

Classroom prompts and board work

INTENDED USE

Lines to say out loud or write on a board, grouped by task type. Print it and keep it face up beside you while teaching. Nothing here is a test item: these are the questions to ask a class about a task, and the practice items themselves live in the packs on the downloads hub.

The current version of this file, and the rest of the kit, is at <https://www.reach120.com/teaching-kit>

TEACHING KIT

How to use it

These are elicitation prompts, not questions with answers. Each one is designed to make a student say the reasoning out loud, because a student who can explain why a distractor is attractive stops falling for it.

Pick a couple per class rather than working down the list. The sheet is a menu for the diagnose and review stages of the lesson skeleton.

Reading

All machine-scored, so the value in class is entirely in the reasoning behind the choice.

Complete the Words

- What kind of word is missing here, before you think about which one?
- Which letters do you already have, and what do they rule out?
- Say the sentence with your answer in it. Does it sound like something written or something spoken?

Read in Daily Life

- Who wrote this, and who were they writing to?
- Where would you actually see this text?
- Which line in the text did you get that from? Point at it.

Read an Academic Passage

- What is the writer doing in this paragraph: describing, arguing, or comparing?
- Find the sentence the whole paragraph hangs on.
- Why is the wrong answer attractive? What would the passage have to say for it to be right?

Listening

Play once at test speed before you play it twice. The second listen teaches; the first one diagnoses.

Listen and Choose a Response

- Was that a question or a request? They take different replies.
- What was the speaker feeling? How could you tell without the words?
- Which reply is grammatical but rude, and why does that make it wrong?

Listen to a Conversation

- What does each speaker want, and do they want the same thing?
- Where did the conversation turn? Put your hand up when you hear it.
- What was said that you were not expected to write down?

Listen to an Announcement

- What has changed, and who does the change apply to?
- What is the one thing a listener has to do next?
- Which detail would matter if you were the person being addressed?

Listen to an Academic Talk

- What is the talk about, in one sentence, before any detail?
- Was that an example or the point the example supports?
- Where did the speaker signal that something important was coming?

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Writing

The section that models best on a board, because the whole class can watch a response being built and rebuilt.

Build a Sentence

- Which word has to come first, and what tells you so?
- Find the verb. Now find what it belongs to.
- Read your sentence back. Where does it stop sounding like English?

Write an Email

- Who are you writing to, and does that change how you open?
- What are you actually asking for? Say it in one sentence first.
- Which line could a busy reader skip without losing anything? Cut it.

Write for an Academic Discussion

- What has already been said, and are you agreeing or adding?
- Give me your position before your reason, then swap them and see which reads better.
- Name the person you are responding to. What did they miss?

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Speaking

Rehearsal out loud is the whole task. A student who has only read about these has not practiced them.

Listen and Repeat

- Where did the speaker stress that? Say it again with the stress in the same place.
- Which sound did you replace with one from your first language?
- Say it at their speed, not yours.

Take an Interview

- Answer the question that was asked, not the one you prepared for.
- You stopped early. What is the next sentence?
- Give me the reason before the example, and keep going.

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