

















Review My Week

How do you feel about your English for the week? Tick (✓) the boxes.

				
<p>Week 1</p> <hr/>				
				
				
				
<p>Week 2</p> <hr/>				
				
				
				
<p>Week 3</p> <hr/>				
				
				
				


Are you  with your English?

What can you do to be  about it?

Review My Attendance

What days did you come to class this week?

Tick (✓) the boxes.



	Mon	Tues	Wed	Thurs	Fri		
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							
Week 15							
Week 16							
Week 17							



Are you  or  about your attendance ?

Tick (✓) the box.

My Spelling Tests

How is your spelling this week? Write total of correct words under Results.

Week	Date	Topic	Results		
2			/20		
3			/20		
4			/20		
5			/20		
6			/20		
7			/20		
8			/20		
9			/20		
10			/20		
11			/20		
12			/20		
13			/20		
14			/20		
15			/20		

Are you  or  about your spelling? Tick (✓) the box.
it?

Review My Week

MODULE: Learning to Learn

LEVEL: Reception 1 Middle

Time: 20 minutes for initial lesson, 2 minutes subsequently	Focus: raising self-awareness of progress in the 4 skills
Class organisation: individual	Type of activity: self-reflection, reading
Can be adapted to: lower levels	Prerequisites: Students know "can" for ability
FETAC:	
ELP: p. 34 Learning about Learning: I can think about what I have learnt and how important it is to me.	

For this activity you need...

1 class set of worksheet on very bright coloured paper (eg. yellow)

Enlarge to A3 the 4 skills pictographs and smiley faces.

N.B.

In a "sea" of white worksheets, coloured paper for a weekly review is easily spotted; particularly helpful for very disorganised students.

Introduce worksheet on a Friday after a Topic (eg. House) has been completed.

In Class Procedure at a Glance

Stage 1: Modelling

- Place enlarged "face" pictures in a row on the board.
- Elicit emotions shown on the cards. (happy, OK, not happy).
- Ask students how they feel today.

- Place 4 skills pictographs down the board, as shown on grid.
- Elicit names of skills, asking: What can we do in English? (speak, understand, read, write)

- Ask "How is your English Speaking?" Point to Speak picture and Faces.
- Ask student "Is it a Big problem (not happy), Small problem (OK) or

No problem (happy).

- Write Problem headings above Faces.
- Put a tick on grid illustrating student's answer.
- Ask different students, "How is your understanding, reading, writing"
- Put a tick on grid illustrating their answers.
- Repeat process with "I can" heading beside Face pictures. Write "My name" to left of skills icons.
- Ask 1 student, "Can you say your name? Big problem, small problem, no problem."
- Put a tick where student indicates.
- Question same student about remaining skills, put tick where indicated.
- Repeat process with weaker student.

Stage 2 : Weekly Review

- On board, erase "My Name". Write the Week number of the course and the Topic just completed below it. (eg. House)
- Ask students, "Look in your book. What speaking did we do?"
- Give students time to find discussion/pairwork activities and read them over.
- Ask, one student " How was your speaking this week?" Put a tick on the board grid.
- Repeat process for all 4 skills. Students refer back to their notes for the week to refresh their memory. (Those who were absent may now try to obtain worksheets they missed.)

Stage 3 : Reflect and Write

- Hand out worksheet. Students write Topic name under Week heading.
- Students tick appropriate boxes.
- Discuss questions at bottom of page.

In Class Procedure in Detail

Variations / Comments / Supplementary Activities

See **Feach** p. 16 – 24 for more detailed teacher's notes at Literacy level and photocopiable material.

Discussion at bottom of page is informal. At this stage, they may not be able to express ways to improve their English in the target language. It is enough for now that they think about it, even in their own language.

Strategies for learning English are discussed more formally during :

- Teacher and student expectations, which leads to
- The class contract
- The self- assessment questionnaire, which leads to
- The learner contract

Review My Attendance

MODULE: Learning to Learn

LEVEL: Reception 1 Middle

Time: 20 minutes for initial lesson, 2 minutes subsequently	Focus: raising self-awareness of attendance
Class organisation: individual	Type of activity: self-reflection, reading
Can be adapted to: lower levels	Prerequisites: Students know days of the week.
FETAC:	
ELP: p. 39 Personal Attendance Record	

For this activity you need...

1 class set of worksheet on very bright coloured paper (eg. yellow)

Student attendance sign-in sheet.

N.B.

In a "sea" of white worksheets, coloured paper for a weekly review is easily spotted; particularly helpful for very disorganised students.

Introduce worksheet on a Friday after several days attendance.

In Class Procedure at a Glance

Stage 1: Modelling

- Write short form for days across the board.
- Elicit names for each day of the week shown.
- Ask, "What week are we in now?" Write the week number on the lower left side by Monday on the board.
- Ask a good attender, "Did you come to school on Monday?" (Show student the attendance sign-in sheet if they don't remember.)
- Put a tick under Monday.
- Repeat question and tick for every day student was in class that week.
- Draw happy face and sad face beside Friday on the board
- Ask, "Are you happy with your attendance?"
- Put a tick under appropriate face.
- Repeat questions and ticks with a poor attender. Put an X under every day the student was absent.

Students who forget their attendance can check the weekly sign-in sheet.

Stage 2 : Reflect and Write

- Hand out worksheet. Students tick appropriate boxes.

Stage 3: Feedback

- Ask all class if they are happy with their attendance.
- Ask if it is a good idea to come every day and why.
- Ask if the worksheet is a good idea and why.
- If they don't have any ideas, say, "When you come to school, you learn. When you write and think, you see that you learn."

Variations / Comments / Supplementary Activities

At this level, where full communication may be difficult, it can be helpful for students to simply reflect on their feelings along with a record of their attendance.