

WEEK 3 USING INCLUSIVE PRACTICES

How can we differentiate content?

Examples of differentiated tasks

You could choose a more or less challenging task for your learners from the one in your coursebook, or you could offer them a choice of task.

Reading and listening

- Answer all the questions.
- Divide learners into As and Bs. A: Answer questions 1-4, B: Answer questions 5-8. Then they compare answers
- Make notes about...
- Fill in the missing words
e.g. The man felt _____ when he saw the advertisement.
- Circle the correct answer
e.g. The man felt confused / relieved / disappointed when he saw
- Put the pictures in order
- Put the events in order
- Cross out the incorrect statement
- Say if the statements are true or false
- Tell a partner what you remember about the text

Writing

For example, write an email complaining about a bad hotel experience.

Learners could write:

- Alone
- In pairs
- In groups

Examples of writing tasks:

1. Challenging:
You are going to write an email to complain about a hotel you stayed in.

With your partner decide:

- What was wrong with the hotel
- What you want the hotel to do
- Write your email

2. Supported:

You are going to write an email to complain about a hotel you stayed in. Fill in the gaps with your own ideas.

Dear Mr _____

I stayed in your hotel in _____ last _____. I am very unhappy about the _____ because they were _____.

Also, the _____ was terrible.

I want you to _____.

Thank you

3. Another alternative:

You are going to write an email to complain about a hotel you stayed in.

Use the following phrases in your email.

I am writing to complain about...

I was very...

Also...

I want you to...

Speaking

For example, a restaurant role play. Divide learners into As and Bs.

Read the role card, then have a conversation with your partner

1. Challenging:

A: You are a waiter. Listen to your customer and reply to his/her questions.

B: You are a customer. Decide what you want to eat and drink. Order your meal.

Think about what you are going to say. Make notes if you like. Then have your conversation.

2. Supported:

A: You are a waiter. Listen to your customer and reply to his/her questions.

Think about what you are going to say. Make notes if you like. You can use the useful language. Then have your conversation.

Useful language:

How can I help you? Do you want anything to drink? Anything else?

B: You are a customer. Decide what you want to eat and drink. Order your meal.

Can I have a/an/some...? That's all, thanks. Can I have the bill, please?

3. An alternative:

Learners work in groups: As (waiters) and Bs (customers) and prepare together. Then they pair up (A and B) and have their conversations.

Grammar

For example, practising the past simple

- Write about your last holiday
- Write five things you did last weekend
- Complete the sentences:
e.g. Yesterday I... Last week I... On my first day at school, I...
- Put the verbs into the past simple tense
e.g. Yesterday I _____ (wake up) at 7.00.
- Circle the correct form of the verb
e.g. Yesterday I wake up / waked up / woke up at 7.00.
- Underline and correct the mistakes using the past simple tense
e.g. Yesterday I woke up at 7.00. I feel really excited because it was my birthday.
- Match the infinitive form to the past simple

Vocabulary

For example, transport vocabulary

- Match the words and pictures
- Write the correct word
- Underline the correct word
- Put the words in the correct column of the table
- e.g. public private
- Look at the words. Write 1-10 in order of how fast they are (1 is the fastest)
- Write a sentence using this word
- Tell your partner about the different types of transport you use