Unit 2 > Session 3

This session aims to:

- raise awareness of issues involved in giving feedback (Outcomes 1 and 4)
- develop awareness of how to manage the learning environment (Outcomes 1, 2 and 4)
- facilitate preparation for Outcome 1 assessment (Outcome 1)
- provide practice creating lead-ins (Outcomes 2 and 4)

We suggest that you allocate 180 minutes for the session.

Focus A   Giving feedback

Aims:	To define what feedback is
	To raise awareness of issues involved in giving feedback
	To consider when it is appropriate to correct learner errors
Time needed:	50 minutes
Materials:	<u>Handouts 1, 2, 3 and 4</u>
	DVD — Feedback — Patrick Amon interview and Error correction task
Preparation:	Preview DVD.
Notes:	On the DVD, the interview with Patrick Amon is divided into eight short commentaries. Task 1 is designed around 1–7 (8 — learner feedback — is used in a later session on obtaining feedback).
	If you wish to repeat any of the DVD clips, you need to allow time for this.

Task 1   Giving feedback

Stage 1

Write the following on the board:

- *Giving feedback means correcting errors*

Ask the trainees to talk to the person beside them about their reaction to this statement. Allow them about 3 minutes for this. When they have done this, they should speak to someone else and summarise their first 'buzz' session. Conduct a short feedback session.

Potential feedback

- The term 'feedback' is used in many ways — eg checking of answers, final discussions, error correction, assessment of delivery etc
- Feedback is more than just error correction of oral or written work. It is also used to encourage learners, build rapport and maintain interaction

Stage 2

Tell the trainees that they are going to view a clip of an ESOL practitioner talking about what he understands by feedback. Write the following four headings on the board:

1 *The term 'feedback'*
2 *Purpose of feedback*
3 *Content and language feedback*
4 *Types of feedback*

Ask the trainees to predict what they expect to hear in each section. Put some ideas on the board.

Give out Handout 1. Allow the trainees time to look at the gapfill and try to decide what they think will go in the spaces. This is a good opportunity to make trainees aware of how language knowledge helps learners predict what goes in spaces in a gapfill. Prediction is also a useful study skills technique.

Play through the first four commentaries from the Patrick Amon interview without stopping. (If trainees wish they can listen without writing at this stage.) Allow the trainees time to compare their answers together.

Play the clip again, stopping after each section to check the answers.

Answers

1 The term 'feedback'

'The term 'feedback' covers all ways of trying to get **information** about the learners' **development** and the learners' **experience** of the learning situation; that is, information about the development of their knowledge and **skills** and information about their experience of the **classroom** and their course.'

2 Purpose of feedback

'The purpose is to build classroom **relationships** and **rapport** between the **teacher** and students and between the **students** themselves.'

3 Content and language feedback

'When giving feedback, teachers sometimes focus too much on **form** at the expense of **content**.'

4 Types of feedback

Giving feedback involves more than just teacher to student but also includes **self**-correction, for example by using a **questioning** intonation, by writing the error on the whiteboard and asking the **individual** or **group** to correct. Pairs or groups can also correct each other or simply **comment** on performance.

Remind trainees of the example given under heading 3. What are the implications of a learner saying *'Sorry I'm late. My mother's broked her arm.'*? Elicit that if the tutor corrects the learner it gives the impression that s/he is not interested in the content of what the learner says — that his/her mother's arm is broken. This could be very demotivating for the learner.

Stage 3

Distribute Handout 2 and highlight topics 5-7. The trainees should watch the remainder of the clip (Patrick Amon interview) and answer the questions. Pause the DVD after each section to allow time to write. A repeat playing should not be necessary.

Answers

5   Learner expectations

What is Patrick's opinion of and suggestion for dealing with students who believe that all their errors should be corrected?

Not desirable (if even possible), and is likely to lead to poorer communication skills. He would prefer to encourage the learner through reflection to self-correct.

6   Lesson stages

During which lesson stages might you expect immediate feedback?

Immediate feedback on errors most likely at stages focusing on accuracy

7   Techniques

a)   The five techniques mentioned are:

- *provide the correct version*

- *raise an eyebrow*

- *repeat the error with rising intonation*

- *ask leading questions*

- *write the error on board and get class/group/individual feedback*

b)   What does Patrick say about 'smiling' and effusive praise?

When anything is done well, tutor should smile. Although effusive praise sounds over the top, when a learner does something particularly well or shows an unexpected level of knowledge this should be appropriately recognised.

If time, allow for a short feedback session where trainees can discuss their reaction to what they have viewed.

Task 2   Error correction

Stage 1

Refer back to Unit 1 and elicit the kinds of errors that learners might make when producing language, eg pronunciation, word order, grammar, appropriacy, lexis. Remind the trainees of Patrick Amon's comment on the impossibility/undesirability of correcting all learner errors. What affects a tutor's decision to correct the error or not? Take some suggestions from the group.

Potential feedback

The decision depends on:

- whether the focus is on accuracy or fluency

- the stage of the lesson

- whether the error affects communication

- the aim of the activity

Stage 2

Put the trainees into pairs. Tell the trainees they are going to look at five situations where errors have been made. They should identify the error and decide whether they would correct the learners immediately, later, or not at all. They should also give reasons for their answers.

Provide Handout 3. Ask the trainees to look at situation 1 only and discuss it with their partner. They can take notes on the second sheet of the handout if they wish. After a few minutes, play the DVD clip (Error correction task) of the two practitioners discussing the first error. Have the trainees come up with similar ideas?

Ask the trainees to discuss the other four errors in the same way. Then play the DVD clip for the other four. Time allowing, the clip could be paused after each error is discussed to check if the trainees are thinking along similar lines.

Provide Handout 4 as feedback.

Task 3   Hints and tips

Ask the trainees to form groups of four and to create a 'tips list' for giving feedback based on this session and what they have seen in any observations they have done. They could write these up on flipchart paper and display around the room to be viewed by the other groups.

Potential feedback

- Praise and encouragement is all part of feedback

- Feedback should focus on content as well as language form

- Tutors need to become 'active listeners' and encourage learners to be the same

- Tutors should make sure they include positive feedback

- It is not always possible (or desirable) to correct every error

- Learners may expect every error to be corrected

- Feedback on errors need not be immediate

- Tutors can make notes in order to facilitate feedback

- It is desirable to get learners to self- or peer-correct if possible

- It is usually not a good idea to disrupt the flow of a communicative task

- When the focus is on accuracy, immediate correction is more important

Focus B   Managing the learning environment — observation

Aims:	To develop awareness of how to manage a learning environment
	To facilitate preparation for Outcome 1 assessment

Time needed:	70 minutes

Materials:	Handouts 5 and 6
	Resource 1
	Observation form (Toolkit page 132)
	DVD — Planning and delivery — Multi-level community lesson (27 mins)

Preparation:	Preview the DVD clip carefully, making notes of any aspects you wish to highlight (a completed form is provided in Handout 6)
	Cut up Resource 1. How many you use will depend on the size of your group – one or two statements per trainee.
	Copy enough observation forms to give two to each trainee.
	See also Toolkit Sample Session 11, page 97.

Notes:	The trainees have already seen the observation form in Session 1; however, this is their first observation and they will need guidance as to what they should be looking at and how to comment on it.
	The DVD clip is not of a complete lesson. Make sure your trainees know that there are parts omitted, and that there is a volunteer in the class helping out.
	The trainees may wish to view this DVD clip again. It would be useful to provide opportunities for further viewing.
	If you choose to use a different DVD, you will need to adapt this session accordingly.
	Make sure the trainees know when, and how, they are going to do their summative assessments for Outcome 1.

Task 1   Preparing for Outcome 1 assessment

Stage 1

Session 2 Focus A looked at ways of building rapport and ways of maintaining interaction. A quick revision of this leads into the observation task.

Put the following headings on the board:

Building rapport   Maintaining Interaction   Using the board/flipchart

Mix up the Dos and Don'ts cards from Resource 1 and give one or two to each trainee. Elicit where they have seen these statements before — from Session 2 Focus A. Tell the trainees that they should stand up and read their card putting 'Do' or 'Don't' in front of the statement if their statement relates to the title you call out. Call out the headings above randomly. The trainees may find that some of the statements fit into more than one category.

Stage 2

Provide information about the session they are about to view. Give the trainees the group profile in Handout 5. Allow the trainees to read the handout. Answer any further questions the trainees have about the group.

Potential feedback

The group is mixed-level, all female and based in the community. The course is run in partnership between Langside College and the charity Homestart, which supports families in local communities. The tutor is an experienced ESOL lecturer from Langside College, Anne Collard. A volunteer tutor also supports the group, usually working with the learners who have low literacy skills. The levels range from beginner to pre-intermediate. The group has just started for this academic year but some of them have been together for a few years. Anne is their third tutor.

Hand out the observation forms. The trainees should discuss what they might expect to note under the different headings while observing. You may need to clarify some terminology.

Potential feedback

Setting up tasks may involve some or all of:

- a lead-in
- setting context
- giving clear instructions
- checking instructions through example or with a learner

Giving feedback involves:

- positive (or negative) reinforcement verbally (well done, OK, etc)
- use of gestures (eye contact, smiles, frowns etc)
- checking answers and error correction

Sometimes one thing that the observed tutor does could fit into more than one element, eg grouping learners could be observed under Managing the physical learning environment and Maintaining interaction.

The clip they will observe is 25 minutes of a 90 minute session. For the summative assessment they need to observe at least 45 minutes of each session.

Remember to point out to the trainees that not all the elements have to be completed for each assessed observation. It is, however, a good idea in formative sessions to encourage trainees to note down as much detail as possible.

Recommend to the trainees that they make notes while watching the DVD and then transfer these notes to a new observation form after viewing. The notes can be written as a narrative or as bullet points.

Stage 3

Play the DVD clip (Multi-level community lesson), pausing after the first few minutes to allow for a short 'buzz session' and to ensure that the trainees are following the task. Play the rest of the clip until the end without pausing.

Stage 4

Ask the trainees to compare their notes in small groups. Conduct feedback. Provide help with terminology and how to phrase what was observed. The trainees may come up with all sorts of opinions about what they have seen and you may need to focus them on the elements of the assessment task. Ask the trainees to complete the observation form as though they were doing an assessment. They can do this alone or in pairs. Finally, give out Handout 6 and ask the trainees to compare it with their own.

Stage 5

Have a short discussion on observation. If you are going to do a summative assessment in class by DVD, remind the trainees of the assessment date.

Focus C   Creating lead-ins

Aims:	To provide practice creating lead-ins
	To further develop awareness of how to set context
	To review functions and exponents
Time needed:	60 minutes
Materials:	Resource 2
	Blank paper, blank cards, differently coloured markers and pens
Preparation:	Cut up Resource 2. You will need enough copies of the first card for each pair/group.
Notes:	This focus moves trainees on from observing qualified tutors to more practical aspects of tutoring. It gives them a chance to think about and practise setting up activities through peer-teaching lead-ins. It also revises functional language, introduced in Unit 1.
	This Focus is not long in itself, especially if the trainees are working in groups; however adequate thinking time must be allowed for the trainees to prepare the task. In stage 3 they may need 30—40 minutes to prepare for what might be a 1–2 minute slot.

Task 1   Creating lead-ins

Stage 1:   Test

Review with the trainees what might be recorded under the *Setting up tasks* section of the observation sheet, as discussed in the previous Focus. Elicit the idea of creating lead-ins.

Ask the trainees what the purpose is of doing this, ie to set a context for, and create interest in, the lesson to come.

Sort the trainees into pairs or small groups. Give out the first cue card from Resource 2 to each pair/group.

Topic/context: Problem with noisy neighbours

Function: Asking for advice

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes
- Prepare to present this to the rest of the group

You may need to remind the trainees of what a function is and elicit a couple of exponents for this particular function. However, reassure them that these exponents may not necessarily form part of a lead-in, as the idea is to create a context from which that language can later be introduced.

Ask the trainees to think of how they could lead-in to this topic. Provide blank paper, cards and pens in case the trainees want to use these to create pictures etc. Give 10 minutes or so for this. When they are ready, allow a few groups to demonstrate their lead-ins. It may not be necessary to see all the groups if their lead-ins have been designed in similar ways.

Stage 2:   Teach

Invite comment on the lead-ins. First of all, make sure that the trainees have grasped what a lead-in does; it is not for teaching new language (although key vocabulary can be introduced) but for creating a context in which that language can be taught. The situation created should be familiar or recognisable.

Depending on the trainees' performances, give advice on how to improve their lead-ins.

Potential feedback

- If the trainees' lead-ins are too similar, highlight the range of techniques given on the cards. Suggest other possibilities, eg using a short audio or video recording or even a short text. Invite suggestions on how the same situation might be presented in different ways

- If any lead-ins lack interaction, remind the trainees of the lead-in from the DVD they have just viewed. A good lead-in will involve the learners and invite contributions from them

- If any lead-ins are too wordy or complex, remind the trainees to control their TTT and to consider the level of learner(s) they might be tutoring. If the lead-in loses the learner(s), the purpose is defeated

- You may need to point out how a lead-in can be exploited to pre-teach or check understanding of key vocabulary for the lesson

Stage 3:   Test

Give each pair/group of three trainees another cue card from Resource 2. There are 12 cards provided so the trainees could select another card if they have no ideas for their first one.

Monitor and give suggestions while the trainees are working together. When they are ready, ask each pair/group to present their lead-in to the main group. Let the trainees feedback to each other on these presentations.

Potential feedback

Hopefully the trainees will have a better grasp on how to create a lead-in compared with their first attempt. Point out that the method you have used for this Focus — Test-Teach-Test — can be a good way of checking what your learners are capable of. The tutor can then feed them what they need before giving them a second attempt. The advantage of this is that the tutor need not waste time telling people how to do something they might already know how to do; teaching can then be directed and focused on apparent needs.

Stage 4

Remind the trainees of the function from the first cue-card (giving advice). Put the following on the board in two columns:

Function	Functional exponents
Giving advice	*It would be a good idea to…*
	I think you should…

The trainees should think about the function they were working on and come up with some functional exponents. This could be done as a mingling activity where the trainees read out their function; the others respond by providing an exponent of the function.

Review and reflect   (10 minutes)

Ask the trainees to write down:

* one thing they will take away from Patrick Amon's comments on feedback/the correction task
* one thing they will take away from observing Anne's lesson
* one thing they have learnt (perhaps about themselves) while working on the lead-in task

Let the trainees discuss what they have written in small groups.

Session 3

Handouts and Resources

Task 1   Giving feedback (commentaries 1-4)

You are going to view an ESOL practitioner talking about some issues around feedback.

Look at the four sections below and decide what he might say.

1   The term 'feedback'

'The term 'feedback' covers all ways of trying to get _____ about the learners'

_____ and the learners' _____ of the learning situation; that is,

information about the development of their knowledge and _____ and information about

their experience of the _____ and their course.'

2   Purpose of feedback

'The purpose is to build classroom _____ and _____

between the _____ and students and between the _____ themselves.'

3   Content and language feedback

'When giving feedback teachers sometimes focus too much on _____ at the

expense of _____.'

4   Types of feedback

Complete the statement:

'Giving feedback involves more than just teacher to student but also includes _____

correction, for example by using a _____ intonation, by writing the error on the

whiteboard and asking the _____ or _____ to correct. Pairs or

groups can also correct each other or simply _____ on performance.'

Now watch the video clip and complete the tasks.

Task 1   Giving feedback (commentaries 5-7)

Watch the remainder of the Patrick Amon interview and answer the questions below:

5   Learner expectations

What is Patrick's opinion of, and suggestion for, dealing with students who believe that all their errors should be corrected?

6   Lesson stages

During which lesson stages might you expect immediate feedback?

7   Techniques

a)   What five techniques does Patrick mention?

b)   What does Patrick say about 'smiling' and effusive praise?

Task 2   Error correction

Work with a partner. Look at the following situations where learners are inaccurate and take notes on the next page.

Situation 1

Tutor:	Can I have your attention everyone. This is Piotr. He's just joined the class. Where are you from, Piotr?
Piotr:	Hi, I coming from Poland. I here two weeks.

Situation 2

Tutor:	Abdul. What do you do?
Abdul:	I work in a diary.
Tutor:	Sorry?

Situation 3

The learners have just read a text and answered some comprehension questions. The tutor is checking the answers.

Tutor:	What did you put for number 3, Shaheen?
Shaheen:	Because he must to get up at 5 am.

Situation 4

Three learners are doing a discussion activity in a group and the tutor is monitoring.

Learner 1:	I no agree you. Scottish people friendly and polite. I never problem they.
Learner 2:	Yes, polite, but it's difficult to know them well.
Learner 3:	I've met loads of local people at classes. Maybe you don't have the chance to meet many people?
Learner 1:	Where you go class?
Learner 3:	Inverness College. I do evening classes there.
Learner 1:	You liking class?

Situation 5

The tutor has just been teaching an elementary level learner how to talk about the past.

Tutor:	So, Mariusz, what did you do yesterday?
Mariusz:	Yesterday I work.

Task 2   Error correction

For each example:

- **identify the error being made**
- **decide whether you would correct the learners immediately, later or not at all**
- **justify your decision to your partner and make notes**

Type of error	Comments
1	
2	
3	
4	
5	

Task 2   Error correction (feedback)

Type of error	Practitioner comments
1 Grammar/verb form/tense:	Learner is new to group Correction could be intimidating/inappropriate Could make a note of this for future input Content (context) more important than form
2 Pronunciation:	Careful not to single out Important that learner can use word correctly as likely to use in daily life Non-correction unfair on learner Either note down or correct/elicit at the time
3 Verb form:	A reading task so no immediate correction since the answer (content) is right No communication problem If recent language focus on 'must' then it might be appropriate to correct immediately
4 Verb forms:	This is a communicative task so tutor wouldn't want to disrupt the flow of activity The conversation could be recorded to encourage self-correction but don't jump in It appears first learner is more inaccurate than the other two. This could be an issue around whether learner is in appropriate class
5 Tense/possible pronunciation:	Has come directly after language input — so focus is on accuracy. Therefore good idea to correct or encourage self-correction

Task 1 Preparing for Outcome 1 assessment

Developing ESOL Tutoring Skills (Outcome 2)	
Group learner profile	
Write a general profile of the group rather than detail about each learner. Highlight anything of particular note.	
Learners' ages **Genders** **First language(s)**	There are 12 learners registered in the class, all women. Ages range from 22 to 57, with most in their 30s and early 40s. Five of the women are Somali, three are from Pakistan, two are Turkish and there is one Iranian and one Afghan.
Learners' backgrounds relevant to their learning, eg: • length of time in UK • educational background • reasons for learning • family circumstances • work circumstances • other	Most of the women have been in the UK for at least three years, some much longer. The Turkish and Somali women had only a short period of education in their own country but the others have completed secondary school and one or two have been to college. Only one or two have had paid employment — one of the Pakistani women was a primary school teacher and the Iranian student was an office worker. Some would like 'one day' to work in the UK, but for most the motivation for learning English is to help children with homework and to be able to talk to Scottish people, go to the doctor on their own and so on.
Candidate's perception of group needs: • study skills • literacy needs • skills needs • language needs • other	Wide range of needs — those who have more limited educational background, lack study skills and often have low levels of literacy. Others need to improve accuracy (both speaking and writing). The learners see speaking and listening as priorities, as they need English first of all for everyday, informal communication and for accessing services. For those with lowest literacy levels, acquisition of basic literacy skills is crucial.
Learning strengths/ weaknesses:	Good peer support; for some, excellent commitment and a degree of autonomous learning, evidenced by attendance, doing homework, bringing questions to class, extensive reading, watching news in English, etc; most have stronger spoken than written communication. Some learners reluctant to accept responsibility for own learning, a problem exacerbated by fragile personal circumstances and/or lack of family support. Attendance of some erratic. Lack of study skills, lack of accuracy.

Task 1 Preparing for Outcome 1 assessment (completed assessment)

Developing ESOL Tutoring Skills (Outcome 1)			
Tutor signature (if live observation):			
Location: video	**Time:** 1.30 pm	**Date:** Sept XX	**Tutor:** Ann
No. of learners: 10–12	**Level:** Beginner to Pre-intermediate	**Lesson length:** 1 hour 30 mins	**Observation length:** 25 mins

Instructions:

- Decide which elements below you wish to focus on
- As you observe, find examples of these elements and make brief notes in column 1
- Provide comments in column 2
- Not every element has to be covered in one observation, but all elements should be covered over two observations

1	2
Managing the physical learning environment: size of room, movement, instructions, volunteer?	The room is a good size and she moved students easily. There was one instance of her re-grouping through numbers. Instructions were clear. She moved between the groups. Maybe the volunteer could have moved round to work with quieter Ls?
Setting up task(s): lead-ins demonstrations elicitation confusion (6)	The lead-ins were very smooth — using pictures for eliciting Ls about her brothers; using the charts to introduce 'he works… but he doesn't work…' She sets up dice practice through example and demo. Instructions are clear and checked. Use of number 6 in dice game quite confusing.

Giving feedback: repetition, drilling question intonation fingers, boardwork disruption by L	She checks throughout the lead-in, getting Ls to repeat sentences, drilling for pronunciation and accuracy. She uses questioning intonation. He lives in a park? — plus hand movement and intonation. She uses finger counting, repeating words. Correction slot — sentences on wb — he's work. He doesn't plays. Interacts positively throughout except when she didn't want to be interrupted (by late L at door) — her intonation indicates this.
Maintaining interaction: questions and drilling groups with tutor weak and strong	A good use of repetition, open group questions, nominating, and occasional brief drilling. She works with groups (wedding). Some Ls don't seem to participate in whole-class sessions. A question of level? But chorus repetition opportunities give them a chance.
Building good relationships with learners (rapport): smiling, personalises, uses personal information	She smiles a lot and is at ease, laughs at herself. Unthreatening pace. She uses learner photos; she remembers facts about learners' friends/relatives and uses them. She uses her own family as theme of lesson making learners feel she is part of group.
Using teaching aids (whiteboard, OHP, etc): board, pictures, handouts, dice,	Clear pictures on wb. Clever use of board for instructions. Model L handout on wb — clear enough. Worksheets, cue cards, dice, all in enough quantities for class and used without any fuss.

Task 1 Preparing for Outcome 1 assessment (Dos and Don'ts cards)

Use learners' names

✂ ┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈

Make eye contact with all learners

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Listen carefully to the learners

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Project your voice

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Admit your errors (eg spelling mistakes)

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Acknowledge all learner contributions

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Smile, be encouraging and empathetic

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Point at people

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Focus on just one or two learners

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Say 'no, you're wrong'

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Mumble

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Think carefully about lesson staging

Use a lead-in or set the context before giving a reading/listening task

✂--

Give learners the task (eg questions) before doing a reading/listening (generally)

✂--

Check that learners are all following

✂--

Go too fast (eg during reading) /too slow (during boardwork), ie focus on pace

✂--

Pause for a long time, without looking at the learners

✂--

Distract learners while doing an activity

✂--

Write legibly

✂--

Try to keep your writing horizontal

✂--

Be selective about what you write on the board (keep it relevant)

✂--

Use pens that can be seen (eg black/blue)

✂--

Write too small

✂--

Stand with your back to the learners and talk to the board

✂--

Use capital letters inappropriately (this does not help literacy learners in particular)

Task 1   Creating lead-ins (cue cards)

Topic/context: **Problem with noisy neighbours**

Function: Asking for advice

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story /anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: **Visiting a new city**

Function: Asking directions

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: **Being late for work**

Function: Apologising

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: **Demands on your time by relatives**

Function: Refusing to do something

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Tea-break discussion

Function: Giving opinions

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Working as an au-pair

Function: Rules

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Having an anniversary party

Function: Inviting someone

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Going away for the weekend

Function: Making arrangements

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Arranging an event

Function: Asking for help

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Helping a friend come to a decision

Function: Stating alternatives

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group

Topic/context: Wayward son/daughter

Function: Threatening

- Create a lead-in to this topic
- Use one of the following: mime, pictures, cue cards, objects, vocabulary, situation, telling a story/anecdotes — or use your own idea
- Prepare to present this to the rest of the group