

Primary School Survey

Read the questions on the next three pages about your experience of primary school and make sure you understand them. (You can use an English- English dictionary to help you.)

Think about how you are going to answer the questions. Do you have all the vocabulary you need? If there are words you need but don't know you can ask a classmate who speaks your first language **but make sure you ask him or her in English!** Or you can look up your bilingual dictionary. If you need help with pronunciation you can ask the teacher. You can make notes but you shouldn't write full sentences.

Primary School Questionnaire

1. How old were you when you started school?
2. On your first day did you know anybody in the school- an older brother or sister for example or a neighbour?
3. Can you remember how you felt on your first day – nervous, shy, excited, confused, lost?
4. Was it a single sex school or a co-educational school?
5. Was it a state school or a private school?

6. Was it a denominational, multi-denominational or a non- denominational school ?
7. How many pupils were in your class? In the whole school?
8. How many years did you spend in the school?
9. Did you have the same teacher for every subject or different teachers for different subjects?
10. What subjects did you study?
11. What was your favourite subject?
12. What was your worst subject?
13. Were there any subjects you really hated?
14. What time did you start and finish school?
15. Did you have school on Saturdays or Sundays?
16. When was the start of the school year?
17. How many terms were there?
18. How many weeks holiday did you get in the summer?
19. Did you get mid-term breaks?
20. Did you have to wear a uniform?
21. How far did you live from the school?
22. How did you get there and get home?
23. Did the school have a canteen?
24. What other facilities did the school have?

25. Were the teachers strict?
26. Did you have exams or tests? Did you get grades or marks?
27. Did you get school reports? How often?
28. Did you have a favourite teacher?
29. Were you ever the teacher's pet?
30. If you were badly behaved did the teachers punish you? How?
31. Did you have to do homework?
32. What happened if you didn't do your homework?
33. Did you ever pretend to be sick so that you could stay at home from school?
34. Did you ever play truant?
35. Did anybody help you with your homework? Your mother? Your father? An older brother or sister?
36. Did you ever fight with other children?
37. Did you have a best friend? What was his or her name? Have you kept in contact with them?
38. Were there any bullies in the school?
39. Are your memories of school generally happy or unhappy?
40. Is there any special day that stands out in your memory because it was wonderful or awful?

Make notes on questions 1 to 40 in the table below.

You

Your Classmates

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Memories of Primary School

MODULE: Education

LEVEL: R1 Transition

Time: 3 –4 hours	Focus: Speaking/ Writing
Class organisation: Small groups	Type of activity:
Can be adapted to:	Prerequisites:
FETAC:	
ELP: Keeping a conversation going on a subject of interest to you	

For this activity you need...

N.B.

In Class Procedure at a Glance

1. Distribute work sheet and dictionaries
2. Let students work through the questions individually Encourage them to make notes but not to write full sentences.
3. Explain that they must look up any new language they will need to answer the questions now because later they will not be allowed to use dictionaries.
4. Encourage students to help each other. This may involve some discussion of the questions but that doesn't matter.
5. When everybody is ready (allow at least 20 minutes) put students in to small groups. (3 or 4 is ideal)
6. As far as possible avoid putting students with the same L1 in the same group , especially any who are inclined to lapse into L1.
7. As far as possible make sure students are sitting are all facing each other so that real communication can take place. Avoid students sitting in a line at all cost.
8. Students work through the questions making brief notes about their own and their class mates experiences. Don't allow dictionaries . Make sure that the focus is on speaking rather than writing.

9. If groups are slow getting going help out by joining in contributing a few of your own experiences to get the ball rolling.
10. Circulate noting down points of interest in language use. for subsequent feedback. Note good points as well as errors.
11. Once all the groups have exhausted the topic allow students to resume normal seats. In plenary go through the questions For questions like uniform or not single sex/ co-educational etc. ask for a show of hands. For other questions like favourite subjects go quickly around and note info on the board. For questions like memories of first day allow everybody to contribute. Contributing yourself will encourage them.
12. Select some items for language feedback. This is more meaningful if you can put the language in context – who said it/ what they were talking about- In cases where you are focussing on points to be corrected or improved elicit correction and encourage pair/ group discussion before confirming answers. Don't let the feedback run on too long – one point per student is probably enough. While occasional students may not like being corrected in front of the full group the majority respond very positively to the personal attention.
13. Distribute writing sheets. Circulate helping students with first draft.
14. Get students to write final draft as homework or if they have access to PCs do it there.
15. Display final texts on notice board for a day or too before getting students to file them in their portfolio