

Task-Based Learning



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TBL Methodology

“What is Task-Based Learning?”

Task-based learning is a different way to learn languages. It can help the student by placing him/her in a situation similar to the real world, a situation where oral communication is essential for completing a specific task. Task-based learning has the advantage of getting the student to use his/her skills at his/her current level to help develop language through its use. It has the advantage of making the student focus on achieving a goal so that language becomes a tool, making the use of language a necessity.

Why choose TBL as a language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are following when teaching or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach!

Therefore, when we choose TBL, there should be a clear and defined purpose for that choice. Having chosen TBL as a language teaching method, the teacher recognizes that “teaching does not and cannot determine the way the learner's language will develop” and that “teachers and learners cannot simply choose what is to be learned”. Nevertheless, the teacher should be able to assess the progress of the learner through this process. She/he needs to be able to know how far the learner is from the objectives (the target language) and whether they are in the right direction to adjust or to provide each student with the tools he or she needs to move ahead.

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely experience and observe the foreign language, then hypothesize over it, individually, and finally experiment with it.

One clear purpose of choosing TBL is to increase learner activity. TBL is concerned with learner and not teacher activity, and it relies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness-raising process, which must follow the experimenting task activities. The consciousness-raising part of the TBL method is crucial for the success of TB. It is here that the teacher must help learners to recognise differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language. (Michael Lewis). All in all, **TBL is language learning by doing.**

“TASKS are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” as defined by Willis. That means a task can be anything from doing a puzzle to making an airline reservation.

A Task-Based approach to Language

- allows for a needs analysis to be matched to identified student needs
- is supported by the research findings of classroom-centered language learning
- allows evaluation to be based on testing referring to task-based criteria
- allows for form-focussed instruction

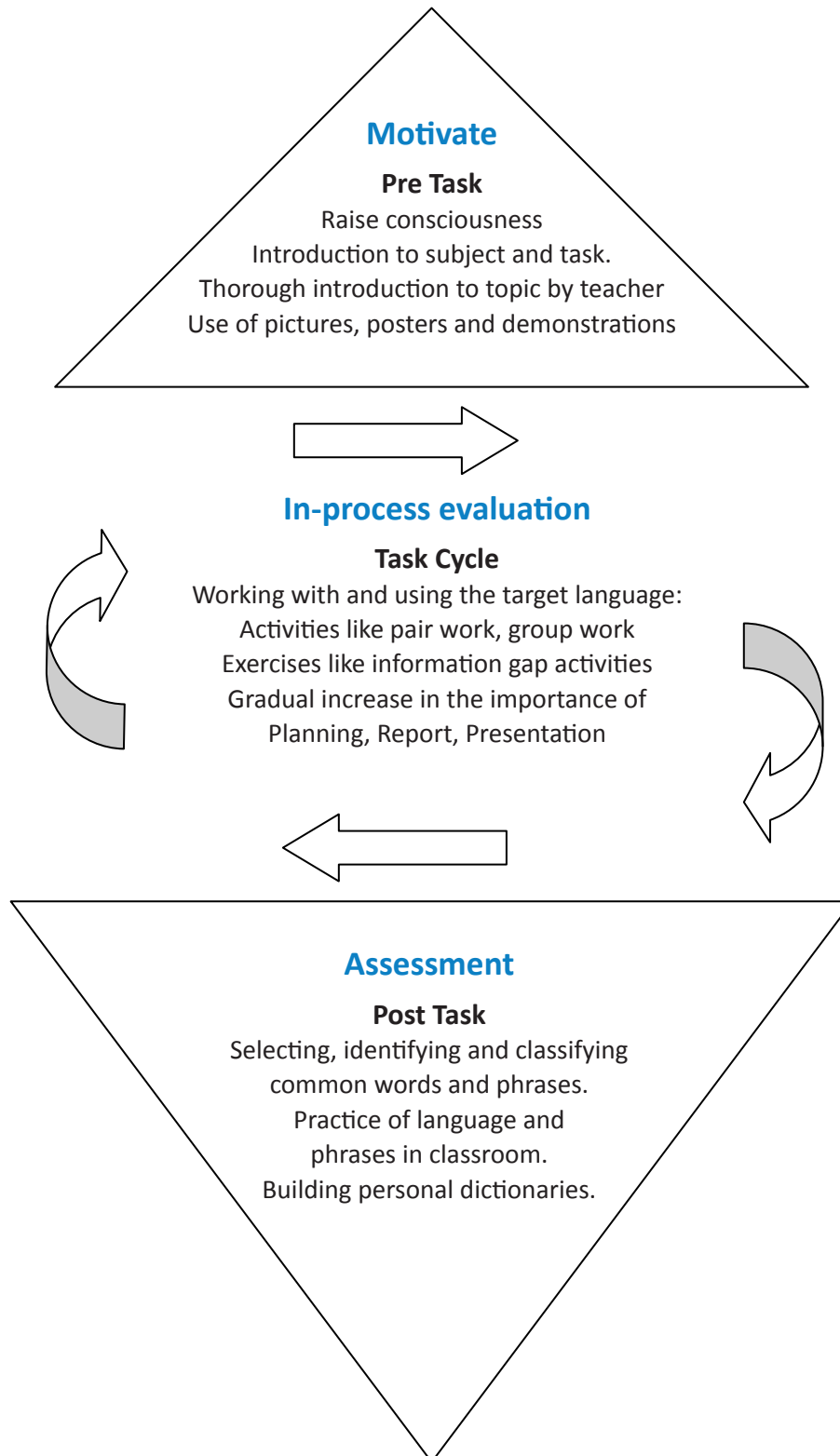
So we should select topics that will motivate learners, engage their attention and promote their language development as efficiently as possible.

What are the advantages of TBL?

1. Task-based learning is useful for moving the focus of the learning process from the teacher to the student.
2. It gives the student a different way of understanding language as a tool instead of as a specific goal.
3. It can bring teaching from abstract knowledge to real world application.
4. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating lesson, which are, interesting and able to address the students needs.
5. Task-based learning provides the teachers with a new opportunity to diversify their teaching strategies.
6. TBL helps to overcome the reluctance of students who do not like foreign languages.

The structural framework of TBL

The following framework demonstrates the TBL Cycle.



Here is a brief explanation about the different phases:

The **Motivate phase** is important if we want the students to be exposed as much as possible to the foreign language. Indeed daily teaching practice shows that when they are together, students tend to address themselves in their native tongue instead of the foreign language they are being taught.

To achieve our goal, and before starting the Pre Task, it is important to present the learners with communicative activities to mentally prepare them to use the foreign language exclusively. If we want to make the learners get into these activities, we mustn't forget to select a topic that will motivate them and which is fun.

The **Pre-Task phase** introduces the class to the topic and the task, activating topic-related words and phrases.

The **Task Cycle** offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. For example, in the Task Stage, the students can complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps them to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class, and once the task has been completed, the students hear the teachers repeat the same dialogue so they can compare it with their own.

The **Post-Task phase** in the framework, language focus, allows a closer study of some of the structures or specific features occurring in the language used during the task cycle.

As we said previously, the teacher can assess the progress of the learners at different steps throughout this learning process. It might be appropriate to do so during the Task Cycle and/or before the *Post-Task*.

The teaching techniques required for task-based learning are not very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity.

Issues concerning Task-Based Learning

It is important to be aware of some pitfalls concerning the use of task-based learning. Since it might encourage students to use their own language and vocabulary, it is necessary for the teacher to help students expand the vocabulary in the target language. Otherwise students will not learn new phrases or words but only increase skills in using the language the students already possess.

This can also be solved by having students change who they work with, so that the stronger students can work with the students who are at a lower level, with the stronger student being told to focus on using more advanced words and phrases. This does not help the stronger students though. For that they will need the aid of the teacher.

Another very important thing to remember is that after the **Task Cycle** is complete, the learning process is not. The evaluation part is critical for the students to become aware of the learning they have just gone through. Basically, there are two parts in the learning process of task-based learning which are of equal import. The first is to do the work and go through the tasks, the second is to get the student to think about what it is he or she has just gone through. If the teacher does not follow up in the **Post-Task**, half of the task-based learning process is wasted.

TBL activities

Examples

Useful tips:

- Use the foreign language as much as possible.
- Use only the mother tongue when necessary for explanation of exercises.
- The **Pre-Task** is meant to help create a good atmosphere for learning without anxiety. Give words and supporting sentences for students to use.
- The **Pre-Task** must supply words, phrases & ideas to support the individual student in the **Main task**
- Remember that a **Pre-Task** can be anything which raises consciousness, for example:
 - an audio text
 - a video clip
 - a brainstorm activity
 - a small exercise (cloze text, crossword etc.)
 - photos (what do you see?)
 - a webpage (what do you see?)

Anything that will promote the foreign language and put the minds of the students into a certain context and atmosphere.

- The **Main task** must facilitate a process where each student can activate and use his/her own strategies.
- Teacher role in the **Main task**: monitoring the processes of the students working with the **Main task**.
- Remember the importance of the last step, the **Language Focus activities**:
 - Students repeat the process and their work with the **Main task** – this must be performed in class – the process will make students realize that language is diverse and that many different structures and words give meaning and can be used for communication. In other words, there is no one-to-one link between Form and Function. One form (structure) can perform different functions, and one function can be fulfilled using different forms.
 - The teacher **must** draw attention to relevant grammatical and semantic points in this last phase of the TBL-Cycle.

Example 1- Beginner Level

English for Specific Purposes – Technical English

TOOLS: “What’s this device?”

Pre-task

- Ask students to give names of tools. Write them on the whiteboard. Add also standard sentences such as “this is a hammer”, “this is a spanner” etc.
- Bring a tool box and show real tools to the students. Say or make students say “This is a hammer” and so on.
- If you can, show a short instruction video, where some typical tools are used and where the language is not too difficult. Let students add new names to the tools on the whiteboard.
- Prepare a memory game with selected tools (10-15). The memory game must consist of pictures and written names of tools.
- Split the class into groups of 3-4 students and let two groups play against each other in the memory game. Do not play the game with only two students in the game. This may create a lot of fear and anxiety for the individual student who cannot remember all the tools and will do the contrary of what is intended with the pre-task – namely to create a good and safe learning environment.

<p>Ruler</p>		<p>Hammer</p>	
<p>Screwdriver</p>		<p>Saw</p>	
<p>Pliers</p>		<p>Tester</p>	
<p>Jack</p>		<p>Drill</p>	

- Follow the memory game with a “What’s this device” exercise for the whole group. This exercise should be run by the teacher.
- Let the students see one sentence at a time (see below for sentences) by asking them to cover up the rest. They should read and understand each sentence. Let one student read a sentence out aloud, and let others help in the translation, so that this becomes a joint exercise.

When all sentences have been exposed, the students can hopefully guess the name of the device/tool.

What's this device?

1. This device is longer than it is wide.
2. This device can be held in your hand.
3. This device is made of wood and metal.
4. This device can have many different sizes.
5. This device is used to put other things in place.
6. You have to use energy for this device.
7. You have to lift your arm and make it fall to use this device.
8. You need this device to put something on the wall.
9. You use this device to hammer on things.

Try to guess the name of this device.

At this stage of the learning process, the teacher could check that the students have memorized the different names of tools by showing them the pictures and asking for their names. This will ensure that the students, especially the weaker ones, have a sufficient supply of words to choose in so as to carry out the Main Task.

Main Task

- The students should now be split into groups of two to three people. Each group must now produce their own "What's this device" sentences. They have to choose a tool from the memory game.
- The teacher should leave help-sentences and phrases on the whiteboard for students to use if they need to.
- The teacher monitors the process of the production in the different groups and helps only when it is really needed.
- The student exercise should be written down, so that it can be used as either an oral exercise or a reading exercise.
- When all groups have finished an exercise and are satisfied with the result, the groups must test the exercise with other groups.

Language Focus Activities

- When the groups have tried out their exercise several times with different groups, the teacher must ask for the attention in the class room again and take over the process.
- The teacher must now point out a group and ask the group to repeat their exercise and show each sentence on the whiteboard. The aim is to give full attention to the language production of this particular group, to look at the sentences, the choice of words and the grammatical structures.
- At this point the teacher can pick out good examples from student production and can at the same time open up for specific grammatical points. Other groups can add suggestions and ask questions.
- This is also the time and place for the teacher to draw attention to some things that have been monitored by the teacher during the group work.
- This activity should be repeated and at least two or three groups should be asked to present their exercise.

In this way, teaching grammar becomes a lively and relevant activity for the students, because they have all delivered and taken part in the examples that are used for explaining grammatical rules.

Example 2_- Lower Intermediate Level

English for Special Purposes – Technical English

FIREFIGHTERS PROFESSIONAL ENVIRONMENT

Class: Fifth form specialized in Safety and Prevention

Duration: 7 hours

Learning outcomes:

The Pre-Task is based on oral and visual communication. At this stage the teacher aims at:

- Stimulating intellectual curiosity
- Communicating enthusiasm for a subject that the students have chosen as a speciality
- Setting tasks for the whole class
- Maintaining the students' motivation
- Improving their language skills by enriching their vocabulary through the use of flashcards
- Making learning more fun by using game activities
- Getting auditory, visual and kinaesthetic learners involved.

Throughout this stage, careful attention will be paid to students' pronunciation and each student's progress will be assessed.

The Cycle task is based on interactive communication (group work):

- To encourage students to use the appropriate subject-specific vocabulary
- To get them accustomed to listening carefully to the other students
- To help them acquire and consolidate knowledge and skills.

The Post task:

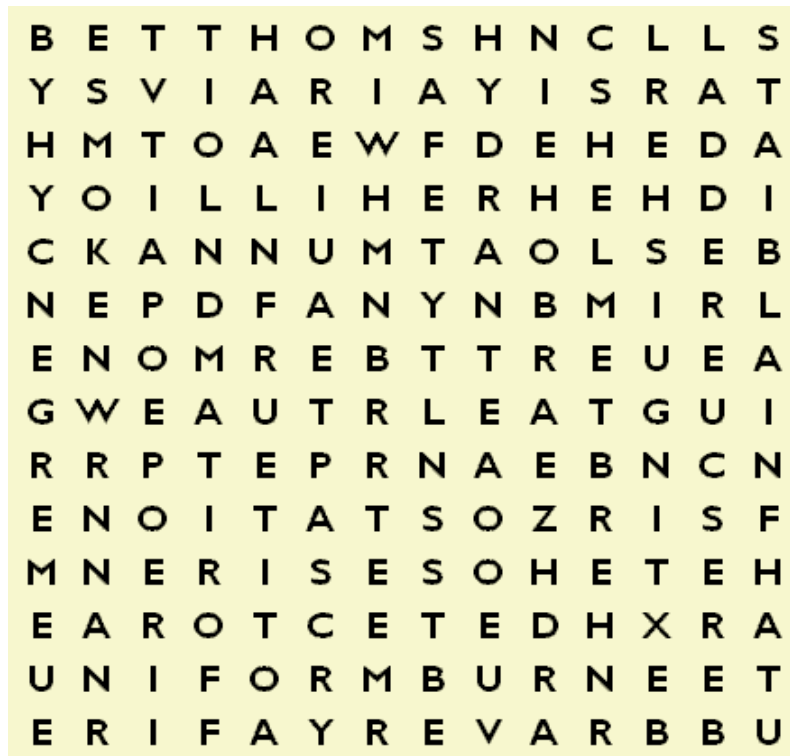
- To train students to select and use vocabulary appropriately.

I – PRE-TASK

Step 1: Getting to know vocabulary linked to firefighting.

Instruction: Ask the students to find the words in the list hidden in the puzzle grid below.

Firefighters Word Search



Alarm	Heat	Rescue
Blaze	Helmet	Safety
Bravery	Hose	Siren
Burn	Hydrant	Smoke
Detector	Inferno	Station
Emergency	Ladder	Uniform
Extinguisher	Net	Volunteer
Fire	Paramedic	Window
Hat	Pump	

Step 2: Guess the meaning of the words in French.

VOCABULARY

ENGLISH	FRENCH
ALARM	
BLAZE	
BRAVERY	
BURN	
DETECTOR	
EMERGENCY	
EXTINGUISHER	
FIRE	
HAT	
HEAT	
HELMET	
HOSE	
HYDRANT	
INFERNO	
LADDER	
NET	
PARAMEDIC	
PUMP	
RESCUE	
SAFETY	
SIREN	
SMOKE	
STATION	
UNIFORM	
VOLUNTEER	
WINDOW	

Step 3: Memorizing vocabulary.

- Repetition of the words: collectively, individually, louder, softer.
- The teacher asks the pupils to look at the list of words for 3 minutes and turn it face down. A student gives the first two letters of any word and the others have to guess and spell the rest of the word taken from the list.
- Another student mimes some words taken from the list and the others have to find them out.

Step 4: Identify the different equipment used by firefighters with flashcards of words taken from the word search and new words.

- The teacher shows the flashcards below one by one, then the pupils repeat the words: "What's this?" "This is a/an...".
- The teacher sticks the flashcards on the board and plays the game "What's missing?" by withdrawing a flashcard.
- The teacher gives the pupils a matching exercise to reuse the vocabulary = a ladder, a uniform, an alarm, a helmet, gloves, an oxygen mask, an ambulance, a fire engine, boots, an axe, a hose, an extinguisher, a blaze, a hydrant.



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



14) _____

Step 5: Memorizing the rest of the words taken from the word search.

Flashcards with jumbled letters are stuck on the board and the pupils come to the board to rewrite the words correctly.

- | | | |
|--------------------------|-------------------------|--------------------|
| 1) AVYRERB: BRAVERY | 2) UNBR: BURN | 3) EFRI: FIRE |
| 4) ORNNFEI: INFERNO | 5) PMRAACIED: PARAMEDIC | 6) NRSEI: SIRE |
| 7) ORTTDCEE: DETECTOR | 8) YMEEENGRC: EMERGENCY | 9) AETH: HEAT |
| 10) TEN: NET | 11) FTYEAS: SAFETY | 12) CSREEU: RESCUE |
| 13) PPMU: PUMP | 14) TTNOIAS: STATION | |
| 15) VEERNULOT: VOLUNTEER | 16) NOWWDI: WINDOW | |

Step 6: Using the vocabulary in case of emergencies. Introduction of the following structures: *“What does a firefighter need/use in case of emergency? He or She needs/uses a/an...”*. Four situations are given to the students and they have to complete the sentences using the vocabulary learnt in the previous steps.

- 1st situation: A fire at someone’s house = He or She uses the fire engine...
- 2nd situation: A car accident = He or She uses the ambulance..
- 3rd situation: A cat in a tree = He or She needs a hatchet, a ladder...
- 4th situation: A smoke in a building = He or she needs an oxygen mask...

Step 7: Assessment = Oral comprehension and written comprehension.

- Dictation of the words linked with the subject.
- Gap filling exercises.

II – TASK CYCLE

- Group work (4 pupils)
- The pupils have to imagine a case of emergency and have to define their roles.
- They have to create a dialogue and use the vocabulary and structures seen previously and mobilize words and structures learnt in the previous classes.
- They work on their own but can be helped by the teacher if they need more vocabulary.
- The teacher gives them time to train orally and be ready to perform. They can bring accessories if needed.
- Before performing, one of each group has to introduce the case of emergency to the class.

III – POST TASK

Step 1: Identify the tenses used in the dialogues in questions and answers:

- Progressive present (Be + -ing)
- Simple present

Step 2: Identify the structures used in the dialogues:

- Give orders = Let's go! Come in! Help me! Be careful! Don't + verb in the base infinitive!
- Use of modals = Can I speak to..? Can I use...?

Step 3: Classify new words in alphabetical order for a personal toolbox = breathe (verb)/breathing apparatus/cervical collar/defibrillator/emergency call/injured/gas cylinder/resuscitator/shocked/recovery position/stretchers.

Example 3 - Intermediate Level

Working with texts

You can easily use the TBL method for working with texts at an intermediate level. All you have to do is to be creative and to simply think of a way to turn text reading into a task for the students.

Two important questions in this “Language learning by doing” approach are:

1. “by doing what?”
2. “why?”

The choice of activities and their ordering are important to keep students motivated. They need to be in ascending order of difficulty and as entertaining as possible.

The other thing to remember is that when the subjects in the documents are related to the students’ branch of studies, they show much more interest. From that point of view, the “who for” question is also an important factor not to be overlooked.

Even if the teacher does not keep control of the entire learning process, since he/she is aiming at giving the students maximum autonomy, he/she must still determine stages to make sure that each student advances at his or her pace towards the final goal.

The following activities try to take these factors into account.

– In this example, communication throughout the lesson is in English. The activities are varied so as to enable students to improve various skills. They must form words, associate words and pictures, associate words and definitions, read a document, make assumptions about its content, check, identify comparative elements in the document and finally express themselves in writing and then orally.

The objectives are:

- To improve language skills
- To develop reading skills : training to infer the meaning of a word (Main-task)
- To exercise writing skills: expressing preferences (post-task)
- To maximize speaking skills (pre-task, main-task, post-task)
- To improve communication skills by increasing vocabulary (pre-task, main-task, post-task)
- about the evolution of new technologies in some countries.
- These activities are for students at studying Electronics intermediate level (in a vocational school for example).

Duration: approximately 3 hours

- Pre-task: 1 hour

- Main-task: 1 hour (allow time for warming up before starting Main-task)

- Post-task: 1 hour

The tasks are performed preferably in pair-work.

Pre-task

Step 1: Pick an element from each column to build words related to new technologies.

A	B
com	tablet
Mobile	ter
Digital	dem
online	industry
down	phone
High-tech	messaging
mo	camera
digital	ver
wireless	phone
rou	game
ser	load
text	puter

A+B

Step 2: Match the words found in step 1 with the elements below.



Step 3: Write each word next to its definition.

- | | | |
|------------------|------------------|----------------------|
| – download | – modems | – high-tech industry |
| – feature-length | – text messaging | – computer |
| – mobile phone | – servers | – wired |
| – online | – broadband | – routers |
| – megabits | | |

Words	Definitions
	<i>A portable telephone that works by means of a cellular radio system</i>
	<i>An electronic machine that can store and deal with large amounts of information.</i>
	<i>Copy (data) from one computer system to another, typically over the Internet.</i>
	<i>An electronic communication sent and received by mobile phone.</i>
	<i>Using, requiring, or involved in high technology</i>
	<i>A combined device for modulation and demodulation, for example, between the digital data of a computer and the analogue signal of a telephone line.</i>
	<i>A device that mediates the transmission routes of data packets over an electronic communications network (as the Internet).</i>
	<i>A computer or computer program which manages access to a centralized resource or service in a network.</i>
	<i>Of the length of a typical feature film or programme</i>
	<i>A unit of data size or (when expressed per second) network speed, equal to one million or (strictly) 1,048,576 bits.</i>
	<i>Making use of computers to transfer or receive information, especially by means of the Internet. (Of a device or network) using wires or cables rather than wireless technology to transmit signals.</i>
	<i>A high-capacity transmission technique using a wide range of frequencies, which enables a large number of messages to be communicated simultaneously</i>
	<i>Controlled by or connected to a computer.</i>

Main Task

The future is South Korea

Tech firms try out latest in world's most wired society

Birgitta Forsberg, Chronicle Staff Writer

Sunday, March 13, 2005

Pick up your mobile phone and watch your favorite TV show. At home, on your computer, download a feature-length movie in no time at all.

If you live in South Korea, it is an everyday reality to have always-on superfast Internet -- broadband -- both in your cell phone and in your home.

South Korea is the most wired country on the planet. Some South Koreans can get up to 20 megabits of data per second -- breakneck speed by today's standards. Americans are lucky if they get 4 Mbps.

While South Korea leads in the rollout of broadband, the United States -- supposedly the world's technology leader -- comes in no better than No. 13, according to experts. About 76 percent of households have broadband in South Korea. The figure is 30 percent in the United States.

While broadband is usually associated with computers, wireless phones are also an important part of the picture. Here the situation is similar to computers. Some 75 percent of South Koreans have a mobile phone, compared with 60 percent of Americans. And South Koreans generally do more and cooler things with their phones.

"There is no point in Korea where you can stand without receiving a signal," said Joy King, director of industry marketing at Hewlett-Packard. "In the U.S., we are still at the 'can-you-hear-me-now' level. When Europe and Asia are moving to multimedia text messaging, the U.S. has just started text messages. The U.S. is a Third World country in this aspect."

Silicon Valley used to be hailed as the world's high-tech capital. Now many consider South Korea the king.

"From my perspective, Silicon Valley does not have that role. The lead is in Asia, in Korea and Japan, no question," King said.

South Korea has managed to leapfrog the United States in both broadband and mobile phone usage thanks to a population density that makes connectivity easier and government policies that promote development. South Korea also has a culture where people are crazy about playing online games and don't go home after work. Instead, they go to dinner, to karaoke or to a bar -- all the while using their mobile phones.

Silicon Valley companies view South Korea as a sort of time machine when testing broadband applications, a place where they can get a glimpse of what Americans will use in the future.

South Korea's success story began when the country was hit by a financial crisis in 1997 and 1998.

"At that time, the Korean government turned to the high-tech industry as a solution to overcome the crisis. Broadband was a new market with new demand for modems,

routers, servers, computers, a new infrastructure. It caused a lot of activity and created many jobs," iPark Silicon Valley's Kim said.

South Korea is also a small country where 30 percent of its 48.6 million inhabitants live in the three main cities -- and most of them in dense apartment blocks.

And it is much cheaper and much easier to wire an apartment building than a typically spread-out U.S. city and its suburbs, not to mention the nation's vast rural areas.

"While I drive my car, I can enjoy my cellular phone that broadcasts over the Internet while I simultaneously have Yahoo map service up," Kim said. "I can just switch between the two. The tests are already done, companies will start selling these applications around midyear."

This article appeared on page B - 1 of the San Francisco Chronicle

Step 1: Read the following extracts

Extracts	N°
<p><i>Pick up your mobile phone and watch your favorite TV show. At home, on your computer, download a feature-length movie in no time at all.</i></p> <p><i>If you live in South Korea, it is an everyday reality to have always-on superfast Internet -- broadband -- both in your cell phone and in your home.</i></p> <p><i>South Korea is the most wired country on the planet. Some South Koreans can get up to 20 megabits of data per second -- breakneck speed by today's standards. Americans are lucky if they get 4 Mbps.</i></p> <p><i>While South Korea leads in the rollout of broadband, the United States -- supposedly the world's technology leader -- comes in no better than No. 13, according to experts.</i></p>	1
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<p><i>South Korea also has a culture where people are crazy about playing online games and don't go home after work. Instead, they go to dinner, to karaoke or to a bar -- all the while using their mobile phones.</i></p> <p><i>Silicon Valley companies view South Korea as a sort of time machine when testing broadband applications, a place where they can get a glimpse of what Americans will use in the future.</i></p>	5
<p><i>South Korea's success story began when the country was hit by a financial crisis in 1997 and 1998.</i></p> <p><i>"At that time, the Korean government turned to the high-tech industry as a solution to overcome the crisis. Broadband was a new market with new demand for modems, routers, servers, computers, a new infrastructure. It caused a lot of activity and created many jobs," iPark Silicon Valley's Kim said.</i></p>	6

<p>South Korea is also a small country where 30 percent of its 48.6 million inhabitants live in the three main cities -- and most of them in dense apartment blocks.</p> <p>And it is much cheaper and much easier to wire an apartment building than a typically spread-out U.S. city and its suburbs, not to mention the nation's vast rural areas.</p>	7
<p>"While I drive my car, I can enjoy my cellular phone that broadcasts over the Internet while I simultaneously have Yahoo map service up," Kim said. "I can just switch between the two. The tests are already done, companies will start selling these applications around midyear."</p>	8

Step 2: Match the extracts with the ideas below:

- a) South Korea is ahead of the USA thanks to its dense population and the policies implemented by the government.
- b) New applications will be on sale soon.
- c) Americans are watching on the side of South Korea to have a glimpse at what their future will be like in the field of technology.
- d) The network coverage is much better than elsewhere.
- e) For various reasons, they are more addicted to their cell phones.
- f) South Korea is a leader in information technology and communication.
- g) For various reasons Koreans are more attached to their mobile phones.
- h) The size of the South Korea and the concentration of housing in cities make it easier to install networks. As a result costs are more affordable than in the United States.
- i) Almost three quarters of Koreans have broadband and a mobile phone.
- j) South Korea turned to these technologies to cope with financial crises.

extracts	1	2	3	4	5	6	7	8

Step 3: Read the text again and match each word with its English equivalent

- | | |
|-------------------|------------------------|
| • breakneck speed | • expanded, stretched |
| • figure | • shift |
| • to leapfrog | • extremely rapid |
| • hailed | • surmount |
| • a glimpse | • brief view, look |
| • to overcome | • acclaimed, glorified |
| • spread-out | • to surpass |
| • switch | • cipher, number |

Step 4: South Korea is compared to the USA. Pick elements from the text to complete the chart.

USA	South Korea
	<i>Some South Koreans can get up to 20 megabits of data per second</i>
<i>comes in no better than No. 13</i>	
	<i>About 76 percent of households have broadband in South Korea.</i>
<i>compared with 60 percent of Americans.</i>	
	<i>"There is no point in Korea where you can stand without receiving a signal</i>
<i>The U.S. has just started text messages</i>	
<i>Silicon Valley used to be hailed as the world's high-tech capital.</i>	

Post-Task

Step 1: Use the comparisons in Step 3 to link the sentences below with “whereas”.
Make the necessary changes.

Example:

Some South Koreans can get up to 20 megabits of data per second **whereas** Americans are lucky if they get 4 Mbps.

1. There is no point in Korea where you can stand without receiving a signal
.....

2.
....., now many consider South Korea the king.

3. Some 75 percent of South Koreans have a mobile phone
.....

4. South Korea leads in the rollout of broadband
.....

5. The U.S. has just started text messages
.....

6. About 76 percent of households have broadband in South Korea
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Step 2: Write as many reasons as you can for someone to prefer living in South Korea to living in the USA

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