

Oral English Class Routine and Syllabus – Scott & Sandy Fisher

Groups & Homework:

Group formation

- Groups of 4 or 3 students (as needed) made of class.
- Formed with 2 pairs (or 3's), preferred one pair of girls and one pair of boys.
- Each member given a number and a job, rotating the 4 jobs every 2-3 weeks.
 - 1 – Leader
 - Coordinates the time and place for the group to meet. Directs the group to complete the activities assigned.
 - 2 – Timer
 - Keeps track of the length of time you meet together. Makes sure each member speaks English and participates equally.
 - 3 – Recorder
 - Writes the LOG for the meetings and brings it to class with the homework worksheets and sentences.
 - 4 – Presenter
 - Reads the sentences and reports on the discussion as requested in class.
- Used a seating chart, sat in groups.
 - Useful for activities in class.
 - Useful for calling on students for class discussions.
 - Useful for routine of correcting homework orally.

Homework

- Groups required to meet together at least 60 minutes each week to do homework and **PRACTICE ENGLISH.**
- Groups turn in a completed chapter or 2 of vocabulary homework.
 - Only 6-10 sets of homework to check in each class.
 - A quiz given each week at the beginning of class.
 - Compel the students to be on time to class.
 - Graded by students in class to save my time.
 - Students read orally the sentences and answers to practice pronunciation.
- Groups required to write sentences using each of 3-6 idioms assigned each week.
 - Only 6-10 sets of idioms to correct, depending on number of groups in class.
 - Groups read orally their sentence in rotation and discussed if use was correct.
 - Practice oral pronunciation.
- Groups assigned to complete a Paragraph Correction (PC) together.
 - <http://englishforeveryone.org/Topics/Paragraph-Correction.htm>
 - Read the PC sentences aloud in rotation.
 - Practice oral pronunciation.
 - Reinforce grammar knowledge.
- Groups discuss the topic questions for the week's topic given by the assigned group.
 - Discuss the topic **in English** for at least 15 minutes.
 - The reporter writes a summary of the group's discussion on the log or a separate paper.
- A **LOG** required with each group's "packet" of homework.
 - The reporter logs the group's meeting time outside of class.
 - Each student's time of participation is recorded.
 - A grade is written on the log for the work submitted.

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Weekly Routine:

Vocabulary

- Used a book titled “Groundwork for a Better Vocabulary,” by Smith, Johnson, Mohr.
- 1-2 Chapters each week of homework: Total of 10 Chapters in semester of 100 words.
 - 50 words in a unit. 2 Units)
- Gave a midterm with 50 words (1 unit) and final of 2nd unit.

Idioms

- 3-6 each week. Groups write a sentence using each idiom.
- Total of 30 idioms for semester.
- Midterm had test of 15 idioms and final had test of 2nd 15 idioms.

Paragraph Correction - PC

- Required each group to do a PC each week.
- Corrected each PC in class each week, discussing the grammar.
- Tested on a PC for midterm and one for the final.

Topic Discussion

- Each group chose a topic to present to class in a presentation, approximately 5-8 minutes.
- Groups required to write a summary of the topic and 5 topic questions for all groups to discuss during the week of their rotation. (Groups received a grade for this summary & questions. A separate grade was given to each person for the presentation.)
- All Groups discussed the topic questions for homework during the week and wrote a summary of their discussion. (I wrote questions from the turned in questions and downloaded them on WeChat.)

Song

- Each group presented a song in English for us to sing along.

Lesson Syllabus:

- Week 1: Class intro and made up groups.
- Week 2: My introduction and Mingle Bingo - Class wrote in student names on Bingo Card. Each student had to go to other students in class and identify them for the squares: i.e. someone wearing blue shoes. We then played Bingo.
- Week 3: Descriptions – Lesson on using descriptions. Students brought items to describe to each other.
- Week 4: Similes and Metaphors- Video and Firework song breakdown of similes and metaphors.
- Week 5: Preparation for midterm and Bakers Street activity – Baker’s Street is an activity for groups to use logic to decide the characters on a street, their address, pet, nationality and favorite drink. (I didn’t have time in most classes to do this activity. We finished our Similes and Metaphors.)
- Week 6: Midterm written test and introduce doing a demonstration focusing on descriptions.
- Week 7: Groups presented their demonstration.
- Week 8: Finish demonstrations & if time, did a dialog.
- Week 9: Introduce Fable Presentations: Lesson on intonation and emotion in language. Each group chose a fable to enact, wrote dialog and presented. Readers Theaters for preparation on emotion in English.
- Week 10: Groups presented Fables.
- Week 11: Finished fable presentation, preparation for written final, and Mary’s Choice role play.
- Week 12: Written Final and Murder Role Play. After the final, I started with a lesson on questions, then transitioned to Murder role play. Chose several students as suspects in a murder and also a pair were the guilty. They planned alibis. The rest of the groups in class were the police and questioned the suspects.
- Week 13: Oral Interview Discussions: Each student picked a question and I talked with each for 2 minutes.