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A Guide to Writing TEFL Materials for Groups of 3-5 Students: Rationale and Techniques

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" A GUIDE TO WRITING TEFL MATERIALS FOR GROUPS
OF 3-5 STUDENTS: RATIONALE AND TECHNIQUES "

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Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching Degree at the School for
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This report by Richard G. Price is accepted in its present form.

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Introduction

Anyone who has ever taught a foreign language to a large class will realize that no matter how good the books are, how motivated the students are, and how good the teacher feels he is, it is almost impossible to teach conversation. In many countries it is very common to find language classes of fifty to seventy students. In large classes like these, what can be done to facilitate the learning of conversation and thus enable the student to communicate more rapidly?

One solution to the problem is to break down the class into groups of three to five students. Many schools in Latin America and other countries are now beginning to do this.

It is the purpose of this paper to:

- 1- discuss the rationale for breaking large classes into small groups
- 2- describe some of the administrative, psychological and cultural factors to be aware of in forming small groups and to suggest some possible solutions
- 3- discuss how to write effective and interesting materials
- 4- provide examples of exercises that the author has found successful when using small group situations.

This paper is especially directed to teachers and administrators who, working in large classes, wish to learn one solution in facilitating conversation and communication in their classes.

I. RATIONALE FOR BREAKING LARGE CLASSES INTO SMALL GROUPS

The rationale is very simple: In order to learn to converse well in English, one must speak it constantly.

In a class with thirty or more students, there is very little opportunity for students to talk. In fact, the teacher does the most talking (see diagram 1). I have observed students who have spent two years studying English in the nine courses offered at the Instituto Mexicano-Norteamericano de Relaciones Culturales in Monterrey, Mexico. Many of them simply could not speak well. All of their classes averaged thirty in size. The teachers were generally good; the books were proved satisfactory; the students seemed motivated. The problem was that the students didn't have enough opportunities to talk.

In the Republic of South Korea, where I was for a year, it was customary to find language classes of fifty to seventy five students. There was very little hope for helping those students to communicate in English. Using small groups was the only way.

In the winter of 1973 the Instituto in Mexico began experimenting with dividing the classes into groups of three to five students and supplying them with materials that they could use among themselves. We don't know yet how well these students will be talking after the ninth and final course,

teacher cannot judge in such a large class. The teacher cannot watch thirty mouths at one time. Clearly something is lacking here.

SECOND TWENTY MINUTE PERIOD(WITH GROUPS OF 3)

Teacher	Jesus Herrera(student)
Instructions and supervision → 1	} ← working in group exercise 1 }
<u>TOTAL</u> 6	<u>TOTAL</u> 46

(diagram 2)

When the class was broken into groups of three, Jesus Herrera had the opportunity to make eight statements for every one that the teacher made. He was speaking over five hundred percent more than previously. On the other hand, the teacher was speaking over one thousand percent less.

2) Class Becomes More Student Oriented and Less Teacher Oriented

Instead of the teacher doing most of the work, the student takes over. He is either asking a question, giving a clue, making a statement, or answering. He will be thinking more and doing a lot more talking. In a big class when there are no groups it is very easy for the student to daydream. He knows that he may not be called upon to respond for another

fifteen minutes so he can shut himself off for that period of time. With groups, however, the student becomes a part-time teacher, leads a discussion, asks a question. The responsibility of learning falls on each group member. They teach, learn and discipline themselves.

3) Reduces Boredom

Who will not agree that listening to a one-hour lecture, parroting some remarks after the teacher, memorizing syntax but not using it, can be extremely boring? Using twenty five minutes of a one-hour class for group work reduces the possibilities of boredom and the routine. Furthermore, if the material presented to the student is imaginative, interesting and relevant, the student will anxiously look forward to those twenty five minute periods.

4) Reduces Pressure and Tension

In a large class students are generally timid and will not volunteer to speak. Peer pressure is very strong. One becomes quite embarrassed if he makes a mistake and especially if the teacher has to correct him in front of the class. Also, in many cases, fear grips the student. He literally freezes and tightens up. He wants to talk, but his mind and

mouth become temporarily paralyzed. He has a lot to say, but he just keeps it to himself.

In a small group, though, the muscles loosen, the heart stops pounding. Only two other students are listening now. They are in the same predicament as he is. The teacher is on the other side of the room, far away. The student opens up.

I've seen very shy and introverted students in a large class become very loquacious, and enthusiasm for learning English increase when small group work is done.

5) People, By Nature, Want to Talk and Express Themselves.
Small Groups Gives Them This Opportunity.

Most people have the incessant desire to talk, chat, discuss. An idea does not become practical until it is expressed. For one reason or another people have the wish to share their ideas and their innermost thoughts with others. This may include their family, their friends and even their classmates. Many recognize that their lives are shaped and molded daily: what we think and do today is partially determined by what we thought and did yesterday. We learn from each other daily by conversing with each other and sharing with each other--giving and taking. This holds true in the classroom too.

In small groups, students have the opportunity to express themselves, to think more, to be imaginative and creative. The classroom becomes not only a place for just language learning--but for learning itself.

6) Experiments Have Proven That Students' Conversational Ability Increases When Group Work Is Done.

In our own evaluation at the Instituto in Mexico, the teachers conducted their own experiments to see the differences between classes which formed groups and classes which didn't. At the end of each trimester each of the full-time teachers, myself included, were asked to interview twenty students--ten from the classes which formed groups and ten from classes which didn't--to compare conversational ability.

The students were each asked fifteen questions--questions which covered the course work and also which let the student think and speak freely. Afterwards all the teachers met to determine the results. It was unanimous with all of us that the students who had formed groups in class spoke better than those who didn't work in small groups. In addition, we had felt that those students who had formed groups, were less shy in speaking with us.

II. ADMINISTRATIVE, PSYCHOLOGICAL AND CULTURAL PROBLEMS TO BE AWARE OF IN FORMING SMALL GROUPS

1) Noise Factor

The administration and teaching staff must realize that there is going to be appreciably more noise when using the group method. A class of thirty five students divided into groups of three produces eleven groups. That means at any given time there will be eleven students talking in the classroom at one time. One must also take into consideration that with the excitement generated by the group that the noise level will be almost deafening at times.

Therefore the administration must take into account the acoustics of the rooms and decide how the noise will affect other classes in the same building.

The noise within the classroom doesn't affect the group because each member is intensely concentrating on what the group member next to him is saying.

2) Space Factor

Considerably more space is needed especially if the groups are going to be arranged in circles, which seems to be the most convenient and practical arrangement(see page). Obviously if the seats are immovable, it becomes difficult to form compact little groups.

3) "Newness Factor"

There is always certain resistance to change. When a certain method has been used for many years and the teachers and students feel comfortable in that method there is an understandable uneasiness in trying something different. In this situation, the teacher employing the group method should be thoroughly convinced in his own mind that the group method is highly valuable and he must feel comfortable and confident in introducing and using it. The teacher's enthusiasm (or lack of it) reflects heavily in the class and he can help dispel the suspicion and apprehension that the bewildered class may have. Even after the first week there might be quite a bit of skepticism, but the teacher must persist.

4) Cultural Factors

In many countries the teacher is still the strong authority figure. This is notably true in oriental countries such as Japan, Korea and Thailand. The teacher must take this and all other cultural aspects in mind when he decides he wants to use groups. He should know beforehand:

- (A) The group dynamics among the students in the country he is teaching. For instance: Will older students resent younger students in

their groups? Will girls be overly shy if boys are in their groups?

(B) Relationship of teacher to students. For example:

Is the teacher considered an authority figure?

Is he accepted as a regular teacher or is he considered outside of the culture?

Every country has its own cultural values and it would behoove the new teacher to learn what he can and cannot do in the class without offending the students he is trying to teach.

5) The "Priority" and "Credibility" Factors

Obviously the teacher cannot be everywhere at once. Students are going to be making mistakes in pronunciation, structure and syntax. The teacher may never hear these mistakes. Perhaps some of the errors will be corrected by members of the group, but not all will be. Hopefully in a group of three to four students, one of them will know the correct pronunciation or correct grammatical construction.

It is entirely possible that the student will not make any mistakes. If he has been listening carefully to the teacher he will imitate that pronunciation. If he is unsure of something he might ask the teacher during or after the class. But, too, this may not be the case.

Under these circumstances what can the teacher do? Nothing. The teacher has set his priority that conversation

is the most important part of the student's development as a communicator and sharer of ideas and, therefore, he prefers to let an occasional mistake go by than to forfeit what the student is gaining in terms of conversational ability through groups.

6) Discipline

Discipline problems may occur with groups of younger children. Some of the problems that may come up are:

- A) Extremely loud talking
- B) Students standing up, walking around, or both
- C) Short interest span
- D) Reversion to native language

For a teacher facing these problems, patience is a very important quality. It may take longer for younger students to get used to working together in groups. It seems far better to have a noisy class where students are talking and getting involved than a quiet class where the teacher is doing everything.

With older children and adults, these discipline problems will not occur.

III. TECHNIQUES FOR FORMING SMALL GROUPS

1) How often and for how long?

This of course will depend on several factors: how often the class meets, the quantity of materials available for group work, enthusiasm of the class and administrative policies.

I used small groups in every class for at least one quarter of the class hour but no more than half of the hour. Each teacher must determine what is best for his particular situation. It is a fact, though, that the more the group method is used, the more individual conversation is occurring in class.

2) How to form groups

Groups should be formed in circles. This is because there will be a lot of noise in the classroom and the students must be as close to each other as possible. The group should be at least three in size but no more than five. The size will be determined by the particular exercise prepared. Some exercises work best with three students; others with four or five.

Students should be allowed to choose their own groups the first time. In this way they will feel comfortable working with those they know. After a few weeks, the teacher should change the groups. Thereafter, the groups should be changed

once a week. There is a good reason for this: Without groups the student is conversing with only the teacher; in his first group the student is conversing with three or four new people; in his second group he meets three or four new students. As he meets new classmates and converses with them he begins to gain more and more confidence in talking with new people. This helps to eliminate the shyness that one encounters in trying to get students to speak English outside of the class.

The important factor is that only English be spoken in the groups. No member of the group should be permitted to speak his native language.

3) The teacher's role

The teacher's role in the classroom changes substantially. The attention is taken away from the teacher. The class becomes student-oriented. The teacher, though, is still extremely important. He is in the class as a resource. He is available to answer any question. He should be circulating from group to group making sure the students understand what they are doing, and that they are participating.

The teacher shouldn't leave the classroom. The students might take this as a sign that either the teacher is not interested or the exercise is not so important.

Also, five minutes before the class ends the teacher

should bring the class together as a whole and explain some of the difficult points and new vocabulary words.

4) Types of materials to use

The only limit in terms of what materials the teacher can bring to class is his own ingenuity and imagination.

Several things should be kept in mind:

- a) The materials and instructions should be as simple and uncomplicated as possible. If the teacher gives the instructions beforehand, they should be explained to the students such that they will know exactly what to do. In fact, it is often helpful to have a model group in front of the class to practice with the first two or three exercises.

If one makes materials that are too complicated to understand, he will find himself explaining how the exercises work for more time than he would wish.

- b) The materials must be relevant and practical. The materials must relate to the students' everyday activities. If dialogs are presented, students' names should be used with discretion. A student in Mexico is not interested in John Smith from Hanover, New Hampshire. But he is concerned

with talking about his family, his government, his community, the latest movie he saw, his girlfriend, etc.

c) The materials should never be too far above the heads of the students, but neither should they be too easy for them or else they(the students) will be unchallenged and bored. There should always be some new vocabulary words presented as students are always eager to build up their vocabulary. They can be encouraged to bring dictionaries with them and also be free to ask the teacher questions. New structural material should not be presented here as it is likely to cause unnecessary confusion. The goal is conversation.

IV. EXERCISES FOR USE WITH GROUPS WITH THREE TO FIVE STUDENTS

A) Introduction

B) Values Clarification

1. Exercise 1
2. Exercise 2

C) Syntax

1. Exercise 1
2. Exercise 2
3. Exercise 3
4. Dictation Verb Tense Exercise
5. Response Exercise
6. Using Pictures in Small Groups
7. Performing Simple Operations in Groups

D) Conversation Improvement Exercises

1. Discussion of Reading Assignment
2. Make Up A Story
3. Complete The Story
4. Controversial Discussion Topic
5. What Happened Yesterday?
6. Application Blank
7. Student Questionnaire
8. Pot Luck

INTRODUCTION

In the following section, I present many different exercises which can be used in stimulating conversation and promoting fluency in the speaking of English as a Second Language. I have actually used these exercises in my classes and have found them to work very satisfactorily.

The teacher should adapt the exercises to the particular textbook or textbooks he is using. I have chosen to use the book used by the Instituto Mexicano-Norteamericano de Relaciones Culturales, called "American English Course". Most of the exercises have been built around Unit 17 (see Appendix). In this unit, the students have just practiced how to form questions in the past tense and how to answer them. The materials adapted, therefore, will focus mainly on the past tense, although the exercises will review what the students previously have learned (the present and present progressive).

VALUES CLARIFICATION

Values clarification is a form of conversation which encourages the student to really think deeply, to draw conclusions and to improve his own self-concepts and concepts of others. The goal is to have the students become more aware of themselves, to interact with fellow classmates and to become more involved in the class. The goal is not so much that the student speaks perfect English, but that he feels free and comfortable in expressing himself to others in the room.

There are many, many different exercises one can do which fall under the heading of values clarification. The reader is referred to the book entitled "Values Clarification" (see Appendix) for more ideas.

The communication tasks to be performed must be structured in the language that is suitable to the students' skills. The students have just learned the past tense. Therefore the exercises are targeting in on this tense.

Exercise 1 presents an interview that the students conduct in groups of three. There are thirty questions. The first ten are not highly personal. The second group of ten are, and they require more personal expression and risk taking. The third group are the most penetrating and require a lot of self-examination. The teacher should always take cultural factors into account in deciding the types of exercises and questions to be used in values clarification.

Exercise 1

INSTRUCTIONS: "Please form groups of three. Student A and Student C will interview Student B. Student B and C will then interview Student A. Finally, Students A and B will interview Student C. You may use the questions provided or you may use your own questions."

Group I

- (1) Why did you go out last night?
- (2) Why did you go to church last Sunday?
- (3) Why did you enjoy the last movie you saw?
- (4) Why did you decide to study at the university?
- (5) Why did you decide to study languages?
- (6) Why did you like some teachers and not others?
- (7) Why did you dislike certain people?
- (8) Why did you read a book recently?
- (9) Why did you study hard last year?
- (10) What kind of parties did you like?

Group II

- (1) When did you fall in love the first time? Why?
- (2) What did you do last week that you liked?
- (3) What happened to you last week that you didn't like?
- (4) Did you get frightened often when you were a child?
- (5) Did you ever give a real good party?

- (6) Did anything surprise you?
- (7) When you were a child, did you always get what you wanted?
- (8) How did you communicate when you were a baby?
- (9) Where did you live when you were a child?
- (10) When you were a child, how did you spend your time?

Group III

- (1) When were you the happiest?
- (2) Are you happier now than when you were a child?
- (3) What did you and your family always do together?
- (4) Did you always share with your friends?
- (5) When did you feel uncomfortable most?
- (6) Were you a good child?
- (7) Did you ever have a big success?
- (8) Did you ever create something original?
- (9) Why did you enjoy doing something special last week?
- (10) Why didn't you like it when someone criticized you?

Exercise 2

"An Experience I'll Never Forget"

(Note: In this exercise a student is requested to share an experience out of his past which was particularly unforgettable to him. The other students ask him questions)

INSTRUCTIONS: "Please form groups of four. Each of you will think of an experience that you'll never forget, and will tell it to the rest of the group. The other group members will then ask as many questions as they can employing interrogative words such as "why", "when" , "what", "how often", etc."

SYNTAX

Essentially, these are drills of various natures that reinforce the grammatical points the students have just learned. These materials must be adapted to the needs of the students. Names and places should be left blank from class to class so the teacher can fill in students' names, local restaurants, theaters, etc.

Exercise 1

(Note: This is an exercise which enables the student to practice forming questions in the past tense)

INSTRUCTIONS: "Please form groups of three. Student A will have his materials open. Students B and C will have their materials closed

Student A reads the statement

Student B repeats statement

Student A gives cue

Student C makes appropriate substitution
using pronouns when possible

Student B gives answer

Student A says "correct" or makes appropriate
correction

Let's have three students in front and do an example. Look at your materials. The first example:

"Maria del Carmen went to the Obispado last night."
The cue is: When?

Student A: Maria del Carmen went to the Obispado last night.

Student B: Maria del Carmen went to the Obispado last night.

Student A: When _____?

Student C: When did she go to the Obispado?

Student B: She went to the Obispado at (free response)

Student A: Correct

Okay, please look at your materials and begin.

- (1) Rosalinda and Alicia went shopping at Azcunaga yesterday.
Cue: Who? (subject)
- (2) The Mayor of Monterrey spoke at the Women's Club last week.
Cue: Where?
- (3) There was a party at the Instituto every month last trimester.
Cue: How often?
- (4) I read a magazine last night.
Cue: What?
- (5) The teacher bought a Japanese camera when he was in Japan.
Cue: What kind of camera?
- (6) Roberto wore his brother's suit to the last concert.
Cue: Whose ?
- (7) Juan Pablo went to the post office this morning.
Cue: Why?
- (8) President Echeverria spoke on television last night.
Cue: Who ? (subject)
- (9) Pedro took Leticia to the dance at Juarez Hall last night.
Cue: Who ? (complement)
- (10) This course cost me 250 pesos.
Cue: How much?

Exercise 2

(Note: This exercise requires that the student be able to form a question in the past tense, to learn new vocabulary and to answer questions with a short answer plus supply additional information

INSTRUCTIONS: "Please form groups of three. You are to think of a vocabulary word you recently learned or learned on your own. You should think of 4 vocabulary words.

Student B: says the vocabulary word

Student A: asks Student C a question in the past tense which employs that word

Student C: answers the question with a short reply plus an additional statement

Let's try an example

Student B: band-aid

Student A: Did you need a band-aid last week?

Student C: Yes, I did. I cut my finger.

Now, please begin.

Exercise 3

(Note: This exercise reviews the present, present progressive as well as focusing on the past tense)

INSTRUCTIONS: "Please form groups of three

Student A reads the statement

Student B: changes the statement to the present or present progressive

Student C changes the sentence to the past tense

Student B forms a question in the past

Student A answers the question in the negative and adds more information

Let's try an example. The statement is: "Arturo is having an ice cream cone at Sanborns now."

Student A: Arturo is_having an ice cream cone at Sanborns now

Student B: Arturo has an ice cream cone at Sanborns (every day).

Student C: Arturo had an ice cream cone at Sanborns yesterday.

Student B: Did Arturo have an ice cream cone at Sanborns yesterday?

Student A: No, he didn't. He had a milkshake there. Okay, please open your materials and begin.

- 1- I am watching an American movie at the Rio 70 now.
- 2- I study biology every night.
- 3- Patricia is taking a walk around the Purisima Plaza.
- 4- Mario's father works at the Carta Blanca Brewery.
- 5- Marta plays at the concert every Tuesday night.
- 6- Antoineta is speaking to her boyfriend.
- 7- Maria Ester buys a new Volkswagen every January.
- 8- Fernando brings his little sister to class every Tuesday and Thursday.
- 9- Delia is drawing a picture in her notebook.
- 10- Carmen brushes her teeth after breakfast every morning.

Exercise 4

"Dictation Verb Tense Exercise"

(Note: In this exercise the student is requested to be able to change verb tenses from present to present progressive to past tense)

INSTRUCTIONS: "Please form groups of three. I am going to give each of you a different paragraph in which all of the verbs are in the present tense. As one of you reads your paragraph the other two group members will change the verb to the present progressive tense and to the past tense. Let's try an example.

"The priest prays in the church. The people enter quietly."

Student A: "The priest prays in the church. The people enter quietly."

Student B: "The priest is praying in the church.
"The people are entering quietly."

Student C: "The priest prayed in the church.
"The people entered quietly."

Please begin.

Exercise 5

"Response Exercise"

(Note: This kind of exercise requires that the student respond to various commands. Then the student must be able to articulate what he did employing the past tense)

INSTRUCTIONS: "Please form groups of three.

Student A: gives the command

Student B: performs the command

Student C: asks Student B what he did after command
is performed

Student B: answers

Student A: confirms the answer or, if wrong, gives
correct answer

Let's try an example.

Student A: Roberto, open the door!

Student B: performs the command

Student C: Roberto, what did you open?

Student B: I opened the door.

Student C: Yes, that's correct. Roberto opened the
door.

Please open your materials and begin.

Commands

- 1- Pick up the book.
- 2- Close the window.
- 3- Point to the teacher.
- 4- Take a picture with a camera.
- 5- Blow your nose.
- 6- Go to the blackboard.
- 7- Put on your coat.
- 8- Shut the door.
- 9- Walk around the room.
- 10- Write your name on the blackboard.
- 11- Turn off the light.
- 12- Pick up a piece of chalk.
- 13- Hang up the phone.
- 14- Turn off the light.
- 15- Erase the blackboard.
- 16- Touch your nose/ear.
- 17- Lift up your chair.
- 18- Wind your watch.
- 19- Take out your wallet.
- 20- Shake hands with the teacher.

Exercise 6

"Using Pictures In Small Groups"

(Note: In this particular exercise the group members are shown a series of pictures. They must be able to tell what is happening in all the tenses they know)

INSTRUCTIONS: "Form groups of three. I am handing out a series of pictures

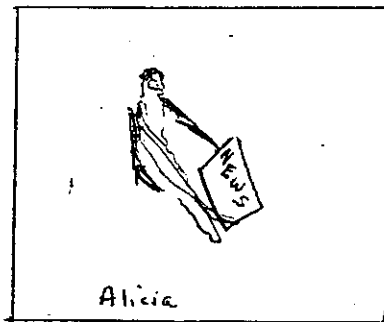
Student A: describes what the character is doing
(in the present tense--progressive)

Student B: describes what the character does
(in the present tense)

Student C: describes what the character did (in the
past tense)

You may provide your own time clues; i.e. last week,
now, every day, etc

Let's try an example



Student A: Alicia is reading the newspaper....

Student B: Alicia reads the newspaper.....

Student C: Alicia read the newspaper....

(These are just a few examples of what can be drawn. Drawings should be relevant)

- 1- getting up
- 2- brushing teeth
- 3- washing face
- 4- combing hair
- 5- putting on makeup
- 6- preparing breakfast
- 7- eating breakfast
- 8- reading the newspaper
- 9- writing a letter
- 10- winding the watch
- 11- starting up the car
- 12- driving to school
- 13- going to classes
- 14- eating lunch
- 15- driving home
- 16- going for a swim
- 17- calling up a friend on the telephone
- 18- watching television
- 19- listening to the radio
- 20- playing with little brother
- 21- chatting with the family
- 22- hanging up clothes
- 23- going to sleep

Exercise 7

"Performing Simple Operations in Groups"

(Note: Each student is assigned the night before the task of preparing an operation (making a cup of coffee, loading a camera, etc). The next day the student tells another member his operation in the present progressive tense. The other member repeats the operation, but this time in the past tense.

INSTRUCTIONS: "Please form groups of two

Student A: performs his operation in the present progressive tense

Student B: will repeat the operation telling what student A did, using "you" and the past tense

Let's try an example:

Student A: I am opening my camera

I am putting the film in

I am closing the camera

I am winding the film to Number 1

I am focusing the camera

I am pressing the button

Student B You opened the camera

You put the film in

You closed the camera

You wound the film to Number 1

You focused the camera

You pressed the button

(Here are some possible operations that can be performed in the classroom)

- 1- preparing a cup of coffee
- 2- lighting a cigarette
- 3- making a candle
- 4- baking a cake
- 5- making a scrapbook
- 6- balancing your checking account
- 7- loading a camera
- 8- getting washed in the morning
- 9- writing and mailing a letter
- 10- filling out an application blank
- 11- giving a haircut
- 12- playing poker
- 13- typing
- 14- playing tennis
- 15- collecting stamps

CONVERSATION IMPROVEMENT EXERCISES

Many of these exercises give the students the opportunity to use their own imagination.

Exercise 1

"Discussion of Reading Assignment"

(Note: The class is assigned a reading text to be discussed the next day in groups of four. Teacher hands out a list of detailed questions about the reading(the next day).

INSTRUCTIONS: "Please read the following text. Tomorrow we are going to ask each other questions about the text. I will hand out the questions tomorrow.

INSTRUCTIONS: "Please form groups of four. For the next twenty minutes I want you to discuss the questions on the sheets I am handing out now. These questions are based on the reading I gave you yesterday."

Exercise 2

"Make Up A Story"

(Note: Class is shown a picture for which they must make up a story. It is either written down by a "secretary" or communicated orally by a "reporter.")

INSTRUCTIONS: " I am going to show you a picture. Then you will break into groups of four. You have fifteen minutes to make up(invent) a story. One of you may write the story or you can be prepared to tell the story spontaneously."

Exercise 3

"Complete The Story"

(Note: Teacher reads an incomplete story to the class. Groups must invent a conclusion for it)

INSTRUCTIONS: "I am going to read you a story which has no conclusion or ending. Afterwards we will form groups of four and you will finish the story."

Exercise 4

"Controversial Discussion Topic"

(Note: Class is given a controversial discussion topic and then form groups of four. They choose a leader who summarizes for the class the discussion he has led)

INSTRUCTIONS: "The controversial discussion topic for today is _____. Please form groups of four or five. Choose a leader who will afterwards summarize for the class the discussion he has led."

Exercise 5

"What Happened Yesterday?"

(Note: Students are asked to read the newspaper very carefully. One student is assigned international news; another national news; and a third local. The next day students give reports to other group members who are free to question them)

INSTRUCTIONS: "Please study the newspaper carefully tonight. A third of the class will report on international news; a third on national news; a third on local news. Tomorrow we will form groups of three and you will report and ask each other questions."

Exercise 6

"Application Blank"

(Note: Students are given application blanks. Many of the questions call for answers in the past tense. Students must form questions and answers in the past tense. Different types of applications can be used; i.e. college entrance, job applications, etc)

INSTRUCTIONS: "Please form groups of two. Using the application form as a guide, you can ask your fellow group member questions in the past tense. For example:

- 1- When were you born?
- 2- Where did you live last year?
- 3- Where did you study?
- 4- What degrees did you get?
- 5- Which honors did you win?
- 6- Which clubs and organizations did you belong to?
- 7- When were you in the Armed Forces?
- 8- Where did you work two years ago? five years ago?
- 9- What was your last employer's name?
- 10- How long did you work there?
- 11- What was your salary?
- 12- Why did you leave?
- 13- When was your last job?
- 14- What was your telephone number?

Exercise 7

"Student Questionnaire"

(Note: This is a student project. The night before each student can prepare three to five questions about family, friends, likes, dislikes, leisure activities, etc. The next day, in groups, the students ask these questions to other group members and writes down their responses. At the end of the period teacher collects questions and responses, records and tabulates the results and announces them to the class)

INSTRUCTIONS: "Please form groups of three. Ask your group members the questions you prepared last night. Record the answers. I will then collect them, tabulate the responses and announce them to the class."

Exercise 8

"Pot Luck"

(Note: Teacher prepares questions or statements, writes them on paper, cuts them out and hands them out to the students. Students then form groups of three and discuss the statements or questions. Questions should be as interesting and relevant as possible)

INSTRUCTIONS: "I am handing out slips of paper which have questions or statements. Afterwards you will form groups of three and discuss these questions."

APPENDIX I

"American English Course" Unit 17

UNIT SEVENTEEN

(Seventeenth Unit)

WHAT DID _____?

WHERE DID _____?

WHO CAME _____?

1. your

2. Mrs

CHORAL REPETITION A

1. *Who* TOOK Ann to the dance last night? *¿Quién llevó a Ann al baile anoche?*

David took her. He's a very good dancer. *La llevó David. El baila muy bien.*

2. *What* DID you do last Saturday night? *¿Qué hizo el sábado pasado en la noche?*

I went to a movie with my family. We saw a new American picture. *Fuí al cine con la familia. Vimos una película americana nueva.*

3. *Where* DID the Tuckers go on their last vacation? *¿Dónde fueron los Tucker en sus últimas vacaciones?*

They went to Europe. They spent two months in France and a month in England. *Fueron a Europa. Pasaron dos meses en Francia y un mes en Inglaterra.*

4. *When* DID Dorothy learn to drive? *¿Cuándo aprendió a manejar Dorothy?*

She learned about three years ago. Her father taught her. *Aprendió hace como tres años. Su padre le enseñó.*

EXERC

Ex

1. —
2. —
3. —
4. —
5. —
6. —
7. —
8. —
9. —
10. —
11. —
12. —
13. —
14. —
15. —
16. —
17. —

EXERCISE 1A

Example: a) Who took Ann to the dance?

(*came to class late today*)

Who *came to class late today*?

1. taught you to drive
2. wrote those sentences on the blackboard
3. got here early today
4. went to the movies with you last night

b) What did Miss Stevens wear to the party?

(you)

What did you wear to the party?

1. your sister
2. Mrs. Spencer

3. Nancy and her sister
4. Richard's wife

EXERCISE II A Fill the blanks with WHO, WHAT, WHOSE, WHERE, WHEN, WHAT TIME or HOW OFTEN.

Example: a) _____ SAT next to you in class last time?

Who SAT next to you in class last time?

b) _____ DID you have lunch downtown with yesterday?

Who DID you have lunch downtown with yesterday?

c) _____ DID you do last Saturday night?

What DID you do last Saturday night?

1. _____ DID you buy downtown yesterday?
2. _____ FIXED the Scotts' radio?
3. _____ DID you and your father see at the baseball game last Saturday?
4. _____ DID your parents spend (*pasar*) their last vacation?
5. _____ DID Margaret begin to study English?
6. _____ DID Carl and his brother get off work yesterday?
7. _____ READ the last sentence?
8. _____ DID you have a test last term?
9. _____ car DID you come to class in today?
10. _____ DID you eat lunch last Sunday?
11. _____ DID George study at the university last year?
12. _____ BOUGHT the Andersons' house?
13. _____ DID your sister finish high school?
14. _____ DID you and your family go to the country with last weekend?
15. _____ DID Dick work last summer?
16. _____ DID our class start today?
17. _____ GAVE a party for you last week?

18. _____ DID Mr. and Mrs. Collins do last Sunday?
19. _____ DID the Allens go to Australia?
20. _____ book DID the teacher use day before yesterday?
21. _____ PRACTICED the dialog with you yesterday?
22. _____ DID Mr. and Mrs. Barnes go last weekend?
23. _____ DID you practice the dialog with yesterday?
24. _____ DID your teacher give homework last term?
25. _____ DID you eat for breakfast this morning?

EXERCISE III A (CLOSE YOUR BOOK.)

Form questions as in the examples.

Example: a) Mr. South sat next to me in class last time.

Who _____?

Who SAT next to you in class last time?

b) I had lunch downtown with Dr. Bennett yesterday.

Who _____ with _____?

Who DID you have lunch downtown with yesterday?

c) I went to the movies last night.

What _____?

What DID you do last night?

1. Dr. Hunter taught my cousin to speak English.
Who _____?
2. Joe Kelly took Betty to the dance last Saturday.
Who _____?
3. I slept late last Sunday morning.
What _____?
4. My brother studied medicine in the United States.
Where _____?
5. Mr. Smith sold his car last week.
When _____?
6. Betty wore her sister's blouse to work yesterday.
Whose _____?

7. My class _____
What time _____
8. The teach _____
Who _____
9. I finished _____
When _____
10. My brothe _____
Where _____
11. The teach _____
What _____
12. Helen wa _____
Who _____
13. I visited _____
Who _____
14. Mr. and M _____
Whose _____
15. My fath _____
Where _____

EXERCISE I

Answer the

1. What tim
2. Who expl
3. Who did
4. Who prac
5. Where di
6. When dic
7. What tim
8. Who left
9. Where d
10. When dic

DIALOG VI

- A. What tim
- B. I got up

7. My class began at 7 o'clock in the morning last term.
What time _____?
8. The teacher explained the last sentence to Mr. Dickens.
Who _____ to?
9. I finished my homework right after supper last night.
When _____?
10. My brother and I saw you downtown yesterday morning.
Where _____?
11. The teacher wrote a dialog on the blackboard today.
What _____?
12. Helen wanted to go to the dance with us last night.
Who _____?
13. I visited the Davises in San Francisco last summer.
Who _____?
14. Mr. and Mrs. Stewart bought my radio.
Whose _____?
15. My father went to school in Ann Arbor, Michigan.
Where _____?

EXERCISE IV A (CLOSE YOUR BOOK.)

Answer these questions.

1. What time did your class begin last term?
2. Who explained the last question?
3. Who did you practice the dialog with yesterday?
4. Who practiced the dialog with you yesterday?
5. Where did you and your family go last weekend?
6. When did your sister finish high school?
7. What time did your father get off work yesterday?
8. Who left class early today?
9. Where did the Wilsons spend their last vacation?
10. When did the Wilsons have their last vacation?

DIALOG VI

- A. What time did you get up this morning?
- B. I got up at 6:30. I left home at 7:15

APPENDIX II

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