

Getting students to do your prep

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A World of Difference



BRITISH SCHOOL
International House
Reggio Calabria



CAMBRIDGE ENGLISH
Language Assessment
Authorized Platinum Centre







Talk to your partner:



1. How much **time** do you spend preparing lessons?
2. How **often** do you get students to help you prepare materials for your lessons?
3. What are the **advantages** of getting students to help you with lesson prep?
What are the **disadvantages**?





Idea #1: Board Games



- Steal the **template** from your favourite game.
- Get students to **plan** before they create.
- Not every game has to be the **same**.
- Teach the **functional** language they'll need to play the game properly.
- **Swap** games between teams and classes.



Junior 2B

A 3D board game to practise past simple questions and answers.



Idea #2: Surveys

- Pick your format based on **age**, not level.
- Choose a **genuine** context and questions.
- Decide whether to provide a **template**.
- Provide **models** and **planning** time.
- **Push** for creativity and ambition.
- Plan a **follow-up** task.



Find Someone Who ...



_____	_____	_____	_____
has swum in the Pacific Ocean	has lost his/her passport	has hitchhiked	has been to Asia
_____	_____	_____	_____
has never left Italy	has been homesick	has climbed a mountain	has taken a long-haul flight
_____	_____	_____	_____
has visited the UK	has stayed in a hostel	has travelled on an overnight bus	has driven a car in a foreign country
_____	_____	_____	_____
has been jetlagged	has never been to Sardinia	has been to the southern hemisphere	has been on a ferry

PET

A survey about travel experiences made by intermediate-level students at the local university.



Idea #3: Dictations

- Provide clear **models**.
- Raise the level of **challenge** slowly.
- Ask **fast finishers** for the next idea.
- Let students **generate** the whole thing.
- Use “**reverse**” dictation as a follow-up.





Idea #4: Revision Tools



- Make your own **flashcards**.
- Maintain a class **Quizlet**.
- Photocopy word searches, crosswords and anagrams for **future** fast finishers.
(Answers on the back for quick feedback.)
- Make Taboo cards for future **revision** lessons or progress tests.





Sanchia's Junior Bridge class: October

added to Junior Bridge 2017-2018



follow the crowd	(PHRASAL VERB) be a sheep, be like everyone else, e.g. "Don't _____, make your own decision"
regret	(VERB) feel sad, repentant about something, e.g. "I really _____ shouting at my little sister"
be dying to	(VERB) really want to do something
get caught up in	(PHRASAL VERB) become involved with drama / craziness

don't follow the crowd
be a sheep
= be like everyone else,
do what other people do

I labelled my books
VB: 'label'

take it personally
= thinking comments are about you → bad
get caught up in it
= become involved with drama / craziness

be careful ADJ.

I'm dying to go!
= really want to do sth.

spend time with them

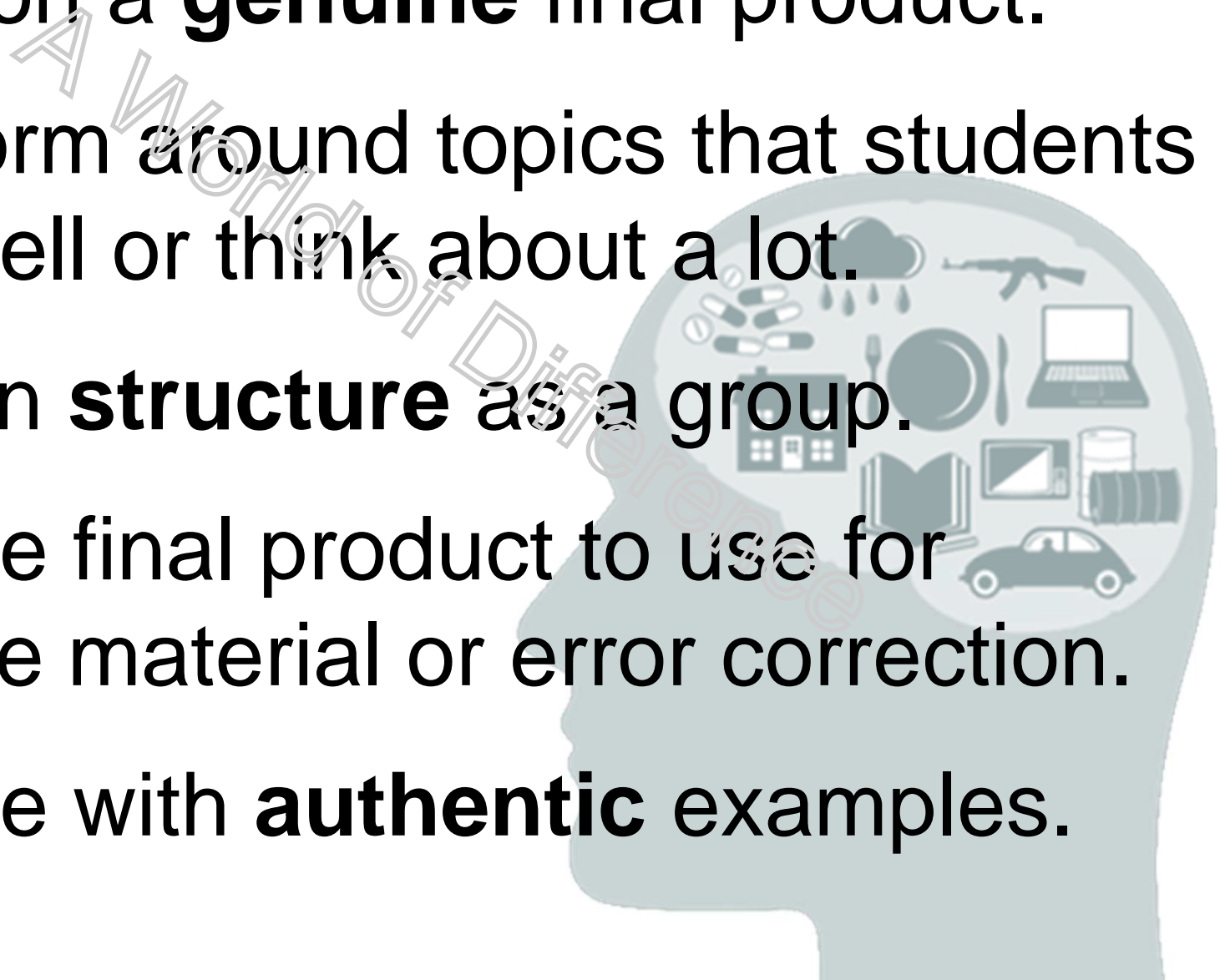
I really regret shouting
at my little sister
you did a bad thing
you want to undo it



Idea #5: Use what they know!



- Decide on a **genuine** final product.
- Brainstorm around topics that students **know** well or think about a lot.
- Agree on **structure** as a group.
- **Keep** the final product to use for receptive material or error correction.
- Compare with **authentic** examples.





Teens: Senior 2, Bridge and Vinci B2

Compiling class contracts on Padlet, writing a travel guide, and Tweeting.



Anonymous 2d

A student:

1. should pay attention to every word the teacher says, even if he isn't interested in it, or else he won't store as many informations as possible;
2. should do all the assignments and more, like searching the topics on the Internet, to see what they can learn over what's written in the text books.

A teacher:

1. should involve the students because if not, they will get bored and they won't listen to her;
2. should support every student, otherwise some less and less motivated.

Davide, Domenico & Franc

Top 5 places in Reggio Calabria

By Aleksei Suraci & Andrea Nuara

Reggio Calabria situated in the south of Italy. Reggio is a small city and Reggio is a different to many cities because you can see the island of Sicily. Reggio have 200 thousand habitants and have many different small village. Reggio is one of the most important city of the Calabria and symbol of the Calabria is the chilli pepper. in this city you see many different beautiful places and listening more different dialect.

Pentedattilo

Pentedattilo is a small village near Reggio Calabria. In this village you see a typical Greek-era village and climb up to the "five fingers". Every year a lot of people visit this village



SheZgara @she_z_gara · 4 ott

I wish people would stop frowning and complaining. Life is wonderful!

#iwishtheywouldnt



PET Speaking Part 2



Students chose desert island items. I created a worksheet based on the errors they made.

Each sentence contains at least one grammar or vocabulary mistake. Find the mistakes a

1. We'll be cold because of the temperature range at night.
2. We'll bring a fishing rod because we won't eat only fish.
3. We're going to bring tools because we need that to build the house and cut some trees.
4. The tools are also useful to build a tent with some trees for example.
5. We decided to bring with us a tent because we like to sleep in the most comfortable way possible.
6. When it's cold or when it rains, it's difficult to stay without a roof on our heads.
7. We also decide to bring a cooker to cook bread, and also to make some light because on the island there isn't electricity.
8. We also bring an axe for kill big animals.
9. We will take with us a very big knife to break coconuts, to kill little
14. We can also take a fishing kit different from banana and co
15. First, we choose the lighter b
16. We can also use it to defend coconuts.
17. We decide to take a pillow b uncomfortable and we won't
18. We bring a tent and we put t can also sleep.
19. Also, we will bring newspape are fishing.
20. With flint and steel we can sl like rabbit.
21. We take with us a compass b



... but how does
all of this fit into
my teaching?