. accountants and auditors, enjoy 'spot the mistake' tasks where they get the chance to do some detective work. Perhaps this has something to do with the forensic nature of their profession!

H CHOOSE THE CORRECT WORD

Please underline the words you think are correct.

e.g. We are in/at a room.

1. Ours is an upmarket/upper-class product.
2. This tie suits to/for/ – any jacket.
3. Have you made/done any/the market research?
4. We sell most of our products by word-of-mouth/mouth-to-mouth advertising.

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Change instructions to: *Circle the correct expression*.
- Article missing before 'market research'.
- We agree that the instruction needs to be clearer/tighter.
- We don't think an article is necessary before 'market research' (but this is a minor language quibble).

I Countable & uncountable nouns

Please categorise the following words into three groups. Use the table below.

advice • book • pupil • news • paper • car • building • article • glass • time • homework • sugar • equipment • flower • station • parent • shoe • information • person • traffic • furniture • chair • newspaper • child

Countable	Uncountable	Both

EDITORIAL COMMENTS (red = participants' comments, blue = our comments)

- Rewrite instruction as '*Please categorize the following words …*" (AE)
- Food for thought: Do you have a preference regarding British or American usage (e.g. labor/labour, organize/organise, etc.)? If so, which do you prefer, and why?
- Food for thought: Should examples be confined to ESP terminology? Our view is that if the examples are there simply to help students grasp a language point, then 'everyday' terms are enough. On the other hand, examples can provide an opportunity to recycle language that you have recently introduced, and this language is more likely to be 'ESP-y' than not.

Thanks to all of you who handed in your tasks after the workshop. They've given us plenty of food for thought!

Stephanie Ashford and Tom Smith

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