

Mixed-ability classes

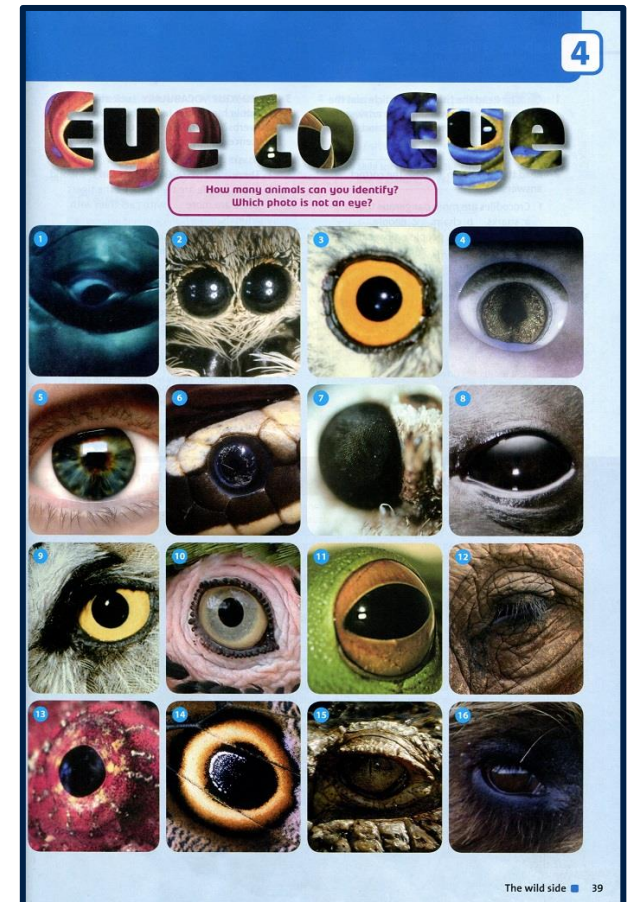
Supporting the individual

Edmund Dudley



In this session

- What do we mean by *mixed ability*?
- Challenges and opportunities
- Using materials flexibly
- Designing your own activities



A day out on the river

What can you do on the river in the summer in Oxford?

Which punt would you choose? Why?

Are students the same as punts? 😊



punts

Mixed-level classes

Grouping students by level: does it really give us same-level groups?

Every learner has an individual range of levels.
Every class is a mixed-level class.

Scrivener (1994/2005:69)

Mixed classes

More than just 'ability'

- Work in small groups.
- Think about your learners. How do they differ from each other?
- Continue the list
 - language-learning ability
 - language knowledge
 - learning style
 - attitude to the language

Mixed classes

Differences between learners

- language-learning ability
- language knowledge
- learning style
- attitude to the language
- cultural background
- mother tongue
- intelligence
- world knowledge
- learning experience
- knowledge of other languages
- age or maturity
- gender
- personality
- confidence
- motivation
- interests
- independence
- self-discipline
- educational level

Ur (1996:304)

Heterogeneous groups

The pros and cons

Pros:

- Diversity and variety
- Promoting tolerance and acceptance of differences
- Co-operation and peer-teaching

Cons:


- Keeping everyone interested
- Catering to different needs
- Finding suitable materials



Using materials flexibly

Compulsory and optional

- Can you think of two more words to add to each group?

STUDY STRATEGY  **Extending vocabulary**

2 Think of two more words to add to each group.

- 1 meat: chicken, ____, ____
- 2 vegetables: potato, ____, ____
- 3 fruit: pear, ____, ____
- 4 drinks: juice, ____, ____

- Now you have 30 seconds.
→ Write as many different fruits as you can!

Using materials flexibly

Compulsory and optional

What are the strengths of this activity?

- Everyone gets a chance to contribute
- Stronger students do not dominate
- Students need to listen to one other
- Students can learn from one other



Using materials flexibly

Open-ended prompts

6 ACTIVATE What do you usually eat and drink each week? Complete the sentences. Then compare with other people in the class.

- 1 I eat some ____.
- 2 I never eat any ____.
- 3 I don't eat many ____.
- 4 I drink a lot of ____.
- 5 I don't drink much ____.
- 6 I never drink any ____.

*I eat some fruit and vegetables every day.
What about you?*

*I don't eat many vegetables,
but I eat a lot of fruit.*

Finished?

What is a really horrible meal? Describe it.

Using materials flexibly

From closed to open prompts



A map of Western Europe showing a train route from Spain to Holland. The route is marked with a yellow line starting from Madrid, Spain, passing through France, Belgium, and the Netherlands to Amsterdam. The map includes labels for various countries and cities: Ireland, Dublin, Wales, London, Amsterdam, Berlin, Belgium, Brussel, Luxembourg, Luxembourg, Paris, France, Bern, Vaduz, Ljubljana, Switzerland, Monaco, Andorra, Corsica, Rome, Portugal, Lisbon, Spain, Madrid, Balearic Isl., Algiers, Tunis, and Val. The English Channel and Bay of Biscay are also labeled. A purple box with the number 7 is in the bottom left corner.

7

You're travelling by train from Spain to Holland. Which of these countries is on your route?

a France
b France and Italy
c France and Belgium

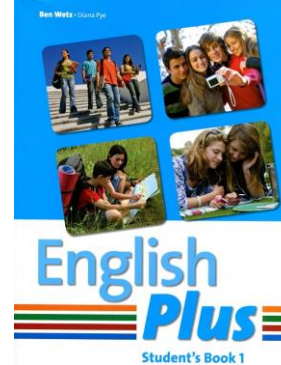
Where would you write these words on the map?

- football
- music
- love
- beauty
- food

Now explain your choices.

Using materials flexibly

Extra options



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Extra listening and speaking

English Plus Options
EXTRA LISTENING AND SPEAKING The weather forecast
I can say what the weather is going to be for the next weekend.

1 Match symbols 1-5 with the words in the box.
temperature rain sun wind cloud

2 Study the key phrases. Then listen to the weather forecast and complete the table with the information.

KEY PHRASES Talking about the weather
What's the weather going to be like? Is it the north / south / east / west on the north coast? twenty-two degrees (22°C)

Type of weather	Edinburgh	London	Edinburgh
Temperature			

3 Listen again and answer the questions.
1 What season is it?
2 What's the weather like today?
3 What day of the week is the weather forecast for?
4 What's the weather going to be like in Edinburgh?
5 Why is it cooler on the south coast?

4 Listen and repeat the dialogue.
Helen: I'm going to be in Brighton at the weekend. What's the weather going to be like?
Ben: I think it's going to be sunny. What about the temperature?
Helen: It's going to be about 20°.
Ben: It's going to be windy?
Helen: Yes, it is.

Extra listening and speaking 95

English Plus Options
CURRICULUM EXTRA Geography: Reading a map
I can ask and answer questions about a map.

1 Check the meaning of the words and match them with symbols 1-6.
path hill railway forest river road

2 Read the text again. What other symbols are on a map?

3 Look at map A and choose the correct words.
The scale is 1:100,000 / 150,000. There are a lot of paths / railways on this map, and there's one hill / forest. It's 246 / 156 metres high. There's also a big town / road and a train station / city on the map.

4 Look at map B and answer the questions.
1 What is the scale of the map?
2 How many hills are there on this map?
3 How high are they?
4 How many forests are there?
5 Are there any roads on the map?
6 Is there a railway?
7 Are there any paths on the map?
8 Is there a city on the map? What's it called?

5 **ACTIVATE** Work in pairs and draw a map of a place you know or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.

MAPS
A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres, or one kilometre, in the place. There are some symbols in the legend. A line with green trees is a forest and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number, for example 279, means that the hill is 279 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or town. Next to the red area is the name of the city.

A **B**

Curriculum extra 97

Culture

English Plus Options
VOCABULARY PUZZLES Travel equipment • Weather conditions

1 Which pieces of expedition equipment can you find in the rainforest?
1 torch

2 I can write a description of a town or city.
1 Look at the map of the United Kingdom and match the words in the box with 1-6. Then read and listen to the text. Check your answers.
Liverpool Belfast Scotland England Cardiff Edinburgh

I love Liverpool
Hi, I'm Anna and I'm from Liverpool in the north-west of England. It's a big city, but it's really friendly. There are loads of interesting things to see and do here. Liverpool is on the River Mersey and my favourite place is the Albert Dock. This is a group of old historic buildings by the river. There are bars and restaurants, an art gallery and a fantastic place to visit if you're in the city in the Yellow Duckmarine - it's a boat, and it's also a boat on the water! My family are British, but we're from different places. My mum's from Belfast in Northern Ireland, and my dad's from Cardiff in Wales. My sister is at university in Edinburgh in Scotland. That means I've got family in every capital city in Britain, apart from London. London's the biggest city in the UK. There are over 7 million people there. It's an exciting place to visit, but the people in Liverpool are friendly!

2 Read the text again and answer the questions.
1 Where's Liverpool?
2 What is there in Liverpool for football fans?
3 What exciting transport is there in Liverpool?
4 What country is Anna's mum from?
5 How many countries are there in the UK?
6 What are they?

3 Is your town on a river? What's the name of the river?
4 What is there for tourists in your town?
5 Where are your mum and dad from?

4 **TASK** Write about a town or a city.
• Choose a town or city and write a description of it. Use the first paragraph in the text and these phrases to help you.
It's in the north / east ... of ... It's a ... city.
It's on the river ... It has got ... There is / are ...
• Read your text to the class, but don't say the name of the town.
• The other students guess your town.

YOUR CULTURE Answer the questions.
1 What is the capital city of your country?
How many people are there in the city?
2 What big cities are in your area?

Culture 101

English Plus Options
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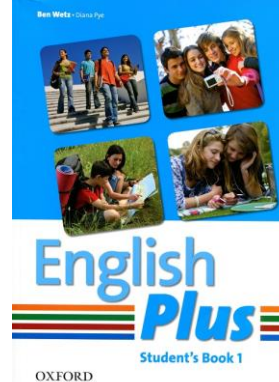
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Culture 101

Vocabulary puzzles

Using materials flexibly

Graded workbook activities



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LANGUAGE FOCUS ■ Past simple: questions

7

- 1 ★ Complete the table with the words in the box.

Did did buy Did didn't did go didn't

Question

1 Did I / you / we / you / they win?

Short answers

Affirmative

Negative

Yes, I / you / we / you / they? No, I / you / we / you / they?

Question

4 he / she / it lose?

Short answers

Affirmative

Negative

Yes, he / she / it? No, he / she / it?

Questions

Where did I / you / we / you / they? What did he / she / it? at the shops?

- 2 ★★ Complete the past simple questions and short answers. Use *did* / *didn't* and the words in the box.

win eat break do play write watch

Did you watch a good film on TV last night?

No, I didn't.

1 she the 200m

race on Saturday?

Yes, she

2 he in the football

team last week?

No, he

3 you a lot of

homework last night?

No, I

4 they a lot of cake?

Yes, they

5 we a letter and

say 'thank you'?

Yes, we

6 she the world

record yesterday?

No, she

- 3 ★★ Look at the words and pictures and write past simple questions.



what / they / eat / ?

What did they eat?



1 what time / he /

get up / ?



2 who / she / visit / ?



3 what / she / play / ?



4 where / they / go /

on holiday / ?



5 when / he / start

school / ?

- 4 ★★★ Read the answers about Wayne Rooney's day. Write the questions.

Yes, I played football yesterday morning.

1 I had lunch at my mum's house.

2 I ate pasta for dinner.

3 I watched a film in the evening.

4 Yes, I liked the film. It was funny.

5 Yes, Coleen watched the film with me.

6 I went to bed at 11.00 p.m.

Did you play football yesterday morning?

1

2

3

4

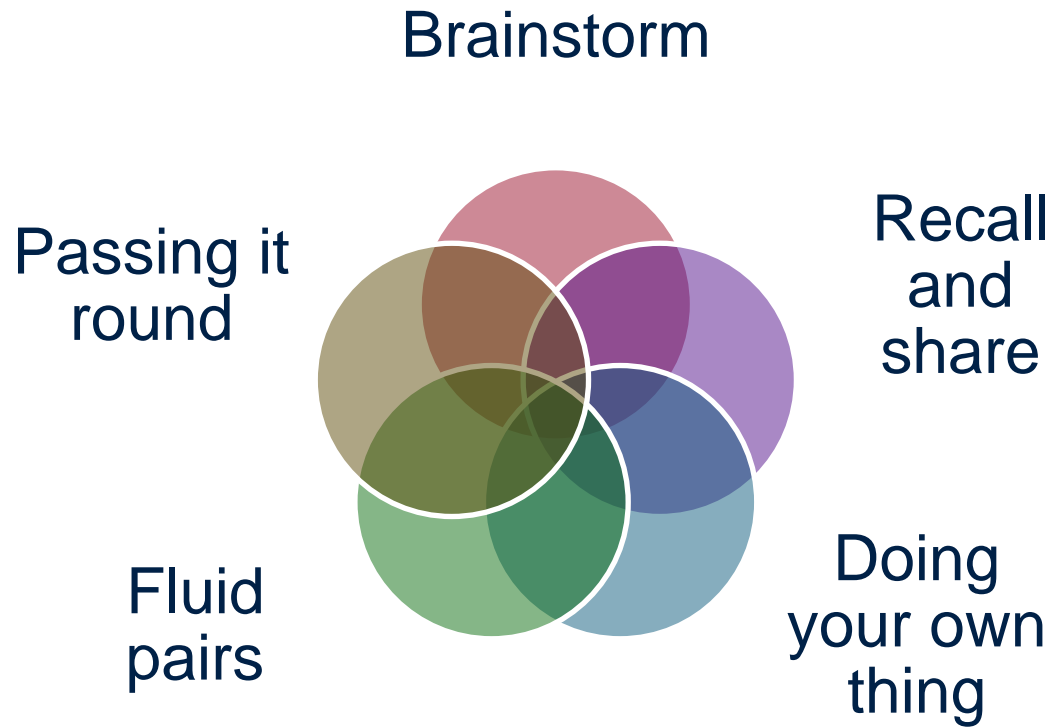
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6



Designing your own activities

Five activity types – Penny Ur



Brainstorm

Using pictures

Free association

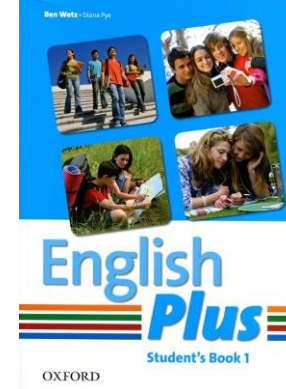
List at least seven words you associate with this picture.



Now show your list to a partner.
Can you agree on three words?

Brainstorm

Using pictures



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Speaking

- 4 Work in pairs and prepare a conversation. You are describing this photo to your partner. Imagine that the two people in the photo are from different countries. Answer the questions.



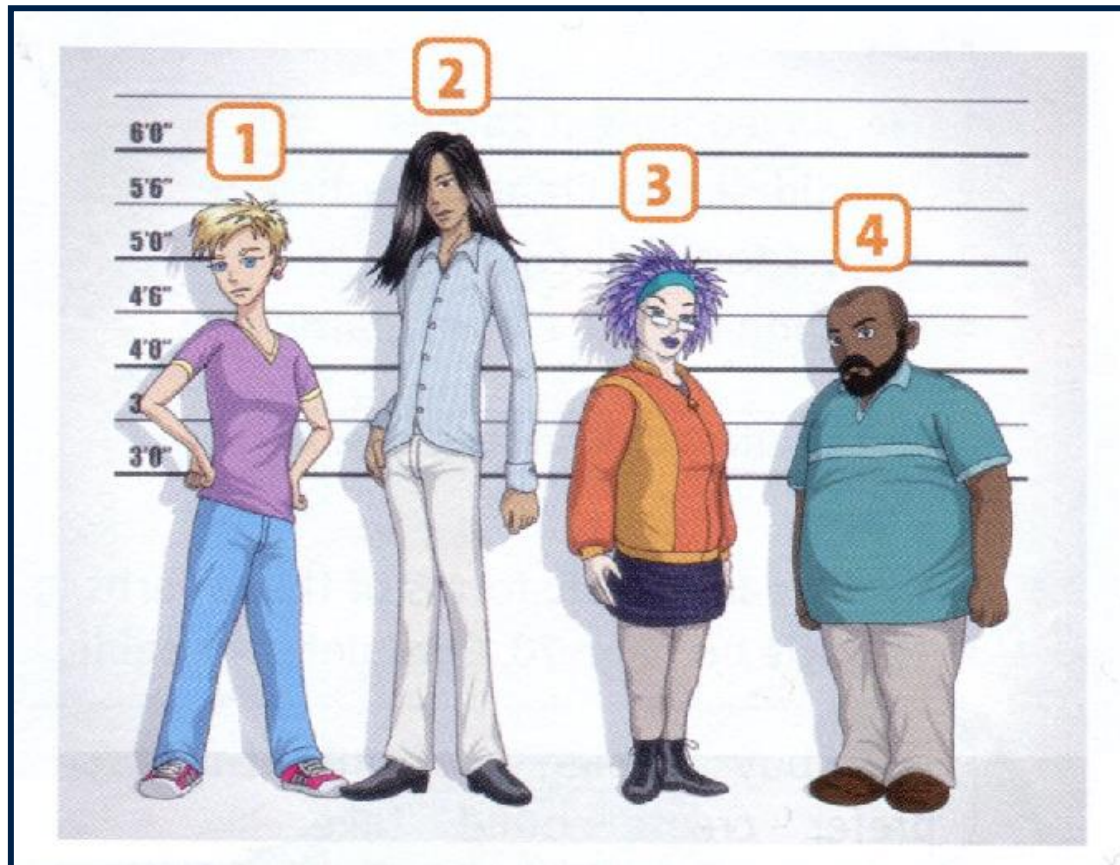
- Where is the place in the photo?
- Who are the people in the photo?
- What nationality are they?
- What country do they come from?
- What are the people doing in the photo?
- What is the animal?
- What is it doing?

Recall and share

Penny Ur on 'recall and share'

'The class is exposed to some kind of material, written, spoken or graphic – for example, a set of words or phrases. The material is then withdrawn, and students are asked to write down as much as they can remember of it. Subsequently they come together in twos or threes to share results. Finally, the teacher may re-present the original material or initiate a pooling of results.' 1996:312

Recall and share



Doing your own thing

Penny Ur on 'doing your own thing' activities:

'In these activities each student writes or says a totally different response to a stimulus. They may share responses with each other later for the sake of interest or to get to know each other's ideas, but there is no attempt to reach a common goal or consensus.' (1996:313)

Doing your own thing

Writing storms



**Choose a country. Write
as much as you can
about it in two minutes!**

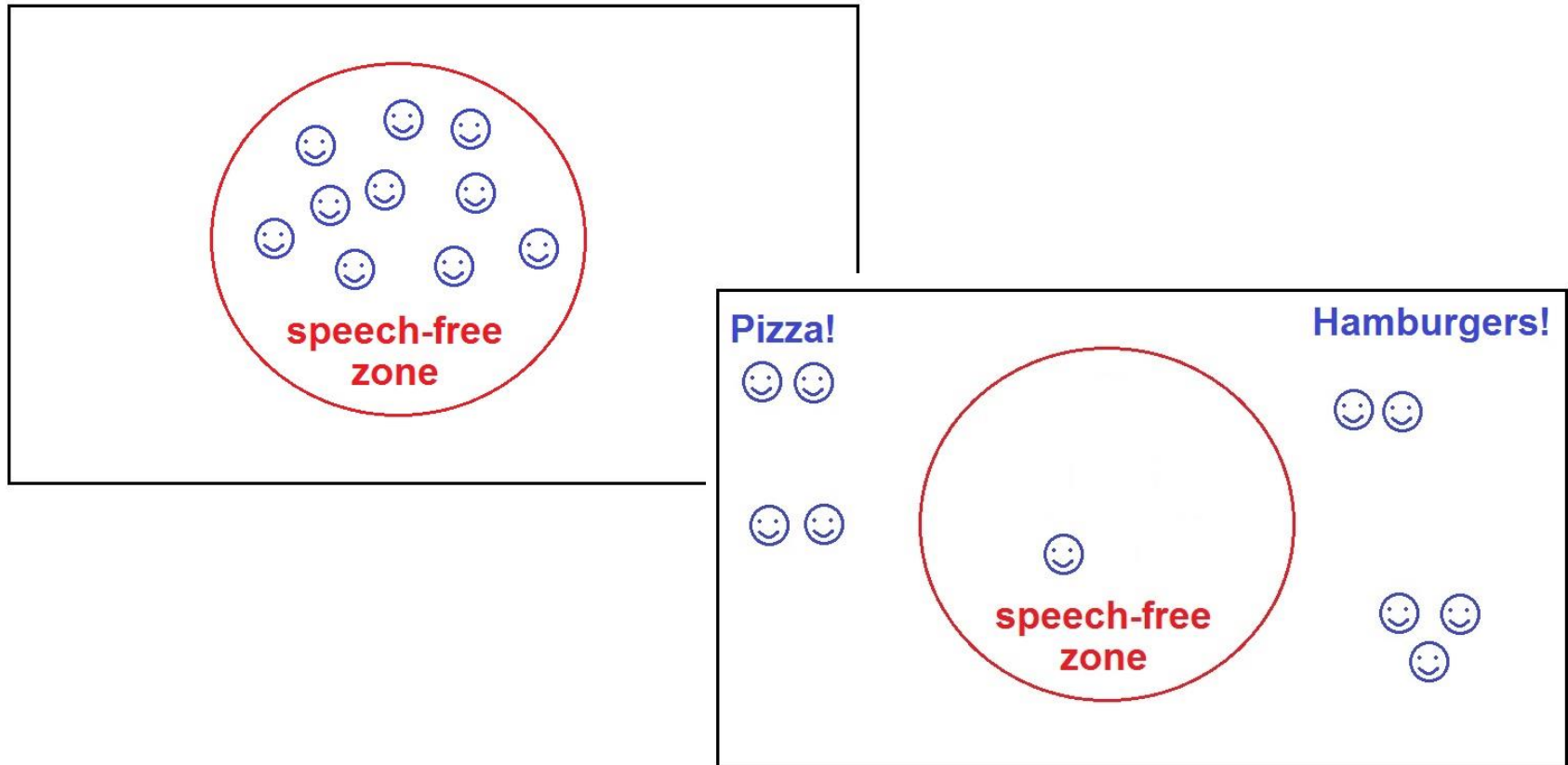
Fluid pairs

Penny Ur on 'fluid pairs' activities:

'This is another way to activate the members of a large class simultaneously. They are given a task which involves short exchanges with as many other members of the class as they can find: a survey of opinions, for example. The students move around the class, finding out the desired information from one peer before moving to another.' (1996:313)

Fluid pairs

Speech-free zone



Passing it round

Penny Ur on 'passing it round' activities:

'This is a collaborative activity, but it involves reading and writing and is done quietly. Each student (or pair of students) writes something on a large piece of paper and passes it on to their neighbour(s), who adds a further word or sentence, or so on.'

Passing it round

Fortunately, unfortunately

Writing

- 6** Write a description of a terrible weekend. Imagine you went camping last weekend and a lot of things went wrong. You can use the situation in the listening or in exercise 4. Think about the following ideas and say what happened and how you felt.

transport the weather activities
food equipment

Begin like this:

Last weekend, I went camping with ... and ...

It was terrible! We met on Saturday morning at ...

We travelled to ...

It started to rain.

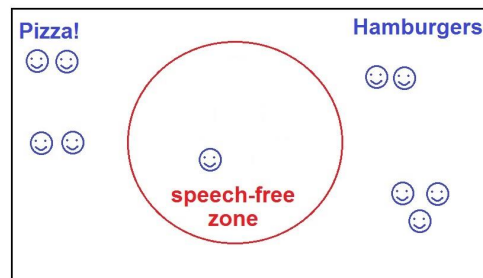
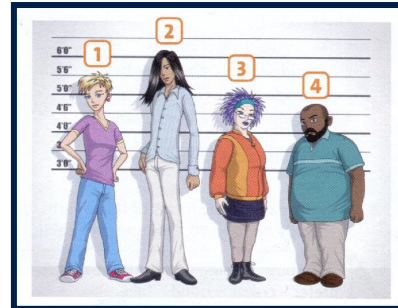
Fortunately, we had an umbrella.

Unfortunately, it broke.

Fortunately...

Can you remember?

- Brainstorm
- Recall and share
- Doing your own thing
- Fluid pairs
- Passing it round



Writing

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transport the weather activities
food equipment

Begin like this:

Last weekend, I went camping with ... and

It was terrible! We met on Saturday morning at ...

We travelled to ...

Over to you

Design your own activity for a mixed group

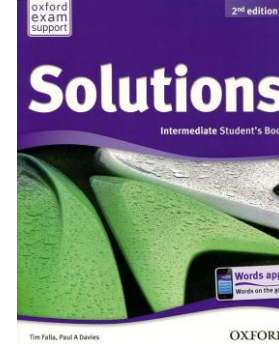
Can you think of a teaching idea using this photo?

You might want to use one of these techniques:

- Brainstorm
- Recall and share
- Doing your own thing
- Fluid pairs
- Passing it round



Providing variety



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- 8 SPEAKING** Work in pairs. Read the headline below and think about possible explanations. Use the words below to help you or your own ideas.

drug-dealers in hiding kidnapped murdered
on the run robbers stolen

**25-YEAR-OLD
BUSINESSMAN
DISAPPEARS FROM
HOTEL IN MEXICO,
LEAVING \$100,000 IN
CASH IN SUITCASE**



What do you think happened?

Differentiation

A. What do you think happened?

He might have ...

He could have ...

B. What do you think happened to the
businessman?

...

C. Choose the best explanation:

- *He might have left it there to collect later.*
- *He could have been kidnapped by somebody.*

Activities based on mediation

A Police interview

- Student A: The Businessman
- Student B: The Police Officer
- Student C: The interpreter

**25-YEAR-OLD
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Providing resources

Language



EXAM TASK – Speaking

You will be asked to talk about young people's lifestyles.
Consider the following issues:

- diet (both food and drink)
- exercise
- sleep and rest
- entertainment

Providing resources

Language



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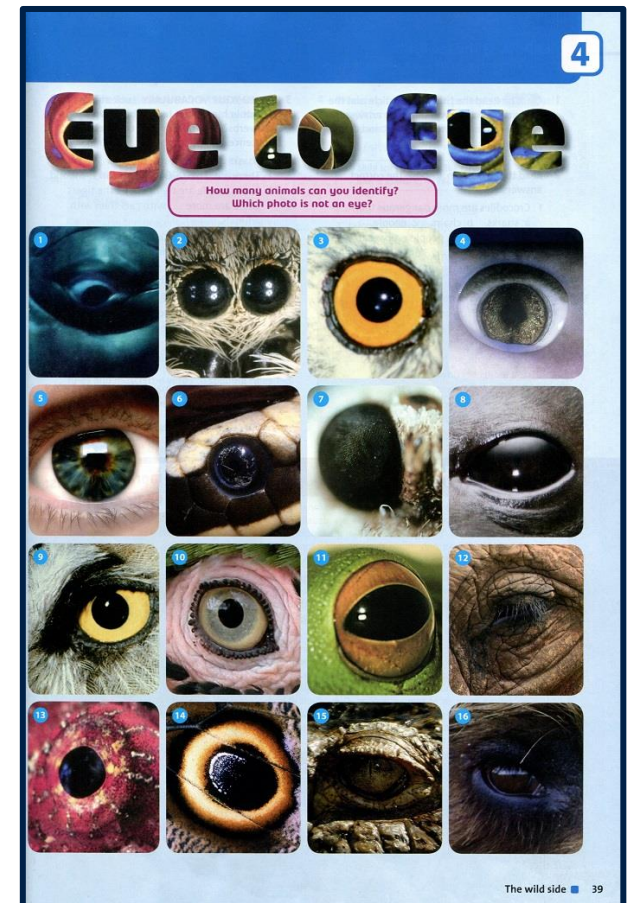
- diet (both food and drink)
- exercise
- sleep and rest
- entertainment



"My grandmother always says..."

In this session

- What do we mean by *mixed ability*?
- Challenges and opportunities
- Using materials flexibly
- Designing your own activities



Mixed-ability classes

Supporting the individual

Edmund Dudley

