

Reading/Writing

Newspaper Headlines can be collected over times. Have students cut headlines (large print) from the newspaper and divides them into single word strips of paper. They do not have to include names of people or abbreviations. Put the word strips in a small (shoe) boxes. Groups of students can use these words as sentence starters by selecting a word then saying or writing a sentence that uses the word.

Read aloud to the class. *Big Books* are the answer for big classes but if they are not, then:

- Read the little book to the whole class, standing in front of them and showing the pictures.
- Make a big book by writing the text of the little book on large sheets of paper. Assign a group to each page of the book. Older students can copy the text from the little book, otherwise the teacher will have to do it.
- Each group illustrates their page on the paper with the text.
- Post the pages in sequence on the class walls at a level that students can read for themselves.
- In sequence the students who illustrated each page reads aloud again from their page on the walls in sequence.

An **English Scavenger Hunt** can be conducted over a week or week-end. Find something written in English and bring it to school. Possibly visit British Council or the American Center and ask for literature; a travel agent with literature in English; a newspaper or magazine article; a restaurant with a menu in English, or the label from a tin of food.

Conversation

Surveys and Quizzes can be conducted by groups of students when the whole class is studying a topic. Each small group of students is assigned a subtopic to write a survey that asks for facts or opinions. Then they administer the quiz or survey to another group. Responses should be recorded and potentially scored/graded.

30 second or Three minute speech gives students an opportunity to develop a speech about a topic being studied, then speak in front of a small group. Each student in the group can have a turn.

1. If you want the class or group to focus on the content then provide a note-making guide or graphic organizer.
2. A rubric or questionnaire can be used by the observers to help the speaking student improve the speech. After the student works to improve the speech it can be give again.
 - Does the presenter continue to talk about the same theme throughout the talk?
 - Does the presenter present facts?
 - Is there a conclusion?
 - Is the topic interesting to the whole class?

By using a score sheet, all students in the class or group need to pay attention to the presentation. One students can be asked to summarize the results, and then present them to the student for all revision.

Teaching Style and Management

Student Characteristics

Goals and Objectives of the Instruction

Resource Allocation