

## DEVELOPMENT

- Careful with think-aloud “do you understand”
- Use the PPT to model activities
- Don’t use cleft sentences to explain directions “What I want you to do is ..... “ this is too complicated for low-level learners to understand. To make it clearer use “I want .....”
- Use “should I” or “Should I not” instead of “what should I eat?” The former is more authentic
- Use better images for comparing food using “should.” Using a photo of an apple and hamburger are not comparative as one is a snack and the other is a meal
- Pay more attention to students who don’t contribute
- Set up student roles in projects so that one person presents
- When introducing vocabulary what do you mean by asking, “What is a serving?” Are you looking for a synonym?
- Be clearer with my directions (i.e. what did I mean “which pyramid did you like best?” am I asking for color preference?)
- Make sure listeners have something to do
- Before students sit down at the beginning of class, put up a seating assignment on the board so time isn’t wasted for changing seats
- Stick to time-limits

## POSITIVE

- Comprehension checks
- Good energy
- Different groups – nice job at assigning the groups
- Good wait time
- Grammar connection – related activities
- It was smart to teach only the modal “should” instead of all modals
- Lots of STT