



The Company Words Keep can be used by you either individually or as part of a group to explore and develop further your own ideas on chunking. If you have had a look at the theory in Part A – or even tried the activities in Part B – fine!

But perhaps you may even find that having a look at the following sections *first*, and checking and formulating your ideas on chunks, could be a good place to start – leading either to the *practical* or to the *theoretical*. Everything is connected!

Here, then, are some suggested activities and short essays – about your future with chunks.

The sections



1 Review

Background knowledge and terminology.

What do you know about chunking?

Check what you already know or *don't* know about chunks.

Check you have the terminology and the metalanguage needed to talk about or research chunks.

2 Reflect on your lessons

Classroom practice.

Consider the chunking syllabus of your coursebook and discover ways to supplement it.

Do some small-scale classroom research on chunking.

Reconcile chunking with correcting and giving helpful feedback to your learners, taking into account the possible interference of their mother tongue.

3 Reflect on your learners

Issues with different types of learners.

A discussion of how chunking works with the different age groups you may be working with – children, teenagers and adults.

4 Research

A reference list.

An extensive and personal compilation of both the websites and the books that we have found extremely useful.

We hope you will find it helpful – for a fuller understanding of *The Company Words Keep* and for your ongoing development.