

Департамент освіти і науки  
Луганської обласної державної адміністрації  
Луганський обласний інститут  
післядипломної педагогічної освіти

# **ФОРМУВАННЯ НАВИЧОК КРИТИЧНОГО МИСЛЕННЯ НА УРОКАХ ІНОЗЕМНОЇ МОВИ**

*Навчально-практичний посібник*

Харків  
“Друкарня Мадрид”  
2017

УДК 373.31

ББК 88.53

Ф 79

*Рекомендовано до друку вченою радою  
Луганського обласного інституту  
післядипломної педагогічної освіти  
(протокол № 6 від 09.10.2015 р.)*

**Рецензенти:**

*О. О. Кечик* – старший викладач кафедри природничо-наукових дисциплін та методики їх викладання Луганського обласного інституту післядипломної педагогічної освіти, кандидат педагогічних наук;

*О. В. Максименко* – доцент кафедри соціально-гуманітарних дисциплін Луганського державного університету внутрішніх справ імені Е. О. Дідоренка, доцент, кандидат філологічних наук.

Ф 79

**Формування** навичок критичного мислення на уроках іноземної мови : навчально-практичний посібник / О. С. Нікітченко, О. А. Тарасова. Харків : “Друкарня Мадрид”, 2017. 104 с.  
ISBN 978-617-7470-81-5

У посібнику подаються теоретичні та практичні аспекти розвитку критичного мислення на уроках іноземних мов, техніки формування критичного мислення й вправи практичного спрямування для учнів початкової, основної та старшої школи.

Посібник адресований учителям іноземних мов загальноосвітніх навчальних закладів та всім, хто цікавиться інноваціями щодо формування критичного мислення в дітей та учнівської молоді.

**УДК 373.31**

**ББК 88.53**

ISBN 978-617-7470-81-5

© Луганський обласний інститут  
післядипломної педагогічної освіти, 2017  
© “Друкарня Мадрид”, 2017

## ЗМІСТ

ВСТУП.....	5
I. Що таке критичне мислення? .....	7
II. Техніка формування критичного мислення .....	14
III. Вправи для розвитку навичок критичного мислення .....	29
Reading Activities .....	29
Copy and classify .....	49
Squeeze in Words.....	49
Odd one out .....	50
Add Two More .....	50
What's My Word? .....	51
Don't Say It! .....	52
Definitions .....	53
Nonsense words.....	53
Monster adjectives.....	54
Make Your Menu .....	54
Solve a Problem.....	56
Postcards.....	56
Secret code .....	57
Date Puzzle.....	57
Decoding Days .....	59
Reading grid .....	60
Key word crossword.....	61
Fact, Fiction, or Opinion? .....	62
Guess and find out.....	62
Agree or disagree?.....	63
Making plans .....	64
Fact or Opinion.....	65
Talk It Out .....	65
Elevator Pitch .....	66
You Name It .....	67
What Would Happen? .....	67
You Know the Rules .....	68

Making Choices.....	69
Worst Case Scenario .....	69
Train of Tall Tales.....	70
Chain Spelling .....	70
Connection Challenge .....	70
Anagram Puzzles.....	71
Creating charts.....	71
Great Charts.....	72
Venn diagrams.....	72
Vocabulary networks.....	73
Grammar mind map .....	74
Create your favourite dinner .....	75
Where does each person sit? Label the chairs.....	76
Cooking in Brown family.....	76
It happened yesterday! .....	77
Book review .....	79
Structured paragraphs.....	80
Story sequence.....	81
KWL topic grid .....	82
Five senses poems .....	82
Object poems.....	83
Text types .....	84
Story stepping stones.....	85
Build a story .....	86
Film of the story .....	87
My opinion of the story.....	88
Grammar detective .....	89
A Slice of Pie.....	90
Riddles.....	92
IV. Калейдоскоп ідей щодо формування навичок критичного мислення .....	93
Teaching Strategies to Promote Critical Thinking.....	93
Essential Tips for Conducting a Class Debate .....	95
Critical Thinking Activities for ESL Students.....	96
If you want to exercise critical thinking skills .....	98
Джерела .....	100

## ВСТУП

*Learning without thought is labor lost;  
thought without learning is perilous.*

*Confucius*

Сучасне суспільство вимагає виховання самостійних, ініціативних, відповідальних громадян, здатних ефективно взаємодіяти у виконанні соціальних, виробничих та економічних завдань, яке потребує розвитку особистісних якостей і творчих здібностей людини, умінь самостійно здобувати нові знання та розв'язувати проблеми, орієнтуватись у житті суспільства. Саме ці пріоритети становлять основу реформування сучасної загальноосвітньої школи, головне завдання якої – підготувати компетентну особистість, здатну знаходити правильні рішення в конкретних навчальних, життєвих, а в майбутньому й професійних ситуаціях. Тому актуальним завданням сучасної школи є реалізація компетентнісного підходу в навчанні, який передбачає спрямованість освітнього процесу на формування й розвиток ключових компетентностей особистості.

Процес інтеграції української освіти в європейський освітній простір підвищує важливість вивчення іноземної мови не тільки як академічної дисципліни, але як засобу оволодіння вміннями й навичками іншомовного спілкування.

Іншомовна комунікативна компетентність – це необхідний людині рівень сформованості досвіду міжособистісної взаємодії задля успішного функціонування в суспільстві з огляду на власні здібності й соціальний статус.

Згідно з Концепцією реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» на період до 2029 року для забезпечення проведення докорінної та системної реформи загальної середньої освіти необхідно запровадити новий принцип педагогіки партнерства, а випускник Нової української школи – це всебічно розвинена особистість, здатна до критичного мислення.

Інтелектуальний розвиток особистості визначається в наш час не обсягом знань, відомостей, які утримуються в пам'яті, а готовністю людини до відбору необхідних знань шляхом критичного аналізу, осмислення інформації та вмінням самостійно ухвалювати рішення. У цьому зв'язку розвиток критичного мислення є невід'ємною частиною модернізації сучасної школи загалом та оптимізації навчання англійської мови зокрема. Актуальність цієї теми обумовлена практичною потребою суспільства в особистості, що володіє певними якостями мислення. Ця

потреба заснована на розвитку тенденції просування країни до вільного суспільства, якому відповідає вільна творча особистість.

Інноваційні погляди на навчання іноземних мов зумовлюють основне завдання вчителя – організувати продуктивну навчально-пізнавальну діяльність учня для забезпечення реалізації його особистісного когнітивного та креативного потенціалу, що дає можливість опанувати стратегії освітньої діяльності й отримати ефективний самостійний досвід вивчення та використання англійської мови в різних ситуаціях і умовах самореалізації та саморозвитку.

У посібнику подаються теоретичні та практичні аспекти розвитку критичного мислення на уроках іноземних мов, техніки формування критичного мислення й вправи практичного спрямування для учнів початкової, основної та старшої школи.

Посібник адресований учителям іноземних мов загальноосвітніх навчальних закладів та всім, хто цікавиться інноваціями щодо формування критичного мислення в дітей та учнівської молоді.

## І. Що таке критичне мислення?

Критичне мислення – (дав.-гр. критікὴ τέχνη — «мистецтво аналізувати, судження») – це наукове мислення, головна риса якого полягає в ухваленні ретельно обміркованих та незалежних рішень. Найбільше йому притаманні такі властивості, як усвідомленість та самовдосконалення.

Критичне мислення – це процес, під час якого людина може охарактеризувати явище або предмет, виразити своє ставлення до нього шляхом полеміки або аргументації власної думки, знайти вихід з будь-якої ситуації. Це процес аналізу, синтезування й обґрунтовування оцінки достовірності (цінності) інформації; властивість сприймати ситуацію глобально, знаходити причини й альтернативи; здатність генерувати чи змінювати свою позицію на основі фактів й аргументів, коректно застосовувати отримані результати до проблем та ухвалювати зважені рішення – чому довіряти та що робити далі.

### **Його не варто плутати з:**

- простим запам'ятовуванням (пам'ять комп'ютера набагато ширша, ніж наша, але це не значить, що комп'ютер може мислити).
- розумінням складних ідей (коли ми працюємо над розумінням чужої ідеї, наше власне мислення пасивне – ми лише сприймаємо те, що створив хтось інший).
- творчим/інтуїтивним мисленням (мозок творця працює несвідомо – у цьому й головна відмінність).

Критичне мислення – це вміння активно, творчо, індивідуально сприймати інформацію, оптимально застосовувати потрібний вид розумової діяльності, різнобічно аналізувати інформацію, мати особисту, незалежну думку та вміти коректно її відстоювати, уміти застосовувати здобуті знання на практиці.

Критичне мислення – це процес, який найчастіше починається з постановки проблеми, продовжується пошуком та осмисленням інформації, закінчується ухваленням рішення щодо розв'язання поставленої проблеми.

Критичне мислення має такі *характеристики*:

1. Самостійність. Ніхто не може мислити за людину, висловлювати її думки, переконання, ідеї тощо. Мислення стає критичним, тільки якщо має індивідуальний характер.
2. Постановка проблеми. Критичне мислення досить часто починається з постановки проблеми, бо її розв'язання стимулює людину мислити критично. Початок розв'язання проблеми – це збирання інформації за нею, бо роздумувати «на порожньому місці» фактично неможливо.
3. Ухвалення рішення. Закінчення процесу критичного мислення – це вирішування, яке дозволить оптимально розв'язувати поставлену проблему.

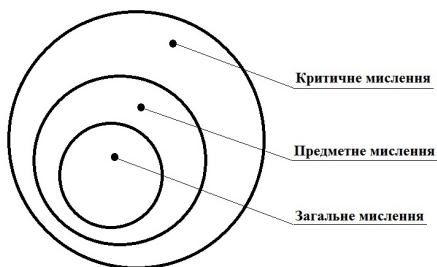
4. Чітка аргументованість. Людина, яка мислить критично, повинна усвідомлювати, що часто одна й та сама проблема може мати декілька розв'язань, тому вона має підкріпити ухвалене нею рішення вагомими, переконливими, власними аргументами, які б доводили, що її рішення є найкращим, оптимальним.

5. Соціальність. Людина живе в соціумі, тому доводити свою позицію людина повинна в спілкуванні. У результаті спілкування, диспуту, дискусії людина поглиблює свою позицію або може щось змінити в ній.

Критичне мислення входить до загальної структури мислення в процесі пізнання та є мисленням вищого порядку.

*Структура мислення:*

- 1) загальне мислення;
- 2) предметне мислення (історичне, математичне тощо);
- 3) критичне мислення.



Кожний наступний рівень включає в себе попередній: 1) загальне мислення – це загальний процес обробки інформації; 2) предметне мислення – це процес обробки інформації з певного предмета за допомогою методів наукового дослідження, збагачений предметними та методологічними знаннями; 3) критичне мислення – це процес контролю за перебігом загального та предметного мислення, їх удосконалення. Кожний тип мислення має свій змістовний та операційний блоки.

*Змістовний блок* критичного мислення складається з двох частин:

- загальнометодологічні принципи (переконання в необхідності самокорекції методу дослідження, увага до процедури дослідження; урахування інших точок зору; готовність бути критичним і самокритичним);
- загальні стратегії (розділити проблему на частини; розв'язати більш прості проблеми, що відбивають деякі аспекти основної проблеми; використати смислові та графічні організатори, щоб представити проблему різними способами; розглянути окремі випадки, щоб «відчути» проблему; аналіз засобів та цілей).

*До операційного блоку* критичного мислення належать такі процедури:

- усвідомлювати проблему, діалектичний зв'язок між суперечностями;
- доводити — добирати прийнятні, відповідні та несуперечливі докази;
- знаходити контраргументи;
- помічати факти, що суперечать власній думці;



- обґрунтовувати;
- оцінювати — співвідносити об'єкт дослідження з певною системою цінностей (наявне з належним); вибирати одну з багатьох альтернатив; усвідомлювати обмеження, що накладаються на висновок (істинність висновку за певних умов); використовувати різні критерії та контексти;
- спростовувати (принцип фальсифікації);
- узагальнювати;
- висувати гіпотези;
- робити висновки.

**Важливі ключові характеристики, які має критичне мислення:**

**Свободу та самостійність** (здатність висловити ідею незалежно від інших).

**Інформація для нього – відправна**, а не кінцева **точка** для розвитку (щоб дійти зваженої думки, потрібно опрацювати величезну кількість матеріалів).

**Починається з постановки питань та проблем**, які потрібно вирішити (перший крок до того, аби навчити учнів критичного мислення полягає в тому, щоб допомогти їм розгледіти безкінечну кількість питань навколо).

**Використовує переконливу аргументацію** (коли людина знаходить власне вирішення й підкріплює його переконливими доказами).

**Є соціальним процесом** (будь-яка думка перевіряється й відточується тоді, коли ми ділимося нею з іншими; коли ми сперечаємось, обговорюємо, заперечуємо та обмінюємося думками з іншими – ми поглиблюємо свою позицію).

**На шляху до розвитку такого мислення потрібно пройти 6 послідовних кроків:**

1. **Нерефлексивний мислитель** – ще не усвідомлює «недорозвиненість» свого мислення.
2. **Спонтанізований мислитель** – усвідомив, що має проблеми зі своїм мисленням.
3. **Мислитель-початківець** – намагається вдосконалюватися, але без регулярної практики.
4. **Мислитель-практик** – визнає необхідність регулярної практики.
5. **Просунутий мислитель** – росте в процесі своєї регулярної практики.
6. **Майстер мислення** – усвідомлене й проникливе мислення стає візитівкою людини.

**Для чого потрібно розвивати критичне мислення? Що воно дає людині:**

1. Відчуття свободи власної волі.
2. Розширення горизонтів (бачення світу стає ширшим, глибшим, цікавішим).
3. Можливість знаходити та ухвалювати певні важливі істини для себе.
4. Глибоке розуміння себе, своїх цінностей та потреб.
5. Сміливість вирішувати.

6. Гнучкість та краща адаптація до змін.
7. Урівноваженість та спокій (людина, яка мислить критично, має більше шансів зрозуміти свої потреби та робити те, що не суперечать її внутрішнім переконанням, а відповідно – менше жалкувати та розчаровуватись у зробленому).
8. Здатність протистояти інформаційному тиску – не брати на віру все, що читаєш, а перевіряти, аналізувати й ухвалювати зважені рішення.
9. Уміння знаходити та знешкоджувати маніпуляції.
10. Толерантність до думок іншого.
11. Екологічне ставлення до членів колективу/групи, але водночас уміння орієнтуватись першою чергою на власні цінності й не піддаватися тиску певних групових норм.

Усі перелічені вище пункти можуть збагатити життя як учителя, так і учня. Звісно, для досягнення поставленої мети потрібна щоденна практика для нашого мислення. При цьому для учнів потрібні свої інструменти для розвитку критичного мислення, а для вчителя – свої.

### **Із чого почати вчителю?**

Наприклад, з практики **9 стратегій для розвитку критичного мислення:**

#### **1. Використовуйте «марно витрачений час».**

Ми часто відволікаємось і витрачаємо наш час на непотрібні речі (перекладування каналів телебачення, безцільне «блукання» в Інтернеті чи соцмережах, самозвинувачування чи жаль щодо минулого), що не приносять нам ні продуктивного результату, ні задоволення. Тож чому б не використати цей час на тренування мислення? Наприклад, наприкінці кожного дня можна проаналізувати: про що я сьогодні думав за день? Коли я мислив при цьому про якісь дурниці, а коли, навпаки, думав продуктивно? Що я сьогодні зрозумів нового? Чи дозволив я сьогодні якісь негативні думки мене «вимкнути» на якийсь час? Якби можна було б повторити цей день – що б я подумав/зробив інакше? Чи впливали на мене думки інших, чи я діяв відповідно до власних переконань і цінностей? Якщо робити це регулярно – ваше мислення почне змінюватися.

#### **2. Працюйте над 1 проблемою на день.**

Це можна робити навіть на ходу, наприклад, по дорозі з роботи. Подумайте, які проблеми у вас зараз є. Відкиньте ті, на які ви не можете впливати самотійно. Потім оберіть 1 проблему, яка вам під силу. Вивчіть її з усіх боків: з яких елементів вона складається, як стосується ваших цілей та потреб? Виясніть, яка інформація вам потрібна для ширшого розуміння та вирішення проблеми. Потім зберіть інформацію й продумайте ресурси та дії: що можна зробити в короткостроковій та довгостроковій перспективі; що вам для цього потрібно? Продумайте стратегію, а коли настане час дій, контролюйте їх та будьте готові за потреби перебудувати стратегію.

**3. Інтерналізуйте** (від лат. Interior – «внутрішній»; процес перетворення зовнішніх дій, властивостей предметів, понять, соціальних форм спілкування в стійкі внутрішні якості особистості через засвоєння норм, цінностей, вірувань, установок, уявлень тощо). Засвоюйте інтелектуальні стандарти. Кожен тиждень працюйте з однією з інтелектуальних норм (зрозумілість/чіткість, точність, доречність, глибина, широта, логічність, значення та ін.). Наприклад, якщо ви зосередитесь на «зрозумілості» протягом тижня, спробуйте зауважувати, коли ви незрозумілі в спілкуванні з іншими та коли інші люди незрозумілі в тому, що вони говорять.

**4. Ведіть інтелектуальний щоденник.**

Кожен тиждень записуйте його в такому форматі: опис емоційно значимої для вас ситуації, вашу реакцію на неї, її аналіз та оцінку аналізу (що ви дізнались про себе? Що б ви зробили інакше, якби можна було б повторити цю ситуацію?).

**5. Перебудовуйте характер.**

Виберіть одну інтелектуальну рису – наполегливість, співчуття, хоробрість, смиренність тощо – та розвивайте її протягом тижня. Наприклад, обравши смиренність, фокусуйтеся на моментах, коли ви визнаєте, що ви не праві, а також на моментах, коли ви відмовляєтесь це визнавати навіть тоді, коли погоджуєтесь з доказами цього (це моменти захисту, коли, наприклад, ми кажемо: «Я вже знаю все, що маю знати про це»). Спробуйте розширити ваші знання/переконання та прийняти інші думки.

**6. Зменшуйте рівень егоцентризму.**

Людині властиве егоцентричне мислення – несвідомий нахил на користь себе. Спостерігайте за собою в таких ситуаціях: коли я думаю егоцентрично? Чи говорю часом щось ірраціонально, аби отримати свою вигоду? Чи намагаюсь я нав'язати свою волю іншим? Зафіксувавши такі моменти, спробуйте вдатись до саморефлексії, поставивши собі такі питання: а що б в такій ситуації відчувала та зробила б раціональна людина?

**7. Передивіться свій погляд на речі.**

Ми живемо у світі, у якому часто кожна ситуація є вже «визначеною» (соціальними нормами, правилами, цінностями тощо). І те, як визначена ситуація, впливає на те, як ми відчуваємось у ній і як ми діємо. Але насправді кожна ситуація може бути визначена багатьма способами – у цьому й закладені можливості для нас.

Кожен може дивитись на проблеми чи «негативні» ситуації під іншим кутом зору, побачити в них конструктивні/позитивні моменти, знайти шляхи виходу й бути щасливішим. Щоб практикувати такий підхід, потрібно встановити певні принципи. Наприклад, можна створити список 5–10 негативних ситуацій, у яких ми відчуваємо себе сердитими, незадоволеними, розчарованими тощо. І до кожної з них знайти альтернативні бачення й модель поведінки. Звісно, є дуже складні ситуації (хоча насправді їх значно менше ніж тих, де ми навіть не намагаємось побачити альтернативи),

у яких спершу важко знайти вихід, але навіть тоді ви можете зробити так, як радить мудрий англійський дитячий віршик:

«For every problem under the sun,  
there is a solution or there is none.  
If there be one, think till you find it.  
If there be none, then never mind it».

Відкладіть думки про цю проблему на якийсь час – тоді вихід може знайти вас сам.

## 8. Працюйте зі своїми емоціями.

Щоразу, коли ви відчуваєте негативні емоції, спитайте себе: які мої думки викликали це? Я інакше я можу подумати про те, що мене так турбує? Можливо, щось у цій ситуації є смішним або цікавим/новим досвідом (дозвольте собі здивуватися, що й таке буває у світі!)? Якщо ви знайдете відповіді на ці питання, ваші емоції неодмінно змінюватимуться.

## 9. Проаналізуйте вплив групи на ваше життя.

Час від часу ставте собі питання, як на вас впливає той чи інший колектив/група/соціум: якої поведінки від вас очікують/вимагають? Що забороняють робити? Часто групові норми можуть впливати на нас на несвідомому рівні, унаслідок чого ми можемо забороняти собі думати чи вчиняти певні речі. Тоді як насправді, можливо, вам давно хотілося б поводитися інакше (згідно з особистими нормами та цінностями).

Застосовуючи ці стратегії для свого життя, паралельно ви можете почати будувати уроки та працювати над проектами із застосуванням вправ для розвитку критичного мислення учнів.

Можна щодня розвивати в учнів **базові навички, необхідні для критичного мислення**: спостережливість; схильність до інтерпретації, аналізу, виведення висновків; властивість давати оцінки (ідеям, предметам, явищам тощо).

Також важливо стимулювати та схвально оцінювати всі прояви критичного мислення в учнях. Можна пояснити, із чого складається таке мислення й чим воно відрізняється від звичайного, скориставшись цією таблицею:

<b>Критичне мислення</b>	<b>Звичайне мислення</b>
чіткість	нечіткість
точність	неточність
конкретність	невизначеність
ретельність	похибки
значимість	незначимість
узгодженість (послідовність)	неузгодженість (непослідовність)
глибина (фундаментальність)	поверховість
повнота	неповнота
значущість	тривіальність (банальність)
чесність (неупередженість)	пристрасність (упередженість)
адекватність (щодо цілі)	неадекватність (щодо цілі)

оцінне судження	здогадки
зважене судження	імпульсивне віддавання переваги
просте групування	припущення віри
логічне формулювання висновків	формування висновків
розуміння принципів	об'єднання понять за асоціацією

Усі ми знаємо, що діти – допитливі від природи та прагнуть пізнавати світ. Вони здатні висувати дуже багато оригінальних ідей. Тому головне завдання вчителя на уроці чи в проєктній роботі – бути першою чергою помічником, що стимулює учнів до пошуку інформації, пізнанню та осмисленню нового, генеруванню власних ідей.

Які методи розвитку критичного мислення найдієвіші?

Перелік методів розвитку критичного мислення достатньо великий. Добирати їх учителю слід з огляду на мету, завдання, зміст уроку. Крім того, слід зважати на особливості цих методів, адже на певних етапах уроку вони є ефективнішими, а отже, доречнішими. Учитель має опанувати якомога більше методів розвитку критичного мислення й бути обізнаним з особливостями їх ефективного застосування.

## II. Техніка формування критичного мислення

**Техніка формування критичного мислення** може застосовуватися вчителем щодня. Її ключові етапи:

**1. Виклик.** Мета – формування особистого інтересу для отримання інформації. Учні мають подумати та розповісти іншим (за допомогою індивідуальної, парної, групової роботи; брейнстормінгу; спільних прогнозувань; озвучування проблемних питань тощо) про те, що вони знають з обраної теми для обговорення – так отримані раніше знання усвідомлюються та стають базою для засвоєння нових. Задача вчителя на цьому етапі – узагальнити знання дітей, допомогти кожному визначити «своє знання» й основні цілі для отримання нових.

**2. Осмислення.** Діти знайомляться з новою інформацією. При цьому вони мають відслідкувати своє розуміння й записувати у формі питань те, що вони не зрозуміли – для того, щоб пізніше заповнити ці «білі плями». Після ознайомлення з інформацією кожен учень має сказати про те, які орієнтири/фрази/слова допомогли йому зрозуміти інформацію, а які, навпаки, заплутували. Головний принцип етапу осмислення – учитель має давати учням право/установку на індивідуальні пошуки інформації з подальшим груповим обговоренням та аналізом.

**3. Рефлексія.** Учні мають обдумати те, чого вони дізналися та як включити нові поняття у свої уявлення; обговорити, як це змінило їхні думки, бачення, поведінку.

### Підготовка вчителя для застосування цієї техніки:

- Визначіть ціль занять (чого хочемо навчитись) і тему.
- Подумайте, що ви вже знаєте про це? Що може стати корисним? До яких із цих знань ви ставитеся упереджено?
- Які ресурси для навчання у вас є? Скільки часу для навчання у вас є?
- Зберіть інформацію: намагайтеся бути максимально відкритими та неупередженими до нової інформації.
- Спитайте: до чого автори/джерела ставляться упереджено?
- Систематизуйте зібрану інформацію, шукайте нові зв'язки – як між ключовими поняттями, так і між усією темою та повсякденним життям.
- Знову поставте питання: чи лишилось щось незрозуміле?
- Подумайте, як би ви могли продемонструвати свої знання із цієї теми? А як би ви могли скласти цікаву контрольну на цю тему, використовуючи по-новому зібрану та структуровану інформацію?

Для кожного з етапів формування критичного мислення використовуються свої інструменти:

## ВИКЛИК

### 1. «Знаю – хочу знати – дізнався» («K-W-L Charts»).

Таблиці «K-W-L» є графічними організаторами, які допомагають учням організувати інформацію перед, під час та після уроку. Вони можуть бути використані для залучення учнів до нової теми, активізації попередніх знань та моніторингу.

<b>K-W-L Chart</b>		
Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you Know about the topic, what you Want to know, and what you've Learned.		
What do you <b>Know</b> about the topic?	What do you <b>Want</b> to know?	What have you <b>Learned</b> ?

Запропонуйте учням відповісти на перше запитання в стовпці 1: Що ти знаєш про цю тему? Учні можуть робити це окремо або в невеликих групах. Часто вчителі створюють майстер-лист усіх відповідей учнів. Одне з питань, яке часто виникає для вчителів, – як усунути неправильні уявлення, що мають учні. Іноді доцільно виправляти неправдиву інформацію на цьому етапі процесу або можна залишити помилкові уявлення, щоб учні могли самостійно виправляти їх, вивчаючи новий матеріал.

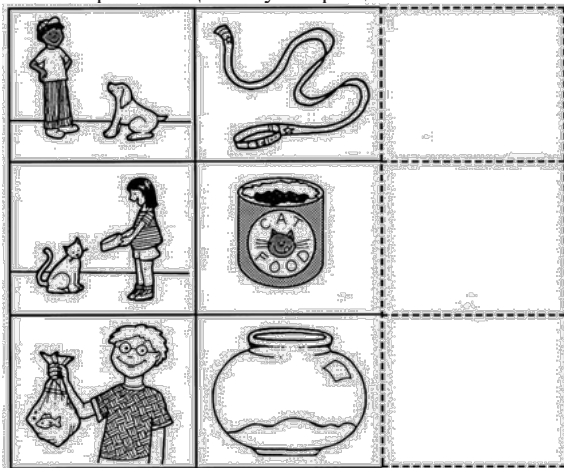
Запропонуйте учням відповісти на запитання в стовпці 2: Що ви хочете знати про цю тему? Деякі учні можуть не знати, із чого почати, якщо в них немає багато знань з теми. Тому може бути корисним поставити шість питань (Хто? Що? Де? Коли? Чому? Як?).

Заповніть стовпець 3 та перегляньте стовпці 1 та 2. Під час роботи учні можуть переглядати свої таблиці K-W-L, додаючи інформацію до стовпчика 3: «Що ви вивчили?» Оскільки учні записують те, що вони дізналися, то можуть переглянути питання в стовпці 2, перевіряючи будь-які питання, на які вони тепер можуть відповісти. Вони також можуть додати нові запитання. Учні також повинні переглянути колонку 1, щоб визначити будь-які хибні уявлення, які вони могли мати перед початком роботи підрозділу.

Остання колонка може заповнюватися вже після наступного етапу – осмислення, або можна одразу влаштувати обговорення в парах/трійках/командах. Потім учні заповнюють останню колонку таблиці. Після чого йде спільне обговорення того, чи збіглися колонки 2 і 3. Колонка «What do you Want to know?» дає поштовх до подальшого пошуку нової інформації самостійно – до наступного заняття.

## 2. Прогнозування за ілюстрацією.

Учитель показує ілюстрацію до теми обговорення. Діти мають зробити свої припущення щодо теми, та що вони знають із цього приводу. Учитель може поставити такі питання: як ви думаєте, що тут зображено? До чого це відноситься (у повсякденному житті, чи до якої галузі науки тощо)? Яка тема нашого обговорення? Що ви чули про це?



## 3. Асоціація.

Застосовується для визначення теми уроку, розвиває уяву та інтуїцію. Учні мають висловити свої здогадки/асоціації про тему, завдання для вивчення теми, ціль вивчення цієї теми. Обговорення має відштовхуватися від якогось узагальнювального слова, наприклад, «smog/смог» (для теми «Забруднення навколишнього середовища» з англійської мови).

## 4. Мозковий штурм

«Мозковим штурмом» називають спільне розв'язання проблем, яке забезпечується особливими прийомами.

«Мозковий штурм» умовно поділяють на декілька етапів:

- генерація ідей;
- відбір кращої ідеї;
- аналіз ідей.

Під час першого етапу «мозкового штурму» — генерації ідей — усі учасники мають право висувати свої пропозиції щодо вирішення поставленого завдання. Критику ідей заборонено. Всі учасники мають право спокійно висловлювати свої думки.

Наступний етап — відбір кращої ідеї. Під час цього етапу не прийнято наголошувати на авторстві тієї чи іншої ідеї. Уважають, що кращі ідеї є результатом колективної творчості.



Останній етап – аналіз ідей (учасники об'єднуються у дві групи – прибічників і супротивників. Ними мають бути проаналізовані всі аргументи «за» й «проти» кожної ідеї).

Наприклад, під час вивчення теми «Sports» доцільно організувати роботу в такий спосіб. Клас треба об'єднати у дві групи. Одна група записує переваги спорту, а інша недоліки спорту.

a) What is a good and what is bad about sports?

Advantages	Disadvantages
1. All sports and physical exercises are very useful.	1. We can hurt ourselves doing some kind of physical exercises.
2. Sports prevent us from diseases.	2. It is difficult to combine going in for sports and studies.
3. Sports make us more organized and disciplined.	3. Going in for sports takes too much time.
4. Sports develop a personality.	4. We should buy some special equipment.
5. It teaches us to win and to lose.	5. Sports can make us nervous.
6. Sports make us feel and look better.	6. Going in for sports is dangerous.

b) What must we do to be healthy (to keep fit)?

Кожна команда записує свої ідеї, і потім члени обох команд обмінюються своїми думками.

To keep feet I	- get up early in the morning;
	- do my morning exercises;
	- take long walks in the open air;
	- do some training;
	- wash my hands before meals;
	- keep my body clean;
	- keep my teeth clean;
	- get enough sleep.

### 5. Кошик ідей.

Метою техніки «кошику ідей» є здебільшого зацікавлення дітей. Учитель ставить питання про те, що учні знають про певну тему/проблему. Кожен учень записує те, що згадає (на це виділяється 2 хв.). Далі учні обмінюються інформацією в командах – записують нові ідеї, якщо такі в когось з'являться. Потім по колу кожна команда називає якийсь із записаних фактів і всі разом складають єдиний список ідей у вигляді тез – в один «кошик» (можна взяти реальний кошик і складати туди папірці з ідеями або ж намалювати його на плакаті та приліплювати туди стікери). Головний принцип – як і в брейнстормінгу – записуються всі ідеї, навіть помилкові. Наприкінці заняття вчитель може виправити недостовірні тези та вписати туди разом з дітьми нову правдиву інформацію.

**6. Правильно/неправильно.** Учитель ставить класу заздалегідь продумані питання за темою заняття. Усі питання починаються з «А правда, що...?». Відповідь може бути тільки «так чи ні».

**7. Товсі/тонкі питання.** Учитель улаштовує опитування за певною тематикою (питання готуються заздалегідь).

«Тонкі» питання передбачають відповідь лише «так чи ні» і починаються, наприклад, так: Хто ...? Що...? Чи правда, що...? Чи правильне твердження, що...? Чи можливо, що...? Чи згодні ви з...? Як звати...? Яку назву має...?

«Товсті» питання вимагають розгорнутої відповіді – з аналізом, синтезом, порівнянням, оцінкою. Наприклад: дайте три пояснення, чому...? Поясніть, чому...? Чому ви вважаєте, що...? У чому різниця між...? Як можна узагальнити поняття...? Що буде, якщо...?

**What type of questions do you ask?**

**THIN**

The answers are right there in the book.

How many?  
Who?  
When?  
Where?

**THICK**

You have to think and search to find the answers.

What do you think?  
What if?  
How would you feel if?  
Why did?  
How did?  
What do you think?  
What might?  
What would happen if?

GOOD READERS KNOW THE  
DIFFERENCE BETWEEN **Thin** AND  
**Thick** QUESTIONS

Let's practice! As you read, record the questions you have in each category:

STORY TITLE: \_\_\_\_\_

Thin Questions	Thick Questions
<ul style="list-style-type: none"> <li>Can be answered easily</li> <li>Can find answer directly in text</li> </ul>	<ul style="list-style-type: none"> <li>Make you stop and think</li> <li>Can't be answered with one word.</li> </ul>

## Squanto

Squanto was very helpful to the Pilgrims. He showed them how to grow and cook corn. He showed them how to hunt, make traps and fish. He could speak English, so he was a good **translator**. Squanto helped the Pilgrims make **peace** with the **Wampanoag** Indians. The Pilgrims were lucky to have Squanto's help.



1. What might have happened if the Pilgrims hadn't met Squanto?

---

---

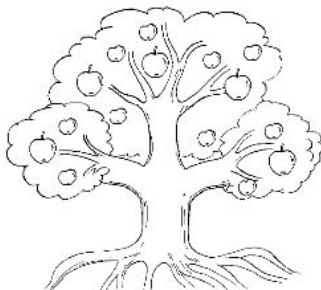
---

---

### 8. Дерево припущень.

Цей прийом допомагає будувати припущення з приводу розвитку сюжетної лінії в тексті.

Правила роботи із цим прийомом: стовбур дерева – тема, гілки – припущення, які ведуться за двома напрямками – «можливо» і «ймовірно» (кількість гілок не обмежена), і листя – обґрунтування цих припущень, аргументи на користь тієї чи іншої думки.



Технології товсті/тонкі питання, дерево передбачень, кошик ідей та брейнстормінг можуть також використовуватись і в інших етапах розвитку критичного мислення (тільки метою їхньою буде відповідно осмислення або рефлексія щодо матеріалу).

## ОСМИСЛЕННЯ

### 1. Технологія «6 капелюхів».

Може застосовуватись і на етапі виклику, але вже містить певні елементи осмислення та навіть рефлексії. Учні об'єднуються в команди (або це можуть бути окремі ролі для 1 людини), кожна з яких отримує свого «капелюха».

Колір капелюха вказує на тип завдання:

Білий капелюх – розкажіть про тему лише у фактах і цифрах.

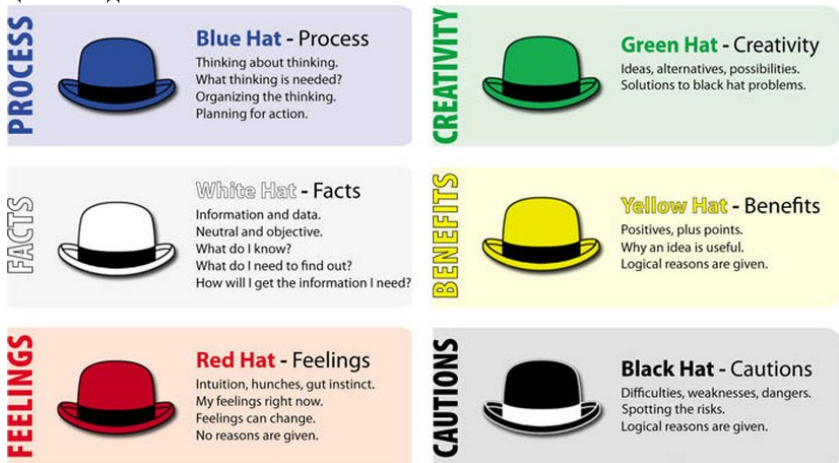
Жовтий капелюх – подумайте, чому ... (далі йде якесь питання, що стосується фундаментальних основ теми, яку досліджує клас).

Чорний капелюх – доведіть, що ... (у рамках теми).

Червоний капелюх – подумайте, який емоційний стан може викликати в нас ця тема (або якийсь її ключовий елемент).

Зелений капелюх – подумайте, як використати тему/її елементи, щоб це зробило наше життя радіснішим?/ які позитивні моменти має ця тема?

Синій капелюх – узагальніть висловлювання всіх попередніх груп-капелюхів/підсумуйте, що корисного та нового ми дізнались у результаті цього завдання.



### 2. Зигзаг.

Ця технологія допомагає учням детально осмислити тему та розвинути навички колективного критичного аналізу. Етапи заняття:

- Учні об'єднуються в робочі групи по 4–6 осіб. Перед кожною командою ставиться задача – спільно створити узагальнювальний текст за темою заняття в певному стилі (стиль – есе, лист другу, тези до

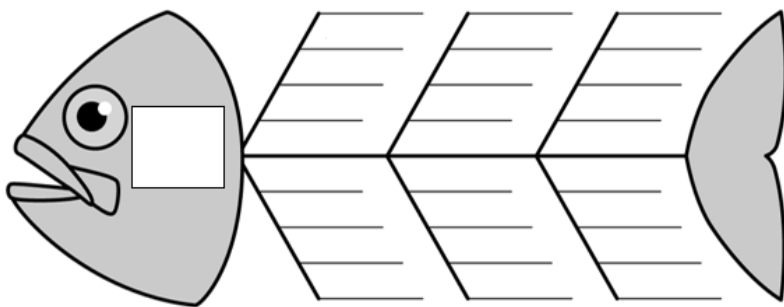
конференції, стаття в профільний журнал, вірш тощо – можна визначити шляхом жеребкування).

- Кожна робоча група спільно визначає ключові ідеї майбутнього тексту (опорні слова/ план/ схема). Можна використовувати тут якусь з технологій етапу «виклику».
- Після цього кожен член команди отримує якусь експертну роль (можна порухатися на перший-четвертий у кожній команді. Кожен номер символізує якусь експертну роль). Далі однакові номери з усіх команд сідають працювати в новій, експертній групі – так утворюються 4–6 експертних груп, які працюють за 4–6 напрямками.
- Після такої співпраці експерти повертаються до своїх команд, які були визначені на початку заняття. І вже там створюють спільний узагальнювальний текст у визначеному стилі. При цьому кожен з експертів спершу має донести іншим членам команди результат роботи експертної групи – для того, щоб усі напрями теми стали відомі кожному й були враховані в процесі написання тексту.
- Після написання тексту кожна команда зачитує його перед усією аудиторією.

### 3. Fishbone (Рибна кістка).

Свою назву цей інструмент дістав через те, що його візуальне вираження нагадує рибну кістку. Він дозволяє учням «розбити» загальну проблемну тему на низку причин та аргументів.

Застосування цього прийому допоможе учням зрозуміти важливість аргументації, а також те, що кожна проблема – багатогранна, може мати кілька причин, що впливають одна на одну. «Рибна кістка» є дуже дієвим інструментом у застосуванні до соціальних тем, на зразок «шкідливі звички», «підліткова злочинність», «погана екологія в місті» тощо.



Порядок роботи:

- Після спільного обговорення проблемної теми під модерацією вчителя учні записують її чітке формулювання в полі «Проблема».
- Після аналізу інформації за темою (з текстових матеріалів, фільмів тощо) учні виділяють причини та аргументи, що їх підтверджують. Часто причин знаходиться більше, ніж аргументів. У такому випадку варто пояснити дітям, що це – нормально, адже бувають ситуації, коли причини ще не мають логічного пояснення й залишаються в якості припущень.
- Шляхом аналізу «причин-аргументів» діти формують висновок, який записується в останній частині малюнка.

**4. INSERT/INCEPT (інтерактивна система запису для ефективного читання й розмірковування)** – від англійських слів: I – interactive, N – noting, E – effective, S – system, R – reading and T – thinking) – системна розмітка тексту під час читання й обдумування, що дозволяє значно активізувати процес сприйняття інформації та підвищити його ефективність.

Метод допомагає усвідомлювати текст, виділяти в ньому відоме, невідоме, цікаве, «сортувати» матеріал. Уважне «читання з маркуванням тексту» допомагає учням аналізувати текст у процесі читання та використовувати результати цього аналізу залежно від навчальних завдань: виділення головного, розуміння логіки тексту, привернення уваги до понять, зв'язків тощо.

Це технологія дає можливість дитині глибше осмислити запропонований для опрацювання текст. Учні читають текст і ставлять відповідні позначки біля окремих слів/фраз:

+ Я це знав

- Я це не знав/ Я думав інакше

? Це мене здивувало

! Я хотів би дізнатися про це детальніше

Далі учні заповнюють таблицю, куди вписують фрази/слова/речення, що їх зачепили, – у відповідну колонку:

+	–	?	!

## 5. Ромашка Блума.

Інструмент розроблений за педагогічним принципом таксономії (від грец. – порядок і закон) американського психолога Бенджаміна Блума та його шести рівнів навчальних цілей у когнітивній сфері: знання – розуміння – застосування – аналіз – синтез – оцінка.

- Після першого знайомства з інформацією Учитель ставить учням питання:
- Прості/фактичні (на перевірку пам'яті): Що...? Де...? Коли...?
- Уточнювальні: ти вважаєш, що...? Тобто ти сказав, що...? Ти бачиш це так...?

- Пояснювальні: чому...? Що мається на увазі...? Яка головна ідея...?
- Творчі, де є елемент прогнозу/припущення: а що, якби...?
- Як би покращили...? Запропонуйте альтернативу...
- Оцінювальні: чим щось відрізняється від іншого? Наскільки цінними є...? Як би ви визначили/аргументували...? Яке судження ви можете зробити з приводу...? тощо.
- Практичні, що мають висвітлити зв'язок теорії із життям: де це застосовується в повсякденному житті? Як це можна використати на практиці?

Питання можна оформити у вигляді «ромашки Блума» (де на кожній пелюстці – відповідне питання) та дати на опрацювання в командах.

## **6. Логічний ланцюжок.**

Учніям дається завдання, де є уривки з тексту, цитати, факти, події, визначні особи – усе це потрібно поєднати або записати в хронологічному порядку, згідно з логікою.

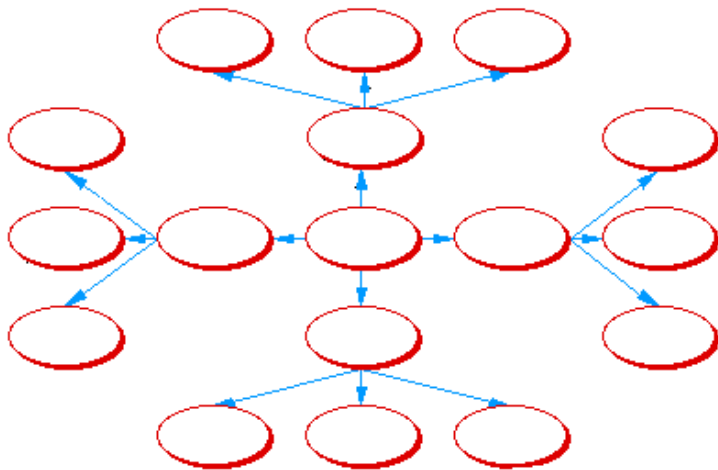
## **7. Карусель.**

Командна робота. Учителю формулює проблемні питання відкритого характеру – стільки, скільки є команд. Заздалегідь потрібно приготувати кольорові маркери, аркуші А3 з питаннями (по 1 на кожному). За сигналом учителя аркуші передаються між командами за годинниковою стрілкою. Група спільно записує відповідь на питання. Відповіді не мають повторюватись. Далі можна вивісити аркуші на дошку та проголосувати за найкращу командну відповідь на кожне питання (останнє відноситься вже до наступного етапу – «Рефлексії»).

# **РЕФЛЕКСІЯ**

## **1. Кластер.**

Правила створення: у центрі записується слово, навколо якого фіксуються слова/словосполучення, пов'язані з темою. Учні озвучують усе, що знають, використовуючи метод мозкового штурму. Це можуть бути не лише чіткі факти, але й асоціації чи творчі сприйняття. Далі вся ця інформація спільно з учнями групується, класифікується, категоризується та оформлюється графічно в певну схему.



## 2. Синквейн.

Синквейн – короткий неримований вірш із 5 рядків, винайдений американською поетесою Аделаїдою Крепс під впливом японської поезії. Техніка цього вірша ідеально підходить для розвитку образного мислення, концентрації знань, переосмислення отриманої інформації, вираження своєї позиції щодо теми, а також для вивчення нових понять з іноземної мови. Як скласти синквейн:

1 рядок – 1 слово – головна тема/об’єкт обговорень (іменник чи займенник).

2 рядок – 2 слова, що описують властивості/ознаки/характеристики об’єкта (прикметники, дієприкметники).

3 рядок – 3 слова, що описують дії, характерні для об’єкта (дієслова, дієприкметники).

4 рядок – фраза із 4 слів, у яких автор висловлює особисте ставлення до теми.

5 рядок – слово-резюме, ключова характеристика або нова інтерпретація об’єкта.

Приклади:

*Math*  
*Important education*  
*Adding, subtracting, multiplying*  
*Sometimes difficult, sometimes easy*  
*Numbers*

*Puppy*  
*Fluffy, happy*  
*Running, barking, licking*  
*A wagging tail behind*  
*Dog*

## 3. Кути.

Цей засіб навчання використовується, щоб навчити дітей самовизначенню та відстоюванню своєї точки зору. Назву він отримав від форми проведення – учні формулюють різні точки зору щодо теми та розходяться по різних «кутах», аби знайти відповідні аргументи. Учителю



потрібно так організувати цей процес, щоб учні самостійно визначили спірні питання та напрям дискусії, самі розходились по кутах.

Найкраще для такої дискусії підходять тексти, статті, випадки з життя, що мають світоглядний багатозначний контекст та пов'язані з буденними уявленнями, моделями поведінки, соціальними й екологічними проблемами, колективними міфами та упередженнями. Схема проведення «кутів» (вона включає в себе всі етапи: «Виклик», «Осмислення» та «Рефлексію»):

- Знайомство з текстом. Учитель має вибрати такий текст, який від початку може наштовхувати на багато різних інтерпретацій.
- Діти формують свою ключову думку щодо отриманої інформації та обговорюють текст у парах/малих групах. При цьому завдання може звучати по-різному, наприклад: «запишіть свою думку стосовно прочитаного», «оцініть поведінку героїв», «поясніть, чому так могло статися», «запропонуйте свій варіант вирішення проблеми».
- У кожній групі якийсь один учень має стати аналітиком, завдання якого – виявляти протилежні одна одній точки зору. Також учитель ставить перед ним конфіденційне завдання – виявити, як члени кожної групи здійснюють свій вибір на користь якоїсь із точок зору, якими аргументами користуються. Тож аналітики переміщуються між командами та роблять особисті записи.
- Групи озвучують перед усіма присутніми головні тези свого обговорення – так виявляються кілька відмінних між собою точок зору, які повторились у різних групах. Учитель допомагає дітям сформулювати різні ключові позиції, за якими діти групуються в нові команди й розходяться «по кутах». Аналітики становлять окрему групу. Діти, чия точка зору не збігається із жодним з кутів, мають вибір: приєднатися до найбільш підходящого «кута» або ж увійти в групу аналітиків.
- Далі кожна з груп спільно шукає аргументи та готується до відстоювання своєї точки зору. Також у командах обираються доповідачі.
- Паралельно група аналітиків напрацьовує критерії для оцінки виступів команд. Основне завдання – відслідкувати етапи розвитку ідей та відповісти на важливе питання: як насправді відбувається вибір на користь певної точки зору? Учитель може допомагати їм у цьому нелегкому завданні.
- Доповідачі від команд репрезентують свою ключову ідею та її аргументацію. Після чого аналітики за допомогою вчителя мають оцінити виступи груп за тими критеріями, які вони виділили (максимальна кількість критеріїв – 5). Пріоритет має надаватися не лише команді, що найбільш чітко аргументувала точку зору (з теоріями, фактами, даними та прикладами), але й тій групі, яка змогла узагальнити точки зору інших команд та врахувала їх у своєму виступі.
- Результат оцінювання має озвучуватися максимально толерантно, з акцентом на позитивні моменти в кожному виступі. Про це аналітики мають бути попереджені заздалегідь.

#### 4. Есе.

Учніям дається завдання напісати аргументоване есе на розглянуту тему або певной ключової тези/думки/аспекту теми.

### Writing task

You have seen this announcement in an international magazine for schools, asking for contributions of stories about journeys for a future issue.

#### Stories about journeys

We are looking for stories about journeys for our magazine. Write a story that begins with this sentence:  
*It had come at last – the morning I had waited for, for so long.*

Your story must include:

- a train
- a passenger.

**A Write your story in 140–190 words. Follow these steps.**

- Start with the sentence given.
- Explain why you had waited for so long.
- Say what happened next.
- Include the two items given in the story.
- Give your story an interesting ending.

#### Useful language

- It was Sunday morning/my birthday/the first day of my holidays.
- I was sitting/lying/talking/waiting ...
- Suddenly/At first/After that/When/Finally/At last
- It was horrible/wonderful/amazing/a nightmare!
- She said, '...'
- It was so exciting./I was so excited.
- I shall never forget/always remember ...
- It was the best/worst journey I've ever ...

#### Check.

- ✓ Have you started the story with the sentence given?
- ✓ Have you included the two items given in your story?
- ✓ Have you included an introductory paragraph that interests the reader?
- ✓ Have you used strong adjectives and adverbs to make the story interesting/exciting?
- ✓ Have you used a range of narrative tenses to tell the story?
- ✓ Have you organised your paragraphs well?
- ✓ Have you given your story an interesting ending?
- ✓ Have you checked spelling and punctuation?

#### 5. Таблиці.

Концептуальна таблиця: використовується для порівняння трьох чи більше аспектів/питань (по горизонталі розташовується те, що потрібно порівняти, по вертикалі – різні риси і якості, за якими учні мають порівнювати).

Зведена таблиця: має важливу особливість – характеристики для порівняння учні мають придумати самі, шляхом спільної роботи. Спершу всі пропозиції характеристик записуються на дошку та узагальнюються. Потім учні мають вибрати найважливіші – аргументувати при цьому, чому саме ці, а не інші критерії важливі для порівняння. Далі дані з опрацьованого матеріалу вносяться самостійно кожним у таблицю.

Most people know what a hot dog is. It's a sausage in a roll. But do you know why it's called a hot dog? Well, the long red sausage that goes into a hot dog is called a frankfurter; it got its name from the German town of Frankfurt. The sausages were very popular in the 1900s but hot frankfurters were difficult to sell in crowds. One man, Harry M. Stevens, had the job of feeding the crowds in baseball games. He had an idea! Why not put the frankfurters in long, hot bread rolls? This made them easy to sell. Stevens added mustard and called them «red-hots».

The «red-hots» had a hot and spicy taste and became very popular. But, in 1903, an American cartoonist drew a long German sausage dog in place of the frankfurter. They were both long, and «German», so a frankfurter in a roll became known as a «hot dog». It was a joke, but some people really thought the sausages contained dog meat! For a while, sales of hot dogs fell but not for long!

From «When in Britain»

Fill in the Grid

Name	Got its name from	Looked like	Was sold at	Is associated with (place/object)	Enjoyed popularity (yes/no)
Frankfurters					
Red-hots					
Hot-dogs					

## 6. Thought Provoking Questions

Questions that ask for reasons

**Why did you say that?**

Questions that ask for evaluation of reasons

**What reasons support that idea?**

Questions that ask for clarification

**Is that what you meant?**

Questions that ask for explanations

**What are some possible causes?**

Questions that ask for evidence

**How could we prove this?**

Questions that ask for definitions

**What does that mean?**

Questions that ask for counter examples

**When would that not happen?**

Questions that ask for alternatives

**What would be a different view?**

Questions that probe assumptions

**How do you know?**

Questions that ask for consequences and implications

**What would the consequences be?**

Questions that ask for connections

**Do those two ideas agree?**

Questions that ask for distinctions

**How is that different from what was said?**

Questions that ask for questions

**What questions would be useful to ask?**

Questions that ask for summary of the content

**What have we found out?**

Questions that ask for a summary of the process

**What did we do well? What could we improve?**

Інструментів/завдань для розвитку критичного мислення на сьогодні відомо набагато більше. Їх можна легко знайти в Інтернеті або ж придумати самостійно. Важливо при цьому пам'ятати, що розвивати критичне мислення – це значить учити дітей не тому, *що* вони повинні думати, а *як* вони мають думати – розвивати навички аналізу, синтезу, пошуку та переосмисленню інформації, навчити ставити перед собою додаткові питання, знаходити нестандартні рішення, аналізувати свої вчинки та дії. І чим більше поле для самостійних думок та дій (з правом на деякі помилки в процесі засвоювання нових знань) отримають ваші учні – тим ефективнішим буде навчання.

Одне китайське прислів'я говорить: *«Скажи мені – і я забуду, покажи мені – і я запам'ятаю, дозволь мені діяти самому – і я навчуся»*. Навчити дитину мислити самостійно, зважувати, брати відповідальність за свої думки й рішення – чи ж не це є одним з найважливіших завдань учителя?!

### III. Вправи для розвитку навичок критичного мислення

#### Reading Activities

##### Task 1

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example:

<p><i>Anita</i></p> <p><i>Leah phoned. Train is delayed – arrives 7.10. She won't have time to see you in café as planned. She'll meet you inside cinema instead. She'll have snack on train.</i></p>	<p>A Leah will be too late to meet Anita in the café.</p> <p>B Leah will not be able to go to the cinema with Anita.</p> <p>C Leah might not have time to eat before she meets Anita.</p>
---	---

**1. Read the instructions to the Exam Task below.**

1. How many questions do you have to answer?
2. What do you have to decide?
3. Where do you mark your answers?

**2. Look at the example.**

1. What kind of text is this?  
a) a postcard b) a telephone message c) a notice
2. Where might you see it?
3. The correct answer is A. Let's decide why.  
Look at A. Underline the words which say *Leah won't have time*.  
Underline the words which mean *to see Anita in the café*.
4. Why is B wrong? What does the text say about the cinema?
5. Why is C wrong? Where and what will Leah eat? Does the text say she will or might eat?

**3. Look at Question 1.**

1. What kind of text is this? a) a sign b) an email c) a label
1. Where might you see this text? What words help you to decide? Underline them.
2. When will the bus times change?
3. Is every 10 minutes more often than every 20 minutes?
4. Look at A. Is the sign about tomorrow? Will the buses leave ten minutes earlier?
6. Look at B. Is *until tomorrow* the same as *from tomorrow*? Does the sign say the bus journeys will take longer?
7. Look at C. Is *after today* the same as *from tomorrow*? Does the sign say there will be more buses than before?

8. Which one means the same as the sign? Choose A, B or C. What words in the sign tell you? Underline them.

### Card 1

1

**From tomorrow, buses  
will depart every 10  
minutes instead of every  
20 minutes.**

- A Buses will leave ten minutes earlier tomorrow.  
B Until tomorrow, bus journeys will take ten minutes longer.  
C After today, there will be more buses than before.

2

**Sports Hall**  
**Don't leave clothes in lockers  
overnight. Keys for lockers  
available at reception desk.**

- A You must remove your clothes from the lockers by the end of the day.  
B You mustn't leave keys in the lockers after taking your clothes out.  
C Any clothes left overnight can be collected from the reception desk.

3

To	John
From	Saskia
Anna's going to book the hotel tonight for our holiday. She wants you to send her £50 as she has to pay a deposit. Ring her if that's a problem.	

**Saskia wants John to**

- A let Anna know if he isn't able to give her £50.  
B tell Anna if he doesn't want to go to the hotel.  
C send the deposit to the hotel for Anna.

4

**Go to desk in corner for concert  
tickets already paid for.  
Do not queue here.**

- A There are still some tickets available at the desk in the corner.  
B You shouldn't queue here if you've paid for your ticket in advance.  
C You should go to the desk in the corner to pay for your ticket.

5

*Gianni*  
*A friend of mine has lent me this book  
about Peru. I know you're flying there  
next week so why don't you read it first?*  
*Sarah*

- A Sarah has read the book and is advising Gianni to read it.  
B Sarah's friend recommended that Gianni read the book before his trip.  
C Sarah is suggesting that Gianni reads the book before she does.

**Keys: 1C 2A 3A 4B 5C**

## Card 2

1

*Samir*

*Josh rang to say tickets are still available for the Helix concert – you're not too late! He's able to get you a ticket. Let him know today if you're interested.*

*Alex*

**What must Samir do?**

- A find out if Josh is interested in going to the concert
- B let Josh know if tickets are available for the concert
- C contact Josh if he wants to go to the concert

2

**BEFORE LEAVING TRAIN  
YOU MUST CHECK YOU  
HAVE ALL YOUR  
LUGGAGE**

- A Passengers mustn't put any luggage near the train doors.
- B Passengers should remember to take all their bags with them.
- C Passengers with large suitcases may leave them between the seats.

3

To	Gina
From	Andrea
<p>Sorry to hear your knee is so painful you're not able to play tennis with me. Why don't we meet in town on Friday or Saturday instead? Which is better?</p>	

**The main purpose of the email is to**

- A suggest something.
- B apologise for something.
- C recommend something.

4

**Make sure you have enough  
money with you before  
filling your car with petrol**

- A You must check you have chosen the right petrol before filling your car.
- B You can pay with cash or credit card after filling your car with petrol.
- C You shouldn't put petrol in your car without checking you are able to pay.

5

Jake – You're coming to Sonia's party tonight, aren't you? You needn't worry about food – there'll be plenty there. Why not bring your new CDs though? Ring me, I'll pick you up. Lena

- A Lena wants Jake to give her a lift to Sonia's party.
- B Lena thinks Jake should take some music to Sonia's party.
- C Lena would like Jake to bring something to eat to Sonia's party.

**Keys: 1C 2B 3A 4C 5B**

### Card 3

1

**THESE BOOKS CAN BE  
BORROWED FOR TWO DAYS  
WITH THE PERMISSION OF A  
TEACHER**

- A Only teachers are allowed to borrow these books for longer than two days.
- B Give these books to a teacher when you bring them back after two days.
- C You need to ask a teacher before taking one of the books away for two days.

2

James

Neil rang. He can't play tennis with you tomorrow unless you lend him a racket because his is broken and can't be repaired.

- A Neil is asking to borrow a racket from James for their tennis game tomorrow.
- B Neil has cancelled tomorrow's tennis game with James.
- C Neil will play tennis with James when his broken racket is repaired.

3

**THIS BRIDGE WILL BE  
CLOSED FOR REPAIRS  
FROM SUNDAY MIDDAY  
FOR TWO WEEKS**

- A This bridge will be repaired in two weeks' time beginning on Sunday at midday.
- B Repairs on this bridge will finish on Sunday at midday.
- C It will not be possible to use this bridge on Sunday after midday.

4

To	Emma
From	Anna

Hi Emma  
Can you look for my hat? I had it in your car so it might be there. If not, it might be in your flat somewhere.  
Love Anna

- A Anna remembers leaving her hat in Emma's car.
- B Anna isn't sure exactly where her hat is.
- C Anna wants Emma to return the hat she borrowed.

5

**If you want to go on trip  
to Edinburgh, pay £20  
deposit by Thursday.**

- A You'll need to take at least £20 with you to Edinburgh on Thursday.
- B Unless you pay £20 by Thursday, you won't be able to go to Edinburgh.
- C The trip to Edinburgh costs £20 in total to be paid by Thursday.

Keys: 1C 2A 3C 4B 5B



# Card 4

1

Fiona  
Jack rang. He can't contact Georgia. Has she changed her phone number? If she has a new one, can you let him have it?

Jack rang because

- A he wants Fiona to ring Georgia for him.
- B he isn't sure of Georgia's phone number.
- C he can't remember the number Georgia gave him.

2

To	All students
From	Mrs Jones
I gave you homework to hand in next Thursday. I'm now going on a school trip on Thursday so I need the homework next Wednesday instead.	

- A Mrs Jones needs the homework earlier than originally planned.
- B The homework should be given to Mrs Jones when she returns from the trip.
- C Mrs Jones will give the homework back on Thursday.

3

**THIS LIFT IS OUT OF ORDER. USE OTHER LIFT BY FRONT DOOR.**

- A It isn't possible to use either of the lifts.
- B Only one of the lifts is working.
- C The lift by the front door is broken.

4

Dear Fran We're staying in a different campsite from usual. It's nearer the coast but more crowded, so we'll go back to the old one next time. Love, Tina	<div style="border: 1px solid black; width: 40px; height: 30px; margin-bottom: 5px;"></div> <hr/> <hr/> <hr/> <hr/>
---	---

- A Tina has decided to move to a different campsite.
- B Tina wishes the campsite was closer to the sea.
- C Tina prefers the campsite she usually goes to.

5

**THIS EXIT IS FOR USE DURING DAYTIME. IT IS LOCKED AT 6PM EVERY EVENING.**

- A This exit is not open until 6pm.
- B This exit should be locked after use.
- C This exit can be used up to 6pm.

Keys: 1B 2A 3B 4C 5C

## Card 5

1

**JAY'S DEPARTMENT STORE**  
**CHANGING ROOMS ON 1ST FLOOR - NEXT TO CUSTOMER SERVICES.**  
**THREE ITEMS MAXIMUM**

- A** You can try on up to three items of clothing at a time.  
**B** The store's three changing rooms are located on the first floor.  
**C** You should go to customer services to exchange more than three products.

2

To: All Members  
 From: Hinkley Swimming Club

Repair works are now completed on Hinkley pool. Training starts again next week. Please attend as often as you can – times and days as before.

- A** You should inform the club if you cannot train at the arranged time.  
**B** There are changes to the training times because of pool repairs.  
**C** Training is at the same time as it was before the pool closed.

3

**SPECIAL OFFER**  
**TODAY ONLY**  
*Free sports bag when you spend £50 or more on suitcases*

- A** This offer is available for a short period.  
**B** This offer is limited to regular customers.  
**C** This offer is on products that are less than £50.

4

Dear Rachel,  
 Having a lovely time.  
 Went to an art gallery yesterday to see a special exhibition. Had to queue for hours and felt very tired – but well worth it.  
 Monica

- A** Monica regrets going to the exhibition at the art gallery.  
**B** Monica thinks it cost too much to get into the art gallery.  
**C** Monica is glad she made the effort to visit the art gallery.

5

**CITY TRAINS**  
**LOST PROPERTY OFFICE**  
**Please note all items are kept for one month ONLY**

- A** This office takes bookings up to one month before departure.  
**B** If you leave something on a train, you have one month to collect it.  
**C** Passengers can store property here for one month before they travel.

Keys: 1A 2C 3A 4C 5B

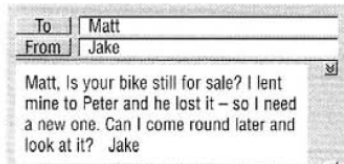
## Card 6

1



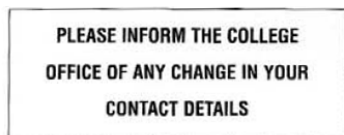
- A When you have parked your car, you must take a ticket.
- B The machines at the car park exit will give receipts if required.
- C You should have the correct money ready to pay when you leave.

2



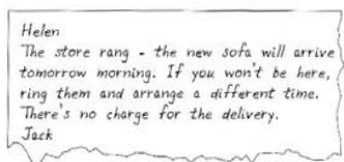
- A Jake is interested in buying Matt's bike.
- B Jake borrowed Peter's bike and has lost it.
- C Jake has left his bike at Matt's and wants to collect it.

3



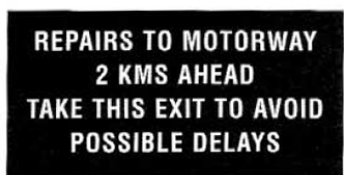
- A Details of student's new timetables are available from the college office.
- B You should let the college office know if you get a new phone number.
- C All requests for course changes must be made through the college office.

4



- A The store cannot deliver Helen's sofa at the time that was arranged.
- B If the delivery time is not convenient, Helen should phone the store.
- C The store will not deliver the sofa until Helen rings them.

5



- A You must use this exit because the road ahead is closed.
- B You can avoid possible delays if you travel on the motorway.
- C You may need extra time for your journey if you continue on this road.

Keys: 1C 2A 3B 4B 5C

## Task 2

### Strategy:

#### 1 Read the Instructions to the Exam Task opposite.

- 1 How many questions are there?
- 2 What do all the people want?
- 3 What are the reviews about?
- 4 How many reviews are there?
- 5 What do you have to decide?
- 6 Where do you mark your answers?

#### 2 Look at Questions 1-5.

a) **All the people are looking for something different. Look at the underlined parts of Question 1. What is important for Carolina and Greta?**

- 1 What kind of food do they like eating?
- 2 Do they want an expensive or inexpensive restaurant?
- 3 When will they go?
- 4 How will they get there? Do they need a car park?
- 5 What else do they want?

b) **Now underline the important parts of Questions 2-5.**

#### 3 Look at texts A-H to find the important information.

##### a) Look at Question 1 again.

- 1 Which restaurants serve Italian food?
- 2 Which of these are inexpensive? Are they open on Sunday lunchtime?
- 3 Which ONE restaurant is best for Carolina and Greta?

##### b) Check your answer.

- 1 Can they walk there? 2 Does it have a nice view?

##### c) Mark the letter (A, B, C. etc.) by Question 1 on your answer sheet

d) **Look at the important points you underlined for Questions 2-5. Use them to decide which restaurants are the most suitable for the other people. Mark your answers on your answer sheet.**

#### Questions 1-5

The people below all want to go to a restaurant. There are eight reviews of restaurants.

Decide which restaurant would be the most suitable for the following people, for questions 1-5, mark the correct letter (A-H) on your answer sheet.

1. Carolina and Greta enjoy eating Italian food but they don't have much money. On Sunday lunchtime they want to walk from the city centre to a restaurant with a nice view
2. Dennis and Jennifer want to drive to a quiet restaurant on Tuesday evening. They both love fish. They don't mind how much they spend but they hate waiting for their food.
3. Rena has three young children and she wants to take them out for lunch on Thursday. She needs to park her car at the restaurant. The children enjoy playing outside when they get bored.
4. Chloe often has lunch with her mother on Fridays in the city centre. They like eating outside and the cost isn't important. They walk or take a taxi.
5. Michael wants to go out with twenty friends in the city centre on Saturday evening. They don't want to spend too much. Some of his friends never eat meat. They'll drive to the restaurant.

### PLACES TO EAT

**A The Olive Tree** is an Italian restaurant with a beautiful view across the valley but it's fairly expensive. It has a car park and a large room for groups but no garden. Open lunchtimes Thursday - Sunday and every evening except Mondays and Tuesdays.

**B Peppers** is in a country park just two kilometres from the city centre and looks over a lovely lake. It's usually popular with families as there's play equipment in the garden. The nearest car park is 20 minutes' walk away. It serves mainly French and Italian dishes and isn't expensive. Open at weekends (lunchtimes and evenings).

**C The Dragon** is just off the city's Market Square so it is usually difficult to park. There's a sunny area at the back with tables. The food is excellent but expensive. It offers a wide range of Chinese dishes including meat. Fish and vegetarian choices and the menu is never the same. Open lunchtimes Monday Friday and evenings at weekends.

**D The Paprika** in the city centre serves wonderful Indian food but is small so there isn't space for large groups. It's often busy but the food always tastes delicious and it isn't expensive. There are a few tables outside and a small car park. Open every evening.

**E O'Brady's** is just outside the city centre by the river with a car park at the front and a large back garden with tables and swings. It's well known for its traditional British dishes which are good value. The service is sometimes slow at weekends. Open lunchtimes and evenings except Tuesdays.

**F Gabrielle's** is in the city centre and has a large car park. Both the food and

service are excellent. There aren't many tables so everyone is served quickly. The menu includes many vegetarian and fish dishes. It's expensive however. Open every evening and lunchtimes at weekends.

**G Waltons** is by the canal just outside the city so is especially popular with walkers in summer. It serves mainly inexpensive Italian dishes. There's a small garden at the back for children to play in but no car park. Open from five till midnight every day.

**H The Atrium** is a restaurant which is rarely quiet even in the middle of the afternoon. It's beside the city's main car park. There's a large room upstairs which can be booked by groups. The menu has a range of dishes including meat, fish and vegetarian and none are expensive. Open from midday to midnight every day.

**Keys: 1B 2F 3E 4C 5H**

### Task 3

**1 Read the instructions to the Exam Task opposite.**

- 1 How many sentences are there?
- 2 What are the sentences about?
- 3 What do you have to read?
- 4 What do you have to decide?
- 5 When do you mark A on your answer sheet?
- 6 When do you mark B on your answer sheet?

**2 Read sentences 11-20 to get a good idea of what the text is about.**

**3 Read the text to find the information you need. For each sentence (1-10), underline the part of the text where you think the answer is.**

#### Questions 11-20

Look at the sentences below about the Lofoten Islands in Norway.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

- |  |
|--|
| <ol style="list-style-type: none"><li>1 On the first evening, the writer watched the sun set behind the mountains.</li><li>2 Ferries used to be the only way of crossing from one island to another.</li><li>3 It is necessary to reserve a place on a boat 24 hours before it leaves.</li><li>4 The boats hold up to five people.</li><li>5 The passengers in the boat saw some places where people no longer live.</li><li>6 The fisherman in the boat caught some fish for the passengers.</li><li>7 It is possible to see some of the original fishermen's huts in the museum.</li><li>8 The museum is open at weekends every day of the year.</li><li>9 There are fewer farms now than there were 30 years ago.</li><li>10 You need to change planes to fly from Oslo to the Lofoten Islands.</li></ol> |
|--|

## A Visit to the Lofoten Islands

We arrived in the Lofoten Islands in Norway on a bright July evening. At this time of year, the sun never goes down so it never gets dark because the islands are so far north. We sat for hours, watching the sunlight shining on the mountains across the water.

We spent the next few days exploring the islands in brilliant sunshine. We travelled by car, going from one island to another by bridge or tunnel. These bridges and tunnels have replaced the ferries between the largest islands.

One day we decided we would take a boat trip. They leave at 12 noon every day. You have to book the day before or by 10.30 at the latest on the day of the trip. I'd booked the day before, not realizing that the weather here can change quickly. I was warned that they needed a minimum of five passengers for the trip. When we got up that day, it was raining hard but we set off, hoping other people had also booked. We were lucky. When we got in the boat, the sun came out again and there were enough of us, all eager to see the islands from the sea. We went past islands with ruined villages where nobody wants to live any more. We also had the chance to catch our own fish which we could eat later on.

On our last day we visited the Museum of Lofoten Life. By the year 900 the islands were famous for cod fishing. People sailed there in small open boats from other areas so they could make the most of the fishing opportunities. All these visiting fishermen needed somewhere to stay and over the years many fishermen's cabins were built by the water's edge. In the museum, some of these are on display as well as fishing equipment, boathouses and traditional boats. In summer (June 20 – Aug 20), it's open daily from 11 am – 5.30 pm and during the rest of the year it's open from Monday to Friday 11 am – 3 pm.

People on the islands have always made a living from fishing and farming. Fishing is still an essential part of the economy but, although agriculture is still important in some areas, the number of farms has decreased in the past 30 years.

I'd highly recommend a trip to the Lofoten Islands. The quickest way to get there is to fly from the Norwegian capital, Oslo, to Bodo which is on the coast opposite the Lofoten islands and then take a flight to Leknes on one of the northern islands. It is also possible to catch a ferry from Bodo to Svolvær which is much cheaper.

**Keys: 1B 2A 3B 4B 5A 6B 7A 8B 9A 10A**

## Task 4

### Interview at the Market

*The journalist of the popular magazine is interviewing Mr.Sudesh Khanna,63, in Khari Baoli, Asia's largest spice market.*

**Journalist: What an incredible smell!**

Mr.Sudesh Khann: Oh, it isn't all that strong here. You should go to the stands in the enclosed passages; the smell will make you cough. I couldn't stand it there and it wouldn't be good for all the different kinds of tea I store here, either.

**Journalist: What do you sell apart from tea?**

Mr.Sudesh Khann: Mostly dried fruit and nuts. Cashews sell the best and dried apricots are very popular, too. I export dried figs, dates and raisins all the way to Europe. I also sell honey from Cashmere.

**Journalist: You have a wide range of goods in stock.**

Mr.Sudesh Khann: That's important, which is why I've got spices, too. Cardamom is the most expensive. A kilo costs 1000 rupees (just over 20 dollars).

**Journalist: Is business going well?**

Mr.Sudesh Khann: Yes. My grandfather opened this shop around 50 years ago; it's one of the oldest in the market. My son Rohit will take over one day.

**Journalist: What kind of money do you make?**

Mr.Sudesh Khann: I'm not telling anybody that.

### Is that true?

Yes, that's right.	No, that's wrong.
Sudesh is 63 years old.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
Sudesh lives in India.	
I don't know. Maybe.	I think so.



Yes, that's right.	No, that's wrong.
Spices are cheap at the market.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
Sudesh has a son.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
He doesn't have any daughters.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
His grandfather is 50 years old.	
I don't know. Maybe.	I think so.

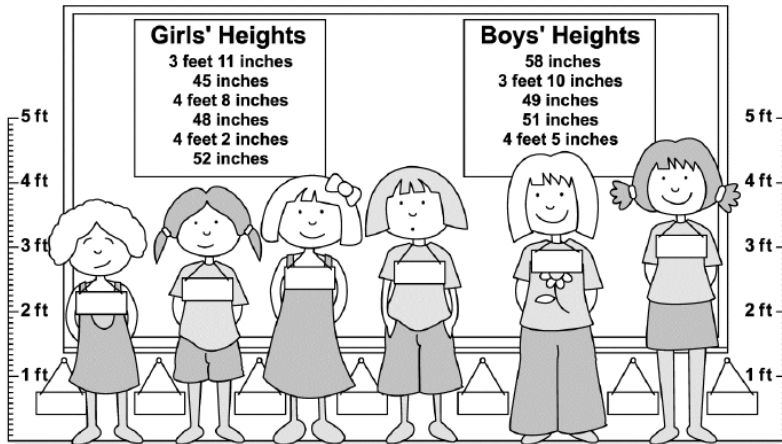
Yes, that's right.	No, that's wrong.
Sudesh sells only dried fruit and nuts.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
He earns a lot of money every day.	
I don't know. Maybe.	I think so.

Yes, that's right.	No, that's wrong.
He exports raisins to Europe.	
I don't know. Maybe.	I think so.

## Task 5

### THE TALL AND SHORT OF IT



**Directions:** Marisol, Sarah, Amy, Ruth, Suri, and BethAnn are lined up according to height. The girls' heights are listed on the chalkboard. Using the clues below and on the chalkboard, figure out each girl's height and write the girls' names on their nametags.

- ✓ Marisol is to the right of Ruth.
- ✓ Suri is to the right of Sarah.
- ✓ Amy is taller than half the girls in the class.
- ✓ BethAnn is five inches shorter than Amy.
- ✓ Ruth is second in line.

Now it's time for the boys to line up. Can you help them figure out where to go? The boys' heights are listed on the chalkboard. Using the clues on the chalkboard and below, figure out each boy's name and height and write it on the correct nametag.

- ✓ Pablo is 4 inches taller than Ruth and 2 inches shorter than Charles.
- ✓ Raymond is taller than half the girls in the class.
- ✓ Brad is one foot taller than Alex.
- ✓ Charles is between Suri and Sarah.
- ✓ Alex is second in line.

**Keys:** Nametags should read left to right in the following order: blank, BethAnn (3'9"), Alex (3'10"), Ruth (3'11"), blank, Marisol (4'0"), Raymond (4'1"), Amy (4'2"), Pablo (4'3"), Suri (4'4"), Charles (4'5"), Sarah (4'8"), Brad (4'10").

## Task 6

### Summer Slushies



On a hot summer day, Mano, Hank, Will, and Jasper went to the QuickMart to get slushies. QuickMart made four flavors of slushies -- grape, raspberry, cherry, and orange. The four friends ordered six slushies.

One of the boys drank three slushies; another drank two slushies; another drank one slushie.

One didn't drink anything.

No one drank more than one flavor of slushie.

The boy who drank two slushies did not drink grape slushies.

Mano did not drink two slushies.

Hank drank one more slushie than Jasper.

The boy who drank three slushies drank cherry slushies.

Will drank orange.

Hank didn't drink raspberry.

Will and Mano each drank more slushies than did Jasper or Hank.

Next to each name, tell what flavor and how many slushies each friend drank:

	What Flavor Slushie?	How Many Slushies?
Mano		
Hank		
Will		
Jasper		












What flavor was not chosen by anyone? \_\_\_\_\_



**Keys:** Mano drank 3 cherry slushies. Hank drank 1 grape slushie. Will drank 2 orange slushies. Jasper didn't have a slushie at all. No one ordered a raspberry slush.

## Task 7

### What's for Lunch?

Today's Menu		
	Pizza Slice .....	\$1.75
	Hot Dog .....	\$1.25
	Tuna Roll .....	\$1.50
	Carrot Sticks .....	\$.50
	Pretzels .....	\$.75
	Salad .....	\$.95
	Milk .....	\$.60
	Pineapple Juice .....	\$.65
	Apple .....	\$.25
	Pudding .....	\$.80
	Ice Cream Cup .....	\$1.00

**Directions:** Erica just started working as a waitress. Today, six people in her section ordered lunch and paid the cashier. Now, they're waiting for Erica to bring the food to their tables, but she doesn't know which meal goes to which customer. Can you help? Use the information below and in the menu to figure it out. Then write the name of the correct customer in the box above each meal.

- Matt got change back from \$3.00.
- Ellen's lunch cost the most.
- Tamika and Patty gave the cashier the same amount of money but Tamika got back a nickel more in change.
- Rachael's lunch cost 95 cents more than Matt's lunch.
- Fran gave the cashier \$4.00 and got back 4 quarters and three nickels in change.
- Patty only eats food that starts with a P.

Hot Dog Salad Milk Pudding	Tuna Roll Carrots Milk Apple	Pizza Salad Milk Ice Cream	Tuna Roll Pretzels Juice Ice Cream	Pizza Pretzels Juice Pudding	Hot Dog Carrots Juice Apple
-------------------------------------	---------------------------------------	-------------------------------------	---	---------------------------------------	--------------------------------------

Keys:

<b>Rachael</b>	<b>Fran</b>	<b>Ellen</b>
Hot Dog	Tuna Roll	Hot Dog
Salad	Carrots	Salad
Milk	Milk	Milk
Pudding	Apple	Pudding
<b>Tamika</b>	<b>Patty</b>	<b>Matt</b>
Tuna Roll	Pizza	Hot Dog
Pretzels	Pretzels	Carrots
Juice	Juice	Juice
Ice Cream	Pudding	Apple

Task 7

George Island



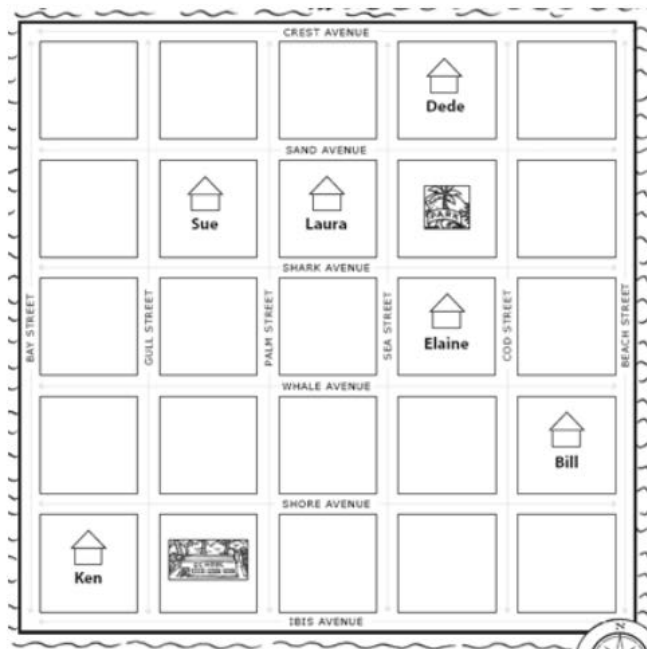
George Island, like any other island, is surrounded completely by water. Unlike other islands, however, George Island is a perfect square. The six streets, which run north and south, separate the island into five long blocks. The six avenues, which run east and west, separate the island into five short rows of blocks.

Based on the clues below, figure out which house each of the children on George Island lives in. Label the houses with the children’s names.

- ✓ Sue lives on the same avenue as the park and Laura, but west of both.
- ✓ Dede, Ken, and Bill all live on the water, but not on the same street.
- ✓ Elaine lives south of Dede and south of the park.
- ✓ Ken lives closest to the school.

- ✓ Laura, Dede, and Elaine all live the same distance from the park.
- ✓ Elaine lives on a different street and avenue than Bill, but she lives closer to him than any other child does.
- ✓ Sue, Laura, and Elaine each lives exactly one block from the water.
- ✓ Dede and Elaine live on the same street and exactly the same distance from the park.

**Keys:**



## Task 8

# Class Seating Chart

The teacher has given you the job of assigning seats, but she has also given you a list of rules to follow. Use the rules to fill in the seating chart.



Front

### Students

Amber  
Amy  
Elly  
Joy  
Katie  
Kayla  
Kristin  
Kimmy  
Mary  
Melody  
Rachel  
Talia





Back

### Rules

Allen  
Ben  
Brad  
Carl  
Cody  
Collin  
Jake  
Jimmy  
Josh  
Tad  
Todd  
Travis

- There must be three boys and three girls in each group.
- No one whose name begins with the same letter can sit in the same group.
- No one whose name ends with a 'n' may sit in the same group.
- No one with three letters in their name can sit together.
- Jimmy, Katie, Todd, and Cody, must all be in separate groups.

Keys:

Katie	Mary	Rachel	Joy	Kimmy	Melody
Allen	Tad	Jake	Collin	Todd	Brad
Kayla	Amber	Talia	Kristin	Amy	Elly
Ben	Cody	Josh	Jimmy	Carl	Travis

# Task 9

## Puzzle #1: How Old Am I?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the descriptions of the kids to find out their ages.

Write the kids' ages below.

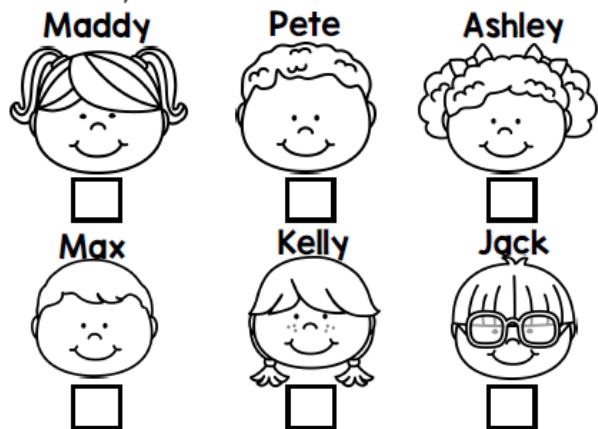
\*Kelly is 3 years older than Pete.

\*Jack is the same age as Ashley.

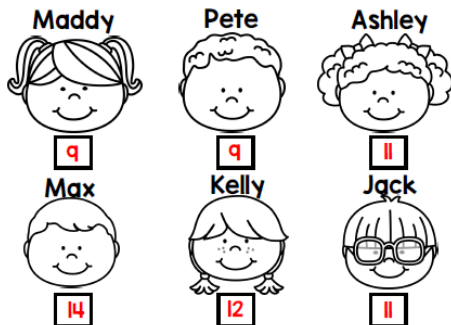
\*Max is 2 years older than Kelly.

\*Pete is 9 years old.

\*Ashley is 3 years younger than Max, and 2 years older than Maddy.



Keys:





## Copy and classify

This activity provides practice in the copying and writing at word level but also challenges children to think by asking them to classify the words. This helps to transform a potentially mechanical copying activity into the cognitively engaging and meaningful one.

A range of other vocabulary and categories can be used in the activity, e.g. *Food that is good / bad for you, Fruit / Vegetables, Animals that are mammals / reptiles, Sports that use / don't use a ball, Free-time activities that are / aren't good exercise.*

Children can also be asked to copy and classify words in a personalized way, e.g. *Food I like / I don't like, Animals I think are scary / not scary.* This can lead into a speaking activity in which children ask questions and exchange their views. Start with asking the children to tell you food words they know and write these on the board, e.g. *egg, tomato, hamburger, chicken, sausage, cheese, apple, banana, ham, pear, soup.*

Then, draw two columns to copy the headings, e.g. 'Food from animals' / 'Food from trees and plants' at the top of each one.

Ask the children to copy the headings into their notebooks and copy all the food words on the board into the correct column.

At the end, children check their answers in pairs and then with the whole class.

## Squeeze in Words

Words are indispensable to human lives. Encourage kids to think deeply with our activity on critical thinking and come up with 20 words that they think are the most necessary in our lives.

Ask students to imagine they live in a world with only 20 words to express themselves. They can use the 20 words as many times as they want to but they cannot use any other word apart from the suggested ones.

After they have written the 20 words, instruct them to compose a paragraph with the 20 words. They will be pleasantly surprised to see the number of other words that they have missed which are also indispensable to live in the world and express themselves.

Write down 20 words that you think you cannot live without and which are indispensable to express yourselves.

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

## Odd one out

This activity encourages students to think about the meaning of words and relate this to their knowledge of the word. You may be surprised by how many possible answers and reasons they come up with, for example, for the animal sequence below, *Mouse – because it's a part of a computer*. With younger children, it is likely to be more appropriate to do the activity with one word in each sequence that is obviously different, e.g. *hat, coat, ball, T-shirt* and children identify the word. The activity can also be used with older students as a grammar-awareness activity, e.g. *red, small, hat, old* where 'hat' is the odd one out because it is a noun and all the others are adjectives.

Write a sequence of four words on the board, e.g. *apple, carrot, banana, strawberry*.

Ask students to identify the odd one out and say why, e.g. *carrot – because it's a vegetable*.

With older students, ask them to look again and think of other possible answers, e.g. *Banana – because it grows in hot countries / because it's the only one without double letters*.

*Apple – because it starts with a vowel. Point out that there isn't only one correct answer.*

Divide the class into pairs and write several different word sequences on the board, e.g. *butterfly, beetle, spider, grasshopper/turtle, mouse, rabbit, bat*.

Ask the students to decide with their partner which is the odd one out in each sequence and why.

At the end, ask the pairs to report back and count up all the possible answers and reasons for the odd one out in each sequence.

## Add Two More

Look at the words in each group. Figure out what they all have in common and then add 2 more words.

1. **apple, banana, mango,** \_\_\_\_\_, \_\_\_\_\_
2. **sock, hat, mitten,** \_\_\_\_\_, \_\_\_\_\_
3. **sandwich, milk, cookie,** \_\_\_\_\_, \_\_\_\_\_
4. **Seattle, Chicago, Los Angeles,** \_\_\_\_\_, \_\_\_\_\_
5. **pencil, crayon, chalk,** \_\_\_\_\_, \_\_\_\_\_
6. **pencil, needle, thorn,** \_\_\_\_\_, \_\_\_\_\_
7. **wagon, car, bike,** \_\_\_\_\_, \_\_\_\_\_
8. **snow, popsicles, the North Pole,** \_\_\_\_\_, \_\_\_\_\_
9. **snakes, spaghetti, extension cords,** \_\_\_\_\_, \_\_\_\_\_
10. **pancakes, cookie sheets, paper,** \_\_\_\_\_, \_\_\_\_\_
11. **candle, firefly, flashlight,** \_\_\_\_\_, \_\_\_\_\_

12. oatmeal, mud, cake batter, \_\_\_\_\_, \_\_\_\_\_
13. envelope, sock, drawer, \_\_\_\_\_, \_\_\_\_\_
14. cave, nest, igloo, \_\_\_\_\_, \_\_\_\_\_
15. golf ball, Earth, orange, \_\_\_\_\_, \_\_\_\_\_
16. clouds, swimming pools, ice cubes, \_\_\_\_\_, \_\_\_\_\_
17. jar, door, store, \_\_\_\_\_, \_\_\_\_\_
18. pillow, marshmallow, towel, \_\_\_\_\_, \_\_\_\_\_

## What's My Word?

Students are each given a vocabulary word that they have already had some experience with. You can write that word on sentence strips (as shown above) or post-it notes.

Provide students with the "What's My Word" activity sheet (see below) and a clip board for easy recording on the move. Students don't know what word has been assigned to them, so they must use the front of their activity sheet to record clues about their word before making a guess. The will ask other students for synonyms, antonyms, places their word would be found in...etc. Once they have filled out the front, students make a guess of what their work may be.

Name: \_\_\_\_\_

# What's My Word?

A synonym  
for my word  
is:

\_\_\_\_\_

My word  
rhymes with:

\_\_\_\_\_

A place my word  
might be found in  
is:

\_\_\_\_\_

An antonym  
for my word  
is:

\_\_\_\_\_

I think my word is:

(Check one)

I was right \_\_\_\_\_

I was wrong \_\_\_\_\_

(my word is actually \_\_\_\_\_)

My Guess:

\_\_\_\_\_

What part of  
speech is my  
word?


\_\_\_\_\_

### How to use the Sheet:

1. Choose a list of vocabulary words that your students have been practicing.
2. Assign each student in your class one of the words by taping a piece of paper to their back, or using a post-it note. Students will NOT know what word has been assigned to them.

3. Allow students to walk around the classroom asking their classmates to give them clues about their word. They will find these clue questions on the front side of their activity sheet (page 1). Students will ask for a synonym/antonym for their word, a rhyming word, a place their word might be found, and the part of speech their word is. Encourage students to ask a different student for each question on their sheet.

4. Once the students have collected all of their clues, they will make a guess at their word before having it revealed. Once the word has been revealed, students will complete the back of the activity sheet (page 2).

Now that I know what my **word** is, 

**Let Me Tell You More About It!**

If you looked this word up in a **dictionary**, this word means...

\_\_\_\_\_

\_\_\_\_\_

...But if you ask me, in my **own words** this word means...

\_\_\_\_\_

\_\_\_\_\_

Other words that **relate** to my word:

\_\_\_\_\_

\_\_\_\_\_

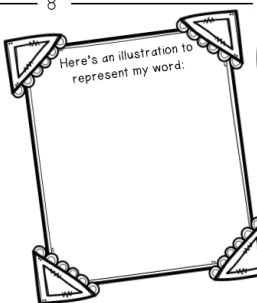
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here's an illustration to represent my word:



## Don't Say It!

A game that can be used for any topic or skill is a game inspired by Taboo. In this classic game, a word is given at the top of the playing card. Underneath that word are 4-5 other words that students CAN NOT say in order to get their team to guess their word. This requires them to think even harder about their vocabulary word.

Below is a picture of cards from the game of Taboo:

<b>CAR</b> DRIVER RIDE TRANSPORT FAST TRAVEL	<b>DRAGONFLY</b> RED WINGS INSECT FLY DRAGON	<b>SNOWFLAKE</b> COLD WINTER FLOWER SNOW FALL	<b>HUNGRY</b> FEELING EAT FOOD BREAKFAST MEAL
<b>DUCK</b> BIRD YELLOW CHICKEN "QUACK" FOOD	<b>PILLOW</b> HEAD SLEEP SOFT BED BLANKET	<b>DANCE</b> SHOES ROMANTIC MUSIC SING TOWN SQUARE	<b>PROUD</b> FEELING ACCOMPLISH GREAT BOAST HUMBLE

## Definitions

Draw the students' attention to the fact that it is very useful to be able to define what you mean if you don't know the word for something. Using mime or gesture can also help to convey what you mean.

Through learning to use general purpose words such as thing, place, students develop strategies which help them become more effective communicators without needing necessarily to resort to L1.

Explain that the purpose of the activity is to define a person, place, animal or thing without saying the word.

Elicit and establish that children can say, e.g. *It's a person who.../It's a place where... It's an animal which.../It's a thing which (you use to)...*

Do several examples with the whole class and students guess the word, e.g. *It's a person who helps sick animals. (vet) It's a place (vet) It's a place where people stay on holiday. (hotel) It's a bird with big eyes which hunts at night. (owl) It's a thing which you use to cut paper. (scissors)*

Give 1-3 word cards to each student. Ask them to secretly prepare a definition for each one without using the word.

When they are ready, divide the class into groups. Students take turns to say their definitions and guess the words.

## Nonsense words

Students generally enjoy the puzzle element in deducing the meaning of nonsense words from the context. The activity also raises students' awareness that just because they haven't come across a word before, it doesn't automatically mean that they can't understand it. This is important for boosting confidence and self-esteem. It is also useful training for students' own independent reading and will help them are required to do exams.

Write a sentence on the board including familiar language and a nonsense word, e.g. *The glooper has got short legs and a long tail.*

Ask the students what they think *a glooper* is. They will probably say an animal, possibly a bird. Ask how they know, and listen to their response, e.g. *It's got a tail.* Point out that looking at other words in the same sentence (or paragraph) is a good strategy to use when working out the meaning of unfamiliar words. Elicit or point out that looking at the form of words can help too, for example we know that *a glooper* is a thing (or noun) because of *the* word in front of it and also because of *-er* at the end (as in *singer* or *robber*).

Divide the class into pairs. Either write 6-8 sentences with nonsense words on the board or give a photocopy to each pair.

Ask students to work out the meaning of all the nonsense words. If students are familiar with metalanguage, you can also ask them to identify the parts of speech of each nonsense word. Some examples of the kinds of sentences you can use are: *I was so pillatch that I went to sleep. (tired or exhausted, adjective) / She didn't hear the alarm clock and glicked very late. (got up or arrived – need to read*

more to confirm – past simple verb) / *I didn't want to go to school so I walked very zibly. (slowly or reluctantly, adverb) / She was very rich but not very jaffrey. (clever or happy or beautiful – need to read more to find out – adjective).*

As a follow up, encourage students to apply strategies for guessing the meanings of words in context when you next use a shared reading text in class.

## Monster adjectives

This activity encourages students to explicitly notice a feature of grammar that they may have practiced implicitly (most probably with two, rather than three, adjectives).

Through inviting comparison with L1, students are encouraged to become aware of similarities and differences between the two languages, which may affect the way they learn.

Ask the students imagine a monster. Write the following table on the board:

three	big	red	eyes
six	small	yellow	ears
nine	tiny	purple	feet

Ask the students to secretly choose one word from each column to describe a feature of their monster, e.g. three, tiny, yellow eyes/six, big, red feet and to note the words they choose on their notebooks.

Demonstrate the activity by getting the students to ask you up to six questions to find out the special feature of your monster, e.g. *Does your monster have nine, small, purple ears?*

Divide the class into pairs.

Students take turns to ask their partner six questions and guess the special feature of their of their partner's monster in the same way.

At the end, ask the students to look at the adjectives in each column and identify the order of adjectives before nouns, ie number – size (or other descriptive adjective, e.g. hairy) – colour.


If appropriate, you may also like to ask the students how this order of adjectives compares to their L1 and whether this makes it easier or more difficult to remember the order in English.

## Make Your Menu

Encourage the students to rack their brains and come up with the different types of foods that they are aware of. The activity has categorized the classes of foods.

Lecture your students on the various foods and their categories, example turnips are root vegetables, bruschettas are a kind of bread, or cornflakes are cereals. Ask them to list down the various foods under each category specified in

the template. After the activity is over, discuss the various dishes that can be prepared with each food item in the list.

Food that begin with **b**: 


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Food that grows below ground: 


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Fast food: 


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Food that grows on trees: 


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Food that is white: 

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Now, list your five favorite foods:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Solve a Problem

Critical thinking is essentially all about problem solving. Conduct this problem solving activity in the class to sharpen their creative thinking powers.

Discuss critical issues with your teenage class. The issues might range from gender inequality to peer pressure. Present a small group with a single problem or divide a larger group into smaller teams of three to four. Provide the same problem to each group to analyze their critical thinking skills. Instruct the group to analyze each issue critically and come up with potential solution to each. Have them write down negative factors influencing the problems and suggest steps to counter them. At the end of the activity, discuss the topics together as one large group. Consider holding a debate with a certain point of view that you feel will elucidate varied responses.

## Postcards

As children learn to read and write, it is important to ensure that they are also able to comprehend what they read. 'Postcards' is a fun reading and comprehension worksheet that gauges how well the little ones understand what they are reading. There are a series of questions based on the message written on the postcards at the end. Ask children to answer those questions after reading both the postcards. It is a great way to improve their memory and thinking skills.

Read the postcards. Answer the questions.



1. Who is Jill going to see? \_\_\_\_\_
2. How is she getting there? \_\_\_\_\_
3. What grade is Juan in? \_\_\_\_\_
4. Where does Juan live? \_\_\_\_\_
5. What is the name of Juan's teacher? \_\_\_\_\_



## Secret code

Create a context for the activity, e.g. *A very dangerous gang has stolen the Queen's crown jewels in London. The police have intercepted an internet message in secret code saying where the jewels are.* If you have pictures to show the 'gang' and the jewels, stick these on the board.

Check children understand the context. Draw a grid on the board to show how the secret code works:

	A	E	I	O	U
P	a	g	m	s	y
T	b	h	n	t	z
G	c	i	o	u	
S	d	j	p	v	
M	e	k	q	w	
B	f	l	r	x	

Explain and demonstrate this by showing that PI = m, GA = c, PO = s, etc. Write a word in code on the board, e.g. MI GO MA MA TI and ask the children to work it out using the code (the word is 'queen'). Divide the class into pairs. Write the 'intercepted internet message as fast as they can:

TO TE MA / SE MA MO MA BE PO / PA BI MA / SO PA TI / GO TI SA MA BI / PA / TO BI MA MA / GE TI / TO TE MA / GA PA BI / SI PA BI ME.

Check the answers by asking children to tell you where the jewels are and to read the complete message: *The jewels are in small red bag in a white van under a tree in the park.*

Explain that the police open the white van in the car park but, instead of the jewels, they find another message.

Ask the pairs to work together and invent and write the message saying where the jewels are now. Set a time limit, e.g. five minutes.

When the pairs are ready, ask them to exchange and work out each other's messages.

## Date Puzzle

The logical-deductive nature of this puzzle makes reading and writing at sentence level purposeful, challenging and enjoyable.

With younger children you will need to work through one puzzle with the whole class first in order to model the thinking process out loud, e.g. The date isn't on a Friday. So let's cross off all the Fridays like this.

The cognitive demands of solving and creating a puzzle are likely to appeal to some children more than others. By organizing them in pairs, children can help each other and talk through the steps to solve the puzzle. This also ensures that the activity is not threatening.

With pictures of people or a group photo, you can create similar reading puzzles for finding a mystery person, e.g. *The person hasn't got long hair. The person isn't wearing jeans.*

Create a context for doing the puzzle, e.g. to find out the date of someone's birthday (yours or a story character's), the date of a party or school outing (real or pretend), the date of a secret meeting (eg between spies, story characters).

Draw the calendar below on the board and ask the children to copy this.

MAY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Draw children's attention to the short form of writing the days and pre-teach 'odd'(1,3,5,7, etc) and 'even' (2,4,6,8, etc) numbers. Divide the class into pairs. Write the puzzle sentences below on the board.

1. The date isn't on Friday.
2. The date is after the 15<sup>th</sup>.
3. The date is an even number.
4. The date hasn't got a two in it.
5. The date isn't on a Sunday.

Explain that children should read the sentences and cross off the dates on the children in order to find the date as fast as they can.

Check the answer (Tuesday 18<sup>th</sup>).

With older children, if you have a year calendar available, give the page for one month to each pair.

Ask the children to work with their partner and write five sentences to create a similar puzzle for a date of their choice using the month of the calendar they have got. Explain that they should order and structure the sentences the same way as the original puzzle, e.g. 1. *The date isn't on a ...* 2. *The date is before / after the ...* 3. *The date is an even / odd number.*

When the children are ready, ask them to exchange their puzzles and work out the dates.

## Decoding Days

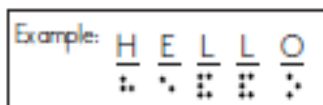
There's nothing children love like mysteries and secret messages written in code. Reading and writing messages in secret code is generally very generally very appealing to children – and you may be surprised how fast they work!

Depending on the age of the children, you can increase the level of cognitive challenge in the way the code works. An example of a simple code is A = 1, B = 2, C = 3, etc. A more complex code is one where A = n, B = o etc and conversely N = a, O = b, etc.

An alternative version of the activity is to have a description of a person, e.g. spy, robber, in secret code and children work out the message and match the description to a picture.

Instead of using an invented code, you can teach older children the phonemic alphabet and use this as 'secret code'. Children generally find this both challenging and enjoyable, especially learning new shapes of letters such as /ŋ/ and /æ/. This also has the added benefit of being useful in the long-term for learning how to pronounce new words. There are the days of the week written in code, along with a key to help decipher the words.

Use the code box to write the letters above the numbered spaces below.



A	D	E	F	H	I	L	M	N	O	R	S	T	U	W	Y
•	••	•••	••••	•••••	••••••	•••••••	••••••••	•••••••••	•••••	••••••	•••••••	••••••••	•••••••••	••••••••••	•••••••••••

1.
2.
3.
4.
5.
6.
7.

## Reading grid

Materials. Text(s) for children to read, e.g. from the course book, junior reference book, magazine, reader or the internet, a prepared grid based on the text(s).

Reading grids provide a flexible means of checking comprehension of text and are easy to prepare.

The use of a grid can provide an alternative to asking Wh- questions after reading. Instead you can say, e.g. Tell me about London and children reconstruct key information using their completed grids.

The use of a reading grid avoids children having to write complete sentences and enables them to focus on extracting specific information from a reading text, which is the target skill.

The use of reading grid can provide the basis for an oral information gap activity, for example, if you ask the children to read about one city each and then exchange the information in groups of three.

Reading grids can be used as the basis of internet websearch activities.

You can also prepare simple reading grids at sentence rather than text level. In this case, children write ticks and/or crosses in the grid as in the example below.

	dog	cat	hamster	bird	turtle	fish
It can ...						
jump						
...run						
...fly						
...climb						
swim						

✓ = Yes  
X = No  
? = I don't know

Draw the grid you prepared on the board and ask the children to copy this.

Explain and demonstrate that children should read the text(s) and note the answers on the grid. An example of a short text for the grid above is:

London is in the south of England. It is on the river Thames. The population of London is about twelve million. The main language is English. There are many famous places to visit in London. Some of the most popular places are Big Ben, Buckingham Palace and the London Eye.

When children have completed the grid, elicit the questions they need to ask for each piece of information, e.g. for location: *Where's ...?*

Children then check the answers by asking and saying the information they have noted in the grid, either in pairs or with the whole class.

	London	New York	Tokyo
<b>Location</b>	South of England, on the river Thames		
<b>Population</b>	12 million		
<b>Main language</b>	English		
<b>Places to visit</b>	Big Ben, Buckingham Palace, London Eye		

## Key word crossword

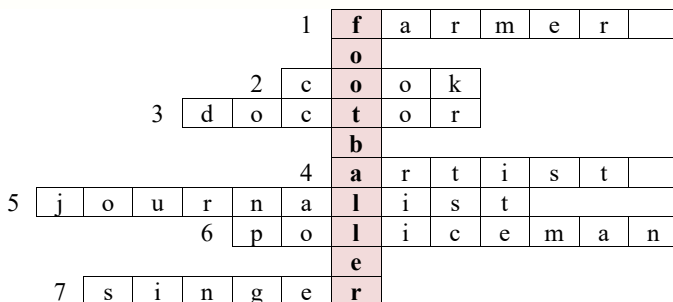
Through preparing and reading clues, students are encouraged to think about the meaning of words and to deduce the answers in a logical way. If appropriate, you can set the activity up so that students practice using *It must be ... as* they do each others' puzzles.

The format of this crossword, with one vertical key word, makes it practical and feasible for children to prepare themselves.

Divide the class into pairs and explain that they are going to design and write a crossword for another pair to do. Either specify the type of crossword, e.g. job crossword, food crossword, or leave it open for the students to use any vocabulary they know.

Explain that the students should choose a key word for their crossword and write this vertically. They should then make the crossword by writing other words horizontally, numbering the squares and writing clues. Demonstrate what you mean by building up part of a crossword with the crossword with the class on the board.

1. He / She works in the countryside.
2. He / She works in a restaurant or a hotel.
3. You go and see one when you're ill.



Students prepare and write clues for a crossword with their partner. You may like to ask them to do this in draft form in their notebooks first and then give out A4 paper for the final version. Set a time limit for this, e.g. 10-15 minutes.

When they are ready, students exchange and do each others' crosswords to find the key word.

At the end, they return the crosswords to the original owners, who check the answers.

### **Fact, Fiction, or Opinion?**

#### *Builds comprehension skills*

Write the following statements on a board or chart, or say them aloud. Have students identify each statement as fact, fiction, or opinion.

- Being president is the hardest job in the world. (opinion)
- Mercury is the planet closest to the sun. (fact)
- The hippopotamus is the largest land mammal. (fiction, the African elephant is)
- Apple pie is the best tasting pie. (opinion)
- The Empire State Building is the tallest building in Texas. (fiction, it is in New York City)

### **Guess and find out**

By guessing or predicting whether statements are true or false, children are motivated to read the text and find out whether or not they are right.

The true/false statements and class discussion prepare the children for language they will read in the text and find out whether or not they are right.

This activity works well with a wide range of topics, e.g. biographical texts about famous people and / or historical figures, as Mozart, Isaac Newton, or descriptions of natural phenomena, e.g. volcanoes, icebergs. It is also suitable to use as the basis of a websearch activity.

**Materials.** Texts for children to read (from the course book, junior reference book, magazine, reader or the internet), photocopies of true/false statements based on the text, a photo or picture to illustrate the text.

Divide the class into pairs. Introduce the topic and show the children a picture if you have one. Either give out the true/false statements or dictate these or write them on the board. For example, for a text on blue whales, these could be:

1. The blue whale is the largest mammal in the world.
2. A baby whale is five metres long when it is born.
3. An adult blue whale can weigh more than 100 tons.
4. The blue whale can stay under water for an hour.
5. The blue whale has sharp teeth.
6. The blue whale eats big fish.

Ask the pairs to decide which statements they think are true and which are false. When they are ready, ask them to report back and justify their views, e.g. We think number 1 is false because the elephant is the largest mammal in the world. Do not say the correct answers yet.

After a brief class discussion about all the statements, children read the text to find out how many answers they got right.

At the end, check the answers (1T, 2F, 3T, 4T, 5F, 6F). Ask the children if there are any facts about the blue whale that find surprising and listen to their response.

### Text 'The Blue Whale'

*The blue whale is the largest mammal in the world. When it is born, a baby whale is about seven metres long and weighs nearly two tons. For about six months it feeds on its mother's milk. By the time it is fully grown, the blue whale can be thirty metres long and weigh 130 tons.*

*It can stay under water for about an hour before it comes to the surface to breath. The blue whale has no teeth and is harmless to other fish. It eats very small sea creatures. In spring and summer it eats four tons of food a day.*

### **Agree or disagree?**

An activity like this encourages children to express, justify and defend their personal opinions. You may well be impressed by the maturity of their response!

Give the children time to try and express their views in English. It is usually best not to interrupt and correct mistakes but be ready to prompt, encourage, recast and / or extend contributions as appropriate.

For a less challenging version of the activity, children can simply write a tick or a cross by each statement depending on whether they agree or disagree.

This kind of activity is suitable to use in relation to any topic where there may be controversy and disagreement, such as class rules (e.g. You must raise your hands to speak) or healthy eating (e.g. You ought to eat fresh fruit every day) or as an introduction to content-based lessons to find out children's opinions and what they already know (e.g. All bears hibernate in winter).

Older students can also use computers to produce charts to show the combined opinions of the whole class.

1. Children should go to bed before 10 o'clock.	5	4	3	2	1
2. Children should have homework every day.	5	4	3	2	1
3. Children should do all schoolwork on computer.	5	4	3	2	1
4. Children should do sport every day.	5	4	3	2	1
5. Children should read one book every week.	5	4	3	2	1
6. Children should have more time to play.	5	4	3	2	1

Explain that you recently read an article about children and you're interested to know the class's opinions about some of the views expressed.

Dictate six statements to the children or write these on the board and children copy them, or give them each a photocopy.

Write numbers 5 to 1 next to each statement and ask the children to do the same.

Explain the key: 5 = strongly agree; 4 = agree; 3 = don't agree or disagree; 2 = don't agree; 1 = disagree strongly.

Ask the children to circle a number for each statement according to their personal opinion. Set a time limit for this, e.g. 2-3 minutes.

Divide the class into pairs and ask the students to take turns to tell their partner whether they agree or disagree with each statement and their reasons for this, e.g. *I don't agree children should have homework every day because they need time to do other things.*

Ask different pairs to report back to the class. Use their responses as the basis for a class discussion about each statement.

## **Making plans**

You may like to consider putting pairs together in groups of four to discuss and agree plans before bringing the whole class together. This has the advantage of providing more opportunity to practice the language. On the other hand, children may get restless and start using L1 if the activity goes on too long.

This activity can be developed into a project on local places to visit, in which children use the internet to find out, for example, opening times, cost of entry, and to identify things they most want to see. It can also be linked to giving directions.

If it is feasible to subsequently organize a real class outing to one of the places children have suggested, this can be very motivating.

This activity can also be used in the context of planning a class party and / or a collective present to give to a teacher or friend.

<b>Our class outing</b>
Morning:
Lunch:
Afternoon:
Dinner:
Evening:

Ask the students to imagine that one day next week they can go on a class outing instead of coming to school.

Elicit some ideas of places to go, e.g. *safari park, water park, science museum, zoo, cinema, theatre, concert, theme park, fun fair, shopping centre.*



If you have leaflets of local places and / or cinema and theatre listings, show these to the children.

Ask the students each to think of three places they would like to go to (one in the morning, one in the afternoon and one in the evening) and where they would like to have lunch and dinner, e.g. pizza restaurant, hamburger restaurant, and to note their ideas.

If you like, write a frame on the board for students to copy and use.

Divide the class into pairs. Explain they should take turns to make and respond to suggestions with their partner and plan their day. Set a time limit for this, e.g. five minutes.

Demonstrate this with one student, e.g. **T:** *What shall we do in the morning?* **S:** *Let's go to the science museum.* **T:** *Oh, no. I don't like science. What about going to the safari park?* **S:** *Great idea! I love animals.*

When the students are ready with their plans, invite different pairs to make suggestions for the day out to the whole class and note the plans which everyone agrees on in the frame on the board.

## Fact or Opinion

This variant of the exercise is for older students. A fact can be proven either true or false. An opinion is an expression of feeling or point-of-view and cannot be proven true or false. The teacher will create some statements that are either fact or opinion. If it's a fact, check on F and then briefly explain how it can be proven. If it's an opinion, check on O and briefly explain why you feel it can't be proven. Compare answers with your friends and share your views with each other.

Statement:		Reasoning:	
	F	O	
	F	O	
	F	O	
	F	O	
	F	O	

## Talk It Out

In this exercise, students will learn the importance of being able to take a stance on an issue and defending that stance with logic, reasoning, knowledge, and common sense. Below is a list of scenarios to present for students to discuss and debate. They are based primarily on ethics and morality. They will encourage students to take a stand and defend their viewpoint. These can be done in pairs, but are much more compelling in larger class debates where views are divided. They can also be used as individual worksheets – students can circle an answer and then explain their choice in writing.

1. Richard finds an expensive looking ring in the school hallway one day. It has no name on it, and it's not near anyone's locker.

*Should he:*

- A) Give it to lost and found;
  - B) Ask if it belongs to anyone there;
  - C) Keep it and not say anything
2. Judy's friend is stressed about an upcoming test. Judy already took the test and got 100%, so she knows all the answers already.

*Should she:*

- A) Just give the answers to her friend;
  - B) Use her knowledge to coach her friend;
  - C) Not get involved at all
3. Coach Nelson has caught two of his star basketball players vandalizing school property. The rule is that they must be suspended. If that happens their team loses the upcoming semi-finals. If the coach keeps quiet they'll surely win, but he could lose his job.

*Should the coach:*

- A) Suspend the two players and obey the rules;
  - B) Pretend he never saw them
4. Nick overhears two students bragging about having posted some inappropriate images of a female student online for a joke.

*Should he:*

- A) Mind his own business;
  - B) Report the incident to the school principal;
  - C) Confront the boys and defend the student
5. You witness a bank robbery, and follow the perpetrator down an alleyway. He stops at an orphanage and gives them all the money.

*Would you:*

- A) Report the man to police since he committed a crime;
- B) Leave him alone because you saw him do a good deed

## **Elevator Pitch**

This is an exercise to help your students think fast and get their point across. It's all about choosing and using words carefully and persuasively to achieve their goals in any conversation. They must convincingly "pitch" an idea, concept, product/service or proposal in the time it takes to ride an elevator (about 30 to 60 seconds) so this is a timed exercise. They should make some notes about what they want to say; some topic ideas and note space are provided below. Enjoy the ride!

### ***Ideas for EP Topics:***

- A product or service you are offering
- An idea for a website/social network
- A special project you need to fund
- A favour you need from someone

- An invention you want to get patented
- A party plan for a birthday/wedding
- A campaign for a political position
- An advertisement for a local event

## You Name It

Answer each question for each list below. To make it more challenging, try answering as quickly as you can against another person.

<b>Name 3 people that:</b>	<b>Name 3 places that:</b>	<b>Name 3 things that:</b>
1. Talk more than you	1. Have good food	1. Are square
2. Talk less than you	2. You would like to visit	2. Are orange
3. Work hard	3. Have lots of mountains	3. Smell good
4. You think are smart	4. Are always warm	4. Live in the water
5. Wear costumes	5. You don't want to visit ever	5. Taste terrible
6. Are teachers	6. Are not on Earth	6. You enjoy doing
7. Travel a lot	7. Have a lot of technology	7. You don't enjoy doing
8. Are always nice to you	8. People haven't fought in wars	8. People read

## What Would Happen?

This exercise is designed to help your students think laterally and discover new ways of looking at the world. Encourage them to answer these questions using creative and constructive thinking. They can use as much detail as they like. For fun, try to think of your own "What Would Happen?" questions!

What would happen if ...

... there were suddenly no computers, tablets, or phones of any kind anywhere on Earth?

---



---



---

... we had to live in a world without electricity?

---

---

---

... you woke up one morning to discover you had changed into a cartoon character?

---

---

---

...all the animals in the world could suddenly communicate with us in our own language?

### **You Know the Rules**

The rules and laws we have in life are meant to guide us and protect us, and to keep order in our society. Imagine that you get to make 2 rules that *everyone in the world must follow*. What rules would you make and why?

Rule 1.

---

---

I chose this rule because

---

---

Rule 2.

---

---

I chose this rule because

## Making Choices

Part of life is being able to strike a healthy balance between our needs and our wants. It's also about focusing on what we consider to be truly important. Imagine you can have *any 3 things that you want*. In return you must *give away three things that you already have*. What do you want and what will you give away, and why?

What I Choose to Have	What I Would Give Away
1.	1.
2.	2.
3.	3.

I would want these things because:

---

---

---

I would give up these things because:

---

---

---

## Worst Case Scenario

In a crisis situation, teamwork is crucial to handling challenges effectively. Make a scenario in which students need to work together and solve problems to succeed (e.g.: stranded on a deserted island, being lost at sea, etc.). The rule is that every team member must contribute an idea for a possible solution.

For example, they may want to come up with a list of 10 must-have items that would help them most, or find a passage to safety. Arrange for them to vote so that everyone agrees to the final solution.

**You must survive alone in the wood for 1 week. Answer the questions about how you will survive.**

It looks like it is going to rain. What will you do for shelter?

---

---

---

**Other than the clothes you are wearing, you may bring only 5 things with you. What will you bring? Circle them.**

toothbrush  
matches  
knife  
blanket  
water bottle  
plant identification  
book  
rain gear  
flashlight/batteries  
ball of string

What will you eat? How will you get it?

---

---

Besides finding food and shelter, what are 3 other challengers you might face?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Train of Tall Tales**

Form into a circle and give everyone a unique picture of a person, place, object, or animal. Pick one person to begin a story that incorporates whatever happens to be on their photo. The next person continues the story adding something related to their photo, and so on.

### **Chain Spelling**

*Builds spelling and thinking skills*

Go right around the classroom with this activity. Start by calling out a word – any word. The next person has 10 seconds to call out a new word that begins with the last letter of the word you called out. And the activity keeps going, for example, if you call out chain, the next person might call out night, then the next person might call out table, then elephant, tree, egg, garbage. How long can you keep up the spelling chain before somebody makes a mistake or someone runs out of time? Can you make it all the way around the classroom?

Variation: To make the game more difficult for older students, you might narrow the possibilities by providing a category. For example, all words called out will have to relate to category such as

- Words of 6 letter or more;
- Cities and countries;
- Science Words;
- Adjectives;
- Famous People's Last Names

### **Connection Challenge**

*Builds spelling, thinking, and classification skills*

This activity is a variation on the Chain Spelling activity above. Go right around the classroom with this activity. Start by calling out a word – any word. The next person has 10 seconds to call out a new word that relates in some way to

the word you called out. And the activity keeps going, for example, if you call out house, the next person might call out roof, then the next person might call out chimney, then Santa, sack, potato, garden, seeds, watermelon. How long can students keep making connections before somebody gets stumped or runs out of time? Can you make it all the way around the classroom?

## Anagram Puzzles

Anagrams are terrific tool for stimulating students to think critically. Write the four phrases below on a board or chart. The letters in each phrase can be rearranged to spell a word. The words all have something in common. Challenge students to figure out words and what the words have in common.

Adapt the activity for younger students: to make the activity easier, tell students what the words have in common or arrange students in pairs to solve the anagram puzzles.

**REFRY**  
**OCEAN**  
**A BAT SILO**  
**EMU BRAINS**

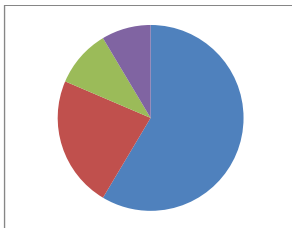
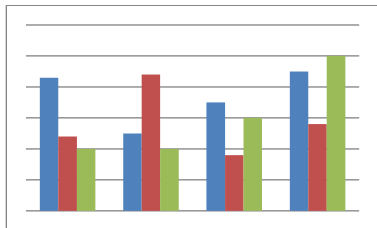
**Answers:** ferry, canoe, sailboat, and submarine are all forms of water transportation.

## Creating charts

This activity integrates a communicative language activity (survey) with the development of basic IT and mathematical skills. Through creating their own colourful charts using computers, students are motivated to both talk and write about the results of class surveys.

The creation of graphs and charts on computer can also frequently be integrated with topic- and content-based learning. For example, students the amount of sugar in food or a graph to show their personal results after doing the one-minute test twice.

Use this activity as a follow-up to a survey the students have done, e.g. on their favourite things or transport they use to come to school.



If the students have carried out the survey in groups, ask each group to report back in turn, and collect and record the results of the survey for the whole class on the board.

Ask the students to copy this information into their notebooks. Draw diagrams of the charts children can use to display the information (eg bar chart or pie chart) and ask them to suggest which will be best in this case (either may be possible depending on the survey).

Divide the class into pairs to work at the computer. Ask the students to open the software programme you want them to use, e.g. PowerPoint or Excel and create a bar chart or pie chart based on the class survey results. Encourage them to choose colours and font sizes which will have most impact.

Either print out the charts or students can compare them on screen. They can also produce a written report of the survey based on their charts.

## **Great Charts**

Collect from newspapers and magazines a variety of charts. (The major news magazines are good sources). You might laminate the charts so you can use them over and over. Hand each student a chart and a sticky note. Have them write on the sticky note one fact they did not know that they learned from the graph. Have students share what they learned with their classmates.

## **Venn diagrams**

Venn diagrams provide opportunities for children to think about vocabulary in a meaningful way. Other examples of suitable lexical set for children to classify include animals (eg whether they eat meat/fish, fruit/vegetables or both), food (eg whether it contains salt, sugar or both), furniture (eg whether it's in the living room, the bedroom or both).

Be ready for students to classify the vocabulary in different, personalized ways and encourage them to justify their answers, e.g. *I wear shorts in summer and in winter. In winter I wear shorts for gym.*

With younger children, it may be appropriate to ask them to draw (or copy) pictures of the vocabulary as well as write the words. This will also turn the Venn diagram into a useful record of vocabulary learnt.

Ask the students to tell you all the words they know in a familiar lexical set, e.g. clothes.

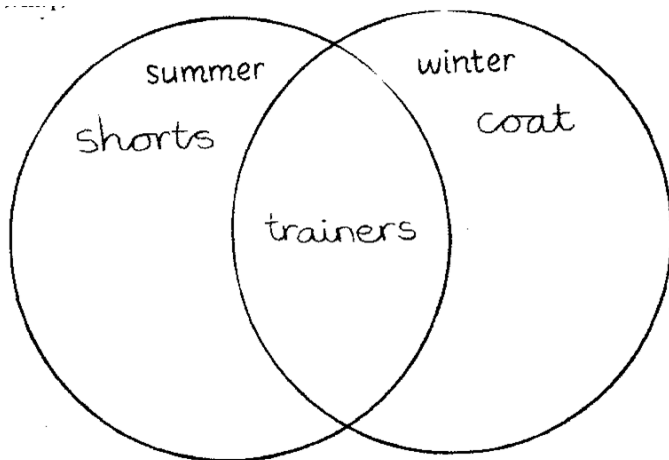
Write the words on the board or ask individual students to take turns to do this.

Draw a Venn diagram on the board. Label the circles 'summer' and 'winter'.

Ask the students to copy this or give out the photocopies of a Venn diagram. Either divide the class into pairs or students can do the activity individually.



Students should write the names of clothes they wear in summer in the circle on the left and clothes they wear in winter in the circle on the right. In the space where the two circles overlap, children should write the names of clothes they wear in both summer and winter.



If the students are not familiar with Venn diagrams, model the thinking process before they begin, to enable them to do the task successfully, e.g. *I wear shorts when it's hot. It's hot in summer. So shorts go here. I wear a coat when it's cold. It's cold in winter. So coat goes here. I wear trainers when it's hot and when it's cold. In summer and in winter. So trainers go here.*

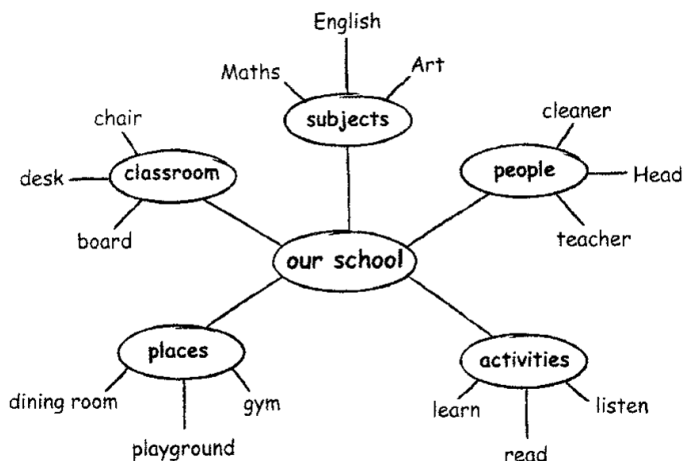
At the end, ask them to report back and compare the way they have classified the vocabulary.

Students can also use dictionaries to find three more words to add to the Venn diagram.

### Vocabulary networks

This activity encourages students to recognize semantic connections between words rather than perceiving vocabulary to be learnt as isolated items in a list.

It is important to model the process of creating a vocabulary network with the whole class at least once, and probably several times on different occasions, before asking the students to do this independently. By building up familiarity with the thinking process involved in creating a vocabulary network, students are more likely to adopt it as a personal strategy for learning if they find it helpful.



Prepare a vocabulary network on a familiar theme or topic, e.g. 'Our school', before the lesson.

Write the key word(s) in a circle on the board. Build up the network with the whole class, modeling the process and eliciting the students' suggestions for words to go in each subcategory of the network.

Be ready for the students to add other categories that you may not have thought of or intended, e.g. in this case, clothes we wear to school.

At the end, ask the children to copy the network diagram and ask them to complete this. Ask them if they think making a vocabulary network will help them to remember the words, and listen to their response.

As a follow-up, if appropriate, divide the class into pairs and ask the students to create a similar vocabulary network on another familiar theme or topic, e.g. 'My home'.

## Grammar mind map

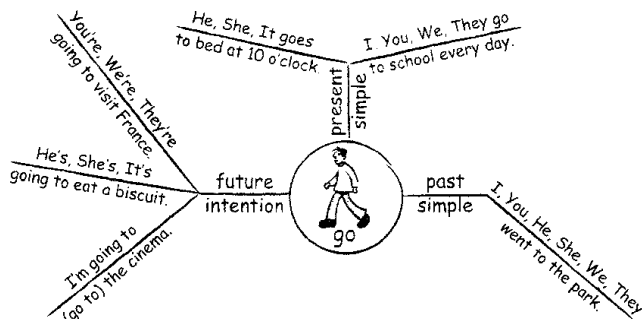
The use of mind maps can help some students understand and remember grammatical relationships, e.g. between pronouns and forms of verbs, more clearly than more usual linear presentations in the form of, for example, a substitution table or box.

If the students respond positively to grammar mind maps, you may like to use these regularly as a way of helping them to summarize and record different aspects of grammar. However, you will need to build up familiarity with the technique before the students can create their own mind maps independently.

Decide on the point of grammar you want the students to create a mind map for, and prepare this before the lesson.

If the students are already familiar with mind maps, explain that these can also be helpful for learning and remembering grammar.

Build up the mind map on the board with the whole class, eliciting the pronouns / verbs forms and asking them to suggest example sentences for each tense.



Ask the students to copy the mind map into their notebooks or give out photocopies of a skeleton mind map for them to complete.

Ask the student if they think noting grammatical information in the form of a mind map will help them to learn and remember it and listen to their response.

### Create your favourite dinner

Main dish: \_\_\_\_\_

Side dish: \_\_\_\_\_

Vegetable: \_\_\_\_\_

Drinks: \_\_\_\_\_

Dessert: \_\_\_\_\_

Would you rather set the table, cook the meal, or do the dishes?

Why? \_\_\_\_\_

\_\_\_\_\_

Many people believe that eating dinner helps families stay close and connected. Do you agree or disagree? Why?

\_\_\_\_\_

\_\_\_\_\_

The 4 members of John's family take turns cooking dinner. Today is Tuesday and John cooked dinner. Write the next 3 days of the week on which John will cook.

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_

Today is Tuesday, May 12. On what date will John next cook dinner on a Tuesday? \_\_\_\_\_.

What are five other things you could use the dinner table for besides eating?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

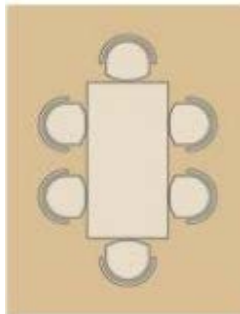
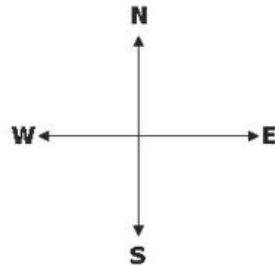
The answer is **at the dinner table.**

Write 3 different questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Where does each person sit? Label the chairs.**

1. Mum sits at the north end of the table;
2. Dad sits next to Mum and across from Bobby
3. Grandma sits to the right of Grandpa.
4. Jane sits across from Grandma and next to Bobby.
5. Grandpa sits across from Mum.



**Cooking**

In

**in Brown family**

the Brown family, everyone cooks on a

different day each week (they eat out on Fridays). Each person in the family usually cooks her or his favourite vegetable. Use the chart to find out who cooks when and what vegetable each person cooks. Make an X in a square when it cannot be an answer. Draw a circle when it is a correct answer.

Hint: when you draw a circle in a square, you can make an X in all of the other squares in that row and column.

1. Bob and Carol both like vegetables that begin with the same letters as their names.
2. Bob cooks the day after Carol.
3. The person who cooks on Tuesday often saves some spinach for her lunch the next day.
4. The child who cooks on Wednesday makes a green vegetable.
5. Aunt Polly who works late from Monday to Friday, usually steams the carrots.
6. Dad, who cooks on Thursday, does not make a green vegetable.
7. The person who cooks on Sunday makes corn.

		Cooking days						Vegetables					
		Monday	Tuesday	Wednesday	Thursday	Saturday	Sunday	Carrots	Broccoli	Peas	Beets	Spinach	Corn
Names	Katie												
	Carol												
	Bob												
	Dad												
	Mum												
	Aunt Polly												

### It happened yesterday!

Through collaborating in groups and using the past tense verb cards as support, the process of creating an imaginative narrative text is made feasible and enjoyable.

Before asking children to revise and improve their accounts in groups, it may be best to take one group's account and explicitly model this process with the whole class. Alternatively, you may like to elicit or suggest conjunctions which are likely to be used, e.g. *and*, *so*, *but*, *because*, *next*, *then*, *after*, before they begin.

To make the activity more challenging, you can write the verb cards in the infinitive and children transform these into past simple or past continuous as they create their accounts.

went	was	talked to	listened to
decided	saw	stayed	needed
took	had	visited	looked

Divide the class into groups of four and something extraordinary happened.

Give a set of verb cards to each group. Ask one child in each group to give out the verb cards (2-3 for each child) and to put the blank cards on the desk.

Explain and demonstrate that the children should take turns to say a sentence using one of their verb cards and build up an imaginary account of what happened yesterday. If a child wants to use a different verb from the ones they have got, they should write this on one of the blank cards.

As children do the activity, demonstrate that they should lay out the verb cards they use for each sentence on the desk in order, e.g. *Yesterday we decided to go to the centre of town. We saw a brilliant film. We went to a restaurant. We talked to a man and a woman. The man and woman looked very nervous. They had a million dollars in cash. They needed to escape from the police. We listened to their story. They wanted to give us money. The police arrived. The police arrested the man and woman. The police took the man and a woman away. We went home.*

Once the children have finished, ask them to write the sentences they have build up, using the verb cards laid out on the table as a prompt. Ask them to look for ways of combining sentences and/or using additional words to make their account more interesting, e.g. *Yesterday we decided to go to the centre of town and saw a brilliant film. After the film, we went to a restaurant where we talked to a man and a woman.*

Children can also add more verbs and more detail to their accounts, e.g. *The man was tall with a black beard and the woman had long, red hair and was very beautiful.*

When children have finished revising their accounts, ask them to write out (and also possibly illustrate) a final version.

Children then take turns to read each others' accounts and/or these can be displayed.

## Book review

By writing reviews of books they read, students are encouraged to develop critical reading skills and also to become better writers.

If children keep their book reviews together in a folder or file (paper or electronic), over time they build up a permanent record of what they have read in English. If children are using portfolios, they may also like to include book reviews they write as a part of their dossier.

Briefly discuss the book or books students have recently read or that you have read to them. Ask questions as appropriate about the pictures, characters, setting, plot, genre, etc.

Encourage children to say what they like and/or dislike about the book and to give reasons.

Give out the book review form you have prepared or write it on the board for the children to copy. See the next page for two examples of forms for different ages and levels.

NB! You will need to include more space for children to write than is shown here.

Ask the children to work individually on their reviews.

At the end, ask students to exchange and read each other's reviews.

### Book review

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_

What is the book about? \_\_\_\_\_

Who are the main characters? \_\_\_\_\_

I like \_\_\_\_\_

I don't like \_\_\_\_\_

I think the book is \_\_\_\_\_

Draw a picture to show your favourite character or scene in the book:



### Book review

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_

What kind of book is it? \_\_\_\_\_

Describe the setting: \_\_\_\_\_

Describe the main characters? \_\_\_\_\_

Was the plot interesting? Why? / Why not? \_\_\_\_\_

\_\_\_\_\_

Did the author use humor, suspense, mystery or surprise? How? \_\_\_\_\_

\_\_\_\_\_

What did you like / dislike about the book? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you recommend the book to your friends? Why? / Why not? \_\_\_\_\_

\_\_\_\_\_

## Structured paragraphs

This activity is particularly suitable to use in order to grade the task if the texts you have available are above the children's reading level. The questions you prepare should require the children to scan the text for specific key information, but not to read or understand it in detail.

In order to cater for different abilities within the class, you may like to have available a framework for writing the paragraphs on card, which you can give to children who need more support, e.g. *The X is ... (colour). It is ... (size). It has got ... (special features). It lives for ... (number of months/years). The X lives in ... (name of the country/ continent). It eats ... (food). It is/isn't dangerous.*

This activity can be done as an internet websearch activity using a suitable pre-selected site in a similar way to a mini-quest. It can also be linked to other content-based work on the topic of bugs.

Materials: copies of texts or the reference books containing the answers to the questions (one for each pair), photos or pictures to illustrate the topic, access to the internet.

Divide the class into pairs.

Announce the topic, e.g. unusual mini-beasts, and write a list of questions on the board that you want each pair to answer for one unusual mini-beast, e.g. :

What colour is it?  
How big is it?  
What special features has it got?  
How many years does it live?  
Where does it live?  
What does it eat?  
Is it dangerous?

Assign an unusual mini-beast to each pair, e.g. tarantula, whip scorpion, shield bug, rag worm.

Give out the text or reference books. Students work with their partner and find the answers to the questions.

They then write two paragraphs about their mini-beast following the order of the questions, e.g. *The whip scorpion is black. It is six centimeters long and has a long, thin tail. It lives for about one year. The whip scorpion lives in Asia and South America. It eats insects, cockroaches, frogs and toads. It isn't dangerous.*

If the texts or books are illustrated, children can also draw a picture of their mini-beast. They can then either circulate and read each other's descriptions or tell each other about their mini-beasts.



## Story sequence

This activity develops sequencing skills and gives students practice in reading aloud in a collaborative, non-threatening way. It also fosters active listening and turn-taking. Children usually exert healthy pressure on each other to ensure that the whole group reads the story in a seamless way.

As a follow-up, you may like to join the groups in order to form bigger groups of eight (students do not need to move). Either assign, or students choose, one (or two) sentence(s) of the story to write out and illustrate on a sheet of paper. Students can then organize their sheets in order to make a book of the story.

If appropriate, you may like to draw the student's attention to the phrases *Once upon a time...* and *...happily ever after*, which traditionally mark the beginning and the end of a fairy stories.

You may also feel it is important to draw students' attention to the gender stereotyping in this archetypal fairy story.

Once upon a time there was a beautiful princess.
She lived in a tall, dark tower.
One day a wicked witch cast a spell.
The princess fell asleep for a hundred.
A big forest with very tall trees grew around the tower.
One day a handsome prince came riding by.
He cut the trees down with his sword.
He climbed the tower and took the princess by the hand.
The prince and the princess lived happily ever after.

Use this activity to consolidate a story that children are familiar with either orally/aurally or through a song.

Divide the class into groups of four. Give a set of sentences (in jumbled order) to each group. Students arrange the sentences in the order of the story on their desks. Check the answers by inviting individual students from different groups to take turns to read the sentences in order.

Ask the students in each group to collect and shuffle the sentences and distribute them randomly to each member of the group (2-3 sentences for each child). Explain and demonstrate that the students should not show each other their sentences. The student who has the sentence *Once upon a time...* should begin reading the story clearly to the rest of the group. The student who has the second sentence should then read that sentence, and so on until the group has read the whole story.

They then reshuffle the strips of card, redistribute the sentences and repeat the procedure. The aim is to take turns to read the story as a group as seamlessly and fluidly as possible.

## KWL topic grid

The KWL provides a useful framework for topic-based learning in which students' previous knowledge is strategically activated (column 1) in order to engage them in setting an agenda for their own learning goals and work towards these in a responsible way, and to reflect on learning outcomes. With younger students, or at a more elementary level, KWL grids can also be completed as part of topic work using L1.

Either draw a KWL (What I **K**now / What I **W**ant to find out / What I've **L**earnt) grid on the board and ask the students to copy this or give out copies at the start of a new topic, e.g. Rainforests.

Topic:		
K	W	L
What I already know	What I want to find out	What I've learnt

Ask the students what they already know about rainforests and listen to their ideas, introducing new vocabulary as necessary.

Students then either work individually or in pairs and note 3-5 things they already know about rainforests in the first column, e.g. *Rainforests are near the equator. Rainforests are very hot and it rains a lot. The Amazon rainforests is the largest rainforest in the world.* They then think of 3-5 questions or things they want to find out about the topic and note these in the second column, eg, *How high are the tallest trees in a rainforest?*

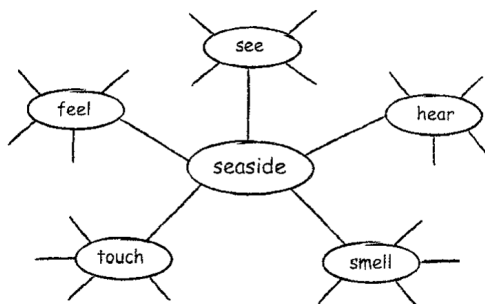
During the topic, ensure that there are opportunities for students to research the answers to their questions, e.g. using reference books or selected sites on the internet.

At the end of the topic, students come back to their grids and note the main or most interesting things they have learn about the topic in the third column, including answers to their question, e.g. *The tallest trees in a forest are about 75 metres.*

## Five senses poems

This activity encourages children to visualize and imagine a place using the five senses as a prompt for ideas. The five senses determines the number of lines in the poem about the \countryside instead. It can also be linked to other work on the senses.

Draw a simple web on the board. Write *seaside* in the centre and the verbs *see, hear, smell, taste* and *touch* arranged around this.



Ask the children to suggest things they can see, hear, smell, taste and touch at the seaside. Add these to the web. Use this as an opportunity to revise or introduce vocabulary related to the seaside.

Either use the web created on the build up a poem with the whole class, or divide the class into pairs and, after eliciting or suggesting one or two example lines, get the children to write a poem based on the web with their partner. An example of a poem using this technique is as follows:

***At the seaside***

*I can see blue sea and grey sky*

*A can hear the wind and the waves*

*I can smell the sea*

*I can taste the salt*

*And I can touch the soft, yellow sand.*

Once the students are ready, invite a few pairs to read their poems to the class.

Students can also illustrate their poems and these can be displayed or made into a class book.

## Object poems

This activity allows for personal, divergent responses and can be realized at different levels. The questions provide a scaffold which helps children structure the poem.

Show the children the object you have chosen for the activity, e.g. a shell. Either give out the question sheet you have prepared or write the questions on the board.

Divide the class into pairs and give each pair a shell to examine closely and ask them to write answers to the questions.

Once the students are ready, get them to write their answers in the form of a poem.

Once they have written a draft, encourage them to cut, add or change words on order to improve their poems.

What is it? \_\_\_\_\_  
 Where do you find it? \_\_\_\_\_  
 What size and shape is it? \_\_\_\_\_  
 What colour is it? \_\_\_\_\_  
 How does it feel when you touch it? \_\_\_\_\_  
 What other words describe it? \_\_\_\_\_  
 What does it make you think of? \_\_\_\_\_  
 What does it make you feel? \_\_\_\_\_

An example of a poem using this technique is as follows:

*A shell  
 On the wet sand  
 Like a small plate  
 White and pink  
 Smooth and shiny  
 I think of the sea  
 I fell happy*

## Text types

An awareness of text types helps students to understand that there are different purposes for reading and different strategies which they can use. In this activity you can use authentic texts which are beyond the student's reading level, since all they are required to do is identify the types of texts.

**Materials:** examples of different text types, e.g. poem, menu, newspaper article, recipe, instruction manual, letter, greeting card, postcard, advertisement, comic, joke, diary, timetable, numbered for the activity.

Ask the students to write a list of things people read, e.g. text messages, emails, web pages, newspapers. If they don't know the words in English, they can either use a simple bilingual dictionary or note their ideas in L1. Set a time limit, e.g. five minutes.

Ask them to report back and recast their ideas in English if necessary. Write a list of the text types they suggest on the board and add any additional ones.

Pass the numbered texts round the class to each pair in turn and ask the children to identify the text types.

At the end, check the answers and encourage the children to say why, e.g. We think number 1 is a poem because the lines are short. We think number 2 is a menu because it's got the names of food and prices.

At the end, discuss different purposes for reading, e.g. We read a menu to see if there is something we want to eat. We read a manual to find out how a new camera works. Discuss the way this influences the strategies we use for reading.

## Story stepping stones

### The Kraken

There was once an enormous sea monster called the Kraken. The Kraken was more than two kilometres long. It had an enormous head, big eyes and hundreds of tentacles.

The Kraken was a peaceful, quiet monster and it usually lived at the bottom of the sea. But it sometimes swam to the surface and stayed there for eight or ten years. Then trees and plants grew on the Kraken and it looked like an island in the sea.

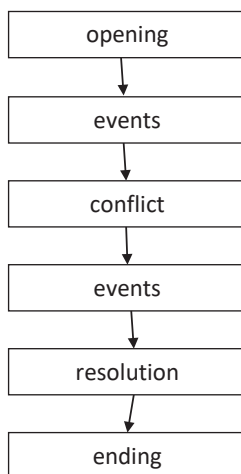
One day a boat sailed near the island. The sailors decided to stop and explore. They took lots of food and drink with them and rowed to the island on a small boat.

The sailors climbed on to the island and had a party. They ate lots of food and told stories. They sang songs and they danced. At night it was very cold and they lit a big fire.

Suddenly, there were big waves and the whole island began to move and shake. The sailors shouted for help. Was it an earthquake? No, it was the Kraken.

The Kraken was no longer a peaceful, quiet monster. It was a fierce and furious monster. The Kraken was angry with the sailors because the fire hurt its back.

The Kraken made a loud noise. It threw the sailors into the sea and they all drowned. Then the Kraken dived down to the bottom of the sea and disappeared. No-one ever saw the Kraken again.



This activity introduces students explicitly to the concept of narrative structure. Once they are aware of this, students often become interested in identifying similar patterns in other stories. It can also have a positive impact on their own writing.

As a follow-up to this activity, it may be appropriate to ask students to research another mythical creature, e.g. Pegasus or Cyclops, either using reference books or the internet, and construct and write a story in pairs using the flow chart and following similar ‘stepping stones’.

Use this activity with a story that is familiar to the students, e.g. the story of the Kraken.

Draw a series of stepping stones on the board as on the previous page and ask the students to copy these into their notebooks. (For the story of Kraken, draw nine stepping stones.) Explain that each ‘stepping stone’ represents a key episode in the story.

Divide the class into pairs and ask the students to identify the key episodes in the story and to write one on each stepping stone. Give an example of what you

mean, e.g. on the first stepping stone, the students could write, e.g. *The Kraken lived at the bottom of the sea.*

Either tell the story again or give out photocopies of the story. Students work with their partner, identify the key episodes and write one on each stepping stone.

When they are ready, ask them to share and compare their answers. Be ready to accept variation in the number and detail of episodes students have noted on their 'stepping stones' and write an agreed version on the board, e.g. (following the example sentence) 2 The Kraken swam to the surface. / 3 The Kraken looked like an island. / 4 Some sailors rowed to the island. / 5 The sailors have a party. / 6 The sailors lit a big fire. / 7 The Kraken threw the sailors into the sea. / 8 The sailors drowned. / 9 The kraken disappeared.

Ask the children to identify which 'stepping stone' sets the scene of the story (1), which 'stepping stones' describe events leading to the conflict (2-5), which 'stepping stone' describes the conflict (7), and which 'stepping stones' describe the resolution (8-9).

Use coloured pens or chalk to group the 'stepping stones' for each stage of the story together and write a flow chart of the way the story is constructed on the board. Ask children to copy this and point out that it may be helpful for them to follow when writing their own stories.

## **Build a story**

This activity helps children to share and structure their ideas for writing a story. Once they have the basic content and a plan in place, this frees them up to concentrate more on the language they will use.

As a follow-up to this activity, you can ask the students to write a draft version of their stories, either in class or for homework. Students can then be encouraged to revise and edit these in subsequent lessons with a view to, for example, writing a suitable opening and ending to the story, organizing paragraphs, adding or changing words to make the language more interesting, using pronominal reference and connecting sentences and ideas in relevant ways. The final versions of the stories can then be illustrated and displayed or made into books.

Use this activity as preparation and lead-in to children writing a story.

Divide the class into pairs and explain that the students are going to create a story with their partner in response to questions and that you will give them time (eg 3-5 minutes) to prepare and note their answers to each question before continuing.

Ask a series of questions, as below. Elicit possible answers to one or two of the questions as an example before starting, e.g. *There's a bank robber and a dancer in the story. The bank robber is tall. He's got dark hair and he's wearing glasses. The dancer is short and very beautiful. She's got long red hair.* Pause between each question to give the students time to prepare their answers. Questions you can ask are:

*Who is in the story? (two characters) What are they like?*

*Where does the story happen? What is the place like?*

*What is the weather like? What time of day is it?*

*What do the characters want?*

*What is the problem?*

*What happens? (think of up to three events)*

*How does the story end?*

At the end of the activity, invite different pairs to tell the stories they have prepared to the rest of the class.

### **Film of the story**

This activity encourages children to think about stories in the context of another medium which they find appealing. The outcomes are often humorous and imaginative and children usually enjoy ‘casting’ their favourite real-life stars (whether from the world of pop, sport or cinema) in major roles in their invented films.

As an extension to the activity, students can also plan other things for their film, e.g. the music and costumes. The activity can also be linked to recording a short dialogue about their film using the video function of a digital camera.

Title of story:	Changes to story:
Title of film:	
Main characters:	Location:

Tell the students that a famous film company is planning to produce new, up-to-date version of traditional stories as films and they are looking for ideas.

Elicit things the students need to think about, e.g. the title, the stars, the location, possible changes to the story, and introduce vocabulary for this as necessary.

Either write the form above on the board and ask the students to copy this or give out photocopies, if you have prepared these.

Divide the class into groups of 3-5 children and ask each group to think of a traditional or well-known story that they are all familiar with to make into a film and to complete the information on their worksheets for the story they choose. Before they begin, elicit or give a few examples of possible stories, and show them how to complete the work sheet for a story all the students know, e.g.

Title the story: *Cinderella*

Title of film: *'Love at midnight'*

Main characters: *Cinderella, the Prince, the two sisters*

Changes to the story: *The prince is going to marry Cinderella and then fall in love with one of the sisters.*

Location: *Dracula's castle in Rumania*

Encourage the students to be as imaginative and inventive as possible in their preparation. Set a time limit for this, e.g. 15 minutes.

When the students are ready, ask each group to take turns to present their ideas to the class, e.g. We're going to make...(name of story) into a film. The title is going to be... The location is going to be ... is going to star as... Encourage everyone to clap at the end of each presentation.

At the end, ask the children which film they think is going to be most popular and why, and listen to their views.

### **My opinion of the story**

By writing their personal opinions of stories, students are encouraged to develop critical thinking skills and confidence in expressing their views.

With young children in particular, you may need to make it clear that there are no right answers and that you value their ability to think about their own opinions independently of others.

If students keep their 'My opinion of the story' forms together in a folder or file, over time they build up a permanent record of stories they know. If students are using portfolios, they may also like to include their story opinions as part of their dossier.

Use this activity once the students have completed work on a story.

Explain that you want the students to think about their personal opinions of the story they have read. Either give out photocopies of the form you have prepared or write this on the board and ask the students to copy it. See above for two examples of forms for different ages and levels.

Check the students understand the form. With older students, it may also be appropriate to elicit possible adjectives they can use to describe the story and ending before they begin, e.g. funny, exciting, scary, sad, interesting, boring.

Ask the children to work individually and write their opinions and, in the case of younger students, draw pictures.


At the end, organize a brief class discussion and encourage the students to exchange and listen to each others' opinions.





**My opinion of the story**

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title of the story: \_\_\_\_\_

 I like the story.

 The story is OK.

 I don't like the story.

My favourite character is:

My favourite scene is:

**My opinion of the story**

Name: \_\_\_\_\_ Date \_\_\_\_\_

Title of the story \_\_\_\_\_

Author: \_\_\_\_\_

I think the story is \_\_\_\_\_

\_\_\_\_\_

My favourite character is because \_\_\_\_\_

\_\_\_\_\_

I like the part when \_\_\_\_\_

\_\_\_\_\_

I don't like the part when \_\_\_\_\_

\_\_\_\_\_

I think the ending of the story is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grammar detective

By 'discovering' the rule themselves, rather than being told, children are much more likely to remember to use and apply it in their own work.

This principle holds for any regular language pattern or rule, e.g. for the formation of selected comparative adjectives, students can be given a sheet with a range of examples, e.g. *tall – taller, short – shorter, ugly – uglier, pretty – prettier, dangerous – more dangerous, beautiful – more beautiful* and deduce how the comparatives are formed.

Explain to the students that they are going to be 'grammar detectives' and discover a rule in English.

Either give out the photocopies or write on the board in jumbled order a range of familiar vocabulary including **a** or **an**, e.g. *a banana, an orange, an*

*elephant, a lion, an apple, a coat, a shirt, an umbrella, a cake, an ice cream, a spider, an ant, an egg, a tomato.*

Divide the class into pairs and ask the students to work with their partner and see if they can discover the rule about when we use **a** before words and when we use **an**.

At the end, ask the students to report back and, if appropriate, introduce or use the words ‘vowel’ and ‘consonant’, e.g. *We use ‘a’ before words (or nouns) that begin with a consonant and ‘an’ before words (or nouns) that begin with a vowel.*

Explain and demonstrate that we do this because it’s easier to say. *If you like, ask the students to identify the five English vowels (a, e, i, o, u) from the words on the sheet or the board.*


## A Slice of Pie

Directions: Read each PIE card and decide if the author was writing to persuade, inform or entertain. Place the card on the correct sorting mat, then write the card number in the correct category below.


<b>P</b> <b>Persuade</b> (to convince you of smth)	<b>I</b> <b>Inform</b> (to give you information about a topic)	<b>E</b> <b>Entertain</b> (to make you happy and excited about the story)

## Cards:

There are many things you can do with a pumpkin. For example, you can use it for decoration by placing it on your door step or on a table as a center piece. You can also bake with it! Pumpkin pie is delicious! Finally, you can take the seeds from inside a pumpkin and toast them in the oven to make a tasty treat. Those are just a few of the things you can do with pumpkins.



The best Thanksgiving dessert is pumpkin pie. It is better than any other dessert! Every household should have at least 3 pumpkin pies for their Thanksgiving feast! In fact, if I could, I would have a pumpkin pie all to myself. I don't think my mom would go for that, however. This year I am going to suggest that we **ONLY** have pumpkin pie for dessert! Fingers crossed!



Grandma Jane was bustling around the kitchen. Her guests for Thanksgiving dinner were going to be there at any moment. She was busy setting the table, cutting the turkey, and putting the stuffing in a bowl. She was so caught up in her preparations that she didn't notice the smoke coming from the oven. A few minutes later her grandson walked in. "Grandma! What's that burning smell?" he asked. "OH NO!" It's the pumpkin pie! I forgot all about it! I guess we'll be having ice cream for dessert tonight!" Everyone laughed.



Dear Mom,

This year I think it's only fair that my sister has to rake the leaves. Last year you said she was too young to do it, but as you can see, she is a whole year older and more than capable of doing it this time. I have been doing it for 3 years all by myself and I think it's time that I get a break!

Your son, Joey



The wind was howling outside. All of the leaves had been blown off the trees. "Boy, it sounds like the wind might just blow this house away!" said Dad as he looked at the window. "Looks like you will have a lot of leaves to rake tomorrow, Joey," he added. "Aw man! Why can't Julie do it this year! She's old enough now!" Joey complained. He had been raking the leaves for 3 years all by himself and he was ready for a break!



Every fall, leaves on many of the trees will change colors. This happens because the leaves are no longer getting the same amount of sunlight that they did during the summer months. The leaves use the energy from the sun to make their own food through a process called *photosynthesis*. This energy is also used to keep the leaves green. When the leaves do not receive enough energy from the sun to stay green, they will change colors and eventually fall off.



This year I am really hoping that my favorite team wins the Thanksgiving football game! They deserve to win this year! I have been watching every single one of their games and I can see how hard they are working on and off the field. When they are not playing a game, they are practicing their passes and catching. No team is working as hard as they are! Even more importantly, the team tries extremely hard to work together by listening to their coach and to each other. Every teammate gives 100% effort! That is why they should win!



Football is a Thanksgiving tradition! Every year, several teams play in football in stadiums across the country. If you are unable to attend the game in person, you don't have to miss out! The games can also be watched on TV. Many families gather around after their Thanksgiving feasts to cheer on their favorite teams. Some families even play their own football games!



It was the 4th quarter with one minute to go in the annual Thanksgiving football game! The two teams were neck and neck in a tie game! Cheering fans in the stadium were sitting on the edge of their seats wondering who would score the winning touch down. The referee blew his whistle to signal the start of the play. "Set, Hike!" The quarterback threw the ball in the air. His teammate caught it and ran toward the end zone! TOUCH DOWN!



Crowds lined the street awaiting the annual Macy's Thanksgiving Day Parade. Excitement was in the air waiting for the first float to arrive. Finally, around the corner, came a marching band playing a peppy tune. "Look mom!" said one little girl pointing toward the end of the street. "Here comes a Sesame Street float!" All of the little kids begged their parents to be put up on their shoulders so that they could see the characters from Sesame Street coming their way!



## Riddles



Riddles would help children to think out of the problem and analyze it from different points of view.

Riddles develop their logic, imagination and attention. They force children to ask questions about things they don't understand.

1. Which is faster hot or cold? – Hot, you can easily catch cold.
2. What kind of dog never bites? – A hot dog.
3. What wears a cap but has no head? – A bottle
4. Why is six afraid of seven? – Because seven eight (ate) nine.
5. What country is popular on Thanksgiving Day in the USA? – Turkey.
6. It's black, but you can say it's clean. It's white, but you can say it's dirty.  
What is it? – Blackboard.
7. Which table doesn't have legs? – Vegetable.
8. What's never used until it's broken? – Egg
9. What's the smallest room in the world? – Mushroom.
10. Why did I throw the butter out of the window? – Because I wanted to see the butterfly.
11. What does start with E, end with E and only have one letter? – An envelope
12. What is the largest ant in the world? – **Elephant**
13. What does start with T, end with T and full of T? – Teapot
14. What has hands but no feet, a face but no eyes, tells but does not talk? –  
Clock
15. How many months have 28 days? – All
16. Why is a river rich? – It has two banks.
17. What part of London is in Brazil? – Letter **L**
18. When is your uncle's sister not your aunt? – When she's your mother
19. How many cheese sandwiches can you eat on an empty stomach? – Only one.
20. What man cannot live inside a house? – Snowman
21. Can you name four days which start with the letter 'T'? – Tuesday, Thursday, today, tomorrow.
22. What do an Island and the letter T have in common? – They're both in the middle of wa'T'er.
23. Which alphabet letter is a question? – Letter Y.

## **IV. Калейдоскоп ідей щодо формування навичок критичного мислення**

### **Teaching Strategies to Promote Critical Thinking**

Critical thinking has been an important issue in education, and has become quite the buzzword around schools. The Common Core State Standards specifically emphasize a thinking curriculum and thereby requires teachers to elevate their students' mental workflow beyond just memorization—which is a really good step forward. Critical thinking is a skill that young minds will undeniably need and exercise well beyond their school years. Experts agree that in keeping up with the ever-changing technological advances, students will need to obtain, understand, and analyze information on a much more efficient scale. It is our job as educators to equip our students with the strategies and skills they need to think critically in order to cope with these tech problems and obstacles they face elsewhere.

Fortunately, teachers can use a number of techniques that can help students learn critical thinking, even for children enrolled in kindergarten. Here are some teaching strategies that may prove immediately effective:

### **Teaching Strategies to Encourage Creativity**

Traditionally, teachers prepare templates for art projects before they give it to their students. By doing so, it levels the creative playing field and can, in some ways, help the classroom run more smoothly if every child's snowflake looks the same. I know it may be a bit unnerving to relinquish a bit of control, but rest assured that *not* having everything prepped in advance is a *good* thing. Instead, give students all of the supplies needed to create a snowflake, and let them do it on their own. This will allow students to become critical thinkers because they will have to use their prior knowledge to consider what a snowflake looks like, how big it is, what color it is, etc.

### **Do Not Always Jump in to Help**

It's too easy to always find a solution for a student who needs your help. Kindergarteners especially will get very upset when they can't find their crayons or scissors. The easy way for a teacher to answer is "It's OK, you can borrow a pair of scissors from me." Instead of always readily finding a solution for your students, try responding with "Let's think about how we can find them." Then, you can assist the student in figuring out the best possible solution for finding their lost item.

## **Brainstorm Before Everything You Do**

One of the easiest and most effective ways to get young children to think critically is to brainstorm. Regardless of subject, have students think about what they'll be doing, learning, or reading – before actually starting each activity. Ask a lot of questions, like “What do you think this book will be about?” Or “Tell me three things you think you will be learning in this lesson about space?” Give students every opportunity you can to be critical thinkers.

## **Classify and Categorize**

Classification plays an important role in critical thinking because it requires students to understand and apply a set of rules. Give students a variety of objects and ask them to identify each object, then sort it into a category. This is a great activity to help students think and self-question what object should go where, and why.

## **Compare and Contrast**

Much like classifying, students will need to look closely at each topic or object they are comparing and really think about the significance of each one. You can have students compare and contrast just about anything – try this out with the book your class is reading now. Compare and contrast the weather forecast for today and yesterday. Compare the shape and color of a pumpkin to another vegetable. Compare and contrast today's math lesson with last week's – the ideas are endless.

## **Make Connections**

Encouraging students to make connections to a real-life situation and identify patterns is a great way to practice their critical thinking skills. Ask students to always be on the look for these connections, and when they find one to make sure they tell you.

## **Provide Group Opportunities**

Group settings are the perfect way to get your kids thinking. When children are around their classmates working together, they get exposed to the thought processes of their peers. They learn how to understand how other people think and that their way is not the only route to explore.

When this valuable skill is introduced to students early on in the education process, students will be capable of having complex thoughts and become better problem solvers when presented with difficulty. It's important for students to possess a variety of skills, but it's just as important for them to understand the skills and how, and when to use them.

## **Essential Tips for Conducting a Class Debate**

### **1. Introduce the topic**

All debates start with a topic, or resolution. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which your students can relate and perhaps one with practical application. You can make the topic less serious (the cafeteria should include more international dishes on the daily menu) or more serious (the U.S. government should reform its visa application process). In any case, be sure that your students understand the issue and any specialized vocabulary that goes with it.

### **2. Assign the Affirmative and the Negative**

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With ESL students, it is best to group your students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you will want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group will argue for the issues being presented. The other two groups will be the negative and will argue against the resolutions. During the debate, the other groups will serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion.

### **3. Give Time for Research**

Your students will need time to research the issue. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal, your students should discuss with their teams the points the opposition made and decide how to refute them.

### **4. Keep Track of Time**

If you are unfamiliar with formal debate, the speakers follow a set order. The following is the most basic of debate structure.

First, the affirmative group receives two minutes to present their case to the audience. The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.

The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

There are other structures that you can follow for debate, and they may be useful once your class is familiar with the process and strategy of debate, but if this is the first time your students are formally debating, keeping things simple is best.

#### 5. Make a Judgment

Usually in debate, the winner is the one who has presented the strongest case. For ESL classes, the overall purpose of speaking is more important than the specific outcome of the debate. Still, your students will probably want to know who won. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.

Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good grammar, and have good pronunciation, the debate was a success, and their grades should reflect that success.

### **Critical Thinking Activities for ESL Students**

#### 1. Ask Questions

Sometimes an easy answer isn't much of an answer at all. Getting your students to think about how they came to the answer that they did will challenge them to think critically, and it gets them using more language and using it in practical ways. For example, in an activity for using the simple future, you might ask your students what they will be doing in five years. One student might answer that he is going to be a movie star. You can ask questions like the following to get your student to think more critically: What makes you think that? What evidence do you see in your life now that will make that true in the future? By asking these questions, you challenge your student to think about his thinking. At the same time, you provide an opportunity for him to use English to express his ideas.

#### 2. Open Ended Questions

In classes like grammar, one answer to a question is usually the right one. But giving these types of answers often doesn't require anything more than memorization and recall. When you can (and it might not be during a grammar lesson) ask questions that don't have a "right" answer and challenge your students to think on a deeper level. For example, if you were doing a vocabulary unit on food, you might ask a recall question about what a waiter says when taking someone's order. (What will you have?) An open ended question that will challenge your students to think more deeply might look like the following. If you were a server in a restaurant and worked the night shift, how would your life be



different? How would you balance school and work? Encourage this type of thinking and expression and your students will benefit in more ways than one.

### 3. Give a Minute

Part of your role in getting your students to think critically is giving them the time and the encouragement to do so. When you ask a question, giving your students a few minutes to think before they have to answer can mean the difference between a short easy answer and one that comes from serious thought. Doing this is easy. Simply count to sixty after asking a question to give your students a chance to think before they answer. You can also teach your students phrases like, “Can I have a minute to think...Give me just a minute” when they would like time to process their ideas. When they use these phrases, it tells you that they are actively trying to answer your question and gives them the space they need to put their ideas and words together before speaking. In addition, using this technique with native speakers will help those not familiar with ESL students know that your students are not unable to answer their questions but that they need a bit of time before they do.

### 4. Encourage More

For students of English as a second language, giving a quick answer is often appealing. A quick answer does the job and shows you can use language appropriately. However, a quick answer doesn’t necessarily encourage critical thinking. Using phrases to get your students to say (and think) more will help them use deeper thinking. You can say things like the following: Tell me more about that. What else do you think? Why is that good/bad/scary/difficult/or not? What part is most interesting to you? Why? Asking these questions challenges your students to say more.

### 5. Provide Scaffolds

When learning something new or tackling a new problem, all people sometimes need support. You can support your ESL students as they are learning new skills by giving them tools to help them. Giving examples, breaking tasks into smaller more manageable steps, giving hints or clues, and providing reminders can all help your students by giving them temporary supports in a new and challenging task. As your students become more adept at that task, remove these supports and encourage their successes, big and small. In the meantime, be patient and give them the assistance they need to reach success.

### 6. Encourage Argument

Encouraging argument doesn’t mean letting your students go for one another’s throats. Critical thinking means being able to make an argument for your beliefs or opinions. You can encourage your students to express logical and reasonable supports for their opinions during discussions and for writing assignments. Doing

so will help them think analytically which is part of thinking critically. Have students give reasons or examples that support their ideas, and they will learn to support their arguments naturally.

## 7. Make Predictions

Making predictions is a tool that is quite useful in the ESL classroom. You can ask your students to take a guess at what comes next in reading assignments (fiction, essays, informational articles) as well as video segments you play in class (movies, television shows, recorded dialogues). When they make these predictions, they not only have to think critically, they will be using the language skills they are learning. The next time your students are reading a passage or listening to a segment, hit pause and ask them what they think will come next.

## 8. Take Two Sides

Thinking about both sides of an argument will challenge your students to think beyond their own opinions and beliefs. A simple way to do this is to take a controversial statement and challenge your students to list some reasons in support of the statement as well as some reasons against it. Take the thinking a step further and teach your students how to make a refutation, either spoken or in writing, a skill that is often useful in the academic world.

## If you want to exercise critical thinking skills

If you want to exercise critical thinking skills, ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications.

<b>Who</b>	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
<b>What</b>	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?

<b>Where</b>	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
<b>When</b>	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
<b>Why</b>	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
<b>How</b>	... is this similar to ____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

## Джерела

1. Ashton B. T. PET Practice Tests. Sharon: Longman, 2006. 179 p.
2. Read Carol. 500 activities for the primary classroom. Oxford : Macmillan, 2007. 320 p.
3. Біда О. Структура і методика інтерактивного уроку. *Початкова школа*. 2007. № 7. С. 17.
4. Васильєва Н. М. Застосування інтерактивних методів навчання на уроках предметів гуманітарного циклу. *Управління школою*. 2005. № 34. С. 22–24.
5. Вукіна Н. В., Дементієвська Н. П. Критичне мислення: як цього навчати. Харків : Основа, 2007. 110 с.
6. Гейко І. Використання інтерактивних форм і методів навчання. З досвіду роботи. *Тема*. 2004. № 3/4. С. 229–232.
7. Гін А. О. Прийоми педагогічної техніки. Харків : Веста, 2007. 176 с.
8. Голодюк Л. Як навчити учнів спілкуватися на уроці. *Рідна школа*. 2001. № 9. С. 37.
9. Єльнікова О. В. Інтерактивні методи навчання, їх місце у класифікації педагогічних інновацій. *Імідж сучасного педагога*. 2001. № 3–4 (14–15). С. 71–74.
10. Іванішена С. Форми та методи інтерактивного навчання. *Початкова школа*. 2006. № 3. С. 28.
11. Іванов І. П. Енциклопедія колективних творчих справ. Москва : Педагогіка, 1989. 207 с.
12. Інноваційні технології на уроках читання : методична система ЧПКМ / упоряд. О. В. Франчук. Харків : Основа, 2009. 192 с.
13. Комар О. Інтерактивні технології – технології співпраці. *Початкова школа*. 2005. № 2. С. 19.
14. Комар О. Навчання школярів за інтерактивними методами. *Рідна школа*. 2006. № 5. С. 57–60.
15. Крамаренко С. Г. Інтерактивні техніки навчання, як засіб розвитку творчого потенціалу учнів. *Відкритий урок*. 2002. № 5–6. С. 7–10.
16. Освітні технології / за ред. О. М. Пехоти. Київ. 2002. 255 с.
17. Політологічна енциклопедія : навч. посібник / укл.: А. О. Карасевич, Л. С. Шачковська. Умань : ФОП О. О. Жовтий. 2016. Кн. 3. 768 с.
18. Пометун О. Як оцінити діяльність учнів на інтерактивному уроці. *Доба*. 2002. № 2. С. 2–6.
19. Сучасний урок. Інтерактивні технології навчання : наук.-метод. посіб. / за ред. О. І. Пометун. Київ : К.І.А.С.К., 2003. 192 с.
20. Програма післядипломної педагогічної освіти вчителів іноземних мов : навчальне видання / упоряд.: О. Я. Коваленко, О. П. Шаленко. Київ, 2012. 392 с.

21. Розвиток інтелектуальних здібностей молодших школярів / упоряд. О. Л. Яворська. Харків : Основа, 2009. 176 с.
22. Саган О. Інтерактивні методи навчання як засіб формування навчальних умінь молодших школярів. *Початкова школа*. 2002. № 3. С. 9.
23. Скворчевська О. В. Ігрові методики роботи з дітьми 1–4 класів. Харків : Основа, 2009. 207 с.
24. Стребна О. В., Соценко А. О. Інтерактивні методи навчання в практиці роботи початкової школи. Харків : Основа, 2006. 172 с.
25. Стребна О. В., Соценко А. О. Метод проєктів. Сутність, вимоги до використання, етапи роботи. *Початкова освіта*. 2006. № 40. С. 6.
26. Технології розвитку критичного мислення учнів / наук. ред. О. І. Пометун. Київ : Плеяди, 2006. 220 с.
27. Ярош Г. О., Седова Н. М. Сучасний урок у початковій школі. 33 уроки з використанням технології розвитку критичного мислення. Харків : Основа, 2005. 240 с.

### ІНТЕРНЕТ-ДЖЕРЕЛА

1. Інтерактивні технології в особистісно зорієнтованій освіті. URL: <http://osvita.ua/school/technol/982/> (дата звернення: 14.10.2017).
2. Організація парної та групової роботи на уроках у початковій школі. URL: <http://osvita.ua/school/technol/6630/> (дата звернення: 14.10.2017).
3. Інтерактивні методи навчання. URL: <http://www.lycem-dodutyny.com/interaktyvni-metody-navchannia> (дата звернення: 17.10.2017).
4. Застосування інтерактивних технологій у навчанні молодших школярів: методичний посібник для вчителів початкової школи / за ред. О. І. Пометун. Тернопіль : Богдан, 2011. 314 с. URL: [http://www.bohdan-books.com/userfiles/file/books/lib\\_file\\_201372450.pdf](http://www.bohdan-books.com/userfiles/file/books/lib_file_201372450.pdf) (дата звернення: 18.10.2017).
5. Інтерактивне навчання в групах: детально. URL: <http://shkola.ostriv.in.ua/publication/code-12a81b67900c2> (дата звернення: 21.10.2017).
6. Інтерактивні технології кооперативного навчання. URL: [http://atamanuk.at.ua/index/interaktivni\\_tekhnologiji\\_kooperativnogo\\_navchannja/0-8](http://atamanuk.at.ua/index/interaktivni_tekhnologiji_kooperativnogo_navchannja/0-8) (дата звернення: 23.10.2017).
7. Інтерактивні вправи та ігри. URL: <http://e-kniga.in.ua/product/interaktivni-igru-kycherova/> (дата звернення: 25.10.2017).
8. Застосування інтерактивних технологій під час проведення нетрадиційних уроків. URL: <http://ua.textreferat.com/referat-12322-1.html> (дата звернення: 27.10.2017).
9. Методи формування та розвитку критичного мислення. URL: [http://metodichka.at.ua/publ/teorija\\_metodika\\_tekhnologiji/interaktivni\\_tekhnol](http://metodichka.at.ua/publ/teorija_metodika_tekhnologiji/interaktivni_tekhnol)

- ogiji\_navchannja/metodi\_formuvannja\_ta\_rozvitku\_kritichnogo\_mislennja/2-1-0-18 (дата звернення: 28.10.2017).
10. Як розвивати критичне мислення в учнів (з прикладом уроку). URL: <http://nus.org.ua/articles/krytychne-myslennya-2/> (дата звернення: 28.10.2017).
  11. Формула НУШ. URL: <http://nus.org.ua/about/formula/> (дата звернення: 29.10.2017).
  12. Освітня платформа з розвитку критичного мислення. URL: <http://www.criticalthinking.expert/shop/tehnologiyi-rozvytku-krytychnogo-myslennya-uchniv/> (дата звернення: 29.10.2017).
  13. Educational world. URL: [http://www.educationworld.com/a\\_curr/archives/go\\_figure.shtml](http://www.educationworld.com/a_curr/archives/go_figure.shtml) (дата звернення: 29.10.2017).
  14. 4 Games to Help Kids Think Critically about Vocabulary. URL: <https://educationtothecore.com/2015/10/games-to-help-kids-think-critically-about-vocabulary/> (дата звернення: 31.10.2017).
  15. The Critical Thinking Teacher's Companion: A New GDCF Guide. URL: <https://globaldigitalcitizen.org/critical-thinking-teachers-companion> (дата звернення: 31.10.2017).
  16. Critical and Creative Thinking Activities, Grade 2 – Teacher Reproducibles, Print. URL: <http://www.evan-moor.com/p/2030/Critical-and-Creative-Thinking-Activities> (дата звернення: 30.10.2017).



*Навчально-практичний посібник*

Нікітченко Олена Станіславівна  
Тарасова Ольга Анатоліївна

# **Формування навичок критичного мислення на уроках іноземної мови**

Редактор *Л. П. Гобельовська*  
Дизайн та верстка *С. А. Чернецька*  
Коректор *О. В. Савенкова*

Підписано до друку 07.12.2017 р.  
Формат 60х84/16. Папір офсетний. Друк цифровий.  
Гарнітура Times New Roman. Ум. друк. арк. 6,04.  
Наклад 150 прим. Зам. № МА00-СФ-660

Видавець і виготовлювач:  
ТОВ «Друкарня Мадрид»  
61024, м. Харків, вул. Максиміліанівська, 11  
Тел.: (057) 756-53-25  
[www.madrid.in.ua](http://www.madrid.in.ua) [info@madrid.in.ua](mailto:info@madrid.in.ua)

Свідоцтво суб'єкта видавничої справи:  
ДК №4399 від 27.08.2012 року