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.