

Think Literacy Supplement

Oral Communication

Levels 1/2

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ORAL COMMUNICATION

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Pair Work: Think/Pair/Share
INTERNATIONAL LANGUAGES LEVELS 1/2
All About Me – Getting Acquainted

In this strategy, students individually consider a topic and then discuss their ideas with a partner. In this particular activity, students consider how to introduce and describe themselves and their pastimes to one another, using the vocabulary and structures associated with this topic in the International Language. They then communicate with their partner, practising their listening and speaking, and oral comprehension skills.

Purpose

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share to encourage self-reflection, information sharing and interaction in the language classroom.
- Use it to help students with their in-class reading. Ask them to read a text, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered.
- This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills and/or language knowledge. Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- Check listening comprehension and speaking competency when monitoring the students.
- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share.
- Encourage students to speak at all times in the International Language being studied.

Sample *“Getting Acquainted” Activity Sheet*.

Getting Acquainted Activity Sheets for Spanish, Mandarin, Arabic, Greek.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.



Pair Work: Think/Pair/Share

**INTERNATIONAL LANGUAGES LEVELS 1/2
All About Me - Getting Acquainted**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare student/teacher resource, <i>Getting Acquainted</i>. • Review the strengths/needs of students in your classroom. • Pre-teach/review the relevant vocabulary for introducing/describing a person and their pastimes. 	<ul style="list-style-type: none"> • Learn/review/expand their knowledge of the “Getting Acquainted” vocabulary.
<p>During</p> <ul style="list-style-type: none"> • Ask students to think about their own individual introduction/description/pastimes. • Divide the students into pairs. • Provide one handout for each pair of students Instruct both students to listen and talk and one to record as well, as they introduce and describe themselves, and discuss their pastimes. • Outline the expectations regarding the thinking, sharing, communicating, and writing that will take place. 	<ul style="list-style-type: none"> • Consider relevant details about themselves, jotting down notes if required, in order to share these details with a partner. • Determine which partner will be the recorder. • Engage in discussion about one other. • Listen to each other carefully and analyze their similarities and differences. • In section A write in the facts about Student A that are unlike Student B. • In Section B write in the facts about Student B that are unlike Student A. • In Section C write in the details that are common to both Student A and Student B.
<p>After</p> <ul style="list-style-type: none"> • Ask pairs to share their summaries (the student who was not the recorder will be the reporter) with the whole class, explaining the ways they are alike and different. • Encourage students to think about other categories they could use (more detailed description about family members, school timetables etc). 	<ul style="list-style-type: none"> • Share their summaries orally with the whole class, referring to written notes if required. • Listen carefully to classmates, ask questions. • Choose an additional category and repeat this activity.

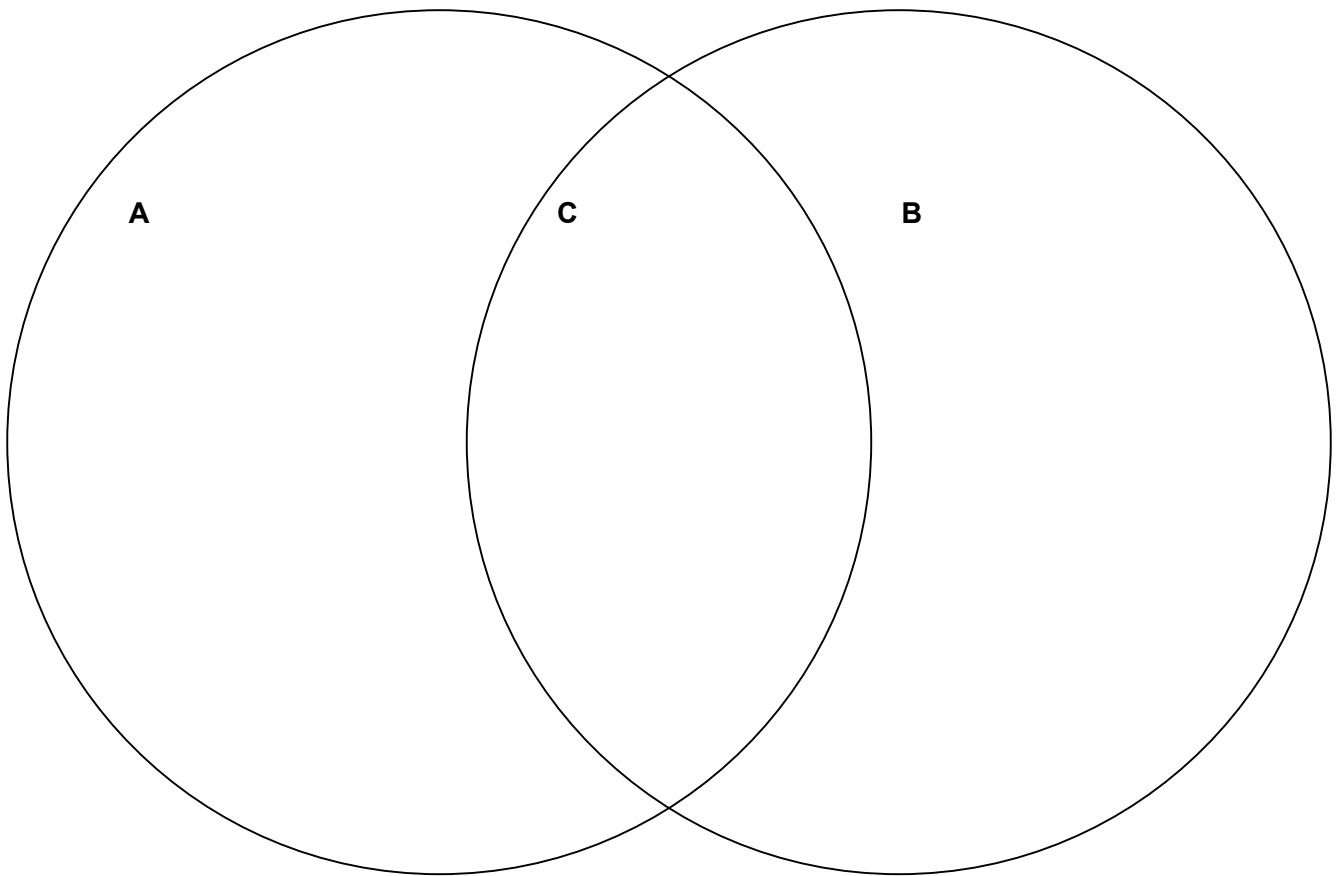
Notes



Getting Acquainted - Template

Name _____

Name _____





Student/Teacher Resource

Getting Acquainted

Name _____

Name _____

A

My name is Natasha.
I was born in Toronto.
I play tennis.
I like ice cream.
I am short.
I have brown eyes.
There are five people in my family.
After school I do my homework.

C

I am 15.
I like languages.
I like hockey.
I have a dog.
I have brown hair.
I like chocolate.
I hate potato chips.

B

My name is Raphael.
I was born in London.
I play basketball.
I am tall.
I have green eyes.
There are four people in my family.
After school I work at a restaurant.



Conocerse

Nombre _____

Nombre _____

A

Me llamo María.
Nací en Madrid.
Juego tenis.
Me gusta el helado.
Soy baja.
Tengo los ojos morenos.
Hay cinco personas en mi familia.
Después de la escuela hago mi tarea.

C

Tengo 15 años.
Me gustan las lenguas.
Me gusta el hockey.
Tengo un perro.
Tengo el pelo moreno.
Me gusta el chocolate.
No me gustan las patatas fritas.

B

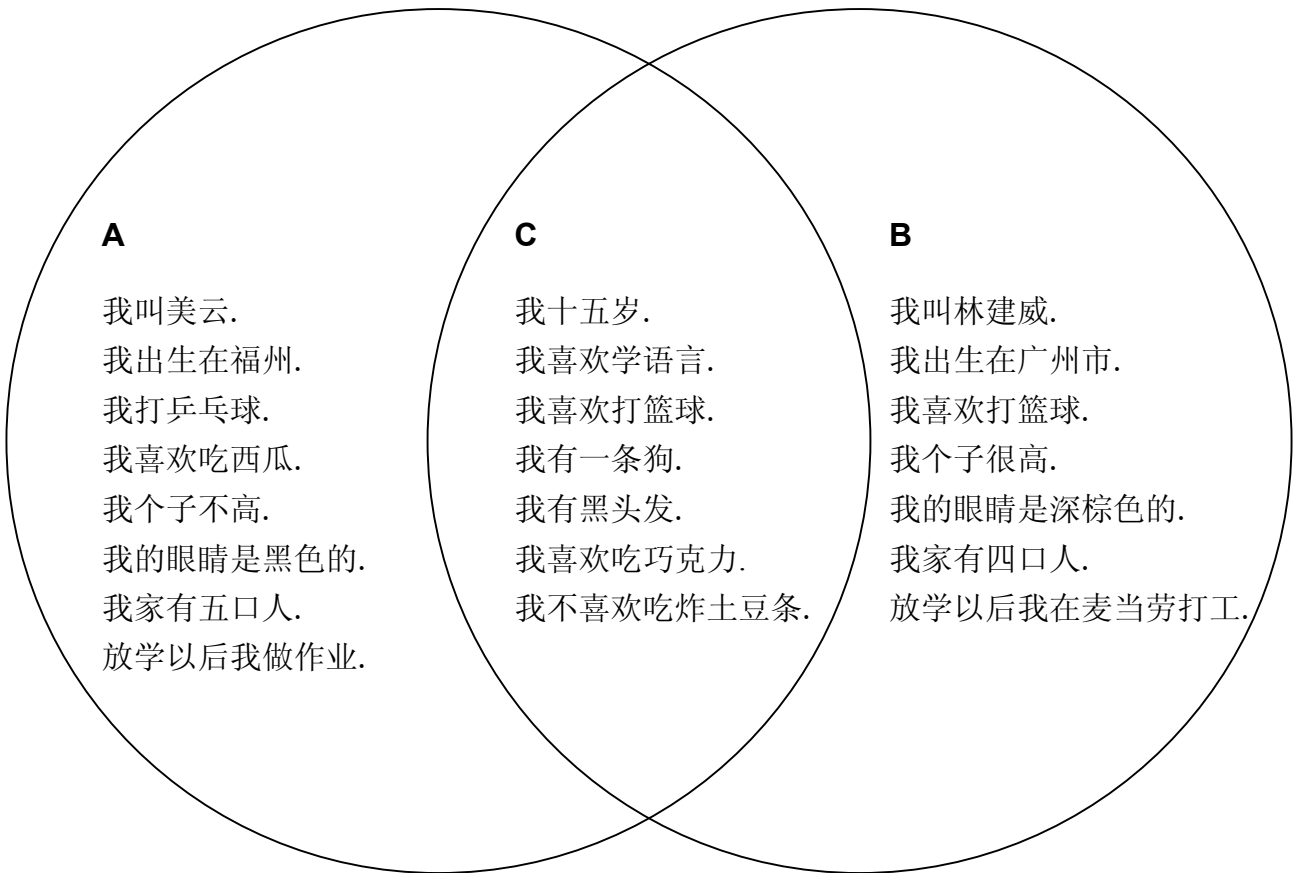
Me llamo José.
Nací en Buenos Aires.
Juego básquetbol.
Soy alto.
Tengo los ojos verdes.
Hay cuatro personas en mi familia.
Después de la escuela trabajo en un restaurante.



互相认识

姓名 _____

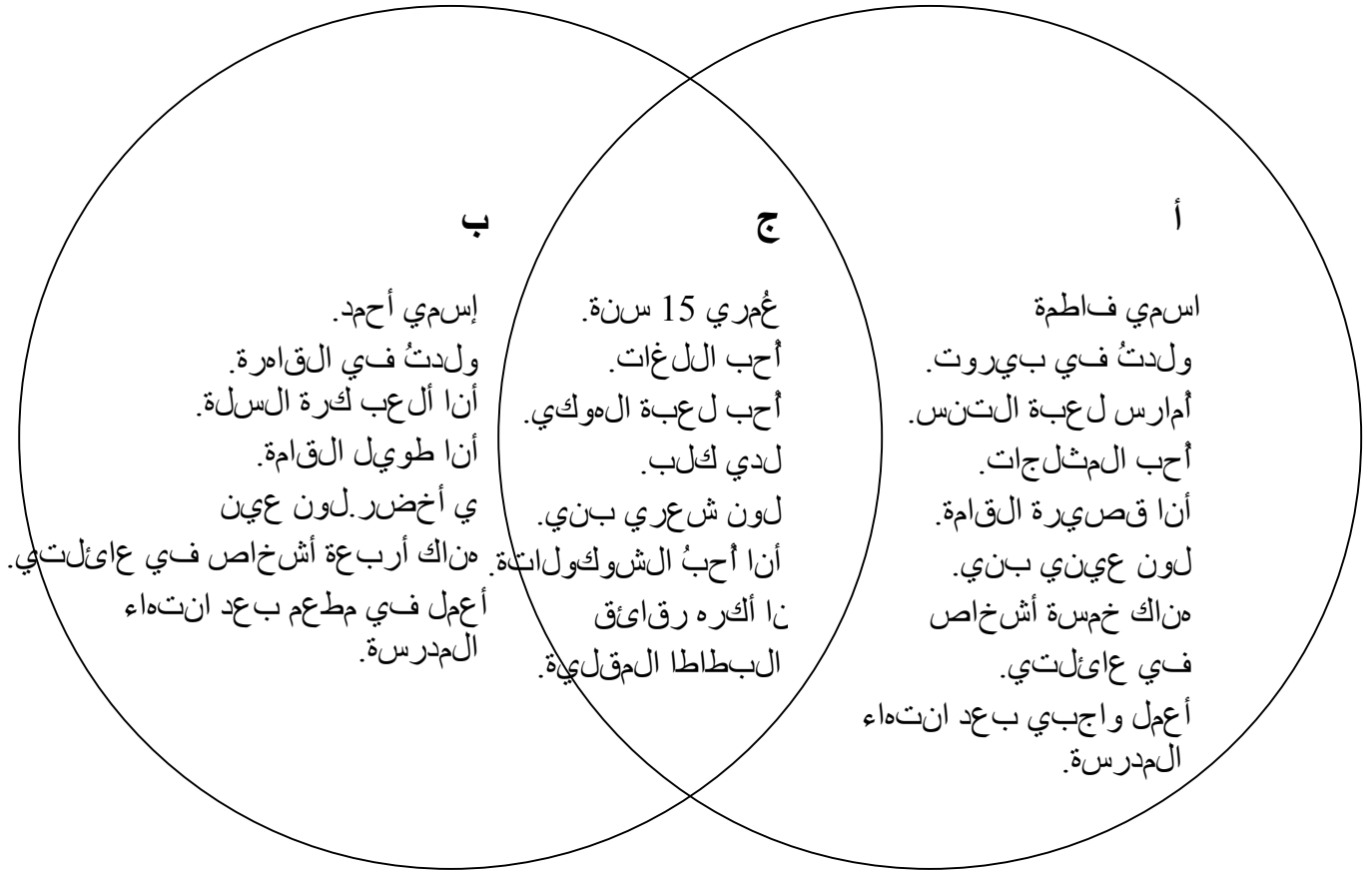
姓名 _____



التهعارف

الاسم _____

الاسم _____



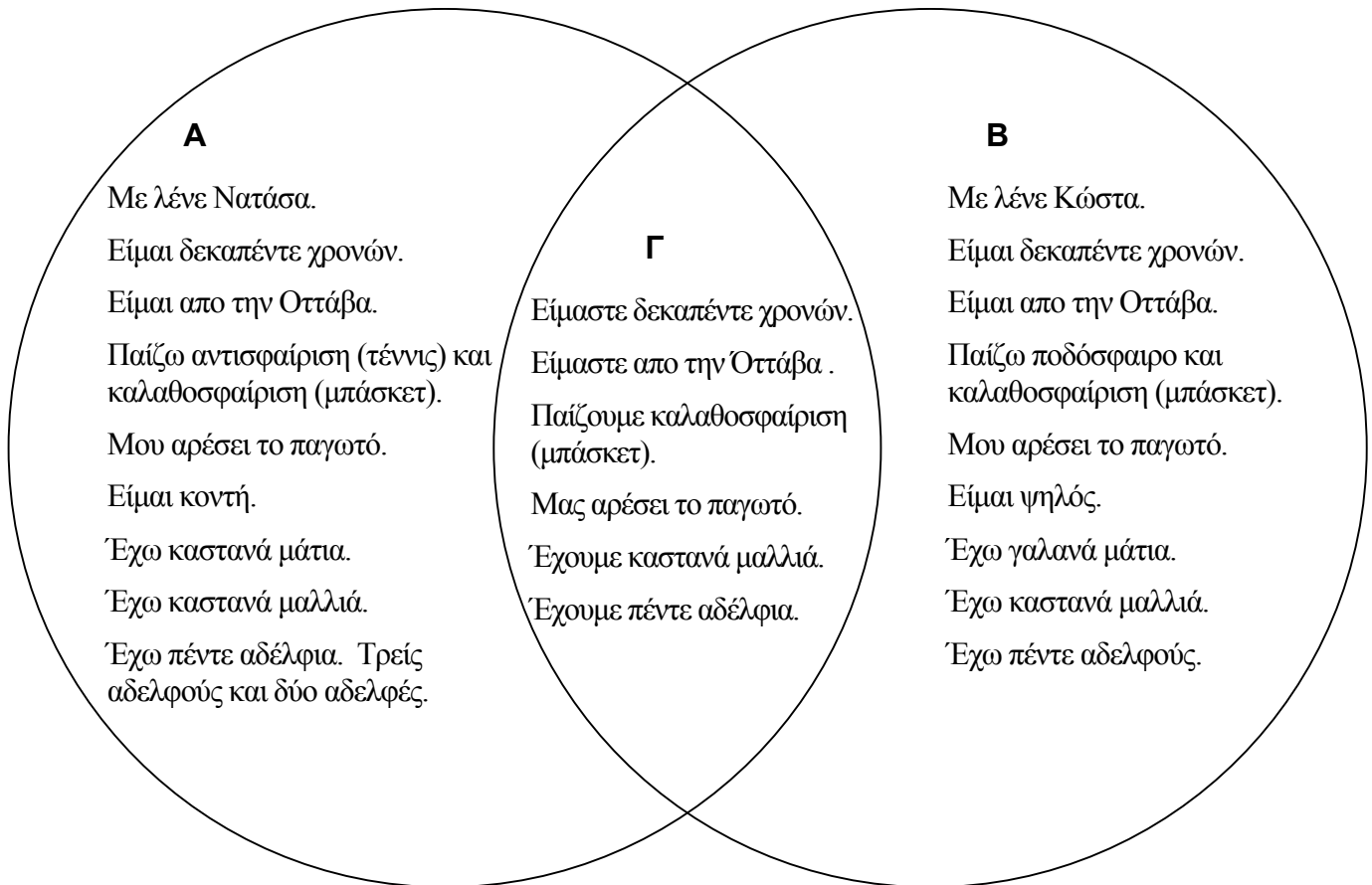


Student/Teacher Resource

Ας Γνωριστούμε

Όνομα _____

Όνομα _____



Pair Work: Take Five

INTERNATIONAL LANGUAGES LEVELS 1/2
Review of Vocabulary and Structures

In pairs, students take five minutes to orally review a concept and then present it to the class, usually at the beginning or end of a class period. This strategy is particularly useful in the International Languages classroom to review and consolidate knowledge of new vocabulary, structures, and thematic content.

Purpose

- Briefly consolidate or reinforce learning.

Payoff

Students will:

- develop a strategy that can be used to review content material in all areas.
- share responsibility for teaching and reviewing with each other.
- “talk” their way into meaning and understanding through verbal rehearsal.
- perceive continuity with content from class to class, especially when a lot of material is being covered quickly.

Tips and Resources

- Use this review-and-share strategy on a regular basis to reinforce the learning of unit-specific vocabulary, structures, and content.
- Have the take-five pairs present their reviews on sheets of chart paper, which you can then post in the classroom for ongoing review.
- Try not to pair students who are too far apart in their fluency in the IL.
- This strategy reviews/consolidates knowledge of previously taught vocabulary and structures.
- Experiment with this method by having pairs practise commands and actions related to a theme.
- Ask students to follow oral directions given by a classmate and respond accordingly, in order to assess their listening comprehension.

See:

Sample *Prepositions of Place and Table Utensils Activity*.

Prepositions of Place and Table Utensils Activity Sheets in Spanish, Mandarin, Arabic, Greek.

Further Support

- Students benefit from pairing with a partner with similar fluency in the IL so that they can review and consolidate their knowledge more confidently in the timeframe allowed.



Pair Work: Take Five

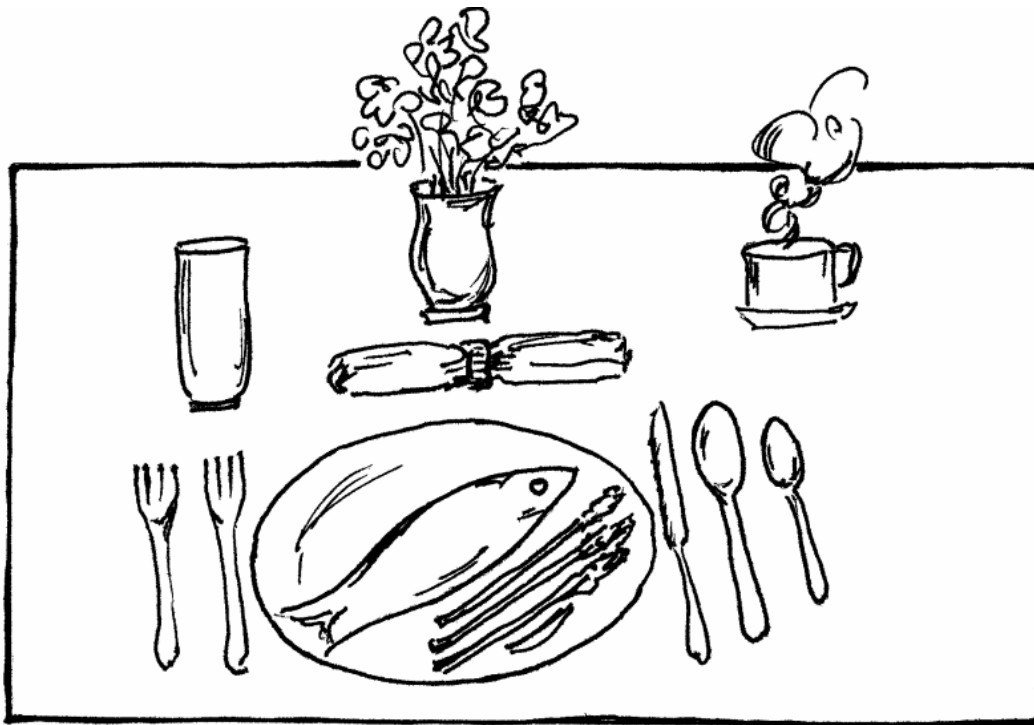
**INTERNATIONAL LANGUAGES LEVELS 1/2
Review of Vocabulary and Structures**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose the vocabulary/structures from the previous lesson that you wish to review either at the end of this day's lesson or at the beginning of the next day's lesson. Prepare multiple flash cards, magazine pictures, and other required materials. 	<ul style="list-style-type: none"> Review their notes/text. Sit with their "take-five" partner.
<p>During</p> <p><u>Sample activities</u></p> <p>a) face, colour, body parts</p> <ul style="list-style-type: none"> <i>What does Mr. Taylor look like? What does Mrs. Taylor look like?</i> Hand out a picture of Mr. Taylor to Student A, and a picture of Mrs. Taylor to Student B. <p>b) prepositions</p> <ul style="list-style-type: none"> <i>For homework</i> have students draw a picture illustrating at least 7 out of 10 prepositions in context. <i>In class</i> ask students to describe their picture to a partner, without showing it. <p>c) adjectives</p> <ul style="list-style-type: none"> Have students bring old magazines to class whose pictures illustrate the adjectives studied to describe people and things. <p>d) prepositions and table utensils</p> <ul style="list-style-type: none"> Supply table utensils and two different written directions for setting the table to each pair. <i>or</i> Hand out Student/Teacher Resource, <i>Table Setting: Prepositions of Place</i>. (An illustration of a table setting accompanied by 10 different sentences describing the location of utensils on the table. Each sentence has a blank in the place of the appropriate preposition.) 	<ul style="list-style-type: none"> Without showing the picture, give descriptions to their partner on how to draw a specific person's face; then compare the drawing to the original picture for accuracy. Reverse roles. Work in pairs to draw each other's pictures based on their partner's description. Set a limit of 5 minutes per student. Compare pictures. Show magazine pictures to one another. Practise the opposites by using negatives: e.g. <i>The soup is hot; it is not cold.</i> <i>This is a fast car; it is not a slow car.</i> Student A reads the first directions; Student B sets the table. Reverse roles with the second set of directions. <i>or</i> Students study the illustration individually, and then choose the appropriate preposition for each sentence together with their partner.
<p>After</p> <ul style="list-style-type: none"> Ask one pair to review the vocabulary/ grammatical concept on the blackboard with the class. 	<ul style="list-style-type: none"> Work together with their partner to consolidate knowledge, analyze, and explain to the class.

Notes

Table Setting: Prepositions of Place

beside, in front of, behind, in, on, under, between, to the right of, to the left of, near



The knife is _____ the plate.

The fork is _____ the plate.

The glass is _____ the plate.

The spoon is _____ the knife.

The spoon is _____ the cup.

The tablecloth is _____ the plate.

The plate is _____ the fork and knife.

The flowers are _____ the vase.

The vase is _____ the plate and napkin.

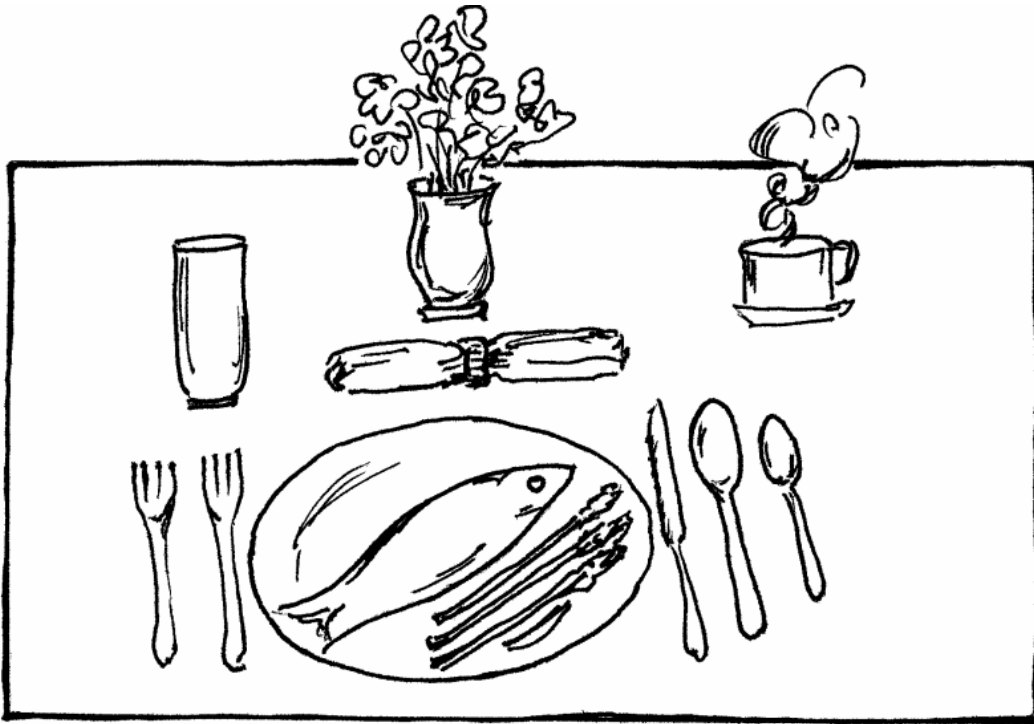
The food is _____ the plate.



Student/Teacher Resource

Bajo plato / Lugares: Preposiciones

al lado de, enfrente de, detrás de, en, sobre, debajo de, entre, a la derecha de, a la izquierda de, cerca de



El cuchillo está _____ el plato.

El tenedor está _____ el plato.

La cucharita está _____ el cuchillo.

El vaso está _____ el plato.

La cucharita está _____ la taza.

Las flores están _____ el florero.

El plato está _____ el tenedor y el cuchillo.

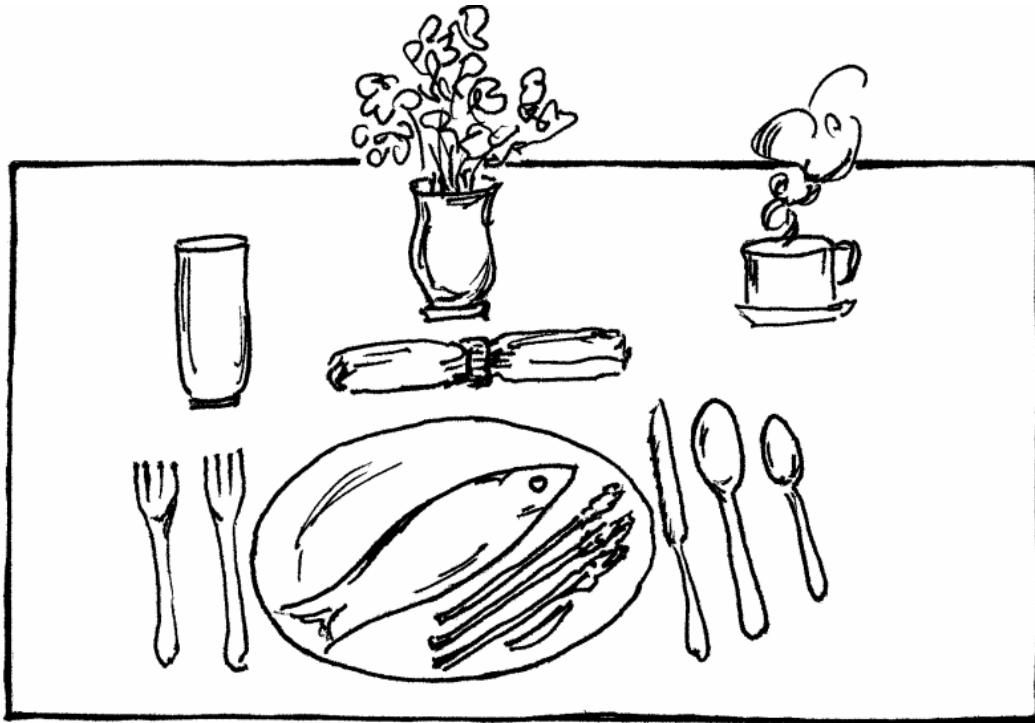
El mantel está _____ el plato

El florero está _____ el plato y la servilleta.

La comida está _____ el plato.

摆餐具/位置：地点介词

旁边, 前边, 后边, 里边, 上边, 下边, 中间, 右边, 左边, 附近



餐刀在盘子 _____.

餐叉在盘子 _____.

杯子在盘子 _____.

汤勺在餐刀 _____.

汤勺在杯子 _____.

桌布在盘子 _____.

盘子在餐叉和餐刀 _____.

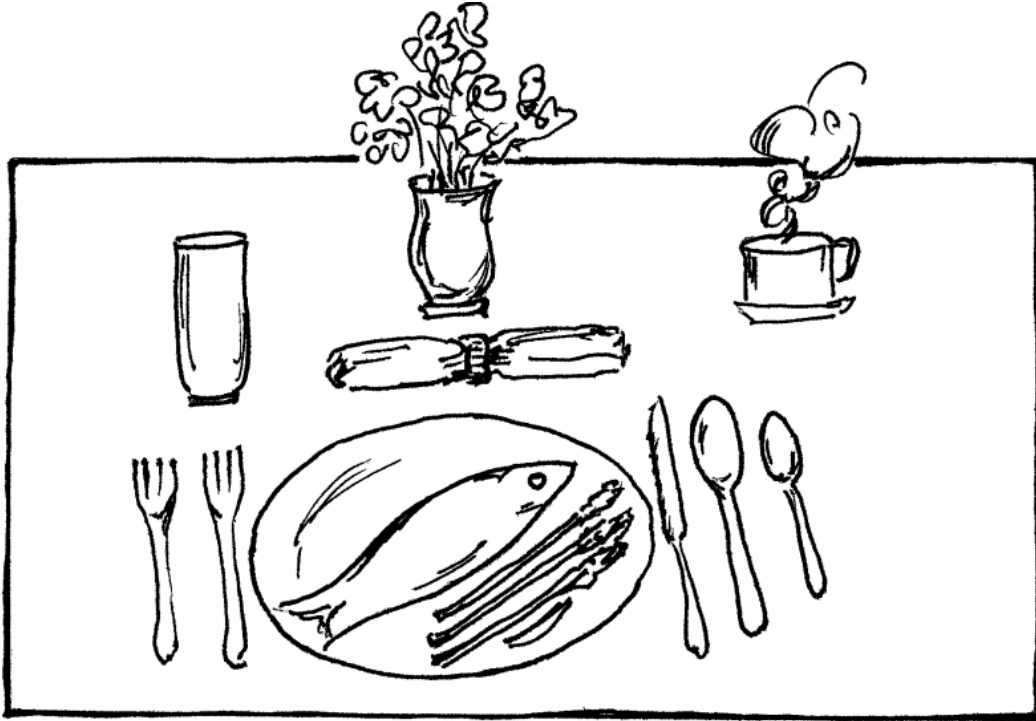
花在花瓶 _____.

花瓶在盘子和餐巾 _____.

食物在盘子 _____.

المواقع : حروف الجر وظروف المكان /ترتيب المائدة

بقرب - على يسار - على يمين - بين - تحت - على - في - خلف - أمام - بجانب



الصحن-----السكينة

الصحن-----الشوكة

الصحن-----القدح

الصحن-----الملعقة

غطاء المائدة . الكوب-----الملعقة

الصحن-----

الورد . الشوكة والكوب-----الصحن

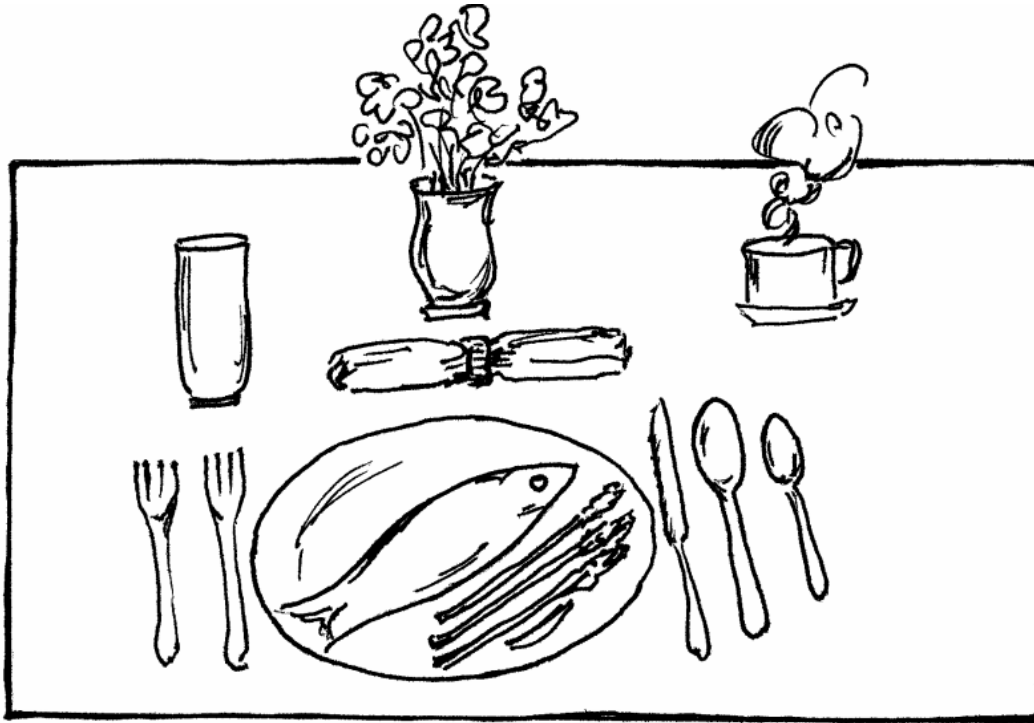
المزهريه-----

الطعام . الصحن والفضة-----المزهريه

الصحن-----

Ετοιμάζουμε το τραπέζι

Δίπλα στο, μπροστά απο το, πίσω απο το, μέσα στο, επάνω απο το, κάτω απο το, ανάμεσα απο το, δεξιά απο το, αριστερά απο το, κοντά στο



Το μαχαίρι είναι _____ πιάτο.

Το πιρούνι είναι _____ πιάτο.

Το ποτήρι είναι _____ πιάτο.

Το κουτάλι είναι _____ πιάτο.

Το κουτάλι είναι _____ φλυτζάνι.

Το τραπεζομάντιλο είναι _____ πιάτο.

Το πιάτο είναι _____ πιρούνι και το μαχαίρι.

Τα λουλούδια είναι _____ ανθοδοχείο (βάζο).

Το ανθοδοχείο (βάζο) είναι _____ πιάτο και την πετσέτα.

Το φαγητό είναι _____ πιάτο.

Pair Work: Timed Retell

INTERNATIONAL LANGUAGES LEVELS 1/2
My Friends and Classmates – Biography of a Classmate

In this strategy, students practise their listening and speaking skills. Students divide into pairs and take turns speaking, listening, and retelling information in timed steps. In the particular activity described, partners interview one another orally and then summarize the information in a short paragraph, in preparation for an oral presentation to the class.

Purpose

- Enhance critical thinking skills.
- Create an argument and be concise in its delivery.
- Develop attentive listening skills while sharing viewpoints on an issue. Make connections between written and oral skills.

Payoff

Students will:

- share ideas.
- develop listening skills.
- apply skills in different ways - in pairs, small groups, and with the whole class.

Tips and Resources

- Timed Retell can be informal or more formal, as described here. In the more formal approach, students require more confidence. Note: Time suggestions are approximate and are included for guidance only.
- Students may make notes during the brief presentations given by their partners.
- It is possible to use this activity with more extensive subject matter. In that case students will need time to properly research the topic and devise their arguments.
- Consider using structured approaches (such as through prompts) or flexible approaches (free answers) for this strategy, depending on individual language abilities.
- Follow up with other writing process strategies such as peer editing and creating a class display or publication.
- Additional information about peer editing is found in **Writing Strategies: Revising and Editing**.

See:

Sample *Interview Questions*.

Interview Questions Sheets for Spanish, Mandarin, Arabic, Greek.

Further Support

- The struggling student may feel uncomfortable speaking in front of the whole class. Students should be given other opportunities to share and practise speaking skills before this assignment.
- As always, consider pairs carefully.



Pair Work: Timed Retell

**INTERNATIONAL LANGUAGES LEVELS 1/2
My Friends and Classmates – Biography of a Classmate**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Introduce/review descriptive vocabulary associated with <i>age, date of birth, family, food, home, school subjects, sports, pastimes etc.</i> • Outline expectations: <i>interview and write a short paragraph about a classmate; practise asking and answering questions; make a presentation to the class.</i> • Engage students in brainstorming a list of interview questions as a whole group. Record these questions on chart paper. (See Student/Teacher Resource, <i>Sample Interview Questions.</i>) • Encourage students to add additional questions to the interview. 	<ul style="list-style-type: none"> • Students suggest appropriate interview questions. • Students think about their individual answers to these questions. • Students choose partners and review questions.
<p>During</p> <ul style="list-style-type: none"> • Arrange seating so students are in pairs facing each other. • Pass out a list of 15 questions to be asked. Students are encouraged to ask each other at least 10 of these 15 questions. 	<ul style="list-style-type: none"> • Decide who will be Partner A and Partner B. Partner A asks questions of Partner B and Partner B answers the questions. Partner A writes down notes about the answers to the questions, as required. (10 minutes) • Partner A then re-tells the information to Partner B. Partner B listens carefully and corrects/adds information. (10 minutes) • Repeat the process with Partner B asking questions of Partner A. (20 minutes)
<p>After</p> <ul style="list-style-type: none"> • Have students write a short paragraph about the classmate each one interviewed. • Ask them to read the paragraph to their partner to make sure all information is included. • Have students peer-edit their partner's paragraph for spelling, grammar, and sentence structure. Ask them to make additional suggestions. • Put students into mixed-ability groups of 4. Ask students to read their paragraphs to other members of the group. • Within each group invite students to make suggestions about each other's paragraphs/ ask additional questions of one another. • Collect the written paragraphs summarizing the results of the interviews. • Organize the class in a large circle. Invite each pair to the centre of the circle to present their partners orally. • Evaluate the written and oral presentations. 	<ul style="list-style-type: none"> • Write a short paragraph (10-15 sentences long) about the classmate they just interviewed. (15 minutes) • Read the paragraph to their partner to ensure all information is included. • Peer-edit paragraphs for spelling, grammar, and sentence structure. Make suggestions. (10 minutes) • Read individual paragraphs to other members of the group. • Comment on the paragraphs in your group. Make suggestions and ask additional questions. (15 minutes) • Revise, as required, and hand in individual written paragraphs to the teacher. • Introduce your partner to the class, using the information in your short paragraph. • Students may use notes while speaking, but try to speak informally, rather than reading from the notes.

Notes

Sample Interview Questions

1. What is your name?
2. When and where were you born?
3. How old are you?
4. Where do you live?
5. How many people are there in your family?
6. How many brothers do you have? How many sisters? How old are they?
7. What is your favourite pastime?
8. What is your favourite food?
9. What sports do you play?
10. What languages do you speak?
11. What does your mother do? What does your father do? Describe them.
12. Describe your home.
13. What is your favourite school subject?
14. What do you want to be?
15. Tell me something else about yourself.

Preguntas de muestra para una entrevista

1. ¿Cómo te llamas?
2. ¿Cuándo y dónde naciste?
3. ¿Cuántos años tienes?
4. ¿Dónde vives?
5. ¿Cuántas personas hay en tu familia?
6. ¿Cuántos hermanos tienes? ¿Cuántas hermanas tienes? ¿Cuántos años tienen?
7. ¿Cuál es tu pasatiempo favorito?
8. ¿Cuál es tu comida favorita?
9. ¿Qué deportes juegas?
10. ¿Qué lenguas hablas?
11. ¿Qué hace tu madre? ¿Qué hace tu padre? Descríbelos.
12. Describe tu casa.
13. ¿Cuál es tu materia favorita en la escuela?
14. ¿Qué quieres ser en el futuro?
15. Dime algo más de ti mismo.

面谈提问举例

1. 你叫什么名字?
2. 你是什么时候出生的? 在哪儿出生的?
3. 你多大了?
4. 你住哪儿?
5. 你家有几口人?
6. 你有几个弟兄? 几个姐妹? 他们多大了?
7. 你有空时喜欢做什么?
8. 你喜欢吃什么?
9. 你喜欢从事什么运动?
10. 你说什么语言?
11. 你妈妈做什么工作? 你爸爸做什么工作? 说说他们.
12. 说说你的家.
13. 你喜欢哪一科课程?
14. 你长大想做什么?
15. 说说你自己的一些别的情况.

نموذج أسئلة "مقابلة"

1. ما إسمك؟
2. متى وأين ولدت؟
3. كم عمرك؟
4. أين تسكن؟
5. كم شخصاً في عائلتك؟
6. كم أخاً لديك؟ كم أختاً لديك؟ وما هي أعمارهم؟
7. ما هي هوايتك في أوقات فراغك؟
8. ما هو طعامك المفضل؟
9. ما هي الرياضات التي تمارسها؟
10. اللغات تتكلم؟ أي
11. ماذا تعمل أمك؟ ماذا يعمل أبوك؟ صفهم؟
12. صف بيتك؟
13. ما هي المادة المفضلة لديك في المدرسة؟
14. ماذا تريد أن تكون في المستقبل؟
15. تكلم عن أشياء إضافية عن نفسك؟

Ερωτήσεις γνωριμίας

1. Πως σε λένε;
2. Πότε και που γεννήθηκες;
3. Πόσων χρονών είσαι;
4. Που μένεις;
5. Πόσα άτομα είναι στην οικογένειά σου;
6. Πόσους αδελφούς και αδελφές έχεις; Πόσων χρονών είναι;
7. Πως σου αρέσει να περνάς τον ελεύθερο χρόνο σου;
8. Ποιό φαγητό σου αρέσει πιο πολύ;
9. Ποιό άθλημα σου αρέσει πιο πολύ;
10. Ποιό μάθημα σου αρέσει πιο πολύ;
11. Ποιές γλώσσες μιλάς;
12. Ποιό τραγούδι σου αρέσει πιο πολύ;
13. Με τι ασχολούνται οι γονείς σου; Περιέγραφέ τους.
14. Τι θέλεις να γίνεις;
15. Περιέγραψε το σπίτι σου.

Small-group Discussions: Group Roles

INTERNATIONAL LANGUAGES LEVELS 1/2
My Friends and I – Planning a Party

Students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion. In this activity students discuss planning a party for themselves and their friends.

Purpose

- Encourage active participation by all group members.
- Foster awareness of the various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

Payoff

Students will:

- all speak in small groups.
- have specific roles to fulfill, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

Tips and Resources

- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interest and backgrounds in the International Language.
- It is a good idea to repeat this strategy throughout the year. This will allow students the opportunity to experience different roles and to improve their skills. Try using this strategy for other group projects such as running a café or organizing an important cultural event characteristic of the international language of the classroom.
- Time the exercise to keep students focused on the task.
- If research is required, involve all students in the process, regardless of their role. This activity provides an excellent way for students to share research and come to consensus about important information. Sources may include Internet searches, cultural associations, community members, libraries and personal experiences.
- For role ideas see Student/Teacher Resource, *Sample Role Cards*.
- To encourage students to reflect on their learning, use *Student Resource, Small-group Discussion Reflection Sheet*.
- The particular activity described could take 2-3 periods.

See:

Sample, *We are Having a Party! activity sheet*.

Sample *Role Cards, (front and back)*

Planning a Party activity sheets and role cards for Spanish, Mandarin, Arabic, Greek.

Further Support

- Although it is important to vary the composition of groups, it is also important to consider the needs of struggling students.



Small-group Discussions: Group Roles

INTERNATIONAL LANGUAGES LEVELS 1/2

My Friends and I – Planning a Party

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare and distribute Student/Teacher Resource, <i>We are Having a Party!</i> • State expectations: To design a party you and your friends would enjoy, through discussion and co-operative planning, using organizational and creative skills. • Prepare role cards for each student: <i>Group Leader</i> asks the questions on the handout; encourages participation of each group member in planning process. <i>Recorder</i> records the ideas of the group; clarifies ideas before recording. <i>Facilitator</i> encourages consensus; keeps group members on task; provides feedback; manages time. <i>Reporter</i> reports group ideas to the class. • Assign student roles within each group. 	<ul style="list-style-type: none"> • Divide into their groups. • Review individually the teacher-handout and their roles and responsibilities from the role cards. • Familiarize themselves with the IL vocabulary necessary to fulfill their role e.g., <i>Group Leader: Here are the questions. Let's begin. Who is the Facilitator?</i> e.g., <i>Facilitator: Who is preparing the list? We have five minutes left.</i> e.g., <i>Recorder: What do I write? Speak slower.</i> e.g., <i>Reporter: Here is our plan....</i>
<p>During</p> <ul style="list-style-type: none"> • Discuss ideas for each topic to help students get started e.g., Location for the party: <i>someone's home, school, a restaurant etc.</i> Review existing/introduce new vocabulary and structures during this process. • Explain that everyone in the group should discuss all the questions on the handout, but that they should divide up the <i>Things to do</i> list. • Assist students find other materials they will need once planning is completed. • Comment on the group presentations; ask questions of group members. • Evaluate students' oral and written work. 	<ul style="list-style-type: none"> • Listen to and learn the new vocabulary and structures necessary for this theme. • Listen attentively to other members of the group during the planning process. • Fulfill the requirements for the group roles assigned to them and participate actively in their group's discussion. • Complete the individual <i>Things to do</i> task assigned to them. • Share their party plans aloud with the class and display the invitations, decorations, menu, shopping list etc. they have created. • Submit all written/artistic items to the teacher for evaluation.
<p>After</p> <ul style="list-style-type: none"> • Invite students to comment on the success of this activity within their groups. 	<ul style="list-style-type: none"> • Complete individually a <i>Small Group Discussion Reflection Sheet</i>. • Within their group discuss the success/areas for improvement of the individual student roles. • Display their projects around the classroom.

Notes



Small-group Discussion Reflection Sheet

Name: _____

Role: _____

Topic: _____

Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.

What are your group's strengths?

What are your group's areas for improvement?

Comment on **your own ability** to work in a positive manner. Consider cooperation, listening, and organization.

What are your strengths?

What are your areas for improvement?

Comment on your success in fulfilling the role you were assigned.



We Are Having A Party!

Plan a party for yourself and your friends!

- 1. When are you having your party?**
- 2. Where is the party?**
- 3. Whom are you inviting?**
- 4. What food are you going to prepare?**
- 5. What ingredients will you need?**
- 6. What activities are you planning?**
- 7. What kind of music will you listen to?**
- 8. How will you decorate?**

Things to do:

- 9. Prepare a shopping list.**
- 10. Design an invitation.**
- 11. Prepare the recipe for an item on the menu.**
- 12. Organize the seating arrangements and make a seating plan.**

Role Cards (Front)*Group Leader*

Asks questions on the handout.

Encourages participation of each group member in planning process.

Facilitator

Encourages consensus.

Keeps group members on task.

Provides feedback.

Manages time.

Recorder

Records the ideas of the group; clarifies ideas before recording.

Reporter

Reports ideas of the group to the class.



Student/Teacher Resource

Role Cards (Back)

*Here are the questions...
Let's begin. Who is the Facilitator?*

*Who is preparing the list?
We have five minutes left.*

*What do I write?
Speak slower.*

*Here is our plan...
Do you have any comments?*

¡Vamos a tener una fiesta!

Planeando una fiesta para ti y tus amigos.

1. ¿Cuándo vas a tener tu fiesta?
2. ¿Dónde es la fiesta?
3. ¿A quién invitas?
4. ¿Qué comida vas a preparar?
5. ¿Qué ingredientes vas a necesitar?
6. ¿Qué actividades planeas?
7. ¿Qué clase de música vas a escuchar?
8. ¿Cómo vas a decorar?

Cosas que hacer:

9. Preparar una lista de compras.
10. Diseñar una invitación.
11. Preparar la receta de un plato en el menú.
12. Organizar y hacer la disposición de los asientos.



Student/Teacher Resource

Tarjetas de los Papeles

Líder del grupo

Haz las preguntas que están en la hoja.

Anima a los miembros del grupo a participar en planear.

Facilitador

Reafirma el consenso.

Anima a los miembros a concentrarse.

Da sus reacciones/opiniones.

Administra el tiempo.

Registrador

Registra las ideas del grupo; aclara las ideas antes de registrarlas.

Reportero

Presenta las ideas del grupo a la clase.



Tarjetas de los Papeles

*Aquí están las preguntas.
Vamos a comenzar. ¿Quién es el facilitador?*

*¿Quién prepara la lista?
Nos quedan cinco minutos.*

*¿Qué escribe?
Habla más despacio.*

*Aquí está nuestro plan.
¿Tienen algunos comentarios?*

我们要举行聚会了！

为你和朋友们安排一次聚会

1. 你打算什么时候举行聚会？
2. 聚会在哪儿举行？
3. 你打算邀请谁？
4. 你要准备些什么食品？
5. 你需要些什么备料？
6. 你计划搞些什么活动？
7. 你们将听些什么音乐？
8. 你怎样布置呢？

需要做的事：

9. 准备一个购物单。
10. 设计一个邀请卡片。
11. 为菜单上的一种食品列出烹饪方法。
12. 安排座位并列出席次表。

角色卡片

组长
根据所发材料提问
鼓励每个组员积极发言

协调者
促使达成一致意见
使组员各负其责
提供反馈信息
掌握时间

记录员
先澄清本组观点
再记录本组意见

报告人
向全班报告本组意见

角色卡片

现在开始提问。
我们开始吧。谁是协调者？

谁在列购物单？
我们还有五分钟时间。

我写什么呢？
说慢点儿。

这是我们的计划。
你有什么评论？

س—نقـيـم حفلة

وضع خطة لإقامة حفلة لك ولأصدقائك

1. متى سيكون موعد الحفلة؟
2. أين مكان الحفلة؟
3. من سيدعى إلى الحفلة؟
4. ستقومين بتجهيزه؟/أي نوع من الأطعمة ستقوم
ما هي المواد الغذائية التي نحتاجها؟
5. ستقومين بالتخطيط/ما هي الفعاليات التي ستقوم
له؟
6. ستقومين/ما نوع الموسيقى التي ستقوم
بالإستماع له؟
7. ستقومين بتزيين المكان؟/كيف ستقوم
الأعمال المطلوب القيام بها:
8. إعداد قائمة مشروبات.
9. تصميم بطاقة دعوة.
10. تجهيز الوصفة لصنف من لائحة الطعام.
- 11.

12. تنظيم طريقة الجلوس وإعداد خارطة لجلوس
المدعوين.

Student/Teacher Resource

بطاقات الأدوار

قائد المجموعة:
(ورقة العمل) يسأل أسئلة حول النشرة
يشجع مشاركة كل عضو في المجموعة في
التخطيط .

المُرشد:
يشجع على التوافق بين الأطراف
يحافظ على مهمات أعضاء المجموعة للقيام
بأعمالهم
يقوم بتصحيح وإعادة العملومات

المُسجل:
يثبت أفكار المجموعة و يوضح الأفكار قبل
اكتابته.

المُخبر:
صاف بأفكار المجموعة التي يُخبر طلاب



طاقات الأدوار

هذه بعض الأسئلة
من هو المرشد؟. لنبدأ

من سيقيم بتنظيم القوائم؟
لدينا خمسة دقائق فقط

ماذا أكتب؟
تكلّم ببطء .

هذه هي الخطة
هل لديكم ملاحظات؟

Γιορτή (Πάρτυ)!

Προετοιμάζοντας μία γιορτή για εσένα και τους φίλους σου

1. Πότε είναι η γιορτή σου;
2. Που είναι η γιορτή σου;
3. Ποιούς έχεις προσκαλέσει;
4. Τι φαγητά θα προετοιμάσεις;
5. Τι υλικά θα χρειαστείς για το φαγητό;
6. Τι διασκέδαση θα έχεις;
7. Τι μουσική θα ακούσουμε;
8. Τι θα χορέψουμε;
9. Τι θα πιούμε;
10. Τι θα φορέσεις;

Πράγματα που πρέπει να γίνουν:

11. Ετοίμασε ένα κατάλογο για το τι πρέπει να αγοράσουμε.
12. Σχεδίασε το προσκλητήριο.
13. Ετοίμασε την συνταγή για ένα φαγητό.
14. Κανόνισε που θα καθίσουν οι επισκέπτες.



Κάρτες Οδηγιών (Ομάδες εργασίας)

Αρχηγός της ομάδας

Ρωτάει ερωτήσεις.
Ενθαρρύνει τα μέλη να μιλήσουν.

Συντονιστής

Επιδιώκει συμβιβασμό.
Υπενθυμίζει το κύριο θέμα.
Μετράει την ώρα.

Γραμματέας

Ξεκαθαρίζει τις ιδέες πριν τις γράψει.
Γράφει τις ιδέες της ομάδας.

Ομιλητής

Παρουσιάζει τις ιδέες που συζήτησε η ομάδα.



Κάρτες Οδηγιών

*Αρχίζουμε.
Ποιός είναι ο συντονιστής;*

*Ποιός θα γράψει τις ιδέες μας;
Μας μένουν 5 λεπτά.*

*Τι θα γράψω;
Μίλα πιο σιγά.*

*Αυτή είναι η παρουσίασή μας.
Έχετε άλλα σχόλια;*

Small-group Discussions: Place Mat

INTERNATIONAL LANGUAGES LEVELS 1/2 The World of Work – Careers and Jobs

In this easy-to-use strategy, students are divided into small groups, gathered around a piece of chart paper. First, students individually think about a question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the centre of the chart paper. In this activity, reflection and discussion focus on careers and jobs.

Purpose

- Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will:

- have an opportunity to reflect and participate.
- have fun interacting with others and extending their learning while accomplishing the task.

Tips and Resources

- The strategy can be used with a wide variety of questions and prompts.
- Use the place mat strategy for a wide range of learning goals, for example:
 - to encourage students to share ideas and come to a consensus on a topic
 - to activate the sharing of background knowledge among student
 - to help students to problem-solve
 - to take group notes during a presentation.
- Groups of 2 to 4 are ideal for place mat, but it can also work with up to 7 students in a group.
- You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group receives a different question or issue to work on. Once they have completed their discussion, the groups rotate through the various questions or issues until all have been explored.
- Place mat also works well as an icebreaker when students are just getting to know each other.
- The sample activity uses the theme of careers. Students reflect on the advantages of various careers, determine which career offers the most benefits from their own perspectives and discover common elements.
- For a sample place mat, see *Teacher Resource, Place Mat Template and Example*.
- Although this is an oral communication activity, individual and group writing takes place while filling in the template.

See:

Sample *Place Mat Careers and Jobs Template*.

Place Mat Careers and Jobs Templates for Spanish, Mandarin, Arabic, Greek.

Further Support

- Give careful consideration to the composition of the small groups, and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- Some students may benefit from being able to "pass" during group sharing.

Small-group Discussions: Place Mat

INTERNATIONAL LANGUAGES LEVELS 1/2

The World of Work – Careers and Jobs

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Prepare tasks involving careers and jobs for students to address in small groups, which will: <ul style="list-style-type: none"> activate sharing of background knowledge, encourage students to share ideas and reach a consensus, engage students in problem-solving techniques, foster sharing of ideas to encourage understanding of individual differences, and encourage collaboration in problem-solving and expand vocabulary knowledge. Find and/or prepare pictures of persons involved in different career/job roles. Divide classroom into mixed-ability groups of 4 students. Provide each group with a different task. Distribute chart paper to each group and ask students to divide chart paper into 4 sections, leaving an additional circle or square near the centre free. 	<ul style="list-style-type: none"> Review individually the tasks involving careers and jobs prepared by the teacher: <ol style="list-style-type: none"> Name as many careers/jobs as you can, and/or What do your family members do? From the list of jobs provided, determine: What is appealing / what is not appealing? Explain why. Match the characteristics provided with particular careers/jobs. State the job of your dreams. List the reasons why. Brainstorm what you know about this picture [a person involved in a career/job role]. Listen attentively and follow the teacher's instructions.
<p>During</p> <ul style="list-style-type: none"> Remind students that each member of the group will fill in only one square on the group's chart paper for each question/topic. Circulate among the groups to observe participation of group members in discussion. Explain that only one student will record the group's findings in the centre of the place mat. 	<ul style="list-style-type: none"> Reflect individually on the question/topic assigned to their group, and then write silently in their area of the chart paper. Once each group member has completed this task, all group members: <ul style="list-style-type: none"> share their points/ideas with the group, engage in discussion to summarize points, arrive at common ideas, and/or reach a general consensus. One group member: <ul style="list-style-type: none"> summarizes points or records common ideas or the general consensus in the centre of the place mat. In the same groups, students now rotate to a different question, and repeat all steps described above until all tasks have been completed.
<p>After</p> <ul style="list-style-type: none"> Ask students to post their charts to share their group's thinking with the entire class. 	<ul style="list-style-type: none"> Circulate around the room to review the points/ideas of other groups.

Notes



Careers and Jobs

What is appealing? Choose two. State why.

teacher, electrician, bus driver, businessman/woman, pilot, doctor, caregiver, travel agent, etc.

<p>Teacher:</p> <ul style="list-style-type: none"> ▪ works with children, ▪ has 2 months summer vacation <p>Electrician:</p> <ul style="list-style-type: none"> ▪ helps to build homes ▪ is paid by the hour for all his/her hours of work 	<p>Businessman/woman:</p> <ul style="list-style-type: none"> ▪ works when he/she wants ▪ doesn't answer to others <p>Teacher:</p> <ul style="list-style-type: none"> ▪ helps children ▪ has a good pension
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Teacher:</p> <ul style="list-style-type: none"> ▪ works with children ▪ helps children ▪ has 2 months summer vacation ▪ is respected ▪ has a pension ▪ has a good salary </div>	
<p>Doctor:</p> <ul style="list-style-type: none"> ▪ makes a lot of money ▪ helps people <p>Travel agent:</p> <ul style="list-style-type: none"> ▪ travels a lot ▪ doesn't pay a lot for vacations 	<p>Pilot:</p> <ul style="list-style-type: none"> ▪ his/her job is exciting ▪ visits many parts of the world <p>Teacher:</p> <ul style="list-style-type: none"> ▪ is respected (usually) ▪ has a good salary



Carreras y Trabajos

¿Cuál te gusta? Escoge dos. Explica por qué.
 profesor(a), electricista, chofer, hombre/mujer de negocios,
 piloto, doctor(a), agente de viajes, cuidador(a), etc.

<p>Profesor(a):</p> <ul style="list-style-type: none"> ▪ Trabaja con los jóvenes ▪ Tiene dos meses de vacaciones en el verano <p>Electricista:</p> <ul style="list-style-type: none"> ▪ Ayuda a construir casas ▪ Se le paga por hora por el total de sus horas de trabajo. 	<p>Hombre/Mujer de negocios:</p> <ul style="list-style-type: none"> ▪ trabaja cuando quiere ▪ no tiene que darle cuentas a nadie <p>Profesor(a):</p> <ul style="list-style-type: none"> ▪ ayuda a los niños ▪ tiene una buena pensión
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Profesor(a):</p> <ul style="list-style-type: none"> ▪ Trabaja con los jóvenes ▪ Ayuda a los niños ▪ Tiene dos meses de vacaciones ▪ Es respetado/a ▪ Tiene una buena pensión ▪ Gana un buen salario </div>	
<p>Doctor(a):</p> <ul style="list-style-type: none"> ▪ gana mucho dinero ▪ ayuda a las personas <p>Agente de viajes:</p> <ul style="list-style-type: none"> ▪ viaja mucho ▪ no paga mucho por las vacaciones 	<p>Piloto/a:</p> <ul style="list-style-type: none"> ▪ su trabajo es fascinante ▪ visita muchas partes del mundo <p>Profesor(a):</p> <ul style="list-style-type: none"> ▪ es respetado/a (usualmente) ▪ gana un buen salario



各就各位：职业和工作

干什么好? 选两种. 说出为什么

教师, 医生, 飞行员, 律师, 新闻记者, 生意人(男/女)
冰球运动员, 政客, 旅行社代理人

<p>教师:</p> <ul style="list-style-type: none"> • 工作对象是儿童 • 有两个月暑假 <p>电工:</p> <ul style="list-style-type: none"> • 帮助建房子 • 按工作时数计酬 	<p>生意人(男/女):</p> <ul style="list-style-type: none"> • 自己掌握工作时间 • 不受别人指挥 <p>教师:</p> <ul style="list-style-type: none"> • 能帮助儿童 • 养老金不错
<p>教师:</p> <ul style="list-style-type: none"> • 工作对象是儿童 • 能帮助儿童 • 有两个月暑假 • 受尊重 • 有养老金 • 薪水好 	
<p>医生:</p> <ul style="list-style-type: none"> • 赚钱多 • 能帮助人 <p>旅行社代理人:</p> <ul style="list-style-type: none"> • 旅行机会多 • 度假不用花很多钱 	<p>飞行员:</p> <ul style="list-style-type: none"> • 工作带劲 • 能去世界上很多地方 <p>教师:</p> <ul style="list-style-type: none"> • 受尊重(通常如此) • 薪水好

المدن والاعمال

بدوا احسن؟ اختر مهنتين أي المدن ت. وبين لماذا

وكيل سياحة - سياسي - عامل كهربائي - امرأة / رجل أعمال - صحفي - محامي - طيار - طبيب - مدرس

مربي / مربية
سائق - باص
الخ... -

<p>مدرس:</p> <ul style="list-style-type: none"> • يعمل مع الأطفال • يتمتع بعطلة صيفية لمدة شهرين <p>عامل كهربائي:</p> <ul style="list-style-type: none"> • يساعد في بناء المسكن • على أجره / أجره بالساعة يحصل 	<p>رجل أعمال / امرأة:</p> <ul style="list-style-type: none"> • يعمل وقت ما يرغب / تعمل • غير مسؤول أمام أحد <p>مدرس:</p> <ul style="list-style-type: none"> • يساعد الأطفال • لديه تقاعد جيد
<p>مدرس:</p> <ul style="list-style-type: none"> • يعمل مع الأطفال • يساعد الأطفال • يتمتع بعطلة صيفية لمدة شهرين • محترم • يحصل على تقاعد 	
<p>طبيب:</p> <ul style="list-style-type: none"> • يحصل على مال كثير • يساعد الناس <p>وكيل سياحة:</p> <ul style="list-style-type: none"> • يسافر كثير • لا يدفع كثير لبقاء الإجازة 	<p>طيار:</p> <ul style="list-style-type: none"> • عملها مثير / عمله • يزور أماكن كثيرة في العالم <p>مدرس:</p> <ul style="list-style-type: none"> • محترم في معظم الأحيان • يحصل على راتب جيد



Καριέρες και Επαγγέλματα

Τ φα νετα π ο ελκυστ κό; Δ άλεξε δύο. Εξήγησε τ ς επ λογές σου.

Δάσκαλος, Γιατρός, Πιλότος, Νοσοκόμος, Επιχειρηματίας, Ηλεκτρολόγος, Οδηγός λεωφορείου, Ταξιδιωτικός Πράκτορας κλπ.

<p>Δάσκαλος:</p> <ul style="list-style-type: none"> ▪ δουλεύει με παιδιά ▪ έχει δύο μήνες διακοπές το καλοκαίρι <p>Ηλεκτρολόγος:</p> <ul style="list-style-type: none"> ▪ βοηθάει να χτίσουμε σπίτια ▪ πληρώνεται με την ώρα 	<p>Επιχειρηματίας:</p> <ul style="list-style-type: none"> ▪ δουλέβει όποτε θέλει ▪ είναι ανεξάρτητος <p>Δάσκαλος:</p> <ul style="list-style-type: none"> ▪ βοηθάει παιδιά ▪ έχει καλή σύνταξη
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Δάσκαλος:</p> <ul style="list-style-type: none"> ▪ δουλεύει με παιδιά ▪ βοηθάει παιδιά ▪ έχει δύο μήνες διακοπές το καλοκαίρι ▪ είναι άξιος σεβασμού ▪ έχει καλή σύνταξη ▪ έχει καλό μισθό </div>	
<p>Γιατρός:</p> <ul style="list-style-type: none"> ▪ κάνει πολλά λεφτά ▪ βοηθάει ανθρώπους <p>Αστυνομικός:</p> <ul style="list-style-type: none"> ▪ προστατεύει τους ανθρώπους ▪ βοηθάει την κοινωνία 	<p>Πιλότος:</p> <ul style="list-style-type: none"> ▪ έχει ενδιαφέρουσα δουλειά ▪ ταξιδεύει σε πολλά μέρη <p>Δάσκαλος:</p> <ul style="list-style-type: none"> ▪ είναι άξιος σεβασμού ▪ έχει καλό μισθό



Small-group Discussions: Jigsaw

INTERNATIONAL LANGUAGES LEVELS 1/2 On the Town – City Sites

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a "home group" of three to five, and an "expert group" consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge. In this activity, students use the "Jigsaw" strategy to share and acquire information about a major city where the International Language is spoken.

Purpose

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would normally get in a whole-class situation with the teacher as leader.

Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other's learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

Tips and Resources

- Ensure students are aware of how this approach works and why it is important.
- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts on the material.
- As students enter the classroom, hand out cards with the expert group numbers or symbols on them, in order to manage the logistics of breaking off into expert groups. The various readings can also be coded in this manner for easy distribution. Try incorporating any other language-related activities or icebreakers for formulating these groups as well.
- Provide a question sheet or chart to help the expert groups gather information in their particular area. Revise this sheet depending on language abilities.
- For a listening jigsaw, consider using cloze activities as well.
- Prepare a summary chart to guide students in organizing the experts' information into a cohesive and meaningful whole.
- As another option, have expert groups make presentations on their section of the reading material. During the presentations, each student takes cumulative notes or fills in an information organizer, resulting in a complete picture of the reading when all of the presentations have been made.
- In the IL classroom, in the specific activity described, authentic postcards of various relevant sites can be distributed to each "home" group.

See:

Sample Audio Script and Questionnaire for Toronto.

Audio Scripts and Questionnaire for Spanish, Mandarin, Arabic, Greek.

Further Support

- Give students a framework for managing their time on the various parts of jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone's understanding and ensuring that everyone's voice is heard.

Small-group Discussions: Jigsaw

INTERNATIONAL LANGUAGES LEVELS 1/2

On the Town – City Sites

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Prepare recordings in the international language on tourist sites in a major city where the IL is spoken. Repeat for 3 other major cities where the IL is spoken (one tape/CD=one city with possibly 5 sites). As an alternative activity, each recording could be about a different site in the same city. (See Student/Teacher Resource, <i>Sample Audio Script for Toronto</i>). Ensure that each recording has the same format and similar information in simple level-appropriate language in the IL. Prepare a questionnaire (see Student/Teacher Resource, <i>Sample Audio Script for Toronto – Listening Centre Activity</i>) to guide students in their listening. Assign each student to a “home” group of 5 students who will talk about all 4 cities and compare them to one another, sharing any previous knowledge about the cities to be discussed. In addition, assign each student to an “expert” group that focuses on one city only. 	<ul style="list-style-type: none"> Meet in “home” groups. Share any previous knowledge about the 4 cities to be discussed. Break off into “city expert” groups.
<p>During</p> <ul style="list-style-type: none"> Have “expert” groups meet to listen to tapes and take notes pertaining to the tourist sites. Note-taking should be guided by the teacher-prepared questionnaire. Ensure students understand that the “experts” will have to consider how they will teach this material to their “home” group. Have “home” groups meet so each member can share his/her expertise on each of their cities while others fill in the questionnaire for the remaining 3 cities. Circulate to assist as required. 	<ul style="list-style-type: none"> In their “expert” group, listen to the recording about their assigned city and jot down information according to the questions asked on the teacher-prepared questionnaire. Decide how to inform “home” group members about this city. Convene in “home” group. Report information about their assigned city. Listen attentively to information provided by other members to fill in the questionnaire on the remaining 3 cities.
<p>After</p> <ul style="list-style-type: none"> Have each “home” group focus on and research one specific tourist site in each of the 4 cities (e.g., City Hall) and write a report to be submitted to teacher. 	<ul style="list-style-type: none"> Have each “home” group focus on and research one specific tourist site in each of the 4 cities (e.g., City Hall) and write a report to be submitted to teacher.

Notes

Sample Audio Script for Toronto

In Toronto, Ontario, English is spoken. Toronto is the capital city of Ontario. The population is 2.4 million people. Here are some of the sites to visit in this city.

City Hall: Toronto's City Hall was built in 1965. It has a unique shape with a circular podium section in the middle and curved east and west towers encompassing it. Nathan Philip's Square is in front of the City Hall with fountains and a reflecting pool in the summer and an artificial ice rink in the winter. It is located in the heart of downtown Toronto, next to what is now the Old City Hall.

Monument: One important monument in Toronto is the CN Tower. The CN Tower was built in 1976. It is 1,815 feet, 5 inches high. It is the tallest freestanding structure in the world. It has a revolving restaurant at the top named 360. It has 6 high-speed elevators which speed up to the top in 58 seconds. Magnificent views of the city can be seen from the Tower's four lookout levels.

Museum: The Royal Ontario Museum (ROM) is a world-renowned museum. It was created on April 16, 1912 and was opened on March 19, 1914. It has notable collections of dinosaurs, African and Near Eastern art, East Asian art, Canadian history, European history, culture and biodiversity. It has 5 million other pieces of art, archaeology and science.

Art Gallery: The Art Gallery of Ontario (AGO) will be 100 years old in 2005. It is the 8th largest art museum in North America. The AGO's collection has more than 24,000 works of Canadian, Inuit, European, modern and contemporary art. It houses many of the 20th Century Canadian works by the Group of Seven.

Sports Complex/Stadium: SkyDome opened on June 1, 1989. It is a huge ballpark/ stadium which has a retractable roof. It has close to 54,000 seats for baseball, an integrated 450-room hotel with 77 of the rooms overlooking the field. There is a three-level entertainment centre, a health club and sports medicine facilities, as well as meeting rooms for rent for sales meetings and special functions.

Although English is the main spoken language in Toronto, it is a multicultural city where the inhabitants speak many languages.



Listening Centre Activity: Sample City Questionnaire

- Where is the city located?
- What language is spoken?
- Name 5 tourist sites.
- Give 2 details about each site.
- Name 1 other interesting fact about this city.

Un argumento de muestra para una ciudad: Madrid

Un argumento de muestra para una ciudad: Madrid

Madrid es la capital de España. En Madrid se habla español. Es la sede del gobierno y una residencia para el rey, Juan Carlos de Borbón y su familia. Tiene una población de aproximadamente 3 millones de habitantes.

Plaza: La Plaza Mayor es la gran plaza de Madrid. Se construyó en 1619. Es una plaza con edificios por todos lados. Los edificios son oficinas, cafés y tiendas en las primeras plantas y viviendas para familias en las otras plantas. Durante los años la Plaza Mayor ha tenido torneos, corridas de toros, carreras de caballos, ceremonias y conciertos. En el centro de la plaza, hay un monumento de Felipe III montado a caballo. Es un lugar muy hermoso y muy popular.

Palacio: El Palacio Real tiene su origen en el siglo IX. El reino musulmán de Toledo construyó un edificio defensivo. Luego los reyes de Castilla lo tomaron. Fue destruido en 1734 por un incendio. Felipe V hizo construir el Palacio Nuevo entre 1738 y 1755. Actualmente es la residencia oficial de su Majestad, el Rey de España, y su familia, pero ellos no viven en este palacio. Sólo se usa para ceremonias del estado. Está abierto al público todos los días. El público puede ver los ricos materiales en el palacio como el mármol y una selecta Galería de Pinturas por los pintores reconocidos como Caravaggio, Velázquez y Goya.

Museo: El Museo del Prado es una de las primeras galerías de arte del mundo. El Prado fue comenzado en 1785. Es un espléndido edificio neoclásico. La entrada principal es la Puerta de Goya. Tiene la pintura española de los siglos XII al XVIII. Hay pinturas de los maestros famosos como El Greco, Velázquez, Ribera, Murillo y Goya. También hay pinturas italianas de Fra Angélico y Rafael. Se ven escuelas alemana, holandesa e inglesa.

Monumento: Una de las bellas fuentes dedicadas a los elementos por Carlos III es la Fuente de la Cibeles. Cibeles o Ceres es la diosa de la tierra. La Fuente de la Cibeles es el diseño de Ventura Rodríguez, entre 1777 y 1782 (el siglo XVIII). Hay la estatua de la diosa, su carro, dos leones y los niños encima de la fuente. La Fuente de la Cibeles está entre dos paseos importantes de Madrid; el Paseo del Prado y el Paseo de la Castellana. Es uno de los símbolos más característicos de Madrid. Es la diosa favorita del equipo de fútbol del Real Madrid. Muchas personas la visitan cuando hay un evento deportivo importante.

Parque: Al principio, el Parque del Buen Retiro era el palacio real con sus jardines. Cubre casi 122 hectáreas. La entrada principal está en la Puerta de Alcalá. A finales de los años 1800, los jardines fueron abiertos al público. El Retiro tiene edificios extraordinarios como el Observatorio Astronómico. En el centro del parque hay los palacios de Velázquez y de Cristal. Dentro de estos edificios hay exposiciones de pintura y artesanía. Tiene el Monumento a Alfonso XII al lado del estanque. El estanque es un lago donde hay lanchas para practicar el remo.

Cuestionario de muestra sobre una ciudad

- ¿Dónde está la ciudad?
- ¿Qué lengua se habla?
- Nombra 5 sitios turísticos.
- Da 2 detalles por cada sitio.
- Da otro hecho interesante de esta ciudad.



一个城市的录音样品：多伦多

在安省的多伦多，人们使用英语。多伦多是安省的省会城市。其人口有两千四百万。这里介绍一些这个城市的景点。

市政厅：多伦多市政厅是一九六五年建造的。它的造型独特，其中间呈圆形凹进，东西两端有逐渐弯出的墩座墙环绕塔楼。

奈山菲力普广场就在市政厅前面。夏天广场上有喷泉和反射周围景物的池塘，冬天有人造溜冰场。它位于多伦多市区中心，就在老市政厅旁边。

碑塔：中央电视塔是多伦多的一个重要碑塔。中央电视塔是一九七六年建造的，高一千八百一十五英尺五英寸，是世界上最高的独立高塔。塔顶有名叫三百六十度的旋转餐厅。有六个高速电梯，它们用五十八秒升至塔顶。从塔上的四个了望台可以观看城市的壮丽景观。

博物馆：安省皇家博物馆是世界知名的博物馆。它创建于一九一二年四月十六日，于一九一四年三月十九日对外开放。它有关于恐龙，非洲及近东艺术，东亚艺术，加拿大历史，欧洲历史，文化及生物变化的著名收藏。它还有五百万件其它艺术，考古和科学方面的藏品。

美术馆：安省美术馆到二零零五年就一百岁了。它是北美第八大的美术博物馆。它拥有两万四千件加拿大，因纽特，欧洲现代及当代美术作品。它收集了很多加拿大七人绘画小组画家们的作品。

运动场/馆：天虹体育馆于一九八九年六月一日开放。它是一个带有活动屋顶的巨大的球类运动场/馆。它有五万四千个座位供观看垒球，有四百五十个相互连接的客房，其中的七十七个俯视运动场。有一个三层的娱乐中心，一个健身房，运动医疗设施，还有很多供租用，销售会议用，或作其它特殊使用的会议室。

虽然英语是在多伦多使用的主要语言，但多伦多是一个多文化城市，其居民们操很多不同的语言。

听力中心活动：关于城市问卷的问题举例

这个城市位于何处？
人们说什么语言？
说出五个旅游景点。
说出每个景点的两个事实。
说出关于这个城市的另一个使人感兴趣的事实。



من أقشاشات مجموعة صغيرة:

في المدينة : مشاهد من أحياء المدينة

صـر , يتكلم الناس باللغة العربية. يبلغ عدد نفوسها حوالي في مدينة القاهرة , عاصمة م
6,8 مليون نسمة
و هذه قائمة ببعض المناطق التي يمكن زيارتها:

برج القاهرة : يبلغ ارتفاعه 180 م و هو مركز مهم في القاهرة الحديثة . يحوي الطابق
الخلابة من الجـو . العلوي على مطعم دوار و بإمكان الزوار التمتع بمنظر القاهرة

متحف الفن الإسلامي : يعتبر هذا المتحف من أكبر متاحف الشرق الأوسط , حيث يضم
80000 قطعة أثرية يعود تاريخها من فجر الإسلام إلى الفترة العثمانية .

القرية الفرعونية : مركز تاريخي جذاب يعكس طريقة حياة المصريين القدماء . و فيها
فعاليات اليومية للحياة المصرية القديمة التي عرفت أقدم الحضارات . يشهد الزوار ال
تستغرق الزيارة حوالي ساعتين .

المتحف المصري : يعتبر من أهم متاحف في العالم حيث يقدم لزواره الفرصة للتعرف
على حضارة مصر القديمة لفترة 50 قرن .

المحلات يعود تاريخها إلى القرن سوق خان الخليلي : يحتوي هذا السوق على شريط من
السابع عشر بعد الميلاد . يشتهر خان الخليلي بطابعه المحلي و مصوغاته الخلابة
المصنوعة من الذهب و الفضة . كذلك الأقمشة المطرزة و البضائع المصنوعة من الجلد
المتطعم بالعاج و الخشب . إضافة إلى ذلك العديد من الصناعات اليدوية الجذابة

رأي عن مركز الاستماع : نموذج استطلاع المدينة



أين تقع المدينة ؟
ما هي لغة الناس في المدينة ؟
اذكر خمسة مواقع سياحية .
اعطي تفصيلاً عن مركزين ؟
اذكر حقيقة أخرى عن هذه المدينة



Πληροφορίες για την Αθήνα

Η Αθήνα είναι η πρωτεύουσα της Ελλάδας. Ο πληθυσμός της είναι σχεδόν 5 εκατομμύρια. Έχει πολλά αξιοθέατα και ιστορικά μνημεία.

Πλάκα

Η Πλάκα είναι η πιο παλιά συνοικία της Αθήνας. Είναι στους πρόποδες του λόφου της Ακρόπολης. Πολλοί τουρίστες την επισκέπτονται κάθε χρόνο. Υπάρχουν πολλά εστιατόρια, καφενεία και μαγαζιά με αναμνηστικά δώρα. Είναι περιοχή για περίπατο. Οι δρόμοι είναι στενοί και τα κτίρια διατηρούνται όπως ήταν τον παλιό καιρό.

Μοναστηράκι

Το Μοναστηράκι είναι κοντά στην Ακρόπολη και την Πλάκα. Είναι η πιο παλιά και γνωστή λαϊκή αγορά της Αθήνας. Μπορείς να αγοράσεις διάφορα παραδοσιακά Ελληνικά λαϊκά αντικείμενα όπως μπρίκια, μουσικά όργανα, κομπολόγια, γραμμόφωνα, παλιά κοσμήματα, βιβλία και έπιπλα.

Ακρόπολη

Η Ακρόπολη είναι ένα από τα θαύματα του αρχαίου πολιτισμού. Είναι χτισμένη στην κορυφή ενός λόφου και έχει αρχαίους ναούς αφιερωμένους σε διάφορες αρχαίες Ελληνικές θεότητες. Ο πιο γνωστός ναός είναι ο Παρθενώνας, που ήταν αφιερωμένος στην θεά Αθηνά, θεά της σοφίας και γνώσης και προστάτιδα της πόλης. Η Ακρόπολη είναι το πιο σπουδαίο αρχαιολογικό μνημείο της Αθήνας.

Λυκαβητός

Ο Λυκαβητός είναι ο ψηλότερος λόφος της περιοχής των Αθηνών. Από την κορυφή του λόφου μπορείς να δεις όλη την Αθήνα. Η θέα είναι πολύ ωραία. Επισκέπτες μπορούν να ανέβουν στην κορυφή περπατώντας ή με το τελεφερίκ. Το εκκλησάκι του Αγίου Γεωργίου είναι στην κορυφή. Στην κορυφή του λόφου υπάρχει και θέατρο όπου γίνονται πολλές παραστάσεις.

Πλατεία Συντάγματος

Η Ελληνική Βουλή και το μνημείο του Αγνώστου Στρατιώτη είναι στην Πλατεία Συντάγματος. Επισκέπτες μπορούν να ταΐσουν τα περιστέρια και να δουν την αλλαγή φρουράς στο μνημείο του Αγνώστου Στρατιώτη. Οι φρουροί φορούν την Ελληνική παραδοσιακή στολή (η στολή του τσολιά). Κοντά στην Πλατεία Συντάγματος είναι και ο Εθνικός Κήπος, όπου ο επισκέπτης μπορεί να περπατήσει σε μια ήρεμη ατμόσφαιρα. Ο κήπος έχει πολλά δέντρα και ζώα.

Ερωτήσεις για την Αθήνα

- Που είναι η Αθήνα;
- Τι γλώσσα μιλάνε στην Αθήνα;
- Ονόμασε 5 τουριστικές περιοχές της Αθήνας.
- Περιέγραψε 2 χαρακτηριστικά για την κάθε περιοχή.
- Τι θέλεις να δεις στην Αθήνα;



Small-group Discussions: Discussion Web

INTERNATIONAL LANGUAGES LEVELS 1/2
Seasons, Weather, Clothing – My Favourite Season

In this strategy, students begin sharing their ideas in pairs, then build to a larger group. The discussion web provides practice in speaking, listening, reading and writing in the International Language. In this activity, students read a passage about seasons and weather and then proceed to discuss their favourite season in pairs and small groups, while practising the new vocabulary and structures associated with the unit.

Purpose

- Give students the opportunity to develop their ideas about opposing sides of an issue and share them with classmates in a situation that requires critical thinking.

Payoff

Students will:

- be involved in discussion and critical thinking.
- take responsibility for developing and sharing their ideas.
- reflect on their own developing discussion skills.

Tips and Resources

- The discussion web works well in a variety of contexts.
- The strategy guides students to think about an issue and gather evidence for both sides of an issue. It is important to choose an issue that has well-defined positions “for” and “against” a proposition. However, for IL students who are in the early stages of language development, this approach can be simplified and matched to the vocabulary and structures being practised.
- Depending on the expectations of a unit and the language ability of individual students, prompts may be needed. For example, “I don’t like winter because...”, or “In past winters, I have...” or “I’ve never...in winter”.
- Model the process thoroughly to show how the discussion web works before having the class engage in the discussion web activity.
- Prepare a T-chart graphic organizer for students to organize their supporting arguments. For an example, see **Discussion Web: T-chart Example**.

See:

Sample Reading Passage and T-chart: *My Favourite Season*.
Reading Passages and T-charts for Spanish, Mandarin, Arabic, Greek.

Further Support

- Some students may need support with notetaking while they read, or clarification about arguments that support each side of the issue.
- Have students fill out the Yes/No T-chart together in pairs.



Small-group Discussions: Discussion Web

**INTERNATIONAL LANGUAGES LEVELS 1/2
Seasons, Weather, Clothing – My Favourite Season**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Introduce the topic of seasons, weather and clothing. • Pre-teach/review the vocabulary and grammar related to the theme. • Engage the class in discussion about the seasons, and the clothing and activities associated with each season. • Through pictures, introduce orally their own favourite season to the class, explaining the reasons <i>why</i>. • Prepare/research a reading passage describing the four seasons (or each of the 4 seasons) of the year. 	<ul style="list-style-type: none"> • Listen attentively to the teacher as he/she models the necessary vocabulary/structures. • Learn/review the vocabulary and grammar related to the theme. • Participate in the oral communication activities associated with the theme. • Listen to the teacher’s oral presentation; then reflect individually on the season that they like most/least and the reasons <i>why</i>.
<p>During</p> <ul style="list-style-type: none"> • Distribute reading passage to students. • Arrange students in pairs of mixed-ability in the language of study. • Ask students to reflect on the advantages/disadvantages of the season(s) described in the passage. e.g. <i>I like winter/I don't like winter because... or Winter (summer) is the best season of the year because...</i> (See Student/Teacher Resource, <i>Sample Reading Passage</i>). • Distribute a blank T-chart. • Combine two pairs into a group of four. • Ask a representative from each group to share the group’s conclusions. 	<ul style="list-style-type: none"> • Read individually the reading passage prepared by the teacher. • Record individually their ideas for both sides of the argument. • Share their ideas orally with a partner and add ideas to their T-charts. • Compare ideas in a group of four. Decide on which position to support based on quantity and quality of arguments. • Appoint a representative to share the group’s conclusions with the whole class.
<p>After</p> <p>Ask students to write an individual paragraph about their own position and the reasons for that position.</p>	<ul style="list-style-type: none"> • Write individual paragraphs, assisted by notes on their individual T-chart and supplemented by arguments heard during group discussion.

Notes

Sample Reading Passage

My Favourite Season

Winter is coming. It is very cold in winter. The wind blows and snow falls. We need warm clothing in winter: a hat, gloves, sweater, trousers, coat and boots. There are many celebrations during the winter months. I enjoy these celebrations and the bright lights that one sees everywhere. I go shopping for gifts for my family and friends and we spend a lot of time decorating, preparing meals, and of course eating! On the weekends in winter my friends and I like to go skiing. After skiing we sit by the fire, drink hot chocolate, and tell stories to one another. Sometimes, if it is too cold, we watch hockey on television or go to a movie. I love winter!



Is winter your favourite season? (Do you like winter?)

I like winter (Yes)	I don't like winter (No)
I like skiing.	It's too cold.
Winter is hockey season.	You have to wear too many clothes.
I enjoy winter celebrations.	There isn't much sunshine.
My birthday is during winter.	You have to stay indoors.
The snow is beautiful.	I don't like winter sports.
I like sitting by the fire.	I don't like putting on boots!
etc.	etc.



Student/Teacher Resource

Las estaciones/ El tiempo/ La ropa

Pasaje de vista (una muestra)

Llega el invierno. Hace mucho frío en el invierno. Hace viento y nieva. Nosotros necesitamos ropa abrigada en el invierno: un gorro de lana, guantes, un suéter, pantalones, un abrigo y botas. Hay muchas celebraciones durante los meses del invierno. Me gustan estas celebraciones y las luces brillantes que vemos por todos lados. Voy de compras para los regalos de mi familia y mis amigos y pasamos mucho tiempo decorando, preparando comida, y ¡por supuesto, comiendo! Los fines de semana en el invierno a mis amigos y a mí nos gusta esquiar. Después de esquiar, nos sentamos al lado de la chimenea, tomamos chocolate caliente y nos contamos historias. A veces, si hace demasiado frío, miramos el hockey en la tele o vamos al cine. ¡Me encanta el invierno!



¿Es el invierno tu estación favorita? (¿Te gusta el invierno?)

Me gusta el invierno (Sí)	No me gusta el invierno (No)
Me gusta esquiar.	Hace demasiado frío.
El invierno es la temporada del hockey.	Uno tiene que llevar demasiada ropa.
Me gustan las celebraciones del invierno.	No hace mucho sol.
Mi cumpleaños es durante el invierno.	Uno tiene que quedarse al interior.
La nieve es hermosa.	No me gustan los deportes del invierno.
Me gusta sentarme al lado de la chimenea.	No me gusta ponerme las botas.
etc.	etc.

讨论网：季节/ 天气/ 着装

阅读短文举例

冬天来了。冬天很冷。刮风了，下雪了。冬天我们需要保暖的衣服：帽子，手套，毛衣，裤子，大衣和靴子。冬季有很多庆祝活动。我喜欢这些庆祝活动，到处都是明亮的灯光。我为家人和朋友买礼品。我们花很多时间布置房子，准备食品，当然也吃很多东西！在冬天的周末，我和朋友喜欢去滑雪。滑雪之后我们坐在火炉边，喝巧克力热饮，讲故事。有时候，如果天太冷了，我们就看电视冰球赛或者去看电影。我喜欢冬天。



冬天是你喜欢的季节吗？（你喜欢冬天吗？）

我喜欢冬天（是）	我不喜欢冬天（否）
我喜欢滑雪	冬天太冷
冬天是冰球赛季	你得穿很多衣服
我喜欢冬天的庆祝活动	冬天阳光不多
我的生日在冬季	你得呆在室内
雪很美	我不喜欢冬季的运动
我喜欢围炉而坐	我不喜欢穿靴子
等等	等等

حلقة للمناقشة-: الفصول / الحالة الجوية / الملابس

الجو بارد جداً في الشتاء. الريح تهب و الثلوج تتساقط. نحتاج الى ملابس الشتاء قادم. سمكة في الشتاء: قبة, قفازات, سروال, معطف و جزمة. هناك مناسبات عديدة في فصل الشتاء. أنا استمتع بهذه الاحتفالات و الانوار الساطعة التي نراها في كل مكان. أنا اذهب



عائلي و اصدقائي و نقضي وقتاً في التسوق لشراء هدايا ل تجميل و تزيين المكان, و تجهيز الوجبات الغذائية, و طبخاً تناولها !! خلال فصل الشتاء و في عطلة نهاية الاسبوع أقضي وقتاً مع اصدقائي في التزلج. و بعد التزلج نجلس بجانب الموقد, نشرب الاحيان عندما الساخنة و نتبادل القصص. و في بعضه المشوكولات يكون الجو قارصاً نشاهد لعبة الهوكي في التلفاز أو نذهب الى السينما. أنا أحب الشتاء!

حلقة للمناقشة

هل الشتاء موسمك المفضل؟ (هل تحب موسم الشتاء؟)

(أنا أحب الشتاء)	(نعم أنا أحب الشتاء)
الجو بارد جداً	التزلج أحب
تلبس ملابس / أن تلبس يجب	الشتاء موسم لعبة الهوكي
سمكة	أحب احتفالات موسم الشتاء
أشعة الشمس قليلة	عيد ميلادي في فصل الشتاء
يجب ان تقضي الوقت في الداخل	منظر الثلوج جميل
انا لا احب رياضات الشتاء	دأحب الجلوس بجانب الموقد
انا لا احب لبس الجزمة	الخ ...
الخ ...	





Η αγαπημένη μου εποχή

Ο χειμώνας έρχεται. Κάνει πολύ κρύο το χειμώνα. Φυσάει αέρας, βρέχει και χιονίζει. Φοράμε ζεστά ρούχα: καπέλο, ζακέτα, κασκώλ, παντελόνι, παλτό, μπότες. Έχουμε πολλές γιορτές τον χειμώνα. Μου αρέσουν οι χειμωνιάτικες γιορτές. Παντού έχουν στολίδια και φώτα. Αγοράζω δώρα για την οικογένεια μου και τους φίλους μου. Μαγειρεύουμε και τρώμε όμορφα φαγητά. Το Σαββατοκύριακο πηγαίνουμε για χιονοδρομίες (σκι). Μετα τις χιονοδρομίες, καθόμαστε μπροστά στο τζάκι, πίνουμε ζεστό κακάο και λέμε ιστορίες.



Ε να ο χειμώνας η πιο αγαπημένη σου εποχή; (Σου αρέσει ο χειμώνας;)

Μου αρέσει ο χειμώνας (Ναι)	Δεν μου αρέσει ο χειμώνας (Όχι)
Μου αρέσουν οι χιονοδρομίες (σκι).	Κάνει πολύ κρύο.
Μου αρέσουν οι χειμωνιάτικες γιορτές.	Πρέπει να φοράμε πολλά ρούχα.
Μου αρέσουν τα χριστουγεννιάτικα γλυκά.	Δεν έχει πολλή λιακάδα.
Τα γενέθλια μου είναι τον χειμώνα.	Πρέπει να καθόμαστε μέσα.
Το χιόνι είναι όμορφο.	Δεν μου αρέσουν τα χειμωνιάτικα αθλήματα.
Μου αρέσει να κάθομαι κοντά στο τζάκι.	Δεν μου αρέσει να φοράω μπότες.
κλπ.	κλπ.

O

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Whole-class Discussions: Discussion Etiquette

INTERNATIONAL LANGUAGES LEVELS 1/2

School Life – The Classroom

In this strategy, students and teachers work together to create a list of rules for discussion etiquette to ensure shared ownership of the classroom environment. In the International Language this is also an opportunity to introduce vocabulary and structures associated with the classroom, and the imperative (command) form of verbs in context.

Purpose

- To lay the groundwork for respectful and purposeful whole-class and small-group discussions.
- To create an environment in which students feel their contributions are valued.

Payoff

Students will:

- feel their contributions are valued.
- understand the expectations for appropriate behaviour which are clearly set out.
- participate in class- and small-group discussions.

Tips and Resources

- Negotiate classroom discussion etiquette early in the year or semester. When students understand and participate in framing the rules at the outset, the result in all classrooms will be more respectful and productive discussions.
- This strategy assists students in International Languages to become familiar with the key terms and vocabulary specific to the language classroom. Many languages also have language-specific rules when communicating in different social situations, and various formal and informal forms to indicate various levels of respect. These aspects of language can also be introduced at this time.
- Provide multiple opportunities for a range of classroom small-group discussions on a variety of topics.
- Model the rules for class discussion behaviour and the use of inclusive and respectful language at every opportunity in your daily instructional practice.
- Seize upon the moments in the classroom when you can point out the differences between the kind of informal, colloquial speech appropriate in a casual conversation among adolescent friends, and more formal speech required in a class discussion.
- Use physical responses to classroom commands to assess comprehension of verbs in context.
- Classroom etiquette can also be introduced in different linguistic contexts depending on the language ability of the class. For example, “It’s important to...” or “Don’t ..., but (do)!”

See:

Sample Ideas for Game Cards: *Appropriate and Inappropriate Behaviours*.

Ideas for Game Cards for Spanish, Mandarin, Arabic, Greek.

Further Support

- The teacher and students to be aware of the variety of cultural norms which may affect conversation patterns such as physical proximity and eye contact.

Whole-class Discussions: Discussion Etiquette

INTERNATIONAL LANGUAGES LEVELS 1/2

School Life – The Classroom

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare a sheet of chart paper with two sets of sample headings, such as: • “In our language class, it is appropriate <u>to ask questions.</u>” • “In our language class it is inappropriate <u>to make noise</u> when someone else is speaking.” • Ask students to think about actions that would be appropriate for respectful and productive discussion behaviour in the IL classroom. 	<ul style="list-style-type: none"> • Think about behaviour that is appropriate to the classroom and participate in filling in the chart by giving the appropriate behaviour stating “It is appropriate to (that you, that we) ……….”
<p>During</p> <ul style="list-style-type: none"> • Pre-teach/review the vocabulary and grammar of commands (e.g., Ask! Speak! Listen! Use! Take! Help each other! etc.). • Return to the chart. Take the statements of appropriate behaviours and change them into the corresponding command forms. Keep students focussed on one specific form of command: e.g. You-friendly form, all affirmative. (e.g., Participate fully! Wait for your turn!) • Take the statements of inappropriate behaviours and repeat the above, constructing commands in the negative form. 	<ul style="list-style-type: none"> • Learn/review the vocabulary and grammatical structures of commands. • Take these statements and change them into commands according to the teacher’s lesson. Keep the commands in the forms that they have learned. Do not try to use negative forms or other forms they have not learned yet. • Take the statements of inappropriate behaviours and change them into negative commands according to the teacher’s lesson. (e.g., Don’t make noise!)
<p>After</p> <ul style="list-style-type: none"> • Prepare cards with commands that are appropriate and inappropriate for classroom behaviour (See Student/Teacher Resource, <i>Ideas for Card Games.</i>) • Play game with students where they read each card out loud and put them in the 2 categories of appropriate or inappropriate behaviour. • Repeat the above, now addressing the negative forms of the commands. 	<ul style="list-style-type: none"> • Participate in a game where they read the prepared cards and decide whether they should be placed in the category of appropriate or inappropriate behaviour.

Notes



Ideas for Game Cards

Appropriate and Inappropriate Classroom Behaviours

Inappropriate:

1. Chew gum!
2. Talk when the teacher is talking!
3. Interrupt others!
4. Be sarcastic!
5. Do other homework!
6. Listen to your discman!
7. Look out the window!
8. Phone a friend on your cellular!
9. Make noise when someone else is speaking!
10. Disagree often!
11. Fool around!
12. Be rude!
13. Be impolite!

Appropriate:

1. Participate!
2. Stay on topic!
3. Have good eye contact!
4. Wait for your turn!
5. Ask questions!
6. Listen well!
7. Smile!
8. Show visual aids!
9. Show respect!
10. Be polite!
11. Be courteous!
12. Pay attention!
13. Speak clearly!

La Escuela: La Sala de Clase - Los Mandatos

Ideas para las tarjetas del comportamiento apropiado e impropio

Impropio:

1. ¡Mastica chicles!
2. ¡Habla cuando el profesor habla!
3. ¡Interrumpe a otros!
4. ¡Sé sarcástico/a!
5. ¡Haz otra tarea!
6. ¡Escucha tu discman!
7. ¡Mira por la ventana!
8. ¡Llama a un amigo por teléfono celular!
9. ¡Haz ruido!
10. ¡Discute frecuentemente!
11. ¡Pierde el tiempo!
12. ¡Sé grosero/a!
13. ¡Sé descortés!

Apropiado:

1. ¡Participa!
2. ¡Concéntrate!
3. ¡Ten buen contacto ocular!
4. ¡Espera tu turno!
5. ¡Haz preguntas!
6. ¡Escucha bien!
7. ¡Sonríe!
8. ¡Muestra los medios visuales!
9. ¡Muestra el respeto!
10. ¡Sé cortés!
11. ¡Sé atento!
12. ¡Presta atención!
13. ¡Habla claramente!



学校 - 教室：命令

大组讨论：讨论礼仪

恰当行为和不恰当行为游戏卡片

不恰当：

1. 嚼口香糖.
2. 在老师讲课时说话.
3. 打断别人.
4. 讽刺挖苦.
5. 做别的作业.
6. 听随身听.
7. 向窗外看.
8. 用手机给朋友打电话.
9. 嘈杂吵闹.
10. 总跟别人拧着.
11. 瞎胡混.
12. 粗鲁.
13. 不礼貌.

恰当：

1. 积极参与.
2. 紧扣主题.
3. 目光交流.
4. 轮候发言.
5. 常提问.
6. 仔细聆听.
7. 面带微笑.
8. 使用直观教具.
9. 尊重他人.
10. 有礼貌.
11. 客气.
12. 专心.
13. 说话清楚.

الصف: التعليمات-المدسة

مناقشة جماعية : أصول المناقشة الجماعية

افكار لاستعمال بطاقات اللعبة للسلوك المناسب و غير المناسب:

غير المناسب :

1. الةكة !
2. الةلم اثناء اءاء الةلمة / الةلم !
3. !مقاعة الاءرين اثناء الءاء
4. الةخرة من الاءرين !
5. الةام بواء الاءرين !
6. الةماع الى الةموسىقى !
7. الةظر من الةشابك !
8. الةصال هاءفى بصدىق من الةال الةقال !
9. الةم لوضاء !
10. الةالاف مع الاءرين ءوماً !
11. الةضىىع الةوقت !
12. الةخشونة فى الةعامل !

المناسب :

1. الةمشاركة !
2. الةالزام !
3. الةبادل الةنظر !
4. الةنظر ءورك !
5. الةسألة !الطرح
6. الةالتماع !
7. الةابتماع !
8. الةرض صور مرئية !
9. الةالترم الاءرين !
10. الةن الةالتماع !
11. الةأءب والةأءاق الةالتماع !
12. الةالتماع !

Παραδεκτή και απαράδεκτη συμπεριφορά στην τάξη

Απαράδεκτη συμπεριφορά:

1. Να μασάς τσίχλα.
2. Να μιλάς όταν μιλάει ο δάσκαλος.
3. Να διακόπτεις άλλους.
4. Να χρησιμοποιείς το κινητό σου τηλέφωνο όταν γίνεται μάθημα.
5. Να ακούς μουσική όταν γίνεται μάθημα.
6. Να κάνεις θόρυβο.
7. Να διαφωνείς συχνά.
8. Να είσαι αγενής.
9. Να κοιτάς έξω από το παράθυρο όταν γίνεται μάθημα.
10. Να φεύγεις από την τάξη χωρίς να ζητήσεις άδεια.
11. Να μην συγκεντρώνεσαι στο μάθημα.
12. Να λερώνεις το θρανίο σου.

Παραδεκτή συμπεριφορά:

1. Να παρακολουθείς το μάθημα προσεκτικά.
2. Να απαντάς στις ερωτήσεις του δασκάλου.
3. Να μιλάς καθαρά.
4. Να περιμένεις την σειρά σου.
5. Να ρωτάς ερωτήσεις.
6. Να είσαι ευγενικός με τον δάσκαλο και τους άλλους μαθητές.
7. Να είσαι μέσα στην τάξη πριν αρχίσει το μάθημα.
8. Να είσαι καθαρός.
9. Να έχεις σεβασμό.
10. Να χαμογελάς.
11. Να παίρνεις μέρος στις συζητήσεις.



Whole-class Discussions: Four Corners

INTERNATIONAL LANGUAGES LEVELS 1/2 The Individual – Relationships

In this strategy, students individually consider an issue and move to a designated area in the room to join others who share their ideas. The strategy is flexible and can be used for many topics in the language classroom. In this particular activity, students consider simple statements that impact on relationships and allow for four varying degrees of preference. After moving to an area of the room which represents their viewpoint, they exchange ideas about these statements in small groups with classmates who hold similar opinions.

Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- Encourage students to make up their own mind concerning the issue.
- Possible variations:
 - Consider using more than four areas for response - even six responses can work well with various questions.
 - Try using only two responses; draw a line dividing the room and ask students to stand on one side of it, depending on their decision.
 - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will encourage student interaction as they discover where they fit in line.
 - This strategy would work well as a forum in which students could share a product they have created. In this case students would take their work to one of the corners to share, compare and discuss with other students. This is a very helpful option for students prior to handing work in to the teacher.
- Alternative linguistic focus:
 - Consider using adverbs of frequency that allow students to give opinions while crafting personal responses.
 - Try incorporating key questions into all four corners that students can use for increased interaction.

See:

Sample List of Simple Statements about *Relationships: I Agree/Disagree*.
Simple Statements for Spanish, Mandarin, Arabic, Greek.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.

Whole-class Discussions: Four Corners

INTERNATIONAL LANGUAGES LEVELS 1/2 The Individual – Relationships

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create a list of simple statements in the International Language that will allow the students to have varying degrees of agreement/disagreement or preference (See Student/Teacher Resource, <i>Relationships: I agree/disagree.</i>) • Organize four corners of the room, labelled in the IL with “<i>strongly agree</i>”, “<i>agree</i>”, “<i>disagree</i>”, “<i>strongly disagree</i>”. • Encourage students to think about each. 	<ul style="list-style-type: none"> • Review for comprehension the IL labels in the four corners. • Think about each statement on the teacher-prepared list and decide on their opinion.
<p>During</p> <ul style="list-style-type: none"> • Announce each of the statements to the class one by one. Ask the students to move to the corner of the language classroom that represents their viewpoint. • Have the students take turns practicing the four statements of agreement/disagreement in the IL. • Have the students express their opinions to a greater extent depending on their level of oral proficiency in the IL, giving reasons why they strongly agree or disagree. • Encourage each student to participate and share equally in the discussion. 	<ul style="list-style-type: none"> • Listen to the statement read aloud by the teacher. • Choose and move to the corner of the language classroom that best describes their viewpoint. • Take turns stating their personal views in the IL by making simple statements like “I agree that...” or “I disagree that...” • Exchange ideas about why they strongly agree or disagree in more elaborate statements. • Ensure that each member expresses an opinion and shares equally in the discussion.
<p>After</p> <ul style="list-style-type: none"> • As an alternative activity, prepare a list of statements. Teach and then post the adverbs of frequency, such as <i>never</i>, <i>rarely</i>, <i>often</i>, <i>always</i>, in the 4 corners. • Have the students go to each corner depending on how frequently they do each activity. • Ask them to expand on their statements by giving an explanation about why, when, etc. they do these activities. 	<ul style="list-style-type: none"> • Learn the adverbs of frequency such as <i>never</i>, <i>rarely</i>, <i>often</i>, <i>always</i>. • Proceed to each corner as the teacher reads the statement, depending on how often they do each activity. • Give an explanation why they do or do not do a certain activity, or when they do or do not do an activity (e.g., I bring my lunch to school because it is cheaper than buying it every day.)

Notes



Relationships: I agree/disagree

Simple statements that allow for varying degrees of preference

1. It is very important to learn a second/ third language.
2. It is not a good idea to eat meat.
3. It is not wrong to stay out late on weeknights.
4. It is necessary for teenagers to have a cellular phone.
5. It is a good idea to exercise at least three times a week.
6. It is wrong to drink soft drinks every day.
7. It is right for teenagers to choose their own curfew on the weekend.
8. It is wrong to have a party at your house when parents are away.
9. It is necessary to phone your parents when you are out late at night.
10. It is a good idea to bring your own lunch to school.
11. It is important to have school dances.
12. It is important to be involved in some sports/arts etc. activities in the school.
13. It is necessary to do your homework every night.
14. It is important for teenagers to have a part-time job.
15. It is a good idea to have a variety of different friends.



Las relaciones: Estoy de acuerdo/ No estoy de acuerdo

Frases simples que permiten distintos grados de preferencia

1. Es muy importante aprender una segunda/ tercera lengua.
2. No es una buena idea comer carne.
3. No es malo quedarse fuera hasta muy tarde las noches de entre semana.
4. Es necesario que los adolescentes tengan un teléfono celular.
5. Es una buena idea hacer ejercicio por lo menos tres veces por semana.
6. Es malo beber refrescos todos los días.
7. Es bueno que los adolescentes escojan su toque de queda los fines de semana.
8. Es malo tener una fiesta en tu casa cuando tus padres no están.
9. Es necesario llamar a tus padres cuando no estás en casa por la noche.
10. Es una buena idea llevar tu almuerzo a la escuela.
11. Es importante tener bailes en la escuela.
12. Es importante participar en los deportes/artes etc. en la escuela.
13. Es necesario hacer la tarea cada noche.
14. Es importante que los adolescentes tengan un trabajo de tiempo parcial.
15. Es una buena idea tener una variedad de amigos diferentes.



大组讨论：表达范围

关系：我同意/ 不同意
表达各种不同程度倾向性的简单说法

1. 学习第二种/ 第三种语言非常重要.
2. 吃肉不好.
3. 周日晚上在外面呆到很迟不算错.
4. 对青少年来说, 有一个手机是必要的.
5. 一周至少锻炼三次是个好主意.
6. 每天都喝软饮料不好.
7. 青少年在周末自己选择几点回家没什么错.
8. 当父母不在家时, 在家举行聚会是不对的.
9. 晚上很迟不回家有必要给父母打一个电话.
10. 上学自带午餐是个好主意.
11. 学校举办舞会很重要.
12. 参与学校文体活动等很重要.
13. 每天晚上做作业很有必要.
14. 青少年打零工很重要.
15. 有各种各样的朋友是个好主意.

من اقشة جماعية: ذات أربعة أركان (مجاميع)

العلاقات: أنا أتفق / لا أتفق

1. من المهم جداً تعلم لغة ثانية أو ثالثة.
2. أكل اللحم فكرة غير جيدة.
3. ليس من الخطأ البقاء متأخراً في ليالي عطلة نهاية الاسبوع.
4. روري للمراقبين امتلاك تلفون نقال. من الض
5. من الضروري القيام بتمارين رياضية ثلاث مرات في الاسبوع على الأقل.
6. من الخطأ شرب المشروبات الغازية كل يوم.
7. من الصحيح أن يختار المراقبون موعد رجوعهم الى البيت أيام عطلة نهاية الاسبوع.
8. لديك. من الخطأ القيام بحفلة في بيتك أثناء غياب وا
9. من الضروري الاتصال هاتفياً بالأهل في حالة التأخر ليلاً.
10. جلب غذائك الى المدرسة فكرة جيدة.
11. من الضروري القيام بحفلات رقص في المدرسة.
12. من الضروري انجاز واجبك البيتي يومي.
13. من الضروري للمراقبين الحصول على عمل بدوام جزئي.
14. من مختلف النوعيات. انها فكرة جيدة بأن يكون لديك أصدقاء

Συμφωνώ / Δεν συμφωνώ

1. Είναι σημαντικό να μάθεις γλώσσες.
2. Είναι καλό να είσαι συχνά έξω αργά το βράδυ.
3. Είναι απαραίτητο οι νέοι να έχουν κινητό τηλέφωνο.
4. Είναι καλό να κάνεις γυμναστική τρεις φορές την εβδομάδα.
5. Δεν είναι καλό να πίνεις αναψυκτικά.
6. Είναι απαραίτητο να τηλεφωνάς στους γονείς σου όταν αργείς να γυρίσεις σπίτι.
7. Είναι σημαντικό για τους μαθητές να έχουν μία δουλειά.
8. Είναι καλό να έχεις φίλους από χώρες με διαφορετική κουλτούρα.
9. Δεν είναι καλό να τρώς κρέας.
10. Δεν είναι σωστό να κατεβάζεις μουσική από το διαδίκτυο (Ίντερνετ) χωρίς να πληρώνεις.
11. Είναι απαραίτητο τα παιδιά να κάνουν εθελοντικές δουλειές.
12. Δεν είναι καλό να βλέπεις τηλεόραση περισσότερο από δύο ώρες την ημέρα.
13. Είναι καλό να επικοινωνείς με τα ξαδέλφια σου συχνά.

Whole-class Discussions: Triangle Debate

INTERNATIONAL LANGUAGES LEVELS 1/2
Travel – Means of Transportation

In this strategy, all students are involved in an informal, whole-class debate. It is a flexible tool that allows students to debate in a comfortable setting while practising the vocabulary and structures associated with a particular thematic unit. In this particular activity students debate the advantages / disadvantages of various means of travel.

Purpose

- Encourage students to get involved in whole-class discussion.
- Create a comfortable atmosphere for students to share ideas and debate.

Payoff

Students will:

- participate in an informal debate.
- practise cognitively-demanding speaking skills in a comfortable environment.
- benefit from the research process.
- learn to process ideas and reach conclusions.

Tips and Resources

- This is not a formal debate - it is intended to facilitate whole-class discussion and critical thinking. Refer to Student/Teacher Resource, Triangle Debating Tips.
- It may be appropriate to divide the class in half, create two different questions, and prepare for two presentation days. Presentations may be prepared and formulated over time or be spontaneous for review of language.
- It is beneficial to do Triangle Debate three times in order to allow students the opportunity to work in three groups and to practise multiple language items.
- If time is an issue, simplify the exercise by creating easier questions that do not require research.
- Encourage involvement by providing key vocabulary for a theme and structural models that may be necessary for the International Language.
- Oral presentations will allow students to use key vocabulary, structures, formulate questions and answers.
- Follow-up written activities based on oral debate can be implemented.

See sample *Transportation Statements and Related Vocabulary for Groups 1, 2 and 3*.

Sample Simple Adjectives in Comparative and Superlative Forms.

“Transportation” Statements and Related Vocabulary for Spanish, Mandarin, Arabic, Greek.

Simple Adjectives in Comparative and Superlative Forms for Spanish, Mandarin, Arabic, Greek.

Further Support

- Students who are uncomfortable about this process may benefit from working with a partner, sharing the research process and dividing up the debating process.
- Some students may require extra practice time in order to feel more comfortable with this process.



Whole-class Discussions: Triangle Debate

INTERNATIONAL LANGUAGES LEVELS 1/2

Travel – Means of Transportation

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Pre-teach/review/expand vocabulary in the IL associated with: <ul style="list-style-type: none"> a) means of transportation (e.g., by boat, by plane, by train), and b) adjectives in their simple, comparative and superlative forms (e.g., cheap, cheaper, cheapest; safe, safer, safest.) (See Student/Teacher Resource, <i>Travel: Means of Transportation.</i>) Introduce a paragraph that discusses one or more means of transportation. Ask students to reflect on their preferred means of transportation. Brainstorm with students to arrive at a series of statements related to means of transportation that can be debated using level-appropriate IL vocabulary. Divide students into 3 groups and explain the activity: members of group 1 will have one statement to argue for (e.g., <i>We prefer to travel by train because it is cheaper</i>); members of group 2 will have a different statement to argue for on the same theme (e.g., <i>We prefer to travel by plane because it is the fastest</i>); members of group 3 will prepare related comments or questions, (e.g., <i>Which is the most fun?</i>) and take turns asking these questions. Give students time to prepare and to organize the order of speakers. 	<ul style="list-style-type: none"> Learn required vocabulary associated with means of transportation. Learn how to compare adjectives (simple, comparative and superlative forms) in the IL. Listen to the paragraph read aloud by the teacher and reflect on their preferred means of transportation. Create simple statements that can be debated (e.g., <i>We prefer to travel by plane because... We prefer to travel by car because... etc.</i>) Record these statements on cue cards. Prepare for the triangle debate. Students in groups 1 and 2 will take turns arguing for and defending opinions. Students in group 3 will prepare comments and/or questions for the opinions stated by members of groups 1 and 2. Decide the order of presenters within each group.
<p>During</p> <ul style="list-style-type: none"> Arrange the class in a triangle formation so all 3 groups see one another. Oversee process as a timer, moderator or judge, calling upon individuals for their points of view. 	<ul style="list-style-type: none"> Group 1 / 2 members: state the opinion they have chosen using adjectives in comparative or superlative to explain why they prefer that means of travel. Group 3 members: ask relevant questions/ make comments using adjectives in comparative and superlative (e.g., <i>Which means is cheaper? How is it safer? Is walking in the city practical?</i>). Group 1 and 2 members: answer all questions posed by group 3.
<p>After</p> <ul style="list-style-type: none"> As a variation - rotate students so that group 3 becomes group 1 or 2 and so forth. As another variation - have only one statement with one group for and one group against and one group asking questions. 	<ul style="list-style-type: none"> Take turns stating or defending opinions and asking/ answering questions for each side of the debate.

Notes



Travel: Means of Transportation

Sample Statements for Groups 1 and 2 Cue Cards

Group 1 and 2 present their preferences based on their cue cards, with statements such as:
I/ We prefer to travel by (+means of transportation) because (+reason using simple, comparative or superlative adjectives)

e.g. I/ We prefer to travel by plane because it is the fastest.

e.g. I/ We prefer to travel by train because it is cheaper.

e.g. I/ We prefer to travel by bike because it is healthier.

Sample Comments/Questions for Group 3

Group 3 makes comments or asks questions based on the adjectives as well.

e.g. Which is the cheapest?

e.g. Is it safer?

e.g. Which is the most boring?

Transportation Vocabulary

By plane

By boat

By car

By train

By bus

By bicycle

By streetcar

On a truck

On foot

On a moped

In a jeep

On a motorcycle

Examples of Simple Adjectives and their Comparatives and Superlative Forms

cheap

expensive

safe

healthy

dangerous

“green”

good

bad

fun

boring

exciting

easy

difficult

family-oriented

long

short

cheaper

more expensive

safer

healthier

more dangerous

“greener”

better

worse

more fun

more boring

more exciting

easier

more difficult

more family-oriented

longer

shorter

cheapest

the most expensive

safest

healthiest

the most dangerous

“greenest”

the best

the worst

the most fun

the most boring

the most exciting

easiest

the most difficult

the most family-oriented

longest

shortest



Medios de transporte

Frases de muestra para los letreros de los grupos 1 y 2

Grupos 1 y 2 presentan sus preferencias basadas en sus letreros, con frases tales como:
Yo prefiero/Nosotros preferimos viajar por/en (+medio de transporte) porque (+la razón, usando los adjetivos simples, comparativos o superlativos)

- ej. Yo prefiero/Nosotros preferimos viajar en avión porque es el más rápido.
- ej. Yo prefiero/Nosotros preferimos viajar en tren porque es más barato.
- ej. Yo prefiero/Nosotros preferimos viajar en bicicleta porque es más saludable.

Comentarios/Preguntas para el grupo 3

Grupo 3 también hace comentarios o preguntas basadas en los adjetivos.

- ej. ¿Cuál es el más barato?
- ej. ¿Cuál es el más seguro?
- ej. ¿Cuál es el más aburrido?

Vocabulario de los medios de transporte

En avión	En autobús	A pie
En barco	En bicicleta	En ciclomotor
En coche	En tranvía	En jeep
En tren	En camión	En motocicleta

Ejemplos de los adjetivos simples con sus comparativos y superlativos

barato	más barato	el más barato
caro	más caro	el más caro
seguro	más seguro	el más seguro
sano	más sano	el más sano
peligroso	más peligroso	el más peligroso
ecologista	más ecologista	el más ecologista
bueno	mejor	el mejor
malo	peor	el peor
divertido	más divertido	el más divertido
aburrido	más aburrido	el más aburrido
fascinante	más fascinante	el más fascinante
fácil	más fácil	el más fácil
difícil	más difícil	el más difícil
orientado hacia la familia	más orientado hacia la familia	el más orientado hacia la familia
largo	más largo	el más largo
corto	más corto	el más corto

大组讨论：三方辩论

交通工具

第一组和第二组论点声明提示卡片样品

第一组和第二组根据提示卡片陈述倾向性意见，用以下方式表达：

我/ 我们喜欢乘 (+ 交通工具) 旅行，因为 (+ 理由，使用形容词原级，比较级和最高级)。

例如：我/ 我们喜欢乘飞机旅行，因为乘飞机快。

例如：我/ 我们喜欢乘火车旅行，因为乘火车比较便宜。

例如：我/ 我们喜欢骑自行车，因为骑自行车更有益于健康。

第三组也用以下形容词来评价或提问：

例如：怎样旅行比较便宜？

例如：这样安全吗？

例如：怎样旅行最没劲？

旅行词汇

乘飞机

乘船

开车

坐火车

乘公共汽车

骑自行车

坐有轨电车

坐卡车

用滑行踏板

骑机动脚踏两用车

坐吉普车

骑摩托车

形容词原级，比较级和最高级形式举例

便宜

贵

安全

有益于健康

危险

绿

好

坏

好玩

沉闷

激动人心

容易

困难

适合家庭

长

短

更便宜

更贵

更安全

更有益于健康

更危险

更绿

更好

更坏

更好玩

更沉闷

更激动人心

更容易

更困难

更适合家庭

更长

更短

最便宜

最贵

最安全

最有益于健康

最危险

最绿

最好

最坏

最好玩

最沉闷

最激动人心

最容易

最困难

最适合家庭

最长

最短

من اقشة جماعية: نقاش ثلثة أركان (مجاميع)

وسائل النقل

نموزج رأي المجموعة 1 و 2 باستعمال كارتات صغيرة
تقدم المجموعة 1 و 2 موقفها باعتماد الكارتات الصغيرة , كالمثال الآتي:
نحن نفضل السفر بوسيلة النقل المعينه (اذكر واسطة النقل (أنا /
مع بيان أسباب الاختيار باستعمال صفات المقارنة البسيطة.

مثال : أنا / نحن نفضل السفر بالطائرة لأنها أسرع.
مثال : أنا / نحن نفضل السفر بالقطار لأنه أرخص.
ر صحية.مثال : أنا / نحن نفضل السفر بالدراجة لأنها أكثر

نموزج : الملاحظات و الاسئلة للمجموعة 3.
تقدم المجموعة 3 ملاحظات و اسئلتها معتمدة على الصفات نفسها

مثال : أيهما أرخص؟

مثال : أيهما أأمن؟

مثال : أيهما أكثر ملل؟

مفردات وسائل النقل:

الطائرة.	بالباخرة.	بالسيارة.
لقطار.	بالباص / الحافلة.	بالدراجة.
بالشاحنة.	على الاقدام.	بالدراجة البخارية الصغيرة.
بسيارة الطرق الوعرة.	بالدراجة البخارية.	

نموزج لبعض الصفات:

رخيص	أرخص
غالي	أغلى
أمين	أأمن
صحي	أكثر صحي
خطر	أخطر
أخضر	أكثر اخضراراً
جيد	جيد جداً
ردئ	أكثر رداءة
مسلبي	أكثر تسليية
مثير	أكثر إثارة
سهل	أسهل
صعب	أصعب
طويل	أطول
قصير	أقصر

Μέσα Μετακίνησης

Υποδείγματα εκφράσεων προτίμησης για τις Ομάδες 1 και 2 (κάρτες)

Ομάδες 1 και 2:

πχ: Προτιμώ να ταξιδεύω με αεροπλάνο γιατί είναι το πιο γρήγορο.

πχ: Προτιμούμε να ταξιδεύουμε με τρένο γιατί είναι φτηνό.

πχ: Προτιμώ να ταξιδεύω με ποδήλατο γιατί είναι το πιο υγιεινό.

πχ: Προτιμούμε να ταξιδεύουμε περπατώντας γιατί είναι το πιο ασφαλές.

Υποδείγματα εκφράσεων / ερωτήσεων για την Ομάδα 3

Ομάδα 3:

πχ. Ποιό είναι το πιο φτηνό;

πχ. Ποιό είναι το πιο ασφαλές;

πχ. Ποιό είναι το πιο κουραστικό;

πχ. Ποιό είναι το πιο δύσκολο;

Λεξιλόγιο μετακίνησης

με αεροπλάνο

με πλοίο

με αυτοκίνητο

με τρένο

με λεωφορείο

με ποδήλατο

με μοτοσικλέτα

επάνω σε φορτηγό

Παραδείγματα επιθέτων και τα παραθετικά τους

φτηνό

ακριβό

ασφαλές

επικίνδυνο

καλό

κακό

βαρετό

καταπληκτικό

εύκολο

δύσκολο

ευχάριστο

υγιές

φτηνότερο

ακριβότερο

ασφαλέστερο

επικινδυνότερο

καλύτερο

χειρότερο

πιο βαρετό

καταπληκτικότερο

ευκολότερο

δυσκολότερο

πιο ευχάριστο

υγιέστερο

το πιο φτηνό

το πιο ακριβό

το πιο ασφαλές

το πιο επικίνδυνο

το πιο καλό

το πιο κακό

το πιο βαρετό

το πιο καταπληκτικό

το πιο εύκολο

το πιο δύσκολο

το πιο ευχάριστο

το πιο υγιές

Presentations: Presentation Modelling

INTERNATIONAL LANGUAGES LEVELS 1/2**The World of Culture – Independent Project Presentation**

Many students are hesitant to give presentations in class; they are uncomfortable or nervous and do not clearly understand what an effective presentation looks like. By demonstrating an ineffective presentation, modelling an effective presentation, and facilitating student collaboration, teachers will ease student stress and clearly define an effective presentation.

Purpose

- To clearly define exemplary presentation skills.
- To create a comfortable, safe environment in which students may be successful in presentations.

Payoff

Students will:

- collaborate with each other and the teacher to improve the teacher's ineffective presentation.
- experience, first hand, examples of ineffective and effective presentations.
- observe their suggestions for improvement in action.

Tips and Resources

- Teachers may consider modelling or describing an effective presentation. Teachers need to be cautious when demonstrating an ineffective presentation - a sense of humour goes a long way to help students be comfortable.
- It may be helpful to videotape both the teacher's first presentation and the improved presentation so that students may re-examine the changes.
- Explain the items that are to be included in the presentation (key vocabulary, personal reflections, etc.), and how presentation will be assessed.
- In addition some discussion on strategies when speaking in a new language should offer survival tips to student.
- Engage students in discussion on survival tips when speaking in a new language, that can be used during their presentation.
- Provide students with a list of relevant topics related to the culture/history/geography/arts etc. of a country where the International Language is spoken.
- Consider providing students with a presentation rubric prior to their presentation to encourage them to understand how to succeed and to assist them in planning their presentation.

Sample Checklist for Independent Project Presentation, p. 94.

Checklists for Spanish, Mandarin, Arabic, Greek, pp. 95-98.

Further Support

- Give careful consideration when determining pairs of students who will present together.



Presentations: Presentation Modelling

**INTERNATIONAL LANGUAGES LEVELS 1/2
The World of Culture – Independent Project Presentation**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare a brief video presentation on a familiar topic in the International Language that demonstrates ineffective presentation skills. (e.g., low voice, not articulating clearly, no eye contact, no visual aids). • Prepare and distribute a rubric to assist students in assessing the effectiveness of the teacher's sample presentation. • Have visual aids and other appropriate items on hand for students to use during presentation. 	<ul style="list-style-type: none"> • Observe teacher's prepared video. • Prepare to comment on the presentation and on the categories for an effective presentation on the teacher-prepared rubric that has been distributed.
<p>During</p> <ul style="list-style-type: none"> • Engage the whole class in discussion about areas needing improvement. • Invite students to address each of the areas of improvement by coming to the front and for the same topic presenting one of the categories for an effective presentation through role-playing. 	<ul style="list-style-type: none"> • Present ideas for improvement in whole class grouping. • Through role-playing, take turns demonstrating effective presentation skills for each of the categories discussed (e.g., student demonstrates good eye contact, student shows class pertinent visuals and presents them in an appropriate way).
<p>After</p> <ul style="list-style-type: none"> • Ask students to assist you in creating a chart of effective presentation skills for an independent project presentation on a cultural topic. • Give students a choice of topics for their projects relating to one component of culture/history/ the arts/ etc. in (a) country/countries where the IL is spoken. • Have students prepare the written component of research. • Correct the written component of research. • Divide the class into pairs and ask students to practise presenting orally with their partners. • Circulate among the students to offer constructive criticism and suggestions for improvement. • Evaluate projects orally using a rubric that outlines effective presentation skills previously summarized by the class. 	<ul style="list-style-type: none"> • Offer ideas on effective presentation skills, including use of visual aids. • Choose a topic for their projects and research their topic, taking notes and recording sources • Write a paragraph consisting of 10-15 complete sentences on the chosen topic and submit it to the teacher for review. • Practise oral presentation of their written work with their partners. • Offer their partner constructive criticism and hints for a more effective presentation. • Present their project orally using the effective presentation skills that have been modeled at the beginning of the assignment and summarized by the class.



Checklist to Develop a Rubric for Effective Presentation Skills
The World of Culture – Independent Project Presentation

Name: _____

Descriptors / Criteria	
Knowledge and Understanding of Content	
Explanation of new/unfamiliar words	
Thinking	
Organizing Information	
Communication	
Appropriate pronunciation	
Eye contact	
Varies tone	
Clarity	
Expected Fluency	
Application	
Visual aids	
Makes connections between IL and world outside	
Involves audience	





Student/Teacher Resource

**Lista de Verificación para Desarrollar y Dar una Pauta para la Presentación
de Habilidades Efectiva
El Mundo de la Cultura – Presentación de Proyecto Independiente.**

Nombre: _____

Descriptors / Criteria	
Knowledge and Understanding of Content	
Explanation of new/unfamiliar words	
Thinking	
Organizing Information	
Communication	
Appropriate pronunciation	
Eye contact	
Varies tone	
Clarity	
Expected Fluency	
Application	
Visual aids	
Makes connections between IL and world outside	
Involves audience	





口头报告有效技能评分表对照检查清单
独立研究报告：文化世界

□□: _____

Descriptors / Criteria	
Knowledge and Understanding of Content	
Explanation of new/unfamiliar words	
Thinking	
Organizing Information	
Communication	
Appropriate pronunciation	
Eye contact	
Varies tone	
Clarity	
Expected Fluency	
Application	
Visual aids	
Makes connections between IL and world outside	
Involves audience	





Student/Teacher Resource

الشفاهف قائفة اءءق فف لءمء إسمءارة ءق فف فمء ءءق ءفم
ءالم ءءق افءة - ءءق ءفم الشفاهف للمشروع ءءراسف المسمءقل

ءل إسم

Descriptors / Criteria	
Knowledge and Understanding of Content	
Explanation of new/unfamiliar words	
Thinking	
Organizing Information	
Communication	
Appropriate pronunciation	
Eye contact	
Varies tone	
Clarity	
Expected Fluency	
Application	
Visual aids	
Makes connections between IL and world outside	
Involves audience	



**Κατάλογος Αξιολόγησης της Παρουσίασης Εργασίας
Ο Κόσμος του Πολιτισμού - Ατομική Παρουσίαση Εργασίας**

Όνομα: _____

Descriptors / Criteria	
Knowledge and Understanding of Content	
Explanation of new/unfamiliar words	
Thinking	
Organizing Information	
Communication	
Appropriate pronunciation	
Eye contact	
Varies tone	
Clarity	
Expected Fluency	
Application	
Visual aids	
Makes connections between IL and world outside	
Involves audience	