

# The ALL Guidelines

## Activities and Exercises

### About this Unit

This Unit focuses on the nature of activities and exercises, and their relationship to objectives and communication goals. The activity is the key unit around which syllabus planning, implementation, assessment and evaluation takes place. During the Unit you will examine the differences between various types of activities and exercises.

### Intended Outcomes

At the end of this Unit you will:

- have developed understanding of the distinction between activities and exercises in an ALL-based curriculum, and the reasons for categorising activities into activity-types
- have gained awareness of the relationship between goals, objectives, activities and exercises
- have developed the skills and understandings to help ensure your learners are exposed to a range and balance of learning experiences.

# Integrating Activities and Exercises

Write a list of exercises which might be integrated with the activity below.

**Stage:** 1

**Target Group:** - beginning learners of Indonesian in Year 7  
- have completed approximately forty lessons  
- have covered topics such as self, family and friends, personal details (name, age, address etc.), physical features, likes and dislikes (relating to interests and foods), homes, locations of places, directions.

**Module:** 'Out and About'

**Objective:** Learners will be able to use Indonesian to extend and respond to invitations to do something with friends.

**Activity:**

**Exercises:**

I'm sorry, but I can't! Learners prepare and role-play a telephone conversation in which Learner A wants to go out with Learner B and extends an invitation, but Learner B does not want to go out with Learner A and makes excuses. For example:

+ Halo. Ini Phillip. Boleh saya bicara dengan Susan?

- Ya, ini Susan.

+ O, apa kabar Susan?

- Eh... kabar biasa.

+ Bagaimana kalau kita ke kolam renang pada hari Sabtu? Mau, nggak?

- Maaf, ya. Saya mau ke rumah paman saya.

+ O, bagaimana kalau kita ke pantai pada hari Minggu pagi? Mau, nggak?

etc, etc, etc,

**Focus questions:**

- Are exercises required to support the activity?
- How many exercises would be required to support the activity?
- Are there some exercises which would be done before the activity? During? After?
- What strategies could be used to help maintain learner interest while ensuring adequate language practice?

## Determining Activity-Types

Which activity-type do you feel best describes each of the following activities?

**Can I have the bill?** Learners listen to several dialogues where people order from a menu. Using a menu, learners complete the order and tally the cost.

**Activity Type ?**

**Greetings** Learners send a greeting card for a special day to an Indonesian friend or local association.

**Activity Type ?**

**This is me** Learners draw silhouettes of their heads or make hand or foot prints in which they write poems or list words and phrases which describe themselves.

**Activity Type ?**

**Don't miss it!** Learners advertise a forthcoming class performance.

**Activity Type ?**

**Let's go** Learners make arrangements to do something together, such as go on a weekend outing, a class camp, a class dinner. Learners decide on the venue, times, other participants, where to meet, transportation, costs, etc.

**Activity Type ?**

**An Indonesian film** Learners watch an Indonesian film and describe their reactions.

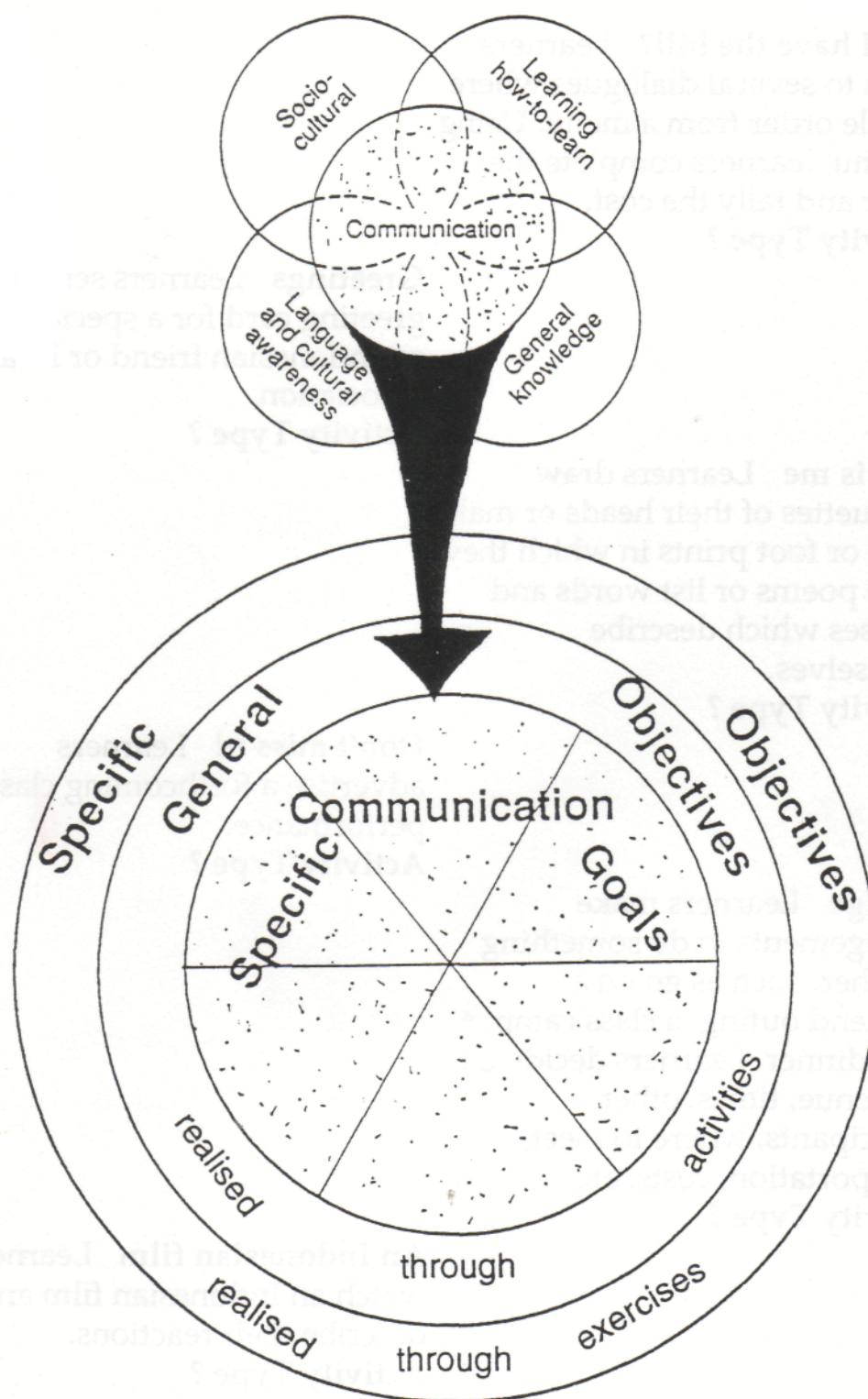
**Activity Type ?**

### *Answers*

*Activity-Type 3, Activity-Type 1, Activity-Type 6, Activity-Type 4, Activity-Type 2, Activity-Type 5*



## Goals and Objectives to Activities and Exercises



Goals and Objectives to Activities and Exercises (Continued)

*Broad goal*

Communication

*Specific goals*

To enable learners to participate in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services, and public information

*General objective*

Learners will be able to leave telephone messages about the arrangements for events.

*(Achieved through the activity)*

**Leaving messages**

Learners role-play telephone conversations during which they leave a message for a friend. **Activity Type 2**

*Specific objectives*

Be able to use standard telephone phrases  
Be able to state times of the day  
Give details about time, location, modes of transport  
Develop fluency in spoken language  
Be familiar with a range of terms for different kinds of events  
Use socioculturally appropriate terms when speaking with elders  
Ask for statements to be repeated

*(Achieved through the exercises)*

Peruse sample advertisements about particular events, noting vocabulary and phrases used.  
Reinforce 'telephone' language by reading through short telephone conversations in pairs.  
Complete a one-sided telephone conversation to match the message provided.  
Change a selection of sentences into a more informal style.  
Memorise sample phrases.

## Activities and Exercises – Some Personal Reflections

Take the time to reflect on your own teaching practice and jot down your thoughts on the following:

Do you feel that an activities-based approach to programming is useful?  
What do you regard as the strengths and weaknesses of this approach?

To what extent are your language programs activities-based?

Do you think the Table of Language Use is a useful tool to check that learners experience a range of learning experiences?

Do your own language programs show a balance of activities and exercises? Do your programs reflect a spread of activities? Do you employ a range of exercises?