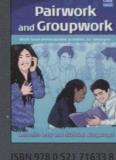
Teaching Large Multilevel Classes

Teaching Large Multilevel Classes provides practical advice for teachers who work with large mixed-ability classes. Easy to follow and rich in techniques that will energise a classroom, it develops student motivation, interest, participation and student responsibility through a range of activities.

This book is for English language teachers in a variety of teaching environments. These include primary, secondary or tertiary classes where English is not the first language. Teachers in adult learning centres and language institutes will also benefit from the useful strategies offered by Teaching Large Multilevel Classes.









T	hanks and acknowledgements	xi
	Introduction How to make best use of this book What is a large multilevel class? Benefits and challenges of the large multilevel class Eleven principles of coping in large multilevel classes	
1	Getting to know our students	16
	Learning their names 1.1 Name toss 1.2 Picture it 1.3 Names as crosswords 1.4 The story of my name 1.5 Names and adjectives 1.6 I am and I love 1.7 Desk placards 1.8 Use real pictures	16 17 18 19 20 21 22 22 23
	Learning about our students' lives 1.9 The letter 1.10 Guess who? 1.11 Three things about me 1.12 Mutual interviews 1.13 The missing person announcement 1.14 Managing my time 1.15 Formal introductions	24 24 26 27 28 29 31 32
2	Motivation and activation 2.1 Burst the balloon – expressing opinions 2.2 The preference line – explaining yourself 2.3 The quick-write 2.4 Like, dislike, or neutral 2.5 What's your number?	34 35 38 39 40 41

	2.6	Again and again	43
	2.7	Friendship	44
	2.8	More about friendship	45
	2.9	People I admire	46
		Special places	47
		Dreams I have	48
	2.12	How I feel now	49
	2.13	Slip exchange	50
		Flip-flop books	51
		Frame it	53
	2.16	Colored round robin	54
	2.17	Circle talk	55
	2.18	Teaming up	57
		Needle in a haystack	57
		Optimistic snapshots	58
		Words on cards	58
		A solution for the problem	59
		Student-centered dictation	59
		The seminar	60
3	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	Answers into questions Review posters Student-made quickie quizzes Group reviews Group summaries Vocabulary wall Class goals The KWL procedure The Venn diagram	62 63 64 65 66 67 68 68 69 71
	3.11	Judging people Running dictation	72 73
	3.11 3.12	Running dictation My sentence	73 74
	3.11 3.12 3.13	Running dictation My sentence Where is my other half?	73 74 75
	3.11 3.12 3.13	Running dictation My sentence	73 74
4	3.11 3.12 3.13 3.14 Deal	Running dictation My sentence Where is my other half? Person, place or thing ing with written work	73 74 75 75 77
4	3.11 3.12 3.13 3.14 Deal 4.1	Running dictation My sentence Where is my other half? Person, place or thing ing with written work Keep it going	73 74 75 75 77 80
4	3.11 3.12 3.13 3.14 Deal 4.1 4.2	Running dictation My sentence Where is my other half? Person, place or thing ing with written work Keep it going Peer reviews	73 74 75 75 77 80 81
4	3.11 3.12 3.13 3.14 Deal 4.1 4.2 4.3	Running dictation My sentence Where is my other half? Person, place or thing ing with written work Keep it going	73 74 75 75 77 80
4	3.11 3.12 3.13 3.14 Deal 4.1 4.2 4.3 4.4	Running dictation My sentence Where is my other half? Person, place or thing ing with written work Keep it going Peer reviews	73 74 75 75 77 80 81
4	3.11 3.12 3.13 3.14 Deal 4.1 4.2 4.3	Running dictation My sentence Where is my other half? Person, place or thing ing with written work Keep it going Peer reviews Writing conferences	73 74 75 75 77 80 81 83

4.7 Wall newspaper	88
4.8 Using chat rooms	89
4.9 Using web-sites	90
4.10 Writing about landscape pictures	91
4.11 Writing about pictures of people 1	92
4.12 Writing about pictures of people 2	93
4.13 Service writing	94
4.14 A bio-poem class book	95
4.15 The cumulative folder	97
4.16 Sentences into story	98
4.17 Personalized guide books	98
4.18 Change the audience	100
	102
4.20 The writing cycle	103
4.21 A resource for self-correction	104
4.22 Letters of advice	105
4.23 In the middle of the story	106
4.24 The spelling list	109
4.25 From words to story	110
4.26 Plot construction	111
Working well in groups	112
5.1 Working together	115
5.2 The quiet signal	116
5.3 Give me your sticks	118
5.4 The text jigsaw	119
5.5 The picture jigsaw	121
5.6 Making mine long	122
5.7 Sentences into story	123
5.8 The aquarium	124
	125
5.10 Group dictations	126
5.11 The community group project	127
5.12 The walk-about	
5.13 Picture puzzle	
5.14 Back and forth movie preview/inview	131
5.15 Three in one	
5.16 The missing word	
5.17 Alphabet shopping	
5.18 Pronoun search	
5.19 Words to make a cake	
5.20 Things we share	

Contents

	5.21	Our group cheer	135
	5.22	2 Dictated stories	136
	5.23	3 Three good questions	136
6	Indi	vidualizing and personalizing student work	137
	T 1	Ottestine i likes. The algood to emussing terrols an	
		vidualizing	138
		Multilevel dictation	138
		The book cart	139
		Silent task work with a self-access box	140
		Working with words	142
	6.5	Sentence completion	143
	6.6	Question the reading	143
	Perso	onalizing	144
	6.7	Vocabulary cards	144
	6.8	Three minute talks	145
		The story of my life posters	146
		My object	148
		The vocabulary house	149
	6.12	The mailbox	150
		My machine	
		An important decision	
		An important sentence	
		Color sadness blue	
	6.17	Water words	153
		I don't like people who	154
		Careers in my family	
		What we want from our work	
		Our own good folder	156
		Words on my desk	157
		Drawing interpretation	157
7	Mak	ing students responsible for their own learning	159
		What kind of a learner am I?	160
		Setting goals for myself	161
		How a teacher helped me	162
		How can the teacher help me?	163
		How I can help myself	164
	7.6	Personal conferences	165
	7.7	What kind of a listener am I?	
	7.8	This course will be a success for me if/	
	7.0	What kind of a reader am D	160

 7.10 Am I brave enough? 7.11 Question posters 7.12 How do I catch and correct my 7.13 Instant answers 7.14 Words from the world 7.15 Questions on a stick 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 8.6 Exit notes 		
 7.12 How do I catch and correct my 7.13 Instant answers 7.14 Words from the world 7.15 Questions on a stick 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.10	Am I brave enough?
 7.13 Instant answers 7.14 Words from the world 7.15 Questions on a stick 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.11	Question posters
 7.14 Words from the world 7.15 Questions on a stick 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.12	How do I catch and correct my
 7.15 Questions on a stick 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.13	Instant answers
 7.16 Many ways to be smart 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.14	Words from the world
 7.17 Grade contracts 7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.15	Questions on a stick
7.18 Self-check forms Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook	7.16	Many ways to be smart
Establishing routines and procedur 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook	7.17	Grade contracts
 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	7.18	Self-check forms
 8.1 Introducing the class syllabus 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 		the second second second second second
 8.2 Setting up the class calendar 8.3 Checking homework, tardiness 8.4 The daily plan 8.5 The absent student notebook 	Esta	blishing routines and procedur
8.3 Checking homework, tardiness8.4 The daily plan8.5 The absent student notebook	8.1	Introducing the class syllabus
8.4 The daily plan8.5 The absent student notebook	8.2	Setting up the class calendar
8.5 The absent student notebook	8.3	Checking homework, tardiness
	8.4	The daily plan
8.6 Exit notes	8.5	The absent student notebook
	8.6	Exit notes
Class situals	01	on browning fact, gist tipling

Class rituals

8.7 Lesson starters 8.8 Today's special student 8.9 Celebrating birthdays8.10 The complaint/suggestion/comp

8.11 Elves and giants: an occasional

Bibliography Index

	5.21	Our group cheer	135
	5.22	Dictated stories	136
	5.23	Three good questions	136
6	Indiv	ridualizing and personalizing student work	137
	Indiv	idualizing	138
	6.1	Multilevel dictation	138
	6.2	The book cart	139
	6.3	Silent task work with a self-access box	140
	6.4	Working with words	142
	6.5	Sentence completion	143
	6.6	Question the reading	143
	Perso	onalizing	144
	6.7	Vocabulary cards	144
	6.8	Three minute talks	145
	6.9	The story of my life posters	146
	6.10	My object	148
	6.11	The vocabulary house	149
	6.12	The mailbox	150
	6.13	My machine	151
	6.14	An important decision	152
	6.15	An important sentence	152
	6.16	Color sadness blue	153
	6.17	Water words	153
	6.18	I don't like people who	154
	6.19	Careers in my family	155
,	6.20	What we want from our work	155
	6.21	Our own good folder	156
	6.22	Words on my desk	157
	6.23	Drawing interpretation	157
7	Mak	ing students responsible for their own learning	159
	7.1	What kind of a learner am I?	160
	7.2	Setting goals for myself	161
	7.3	How a teacher helped me	162
	7.4	마이트 프로마이 (B. C.	163
	7.5	How I can help myself	164
	7.6	Personal conferences	165
	7.7	What kind of a listener am I?	166
	7.8	This course will be a success for me if	169
	7.9	What kind of a reader am I?	169

	7.10	Am I brave enough?	171
	7.11	Question posters	172
	7.12	How do I catch and correct my own mistakes?	173
		Instant answers	174
	7.14	Words from the world	175
	7.15	Questions on a stick	175
	7.16	Many ways to be smart	176
	7.17	Grade contracts	178
	7.18	Self-check forms	180
8	Estal	olishing routines and procedures	182
	8.1	Introducing the class syllabus	183
	8.2	Setting up the class calendar	185
	8.3	Checking homework, tardiness, and attendance	186
	8.4	The daily plan	187
	8.5	The absent student notebook	188
	8.6	Exit notes	188
	Class	rituals	189
	8.7	Lesson starters	189
	8.8	Today's special student	190
	8.9	Celebrating birthdays	191
	8.10	The complaint/suggestion/compliment box	192
	8.11	Elves and giants: an occasional on-going ritual	193
Bi	bliogr	aphy !	194
In	dex	and the moved to the control of the	196