

DEVELOPING CRITICAL THINKING SKILLS

Consolidation: Practice and Reinforcement

COLEGIUL TEHNIC ENERGETIC SIBIU
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Consolidation: Practice and Reinforcement

This sequence of activities designed for mixed – ability classes represent a set of skill – mixed lessons which should offer the students chances to activate and reinforce their knowledge and skills and use them in different situations, engage in thorough meaning – based tasks, and evaluate their strengths and weaknesses. These activities incorporate the strategies of the Critical Thinking methods and are built on the ERR framework (evocation, realization of meaning, and reflection). The sequence of activities is designed for ninth and tenth grades from Technological high-schools.

Present perfect simple vs. Present perfect continuous

Class type: intermediate level pupils

Grade: 10th grade

Frequency: 2 hours/week; 50'/hour

Type of lesson: consolidation - grammatical structures

Skills: Reading, Writing, Speaking, Listening¹

Didactic strategies:

- *methods and procedures:* discovery technique, think/pair/share, anticipation guide
- *organization:* individual work, pair work, group work
- *materials and equipment:* task sheet, video projector

Lesson Aims:

At the end of the class students should be able:

- to identify the forms and use of both present perfect simple and continuous
- to use the present perfect simple and continuous in sentences of their own
- to express thoughts and exchange personal opinions in English

¹ Although CDs and cassettes were not available, the listening skill was assured by children listening to the teacher and their classmates;

STAGES OF THE LESSON

Evocation	Think/pair/share	T-Ss, Ss-Ss Ss-T	Timing: 8`
<p>Tense formation</p> <p>Write on the blackboard: Present perfect simple vs. Present perfect continuous. Students are given a task sheet. Divide the class into groups. They are required to write down the formation of the two tenses. Explain to the students that first they think about it individually, and then they work in pairs with their deskmate, and then share and check their answers in groups.</p> <p>Allow students some time to complete the task.</p> <p>Check students` answers around the class</p> <p>e.g. present perfect simple: affirmative: subject + have/has + vb. 3rd form</p> <p>Write on the blackboard the formation of the affirmative, the negative and interrogative for both tenses.</p> <p>Ask the students to write down some examples of their own. Check students` answers by asking some students to read their sentences.</p>			
Activity 2	Writing	T-Ss; Ss-T	Timing: 6`
<p>a) Ask the students to look at exercise 2 a. and read the verbs. Ask them to say which verb is regular. Explain the task. Students are asked to write the 3rd form of the verbs.</p> <p>Allow students some time to complete the task.</p> <p>Check students` answers around the class.</p> <p>b) Ask the students to look at exercise 2 b. and read the verbs. Explain the task. Students are asked to write the -ing form of the verbs.</p> <p>Allow students some time to complete the task.</p> <p>Check students` answers around the class.</p>			
Activity 3	Writing	T-Ss, Ss-T	Timing:5`
<p>Ask the students to turn the sentences into the negative and the interrogative.</p> <p>Prompt if necessary.</p> <p>Allow students some time to complete the task.</p> <p>Check students` answers around the class.</p>			
Activity 4	Anticipation guide	T-Ss, Ss-T	Timing: 6`
<p>Explain the task. Ask the students to read the statements in the Anticipation guide and to respond individually to each statement and write - Yes – if they agree with the statement, - NO – if they disagree with the statement, and- ? – if they are uncertain about or do not know the answer. Prompt if necessary. The statements will appear on the projector screen.</p> <p>Allow students some time to complete the task.</p> <p>Check students` answers around the class. Discuss each situation. At this point, students may change answers or leave their original responses.</p>			
Realisation of meaning	Fill in	T-Ss, Ss-Ss; pair work	Timing:4`

Divide the class into pairs. Explain the task. Students are asked to fill in with the correct time expression.
Allow students some time to think and complete the task.
Check students` answers around the class.

Activity 6	The correct tense	T-Ss, Ss-Ss; pair work	Timing:5`
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Divide the class into pairs. Ask the students to write the correct tense of the verbs in brackets and to explain the choice of the tense. Prompt if necessary by asking them to underline the words that indicate whether the action is complete or incomplete.
Allow students some time to think and complete the task.
Check students` answer by asking some pupils around the class to read out their sentences.

Activity 7	Dialogue	T-Ss, Ss-Ss; pair work	Timing:5-7`
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Ask the students to read the dialogue. Explain the task. Students are asked to write short dialogues using the information given (1-3). Ask the students to pay attention to the two situations: where the number is specified and where it is not.
Allow students some time to complete the task.
Check students` answers around the class.

Reflection	Anticipation guide	T-Ss, Ss-T	Timing: 9`
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Explain the task. Students are asked to analyse again the statements from the Anticipation guide and check their answers, they should give an example to support their answers. Prompt if necessary. The statements will appear on the projector screen with the correct response.

e.g. present perfect simple - *to indicate indefinite past* – yes

Allow students some time to complete the task.

Check students` answers around the class. Discuss each situation.

Present perfect simple – present perfect continuous

Formation

I.

a) Write the formation of the present perfect simple and the present perfect continuous:

present perfect simple	present perfect continuous
-	-
-	-
-	-
-	-

Spelling

II. a) Write the 3rd form of the following verbs

1. buy _____ 2. have _____ 3. go _____ 4. be _____
 5. do _____ 6. finish _____ 7. make _____

b) Write the –ing form of the following verbs:

1. write _____ 2. take _____ 3. lie _____ 4. swim _____
 5. run _____ 6. tie _____ 7. wait _____

III. Turn the following sentences into the negative and the interrogative

1. He has done his homework.
2. They have been sleeping for 2 hours.
3. I have bought a new dress.
4. The baby`s been crying all morning.
5. He`s seen this film several times.

Usage

IV. Anticipation guide

Directions: Respond to each statement

Write - Yes – if you agree with the statement

Write - No – if you disagree with the statement

Write - ? – if you are uncertain about the answer

Present perfect simple indicates

- a) to indicate indefinite past
- b) a time period lasting up to the present
- c) a past action with a present result
- d) to indicate completeness
- e) a repeated action+ specified nr.

Present perfect continuous indicates

- a) a very recent activity where the result can be seen
- b) to show duration
- c) to indicate incompleteness
- d) a repeated action+ unspecified nr.

V. Fill in with *for, since, yet, how long, ever and just*:

1. We`ve lived in this townI was born.
2. She`s been herethree months.
3. They`ve been living here1980.
4.you been learning English?
5. Adam hasn`t finished
6. Have you seen a shark?
7. We havemet.

VI. Put the verbs in brackets in the present perfect simple (completeness) or the present perfect continuous (incompleteness) as required by the context.

1. We(travel) for two days and are still only half way to Cluj.
2. My parents(travel) for two days and now they are home at last.
3. She(teach) English for many years. She has just retired
4. He(teach). English for many years and will continue to do so.
5. I(live) in Sibiu for 2 years. Now I am moving to Bucharest.
6. He(live) in this country for 10 years but he still can`t speak the language.

VII. Look at the information below– in pairs, ask and answer questions, as in the example:

e.g. Oliver – design houses/ 2 years – 23 houses

A: How long have you been designing houses?

B: I`ve been playing designing for two years.

A: How many houses have you designed so far?

B: I`ve designed 23 matches.

1. Mary - play tennis / 2 years - play 30 matches
2. John - write comic books/ 2 months - write 2 comic books
3. Jack - build houses/ 2010 – build 10 houses

The Lion And The Mouse

Class type: intermediate level pupils

Grade: 9th grade

Frequency: 2 hours/week; 50'/hour

Type of lesson: consolidation - grammatical structures

Skills: Reading, Writing, Speaking, Listening²

Didactic strategies:

- *methods and procedures:* conversation, explanation, **dictogloss, self-assessment**
- *organization:* individual work, group work
- *materials and equipment:* handouts, video projector

Lesson Aims:

At the end of the class students should be able:

- to identify and relate information
- to construct a narrative by gathering information
- to use the English language to interact in ways similar to those encountered in real life, in activities related to discussing / gathering information

STAGES OF THE LESSON

Lead – in	Conversation	whole class	Timing: 3`
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Introduce the vocabulary. Ask the students about their favourite characters from cartoons, short stories, movies, etc. The images/vocabulary will appear on the projector screen: *mouse, lion, toils of a net, gnaw, part, etc.*

Activity 1	Dictogloss	T-Ss, Ss-T	Timing: 8-10`
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- Divide the class into groups. Explain the task. The students are asked to write down the numbers from one to ten on the side of their piece of paper, leaving one line between them. Tell the students that they are going to hear a short story. First, ask them to listen to the whole story, at this stage they do not need to write down anything. Explain that the story will be read at normal spoken speed. Read the story.
- Explain the task to the students. At this stage, they are asked to take down notes. They will hear the story again, at the same spoken speed. After each sentence there will be a 5-second pause. Explain that they will not have time to write down everything, so they have to focus on key information - words that will help them to piece together the story. Read the story, specifying the number of each section.

² Although CDs and cassettes were not available, the listening skill was assured by children listening to the teacher and their classmates;

1. A Lion lay asleep in the forest, his great head resting on his paws./
2. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. /
3. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her./
4. "Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."/
5. The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go./
6. Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. /
7. Unable to free himself, he filled the forest with his angry roaring./
8. The Mouse knew the voice and quickly found the Lion struggling in the net./
9. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free./
10. "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion." *A kindness is never wasted.*

The Lion And The Mouse by Aesop

<https://americanliterature.com/author/aesop/short-story/the-lion-and-the-mouse>

Activity 2 Reconstruction	T-Ss, Ss-Ss	group work	Timing: 10-12`
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Ask the students to discuss and work together, gather all the information they have and reconstruct the story. Explain that each group must choose a spokesperson who will write down and present the group`s last version at the end. Give each group a piece of paper to use for their final presentation. Explain that when they finish, the group checks the text for grammar, textual cohesion, and lexical sense.

Monitor students` activity, prompting if necessary by pointing out minor errors while students are still drafting their texts.

Allow students time to complete the task.

Activity 3 Analysis	T-Ss, Ss-T	group work	Timing 10-12`
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Ask each group to read their version sentence-by-sentence, in turns. Each sentence is analysed and discussed before moving on to the next one. After each section, the original text is presented on the projector screen. Explain that they have to pay attention to each group`s presentation in order to decide which version is the most appropriate.

Activity 4 Self- assessment / Feedback	T-Ss, Ss-Ss	group work	Timing: 8-10`
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Present the entire text on the projector screen. The students are given a marking scheme. Present and discuss each descriptor for evaluation. Explain the task. The

students are asked to evaluate their own versions of the text, marking the errors / mistakes on their piece of paper.

Allow students time to complete the task. Prompt if necessary.

Ask each group to present their results and explain their evaluation process.

Activity 5 Gallery walk

Timing 3`

Place the groups` products on the whiteboard and invite each group to come and observe each and every final version and express their opinions.

Handout

The Lion And The Mouse

1.....
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2.....
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3.....
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4.....
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5.....
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6.....
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7.....
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8.....
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9.....
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10.....
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Students` Names:

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Marking Scheme

Grading
1 – Unsatisfactory, 3 – Satisfactory, 5 - Outstanding

Analytical criteria	Descriptors
Organisation / Textual Cohesion	the sentences are clear; the text is coherent; well organised ; a clear sequencing of the ideas;
	the sentences are generally clear; the organisation of the text may be faulty;
	the sequencing of the ideas can be followed with difficulty;
	the text is not logically organised and does not convey a clear message;
Grammatical Structures	the grammatical structures (tenses) are used accurately; no errors
	the grammatical structures (tenses) are used accurately; errors are present, but they do not make the text understanding difficult;
	the grammatical structures (tenses) are used inaccurately; errors make the text understanding difficult;
Vocabulary	vocabulary is used accurately; spelling errors are rare;
	vocabulary is used accurately; errors in word choice; spelling can be faulty;
	spelling errors make the text understanding difficult;
Group Work	Group work / interaction

CROSS CURRICULAR PROJECT

The major advantage of the project work is that it can be adapted to the topic of any unit in the students' textbook, thus, it represents an important means of reinforcing and consolidating the language structures taught.

'Countries within a Country' is a cross-curricular project-based.

Values and attitudes:

- enhancing students' interest in the discovery of specific cultural aspects of the Anglo-Saxon cultural universe and civilization
- manifesting a critical approach to cultural differences

Objectives: developing cultural representations skills, by acquiring functional information of the Anglo-Saxon cultural civilization, and abilities to operate with knowledge from different categories

Skills:

- using language appropriately to describe and present
- seeking factual information – different web resources
- interpreting and critically reflecting on cultural meanings and representations from different perspectives

The **general purpose:** to develop students' cultural awareness and analytical thinking skills

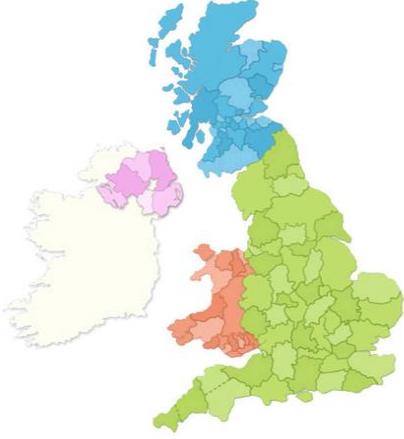
Aims:

- to identify and explain geographical and historical aspects of the United Kingdom of Great Britain and Northern Ireland
- to analyse and compare different aspects of people's life styles

The timescale for this project is one month, since it involves students' independent work. Students' independent work is checked weekly, to keep the focus on their work and to train them how to progress from planning - drafting - revising to editing.

Procedure:

The students are divided into seven groups. Each group has a different task. The task of four groups is to present information about one of the countries: England, Scotland, Wales, or Northern Ireland.

<p>Tasks:</p> <ol style="list-style-type: none"> 1. Name the capital and two other important cities/towns. 2. Describe the national flag. 3. Describe the emblem, the national flower, and the coat of arms. 4. Present the Saint Patron. 5. Present famous buildings and landmarks. 	 <p>ecotechnics.co.uk</p>
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The tasks of the other three groups are the following:

<p>Tasks:</p> <ol style="list-style-type: none"> 1. Present the British meals and meal times, afternoon tea, and eating etiquette. 2. Present three British sports that are not practised in Romania.
<p>Tasks:</p> <ol style="list-style-type: none"> 1. Present the Royal Guards at London Palaces 2. Present the British etiquette (DOs and DON'Ts (Taboos) in Britain)
<p>Tasks:</p> <ol style="list-style-type: none"> 1. Present the story of the United Kingdom and the Union Flag. 2. Present the British Royal Family

The approach is to create a complex image of the United Kingdom of Great Britain and Northern Ireland, gathering information on three major aspects: historical, social and cultural.

The **final product** may take the form of:

- power point presentations or
- posters and mock-ups, which may be displayed in order to offer them a detailed account of all the topics discussed.

They are also asked to consult the following resources: en.wikipedia.org and projectbritain.com.

The teacher needs to present and discuss the marking scheme, thus, the students can have a clear view of the objectives. The marking scheme used in

assessing students' performance meets the requirements of the curriculum and the CEFR.

Analytical criteria	Rubric Grading
<p>Content</p> <p>Completely relevant</p> <p>Covering all points</p> <p>Development of ideas</p>	<p>9 -10 Outstanding</p> <p>7 - 8 Good</p> <p>5 - 6 Satisfactory</p> <p>0 - 4 Unsatisfactory</p>
<p>Communication</p> <p>Range of vocabulary and grammar</p> <p>Accuracy and coherence</p>	<p>9 -10 Outstanding</p> <p>7 - 8 Good</p> <p>5 - 6 Satisfactory</p> <p>0 - 4 Unsatisfactory</p>
<p>Delivery and interaction</p> <p>Turn taking strategies in presenting the final product</p> <p>The team is able to take follow up questions</p>	<p>18 - 20 Outstanding</p> <p>15 - 17 Good</p> <p>10 - 14 Satisfactory</p> <p>0 – 9 Unsatisfactory</p>
<p>Overall effect</p> <p>The interest of the audience is sustained throughout</p> <p>The relevance and impact of props</p>	<p>9 -10 Outstanding</p> <p>7 - 8 Good</p> <p>5 - 6 Satisfactory</p> <p>0 - 4 Unsatisfactory</p>

At the end of the period assigned for the project '**Countries within a Country**', the students have been asked to present their final products in front of their classmates, following a pre-established order in two or three presentation sessions. It is advisable to follow the sequence presented in the project for a more fluent and logical display of information. The following sequence is designed to cover all the themes of the project using the KWL and Cubing critical thinking methods.

I. The first phase - **evocation**- is meant to create a context for new learning by giving students the time to activate their prior knowledge in order to create interest.

Procedure:

The teacher introduces the students the following chart (K-W-L) on handouts:

England		
What do I know?	What do I want to know?	What did I learn?
Scotland		
What do I know?	What do I want to know?	What did I learn?

Students work in their project groups. The group whose topic is analysed in the chart is not supposed to fill in.

First students are asked to fill in under **What do I know?** the important things they already know about the topic. The teacher draws the chart on the board and by discussing with the students, he/she records the information from them. Then, the teacher asks the students to think about the things they are unsure of and to turn their uncertainties into questions. These questions are recorded under the **What do I want to know?** column. After discussing all the questions, the teacher prepares them for the next phase - that is the project presentation.

II. In the **realization of meaning** phase, students are exposed to new information or new content.

Procedure:

The presentations of the final products should be organised in an interactive way. The classmates having the chance to ask for explanations and further details could make possible for each presentation to develop into a short discussion or debate on the topic presented.

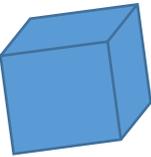
III. Finally, the last phase of the learning process - **reflection** - intends to provide students means to actively integrate information or content with previously knowledge and ideas so that their learning will be contextualized, thus, students begin to express new knowledge and understandings in their own words. The teacher may use different activities for developing critical thinking in each and every phase.

Procedure:

The activity consists of the conclusion to the K-W-L chart. The teacher now asks the students to reflect on what they have learned. Students start offering answers.

This sequence may be adapted to each teacher's way of managing the topics of the project.

As a **follow-up activity**, after all the groups have presented their products, the teacher introduces the Cube, which is a teaching strategy which facilitates looking at a topic from varying perspectives. It involves the use of a cube with different prompts on each side of the cube.

1.	Describe		4.	Analyse
2.	Compare		5.	Apply
3.	Associate		6.	Argue

Procedure:

Students work, once again, in their project groups. Each group receives a cube with the following requirements:

1. Describe

Where is United Kingdom of Great Britain and Northern Ireland located?

What countries make up the UK?

2. Compare

Draw a comparison between United Kingdom of Great Britain and Northern Ireland and another European Union country. Refer to: currency, government and driving.

3. Associate

Connect England's most popular sport with Romanian's most popular sport.

4. Analyse

Analyse the making of the UK.

5. Apply

Construct one guided tour of the most interesting area/city in the UK, for touristic purposes.

6. Argue

Argue for and support your own guided tour. Give relevant arguments and examples.

The students are asked to work together in order to solve all the requirements in the numbered sequence.

The teacher needs to provide opportunities for students to show what they know, thus, it is useful for a teacher to develop a repertoire of holistic activities belonging to a variety of approaches which would also draw on the students' cognitive and analytical skills. In addition to that, using a variety of grouping strategies the teacher encourages

collaborative learning which represents a significant shift away from the typical teacher – centred classroom.

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