

Thinking About My English

Match the pictures and words.



a) Writing



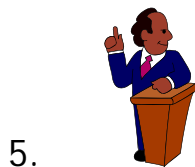
b) Things I do in class



c) Speaking



d) My teacher



e) Things I do outside class



f) Reading

Picture	1	2	3	4	5	6
Word						

Thinking about my classes



_____ (name)

__ / __ / __ (date)

Thinking About My English

Things I do in class

ALWAYS USUALLY SOMETIMES RARELY NEVER

100%	60-90	40-60	10-40	0%
------	-------	-------	-------	----

1. I come to class.

A	U	S	R	N
---	---	---	---	---
2. I come to class on time.

A	U	S	R	N
---	---	---	---	---
3. I bring my pen, papers and folder to class.

A	U	S	R	N
---	---	---	---	---
4. I telephone the school when I can't come to class.

A	U	S	R	N
---	---	---	---	---
5. I tell the teacher the day before I have an appointment.

A	U	S	R	N
---	---	---	---	---
6. I ask the teacher for help when I have a problem.

A	U	S	R	N
---	---	---	---	---
7. I write the date on my papers.

A	U	S	R	N
---	---	---	---	---
8. I have my papers by topic in my folder.

A	U	S	R	N
---	---	---	---	---
9. I get yesterday's papers after I am absent.

A	U	S	R	N
---	---	---	---	---
10. I see on the board what I learn in class each day.

A	U	S	R	N
---	---	---	---	---

How many things do you **always** do in class? _____

How many things do you **never** do in class? _____

I agree to _____

Things I do outside class

ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
100%	60-90	40-60	10-40	0%

1. I take my schoolwork home.

A	U	S	R	N
---	---	---	---	---

2. I read my schoolwork at home.

A	U	S	R	N
---	---	---	---	---

3. I write in my spelling book.

A	U	S	R	N
---	---	---	---	---

4. I see new words in shops, on the bus, and at home.

A	U	S	R	N
---	---	---	---	---

5. I write words I see in shops, on the bus and at home.

A	U	S	R	N
---	---	---	---	---

6. I watch TV in English.

A	U	S	R	N
---	---	---	---	---

7. I listen to English music.

A	U	S	R	N
---	---	---	---	---

8. I read English at home.

A	U	S	R	N
---	---	---	---	---

9. I speak English outside class.

A	U	S	R	N
---	---	---	---	---

10. My family or friends help me with English.

A	U	S	R	N
---	---	---	---	---

How many things do you **always** do outside class? _____

How many things do you **never** do outside class? _____

I agree to _____

Writing

ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
100%	60-90	40-60	10-40	0%

1. Students can read my writing.

A	U	S	R	N
---	---	---	---	---

2. I write lists of new words in my notebook.

A	U	S	R	N
---	---	---	---	---

3. I write correct spelling beside my mistakes.

A	U	S	R	N
---	---	---	---	---

4. I write words the teacher writes on the board.

A	U	S	R	N
---	---	---	---	---

5. I write topic names in my notebook. (Family, Body, House)

A	U	S	R	N
---	---	---	---	---

6. I write pronunciation of new words in my notebook.

A	U	S	R	N
---	---	---	---	---

7. I write my language beside new words.

A	U	S	R	N
---	---	---	---	---

8. I spell words correctly when I copy them.

A	U	S	R	N
---	---	---	---	---

9. I write capital letters and full stops correctly.

A	U	S	R	N
---	---	---	---	---

10. I have my spelling tests in my portfolio.

A	U	S	R	N
---	---	---	---	---

How many things do you **always** do in writing? _____

How many things do you **never** do in writing? _____

I agree to _____

Reading

ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
100%	60-90	40-60	10-40	0%

1. I read instructions on my papers.

A	U	S	R	N
---	---	---	---	---

2. I see new words on my papers.

A	U	S	R	N
---	---	---	---	---

3. I see topic names on my papers. (Family, Body, House)

A	U	S	R	N
---	---	---	---	---

4. I see capital letters and full stops.

A	U	S	R	N
---	---	---	---	---

5. I see question marks. (?)

A	U	S	R	N
---	---	---	---	---

6. I see student's spelling mistakes when I correct spelling tests.

A	U	S	R	N
---	---	---	---	---

7. I use an English-English dictionary.

A	U	S	R	N
---	---	---	---	---

8. I use a dictionary in my language at home.

A	U	S	R	N
---	---	---	---	---

9. I read posters and signs in school.

A	U	S	R	N
---	---	---	---	---

10. I think about what I read.

A	U	S	R	N
---	---	---	---	---

How many things do you **always** do in reading? _____

How many things do you **never** do in reading? _____

I agree to _____

Speaking

ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
100%	60-90	40-60	10-40	0%

1. Other students understand me when I speak.

A	U	S	R	N
---	---	---	---	---

2. I understand other students..

A	U	S	R	N
---	---	---	---	---

3. I say, " Can you repeat that please?"

A	U	S	R	N
---	---	---	---	---

4. I say, "Can you explain this word?"

A	U	S	R	N
---	---	---	---	---

5. I say, "Can you help me, please?"

A	U	S	R	N
---	---	---	---	---

6. I say, "How do you say this word?"

A	U	S	R	N
---	---	---	---	---

7. I say, "I'm sorry I'm late."

A	U	S	R	N
---	---	---	---	---

8. I speak when I read.

A	U	S	R	N
---	---	---	---	---

9. I speak with students in groups.

A	U	S	R	N
---	---	---	---	---

10. I practice saying difficult words.

A	U	S	R	N
---	---	---	---	---

How many things do you **always** do in speaking? _____

How many things do you **never** do in speaking? _____

I agree to _____

Thinking About My Teacher

Always 100% Usually 60-90 Sometimes 40-60 Rarely 10-40 Never 0%

1. My teacher gives me topics I can use in my life.

A	U	S	R	N
---	---	---	---	---

2. My teacher gives me Reading

A	U	S	R	N
---	---	---	---	---

Writing

A	U	S	R	N
---	---	---	---	---

Spelling

A	U	S	R	N
---	---	---	---	---

Pronunciation

A	U	S	R	N
---	---	---	---	---

Listening

A	U	S	R	N
---	---	---	---	---

New words

A	U	S	R	N
---	---	---	---	---

Dictation

A	U	S	R	N
---	---	---	---	---

Pair work

A	U	S	R	N
---	---	---	---	---

Group work

A	U	S	R	N
---	---	---	---	---

Homework

A	U	S	R	N
---	---	---	---	---

3. My teacher reviews what we learn every week.

A	U	S	R	N
---	---	---	---	---

4. My teacher helps me when I have a problem outside class.

A	U	S	R	N
---	---	---	---	---

How many things does your teacher **always** do? _____

How many things does your teacher **never** do? _____

My teacher agrees to _____

Thinking About My English

Time: Part 1 - 2 hours Part 2 - 15 - 20 minutes per student	Focus: Reflection on English progress inside and outside class.
Class organisation: Part 1 - Whole class and individual Part 2 – 1 to 1 student/teacher interview	Type of activity: Learner self-assessment
Can be adapted to:	Prerequisites: Students know adverbs of frequency (E.g. always, usually, never)

For this activity you need... <ul style="list-style-type: none">• Class set of word to picture match worksheet (Page 8)• Picture of a “bad” student• Cover page for “tick box” worksheets• 1 Enlarged copy (A3) of each “tick box” worksheet for whole class demonstration of activity. OR A4 worksheets on transparencies <ul style="list-style-type: none">• Class set of “tick box” worksheets, with each set stapled together with cover page.• Bluetac OR OHP and OHP marker	N.B.
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ELP My personal expectations of this course. (Page 16) Learning contract (Page 17)

In Class Procedure in Detail

Part 1

- Introduce activity with picture and word match worksheet.
- Show picture of “bad” student.
- Elicit things he does that make him a bad student.
- Elicit adverbs of frequency for each of his behaviours and write on board.
- Bluetac first A3 sheet of “Things I do in class” onto board or place transparency of same on OHP. Check all students can see it.
- Cover all sentences below the first statement with a piece of paper to focus the students’ attention. Read it aloud and elicit a response.
Example: Teacher: “I come to class.” Does he come to class?
Students: No!
Teacher: How often does he come to class?
Students: Never!
- Tick their answer in box “N” with marker on A3 paper or transparency.
- Discuss each statement and tick the elicited responses in the corresponding box: “A” for “always”, “U” for “usually”, etc.
- Students count how many things the “bad” student ‘always’ and ‘never’ does.
- Write the totals at the bottom of the page.
- Explain that they don’t need to write anything beside the “I agree” statement.
- Model this negotiating stage with the picture of the bad student:
Choose a statement that is “never” done. Example: “I never come to class on time.”
Discuss with class, “Is it a good idea for him to “always” do this?”
- Write the chosen statement on the A3 paper. Example: “I agree to always come to class on time.”
- Hand out the stapled booklet of worksheets with coversheet.
- After students complete first page, model all subsequent pages on the board or transparency before students complete that page in the booklet.
- Write names on the board of 3 to 4 students to be interviewed.
- Send rest of class home with homework or set tasks for students to complete on their own in class.

Part 2

- Interview each student individually for 15 to 20 minutes each.
- Scan each worksheet, particularly the statements ticked, ‘never’.
- Ask learners what they feel could do to improve these behaviours.
- Write agreed statements at bottom of each worksheet.
- Conclude interview with teacher assessment form and write agreed statements on teacher behaviour at bottom of page.
- Teacher writes agreed behaviours in teacher/student contract in portfolio(Page17) and both sign and date the contract.

Variations / Comments / Supplementary Activities

Comments

This Reception 1 self-assessment form is the end result of discussions with teachers from every level, from Beginner to Advanced. The teachers were asked about what specific behaviours (both in and outside of class) they expect their learners to have when they arrive in that class level and when they leave that level.

Learners at the lower levels are provided with tangible “markers” of behaviour to clearly indicate progress in the English language environment.

Thus, learner and teacher expectations of the course are made explicit in this format and facilitate discussion in the one to one interviews.