

# Technique Toolbox



## Grade 7 Life Skills

# Technique Toolbox

## Introduction

The purpose of this toolbox is to provide a quick and easy guide to some of the activity types named in the Module Toolkits. This toolbox is organised alphabetically. If a term is **bold and underlined** in the Module Toolkit, you can find an explanation of it here. You can find out more about these techniques by entering the title of the technique into the [TeachingEnglish website](#) search bar, where you will find additional resources to help you.

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# A

## Alphabet cards

Use alphabet cards to play a letter game as a warmer or during a plenary.

Example

1. Before class, create a set/s of alphabet cards using recycled cardboard or plastic bottle tops.
2. Write a starter sentence on the board e.g. My favourite teacher is...
3. Put Ls into teams. Give each team a set of letters, e.g. 6 letters. The teams should all have the same 6 letters. Tell them that they must note down adjectives to describe their teacher. The adjectives can only start with the 6 letters.
4. Set a time limit, e.g. 4 minutes.
5. Groups note down adjectives.
6. **Nominate** groups to share their adjectives. The group with the most adjectives is the winner.

You can use alphabet cards for other categories too. Example word families, e.g. slow, slower, slowly; topics, e.g. animals; adverbs; verbs, etc.

## Anagram

A 'jumbled' word that is formed by rearranging the letters of another word. Anagrams can be used as word puzzles to revise vocabulary, e.g.

chicken - kichnec

vegetable - bveegleta

## Assessment for Learning (AfL)

Opportunities in class for Ls (and us) to reflect on their learning, assess how they are progressing and create future goals. These are ideas that we suggest. Feel free to adapt them.

### 3 - 2 - 1

1. Ask Ls to list:
  - 3 things they did well
  - 2 things they want to work on
  - 1 thing they need to know more about.
2. Ask them to share in pairs.

### Self-check lists

You can either provide students with specific items for their checklist, or work with them to create their own checklists. These can be for language skills or life skills. Here are some examples for life skills checklists.

Tick each box if you agree:

### **Critical thinking**

- I ask questions to understand things better.
- I think carefully before making a decision or sharing my opinion.

### **Effective communication skills**

- I listen carefully to others when they speak.
- I express my ideas clearly and respectfully.

### **Creativity**

- I enjoy coming up with new ideas or trying new ways of doing things.
- I look for different ways to solve a problem.

### **Cooperation**

- I work well with others and help my team when needed.
- I am open to other people's ideas and suggestions.

### **Respect for diversity**

- I appreciate differences in others, like their backgrounds or opinions.
- I treat everyone with kindness and respect, even if they are different from me.

Note: only use the life skills that you are focusing on at the time.

### **Rubrics**

Rubrics are assessment grids with criteria down one side, and how well the learner has achieved each criterion along the top. On the next page is an example that can be used for any project:

Rubrics can be used by the learner to self- or peer-assess, or by the teacher to assess the learners. They can be simple check-box exercises or you can add comments to each criterion. When using comments, use a 'sandwich' form of feedback: say something positive, give a suggestion for improvement, explain how using the suggestion will increase the quality of the criterion. For example:

I like the way you designed your poster. Including more language on the poster along with the pictures would help to show that you have learned the target language and give you a higher score on task achievement.

During the feedback process, it is important that Ls understand the feedback. For feedback that Ls will have difficulty understanding in L2, use L1.

## Example

Criteria	Excellent	Very good	Good	Average	Needs
Task achievement					
Organisation					
Language accuracy and fluency					
Life skills					

### Quizzes

A quick way to check understanding is to create a quiz. Ls can also make up their own quizzes. Some simple formats are:

#### Multiple choice:

Ls choose from three or more options:

A place where we grow food:

- A: zoo
- B: kitchen
- C: farm

#### True or false:

A series of statements about the project, a reading, or a listening passage. Ls decide if they are true or false:

London is the capital of Canada.  
(F: either change London to Ottawa, or Canada to the UK)

You can adapt this by making all statements false and asking learners to correct them, or by changing this into a correct/incorrect grammar exercise:

Last Monday is my birthday  
(is => was)

T/F quizzes are also easy for Ls to make for each other.

#### Sentence completion:

Give learners the beginning of a sentence. They then need to complete it. They can do this with one or more words.

My birthday is \_\_\_\_\_  
The largest animal in the world is the \_\_\_\_\_ whale.

You can use these to test vocabulary or grammar. Sometimes it is useful to give a hint, or a range of options:

Yesterday I (go) \_\_\_\_\_ to the library.

Tomorrow I (play / am playing / played) football.

Sentence completions are fun for Ls to make for each other.

### Short answers:

Give Ls a question or prompt. They then answer by writing or speaking:

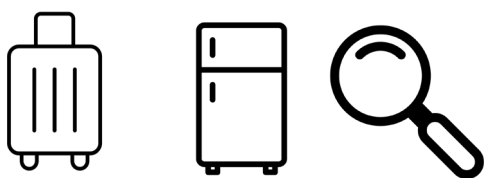
Describe your school.

Write five sentences about your classmates.

Short answers take longer to answer and to assess, but they give a better picture of how well learners are learning.

Ls can ask or prompt each other in pairs while you observe them completing the task.

### Suitcase, (fridge) Freezer, Magnifying glass



1. Draw a suitcase, (fridge) freezer and magnifying glass on the board.
2. Ask Ls to draw these on a piece of paper, with space to write underneath each one.
3. Ask them to list:

- what they have learned (under the suitcase).
- what they still need to think about (under the fridge freezer).
- what they need to explore more (under the magnifying glass).

4. Encourage Ls to compare their suitcases, fridge freezers and magnifying glass lists.

### Traffic lights

Ls colour in traffic lights according to how they feel they performed in a task or project.

Example

Green = I feel confident.

Orange = I feel OK.

Red = I need more time.

## C

### Charades

A miming game which gets learners moving and provides a fun way to review vocabulary. It can be played in pairs, groups or with a volunteer in front of the class, with Ls taking turns.

1. One L picks up a vocabulary card and mimes an action associated with the word (e.g. rainy – putting up an umbrella).

2. The rest of the group try to guess the word and also the correct form of the word (e.g. rainy–adjective).
3. The L miming must not speak or show the card to teammates.
4. Ls have a time limit (e.g. 30 seconds–1 minute) to guess the word. If they guess correctly, they earn a point.
4. Dictate the useful language for learner 1s to write on a slip of paper, e.g. Any ideas, anyone? Repeat if necessary. Then continue with learner 2s. Repeat the process until you have dictated all the useful language examples.
5. Explain how the learners will use the slips during the target activity.

## D

### Dictation

A dictation is when a person (e.g. the teacher or a learner) reads words, letters or a text aloud and listeners write down what they hear. It provides practice in listening, writing, spelling and grammar and engages Ls with target language and texts.

#### Paper slips

You can use this technique to provide practice in useful functional language, e.g. inviting contributions, giving opinions, etc...

1. Give out slips of paper for learners to write on, e.g. 8 slips of paper (two slips for each learner in groups of 4).
2. Number learners in groups 1–4.
3. Tell all learner 1s that they must listen and write down what you say.

### Dictogloss

A dictogloss is a technique where the teacher reads out a short text a few times and the Ls reconstruct it. The text should be an appropriate level for the Ls.

1. Tell Ls that you will read out a text a few times. They must listen and note down key words, e.g. nouns, adjectives, adverbs and verbs as they hear them. They should not try to write down all the words they hear.
2. After the dictation, explain that now the Ls must reconstruct the text by adding missing words (use the **pyramid discussion** technique to encourage collaboration and peer support during the reconstruction). The outcome may not be exactly the same as the original. And Ls may make some errors with unfamiliar words. This is not important. The aim is for Ls to construct a text that is similar and coherent.

3. Conduct **whole class feedback**. For example, ask Ls to underline unfamiliar words or phrases and invite them to come and write them on the board. Elicit help from other Ls where possible, and offer support and input where necessary.

## Differentiation

An approach where the teacher adapts classroom techniques, activities and learning resources to meet the individual needs of learners.

Differentiated teaching caters for individual language levels, abilities, learning styles and interests amongst a group of learners.

Specific guidance for differentiation is included in all Toolkit activities and projects.

## Disappearing dialogue

A great activity to encourage fluency and build confidence in speaking.

1. Write a dialogue on the board. Adjust the length according to your Ls' levels of ability and confidence.
2. Ls practise the sentences using the **choral drilling** techniques described in Drills. Repeat as many times as necessary.
3. Next, erase a small part of the dialogue. Ls must now repeat the dialogue again, remembering the missing parts.

4. Keep erasing more and more of the dialogue until most of it has 'disappeared'. Ls should keep repeating the sentences from memory, with the added challenge of trying to remember more and more (please note that the activity should be approached as a fun challenge and not a memory test!).
5. Finally, put Ls into A/B pairs and get them to practise the dialogue as a mini-roleplay, with each taking a turn.

## Drills

Controlled practice of the target language: form, use and pronunciation.

### Chain drill

Ls ask each other questions (open-class) using the target language and answer them.

Example

**T:** Samia, what are you wearing?  
**L1:** A T-shirt, jeans and trainers.  
 Aly, what are you wearing?  
**L2:** A jumper and trousers.  
 Lina, what are you wearing?  
**L3:** A dress and a belt.  
 Mohammed ... etc.

Chain drills are also very useful for providing practice in functional language.

### Example (Greetings)

**T:** Hello Samia. How are you?  
**L1:** Fine thanks.  
**L1:** Hello, Aly. How are you?  
**L2:** Fine thanks.  
**L2:** Hello, Imene. How are you?  
**L3:** Fine thanks ... etc.

### Choral drill

Ls repeat together at the same time.

#### Example

**T:** I've lived in Tunisia all my life.  
**Ls:** I've lived in Tunisia all my life!

Ls can repeat in different ways: whispering, sadly, nervously, etc.

### Variations

These techniques offer fun and interactive ways to ensure learners engage more fully with choral drilling exercises.

**Backchaining:** This effective technique really helps learners tackle different language structures, word stress and intonation, and aspects of connected speech. Learners also enjoy the novelty of creating a sentence or question backwards!

- Write the target sentence or question on the board. For example, the question, Do you like ice cream? Cover all the words except the last one.

- Ls repeat only the last word (... cream?); then build up as follows: ...ice cream? ...like ice cream? ...you like ice cream?...Do you like ice cream?
- This technique also works well with single words with several syllables, especially when helping Ls recognise when syllables are not pronounced. For example, the word, vegetables, could be drilled like this:

...bles - ...t'bles – veg-t'bles.

**Group drilling:** Ask Ls to repeat target words and sentences in groups. Groups can be by row or table, 'girls' and 'boys' in mixed classes, or you could add variety with unusual groupings, (e.g. 'everyone whose name starts with T'). Changing groups randomly will quicken the pace and ensure Ls stay engaged.

**Loud and soft repetition:** Ls respond well to the different sound levels in this technique. The whispering stage is especially helpful for those who are less confident.

Write the target language on the board. Ask Ls to start by whispering the words, then mumbling, then gradually getting louder and louder. If the noise levels get too loud, ask them to go back to whispering.

**Using fingers and hands:** Help learners notice contractions in sentences and questions by using your fingers to indicate each word, then pushing two fingers together to highlight a contraction (for example: 'it's' instead of 'it is').

Hand gestures can be used to emphasise sentence stress and intonation; for example, raising the hand to show rising intonation.

**Manner:** Ls can repeat in different ways: excitedly, sadly, nervously, etc.

**Hum drill:** T hums the sentence or question, emphasising the stressed syllables and intonation, e.g. What would you like to eat? would be HUH huh huh HUH huh HUH (capitalised hums are stressed). This focuses attention on pronunciation before articulating the sounds.

## E

### Elicit

Asking Ls to provide the answer to something instead of giving it yourself. Elicitation encourages L engagement and peer support. Use a **nomination technique** to select a L or ask for volunteers.

## Error correction

### Cold error correction

Correcting Ls' errors after an activity, (not during), so we do not interrupt the activity flow and fluency development.

1. **Monitor** during the activity and make notes of errors you hear.
2. After the activity, write the errors on the board (don't identify individual Ls!)
3. Ask Ls to correct them in pairs or open-class.

## F

### Feedback

Feedback is when you or a L gives information to another L or Ls on their output. This can be to support them by providing guided correction, to acknowledge how well they are doing, or to suggest what they could work on next.

### Whole class feedback

Use whole class feedback to encourage peer sharing, support and correction.

Example

1. Invite Ls to come to the board and supply answers to a task, write questions or comments about a task, or anything else you want them to share with the whole class.
2. Elicit corrections, answers or ideas from another L or Ls.

## Flip

A video-based platform where Ls can record themselves in response to a task set by the teacher. Other Ls can watch and leave a written or recorded comment. Good to develop speaking, listening and critical thinking skills.

## Frames

Sentence starters to help learners speak or write, e.g.

I really enjoyed...

How about...?

In this lesson, I learned...

## Freeze frame

A drama activity where Ls stand still and quiet to show a given situation for other Ls to guess.

## G

### Gallery walk

A kinaesthetic activity also known as 'Wall crawl', which can be used for reading and speaking.

#### Find the answer!

1. Put texts on classroom walls (e.g. information about different animals).
2. Give pairs/groups questions, e.g. Which animals live in the Arctic?

3. Pairs/groups walk around, read the texts and write their answers.

Note: This can be done as a competitive race in teams (known as 'Reading race').

## Grouping learners

A grouping technique is a means of putting Ls into pairs or groups, so they don't always work with the same classmates. This will encourage wider peer collaboration and peer support. You can do this purposefully: with a particular reason behind your groups, or randomly, using a number of methods:

### Numbers/Colours

1. Prepare slips of paper with numbers on them.

Example

For 5 groups of 4 Ls, you need 20 slips.

Group 1	Group 2	Group 3	Group 4	Group 5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

2. Cut out and mix up the numbers. Put them in a bag/box.
3. As the Ls arrive, ask them to pick a paper slip.

- When all the Ls have arrived, ask Ls to find the members of their group, e.g. 1s, 2s, 3s, etc. and sit together.

### Variation

Use **colours** instead of numbers, e.g. blue, red, etc. Ls with the same colour form a group.

### Nouns

- Use nouns related to the topic of the class. Ask the first four Ls, what's your favourite food/animal/country, or whatever the topic is. The first four answers must be different from each other. These are your group names and the Ls who proposed them are the group leaders.
- Go around the class assigning Ls a noun and then ask them to join the relevant group.

### Adjectives

- Use adjectives connected to the class. Make sure they are positive so as not to discourage Ls. You're great, you're amazing, you're fabulous, you're brilliant.
- Go around the class complimenting Ls. They arrange themselves into the great, amazing, fabulous, and brilliant groups.

### Variation:

Only assign the group leaders. Then ask group members to join the group they want. Group leaders have to take the first people who come to them, then say 'This group is full' when they have enough people.

### Pick a stick

- Collect lolly sticks (one for each L) or cut up some cardboard into sticks.
- Number the sticks. If you want to organise Ls into groups of 4, create sets of sticks with the same number on them.
- Put the sticks in a container, e.g. a coffee mug, with the numbers at the bottom so that Ls can't see them.
- Go around class and ask Ls to take out a stick. Ls with the same number on their stick form groups.

### Pairs

#### Opposites

- Think of some examples of opposites that Ls are familiar with e.g. hot/cold; big/small; light/dark; old/new; happy/sad; fast/slow; big/small; near/far; clean/dirty; open/closed.
- Write the adjectives on slips of recycled paper (one adjective on one slip). You will need sufficient pairs of opposites for each pair of Ls. You can make more than one set of each pair, depending on the number of Ls in your class.

3. Scatter the slips of paper around the room.
4. Ask Ls to pick up a slip of paper and find someone who has the opposite to them. This will be their partner for the pairwork task.

### Variation

Give each L a slip of paper, then ask them to find their opposite.

### Pieces of string

1. Cut some string into lengths. You will need one piece for each pair in the class.
2. Hold the bunch of string in your hand and invite Ls to come and hold one end of a piece of string. The strings will need to be long enough so there is room for each L to hold one end.
3. Let go of the string and the Ls will find their partner on the end of their string (Dudley, E. & Osvath, E. 2016. *Mixed-Ability Teaching*. OUP)

### Variation

For larger classes, prepare two or three bundles of string. Invite Ls to come up in groups of 6–10 and take hold of the end of a piece of string.

### Puzzle pieces

1. Cut out some shapes from recycled paper or cardboard. They could be obvious shapes like a circle, triangle, rectangle, hexagon, or random shapes that don't represent anything.
2. Hand out the pieces and ask Ls to find the person who has the matching piece to their shape. Or, put them in a box, and ask Ls to take a shape out of the box, and then find the person with the matching shape. This will be their partner for the pairwork activity.

### Variation

Cut out some objects from a magazine. They could be all related, e.g. fruit and vegetables, animals, vehicles, etc. or just random objects. Cut each object in half for pairs to match.

### Sentence halves

1. Write out sentences from the lesson or unit on slips of paper. Then cut the strips in half.
2. Give each L a piece of a strip.
3. Ls **mingle** and find the L with the matching half to their sentence.

Note: This grouping activity can also help Ls revisit target sentence structures.

# I

## Instruction checking questions (ICQs)

Questions we ask to check Ls understand instructions. Ask Yes/No or multiple-choice questions (MCQs) and simple language.

Examples

**T:** Do you write or do you speak?

**Ls:** Write.

**T:** Do you ask another question?

**Ls:** No.

**T:** Do you write your answers or your partner's answers?

**Ls:** My answers.

## Islands

A classroom layout where desks or tables are placed together and Ls sit around them in groups.

# J

## Jigsaw reading

A collaborative group reading task.

1. Each group (e.g. A, B, C, D) reads a different text/source of information or part of a text. They work together to answer questions or make notes.
2. Regroup so each new group has Ls from A, B, C and D.
3. Ls take turns to talk about their text/information, using their answers/notes. Other Ls listen and make notes. Encourage Ls to ask questions if they do not understand.
4. Groups take turns to give feedback to the class.

# M

## Model

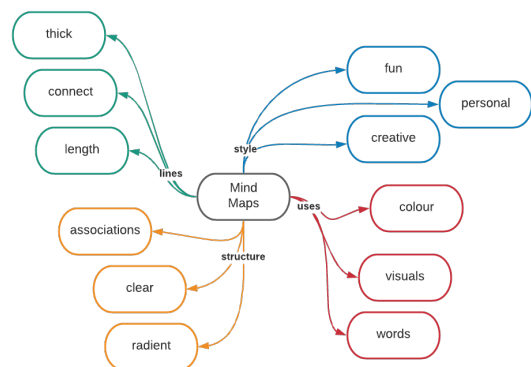
Demonstrate an activity to show Ls how it is done. Model yourself or select a confident L to model in front of the class.

When you want to model an interaction, model together with a confident L or get two confident Ls to model.

Make sure that all the class can see the demonstration.

## Mind map

A way of collecting information by creating a diagram that organises items into groups with the main idea at the centre. This technique can be used for generating both target language and content and encourages lateral thinking.



## Mingle

Ls/pairs walk around the room and ask their classmates questions to find information.

### Examples

Find someone who... (likes football, has two brothers, has the same answer as you, etc.). Ls report to the class.

How many Ls...? (like football, have two brothers, etc.). Ls report to the class.

## Monitoring

Walking around the room, listening and watching when Ls are working to notice difficulties, errors, good work, etc.

### Clarify it

Making sure Ls know what to do.

1. At the start of an activity, walk around and notice Ls who are not on task or seem confused.
2. Explain the task again. Ask **task-checking** questions if necessary.



### Cold error correction

Correcting errors using peer learning.

1. During the activity, move around and note any errors or points related to the lesson aims and target language.
2. After the activity, write the most common/important errors/points on the board. Note: Don't identify individual Ls!
3. Point to the first error/point. Invite ideas/corrections. Ask Ls to explain why it is wrong/correct. Repeat with other errors/points.

## N

### Nominating learners (nomination)

Making sure all Ls have opportunities to speak and answer.

#### Name sticks

1. Write each L's name on a stick, e.g. a wooden stick like a lollipop stick.
2. Put all the sticks in a container, e.g. a mug so the names can't be seen.
3. Ask a L to choose a stick and say the name out loud.
4. Ask the named L a question. If the L isn't sure/doesn't know the answer, they take a stick and say the new name out loud. The new L tries to answer the question. Repeat until a L can answer.



Note: It is important that Ls understand it is OK to pass on the question. This encourages peer learning and avoids Ls feeling stressed or uncomfortable.

### Noticing

Noticing is a student-centred technique that encourages deeper L engagement during grammar teaching and learning. We use inquiry questions to get Ls to analyse grammar structures, and notice elements that are the same/different.

#### Example

1. Write several examples of the present progressive on the board. Make sure you write them in a full sentence, e.g. Peter and Aly are playing football.

2. Use colours to help Ls notice similarities and differences, e.g. auxiliary verbs in one colour (purple), -ing form in another colour (green).
3. Ask questions to encourage Ls to notice the structure (form).  
Example: What do you notice about the purple words? Are they the same or different? Why? Here the aim is to get Ls to notice that the auxiliary verb changes for singular and plural pronouns/nouns. What do you notice about the green words? What sort of word are the green words? Here the aim is to get Ls to notice that they are all base verbs + -ing.
4. You can use the technique to introduce new grammar structures and to highlight and correct L errors in the target structure.

## P

### Peer feedback

Instead of giving corrections to Ls, use peer correction to encourage autonomy and collaboration.

#### At the board

1. Invite a L to come to the board to write a target sentence.
2. If they make a mistake, **elicit** the correction from another learner.

### Highlight the missing word

1. Say the sentence or phrase containing the error.

Example: I playing tennis. When you get to the missing/incorrect word, pause. Say the sentence or phrase a few times with a pause and use facial expressions and gestures to indicate something is missing/incorrect. Invite a L to correct the sentence or phrase.

2. Hold up your hands in front of you with fingers folded down. As you say each word of the sentence or phrase, raise a corresponding finger. When you get to the missing word, leave the finger folded. Use facial expressions and discourse markers

Example: Hmm (to highlight something is missing). Invite a L to correct the sentence or phrase.

### Two stars and a wish

1. Put Ls in pairs/groups. Ask them to write two positive comments and one constructive comment about their partner's work or another

group's work.

2. Ls share their feedback.

## Picture dictation

In a picture dictation, the teacher describes something and the learners draw what they understand from the teacher's description. The teacher can repeat the description as many times as necessary. After listening, learners can compare their drawings with a partner and identify missing parts.

## Polls

A poll is a voting technique. Use a poll for Ls to reach a whole class decision. Example: They vote for the top four criteria to use when nominating someone for an award.

### Stand up

1. Explain what the Ls are going to vote for.
2. List the choices on the board, then tell Ls how many they will need to agree on, e.g. four criteria for a person of the year.
3. Tell Ls that you will point to a choice and if they want to vote for it, they must stand up.
4. Model with a confident L.
5. Start the poll. For each option, count the number of Ls who stand up and record it next to the option.
6. When you have covered all options, tick the options with the highest scores. If you can tick the target number of options (e.g. four), then you have a clear vote. If there are several options with the same high score, then conduct a new poll with

only these options. Repeat until you have reduced the number to the target number, e.g. four.

## Pronunciation

Pronunciation is an umbrella term used to talk about aspects of spoken language, including: sounds, stress, rhythm and intonation.

### Sentence stress

Sentence stress refers to the pattern of stressed and unstressed words in a sentence. The stressed words are usually content words that carry information, e.g. nouns, verbs, adjectives, adverbs and question words. Function words, e.g. prepositions, determiners, conjunctions, etc. are not usually stressed. The words we stress help to convey meaning to our listeners. Try this technique to get Ls noticing how sentence stress changes the message the speaker is conveying.

### Example

1. Write a sentence on the board, e.g. I was opening the door when I heard a loud bang.
2. Try stressing different words and **elicit** how the message changes.

I was **opening** the door when I **heard** a loud bang.

**I** was opening the door when I

heard a loud **bang**.  
I was opening the **door** when  
I heard a loud bang.

### Word stress

Word stress refers to the syllable that is stressed in a word. Try this technique to get Ls noticing word stress.

Example

1. Choose a word with more than two syllables, e.g. beautiful.
2. Try saying it in different ways and ask Ls to notice where you put the stress.  
  
beautiful beautiful **beautiful**
3. **Elicit** which pronunciation sounds more natural. If Ls have access to dictionaries, ask them to check the dictionary to check if they are correct.

You can also introduce words from the same word family for Ls to explore too, e.g.

**beauty beautifully**

### Pyramid discussion

A pyramid discussion is a technique that you can use to develop speaking skills, collaboration, peer support and L autonomy.

1. Give individual Ls the information or task to do on their own, e.g. reconstructing a **dictogloss**, a **ranking** activity.
2. Put Ls in pairs to work together on the task. The aim is that they

should now agree on the output.

3. Put pairs in groups to work on the task. Again, the aim is that they should all agree on the output.
4. Continue joining groups together until you finally end with a whole class discussion.

**Option:** You can end the discussion after Ls have completed a discussion stage, e.g. after they have worked in groups of four or eight. And then conduct a **whole class feedback**.

## R

### Reflection

Reflection enables Ls to think back over their learning, acknowledge what they have learned and think about where they need to go next. It is an integral part of the **assessment for learning (AFL)** process.

### Reformulation

A non-intrusive error correction technique where the teacher repeats back the correct version of a L's sentence, without directly addressing the errors. This strategy mimics the way children learn their first language from the people around them. It is an effective technique for encouraging fluency or discussion, while gently modelling correct language use, e.g.

L: I goed swimming Saturday.

T: Oh I see, you went swimming last Saturday...

## Review

Use review techniques to enable Ls to revisit language and skills and demonstrate their learning.

### Backs to the board guessing game

#### Low tech option

1. Put the Ls in two or more teams, depending on the class size. Line the teams up in front of the board..
2. Tell the first L in each team to come and stand in front of their team with their back to the board.
3. Explain the activity. You will write a word or an example of a target grammar phrase on the board. Example: He is playing football (present progressive).
4. Team members must help the L at the front guess the word or the grammar phrase. They can mime, define, explain, paraphrase or give an example.
5. The first L to guess the word wins a point for their team.
6. The Ls at the front then go to the back of their team. The next Ls come to the front to guess and so on until you have reviewed all the target words/grammar phrases.
7. The team with the most points wins.
8. Model with a confident L. Then start the guessing game.

#### Tech option

1. Select a suitable video of around 3–5 minutes that contextualises target grammar phrases, e.g. present progressive.
2. Put the Ls in two or more teams, depending on the class size. Line team members up in front of the board, one behind the other. Nominate one L in each team to be the scorer. Their job will be to count how many grammar phrases their team guesses. They can stand to one side.
3. Tell the first L in each team to come and stand in front of their team with their back to the video. They are the speaker.
4. Explain the guessing game. You will start the video. The L at the front of each team mimes something they can see on screen. The speakers guess what they are doing. Example: If the person on screen is eating a meal, the team member mimes eating a meal and the speaker says eating a meal. The scorer counts one point. If they can't guess, they say 'pass' and go to the back of the line. The L at the front takes their place with their back to the video. The next L in line then mimes something on screen.
5. The team that mimes and guesses the most target language is the winner.

## S

### Seesaw

A web-based portfolio tool where Ls can collect different tasks involving drawing and colouring, writing and recording audio and video. Only Ls and their parents can see their work. Access is through an alphabetical or QR code the teacher provides.

[www.seesaw.com](http://www.seesaw.com)

### Storyboard

A storyboard is a simple table you or your Ls can create. It is used to tell a story or summarise a story. Each horizontal row represents one stage of the story.

Create a table like this one that shows a description, a picture and the script (what the characters say).

### Simon Says

Good for revising physical actions. If you say Simon Says before a command, Ls perform the action. If you don't, they must stay still. If they move, they must sit down. The winner is the last person standing.


Example

T: Simon Says, go to sleep.

Ls: (do the action)

T: Dance!

Ls: (must stay still)

Stage	Description	Picture	Script
1	Aly's home. Peter and Aly are getting ready to go sightseeing with Aly's mum.		<p>Aly: Are you ready, Peter? We've got a lot to see today!</p> <p>Peter: Yeah, I think so. Got my camera, water bottle... Oh, do I need sunscreen?</p> <p>Aly: (laughs) Yeah, it's really sunny here. You don't wanna get burned!</p>

## T

### Task checking

Making sure all Ls know what to do and are on task.

#### Staging sheets

Useful with long written task instructions, e.g. a project information sheet to read for homework.

1. Use sheets of A4 paper (recycle paper with writing on one side).
2. Write a number at the top of each piece of paper. (Each paper is the stage of a project. If the project has 4 stages, use 4 pieces of paper).
3. Stick the sheets of paper around the room.
4. Give Ls slips of paper or post-it notes. Ask them to write a question on each slip/post-it note. For example: How long do we have to complete Stage 2?
5. Ask Ls to stick their questions on the correct stage sheet on the wall.
6. Read out the questions on each sheet of paper in turn. (Some may be the same.) As you do, ask Ls if they can answer. If not, answer the question yourself.

#### Task checking questions

Ask simple questions to ensure Ls know what to do before they start a task.

#### Examples

- What do you do before you record your video?
- What do you do first?
- Where do you write your answers?
- Who is writing the notes?

### Think pair share

This technique encourages peer collaboration, critical thinking and problem solving.

1. Write a question on the board. Tell Ls to think about the answer, but not to speak to anyone else. Give them time to think quietly. You can also suggest they write down their ideas in their notebooks.
2. Put the Ls into **pairs** and ask them to discuss their ideas. Make sure you give them enough time and circulate, monitor and support as necessary.
3. **Nominate** pairs to share their answers with the class.

### Translanguaging

A multilingual approach where Ls use a combination of languages spontaneously to complete a task, either within the same sentence or in between sentences, in speaking or writing. The approach values the diversity of languages in the classroom.

## TPR

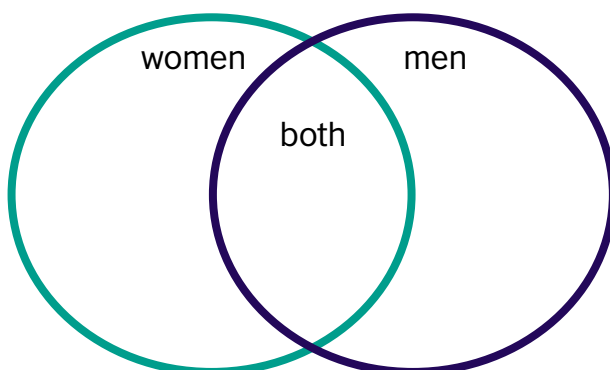
TPR (Total Physical Response) is a technique that involves Ls physically moving around in response to your instructions, e.g. Stand up. Sit down / turn around. It is often used with young Ls and lower level Ls to enable them to demonstrate understanding. And to engage kinaesthetic Ls.

You can also use it to encourage student-centred learning too. Example: L1 instructs L2 'Stand beside the window' / 'Put your book on the table.' Etc. In this example, Ls are practising and responding to instructions using prepositions of place.

## V

### Venn diagram

A diagram that uses overlapping circles (or other shapes) to show how two (or more) sets of items are similar or different. Items are written in the two circles, according to their grouping, with the overlapping sections showing items in common between the two groups.



## Video making

Use the following stages for projects where Ls are making a video.

### Creating the video

Smartphones offer some simple options for making a video.

### Before the project

- **The device:** Familiarise yourself with the video options on Android, Apple and Windows smartphone operating systems. Go to the camera settings to find out what is available, e.g. filters, video stabilisation. Or do an online search for the information you need.
- **The process:** Research how to make short, simple videos on smartphones. Use search terms like How to make videos on Android. How to make short videos on a smartphone. Example: [Record videos with your iPhone camera](#).
- **Video format:** Consider the format of the video. Videos that are filmed in one location can be filmed in one go (no editing). Example: a video of Ls talking about and preparing their favourite dish. Ls will need to film a few times before they get the best result. Videos that are filmed in more than one location may need editing. This could detract from the main project aims if not managed well.

- **Editing:** If Ls do need to edit their video, research free tools online. Example: Vimeo is free and simple to use.
- **Storing and sharing the video:** Research the simplest and best option where you can upload Ls' videos and share. Example: A YouTube channel gives you the option to make the video private. This means that only the people you share the link with can access the video. Control who can upload the videos e.g. yourself to ensure student online safety.
- **Prepare the Ls:** Create a 'How to make your video' session for your Ls. Explain practical technical information, share filming tips and planning steps.



Example

Smartphone video options	<ul style="list-style-type: none"> <li>• The camera and video settings.</li> <li>• What to use, e.g. video stabilisation (stops the picture jumping about).</li> <li>• What not to use, e.g. High efficiency video (it saves storage space but can mean you can't share online or others may not be able to play it).</li> <li>• Free online How to videos from trusted sources.</li> </ul>
Tips on filming	<ul style="list-style-type: none"> <li>• Choose a space where there is good light.</li> <li>• Make sure you can see everyone in the shot that needs to be seen.</li> <li>• Check that the space is quiet and there are no noises that could interrupt filming.</li> </ul>
Planning steps	<ul style="list-style-type: none"> <li>• Create a <b>storyboard</b> of the stages of the video. Decide who is in the shot, what they are doing, and what they will say.</li> <li>• Rehearse who is doing and saying what in the video using the storyboard.</li> <li>• Practise using a smartphone to video something.</li> </ul>

### During the project

- Ensure that everyone in each group knows what they are doing and has a clear role.
- If Ls are all using the same space to make their video, create a schedule and time slot for each group.
- Plan who will be available to support Ls during the rehearsal and filming. Ask colleagues for assistance if necessary.
- Plan how to set up the editing process (if the video needs to be edited) and who will support the Ls. Ask colleagues with technical expertise to advise/support.
- Provide groups with clear instructions about how to share the video with you when they have finished.

### Storing and sharing the video

- Upload the Ls' videos to your chosen channel, e.g. YouTube. Ensure that access for each video is set to Private. Share the link as appropriate. If groups are watching each other's videos, there is no need to share the link. You can play them in class for classmates to watch and feed back on.

## W

### Webquest

Task-based learning using online resources. Ls are usually in role (e.g. famous scientist, journal editor, etc), they find information online and then share what they found with others. Ls usually need to produce something with the information they found, such as a debate or a poster, which they then present to other groups or the class.

### What's missing?

A game with a set of pictures on PowerPoint or flashcards on the board.

1. T shows pictures.
2. Ls close their eyes and T removes one picture.
3. Ls open their eyes and say which one is missing.
4. Repeat with as many pictures as you have.

Note: To make it progressively more challenging, you can remove two or three pictures at a time.

