



HOW TO RUN my CHART-BASED LESSONS:

I use **Weekly Chart-based Lessons** to **introduce** or **review Grammar, Pronunciation, Vocabulary, or Conversational Gambits**. I usually follow up by using the results from the activity for conversation practice during the week. Each activity uses **2-6 charts**, but all follow the following format:

HOW MANY CHARTS? The number of charts you need is based on taking your class size and dividing it by **4-6** learners per **group** (fewer than 4 puts too much pressure on each learner, and more than 6 means some learners may not get the chance to participate). The actual number of groups depends on the Wake-Up I'm doing. Sometimes all of the charts are the same, so I just divide the class into groups of 4-6. Other times, I have a specific number of ideas to compare and contrast – various ways of making the Future tense, for example – so the number of charts is fixed, and the group sizes are adjusted accordingly. For example, if the topic calls for 3 charts, and you have 25 learners, you could make 2 copies of each chart (rather than have 8 people in a group).

CHART PAPER or on the BOARD? These activities can be done on **chart paper** or **on the board** if you have enough room to leave the results up for the week. My e-book provides follow-up conversation activities and/or exercises to use during the week.

STEP 1: Make **2-6 charts**, according to the **chart activity of the week**.

STEP 2: Put the learners in **3-6 groups** (see *Creative Groupings* below for suggested ways to group learners). **Learners should have a short (5-15 minute) icebreaker conversation** to tell each other about their common situation or experiences. (If you put learners in groups related to what the lesson is, they'll be brainstorming ideas that they may use on the charts – but don't tell them this!)

CREATIVE GROUPINGS: Example:

1. People who have no brothers
2. People who have 1 brother
3. People who have more than one brother
4. People who are an only child

CREATIVE GROUPINGS: Example:

1. People who don't like movies
2. People who think movies are okay
3. People who LOVE movies
4. People who know someone in the movies

CREATIVE GROUPINGS: Example:

1. People who've been to more than 5 countries
2. People who've been to 2-4 countries
3. People who've been to 1-2 countries
4. People who don't like to travel

CREATIVE GROUPINGS: Example:

1. People who like REALLY spicy food
2. People who like food that's a bit spicy
3. People who do NOT like spicy food
4. People who aren't interested in food

STEP 3: Show the learners each of the charts, and have the whole class come up with 2-3 examples that belong on each chart – YOU will write these down on the correct chart. This confirms that they understand what they are supposed to do in the activity.

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HOW TO RUN my CHART-BASED LESSONS – *Continued:*

STEP 4: After you've demonstrated what you'd like them to do, give each group a **sheet of chart paper (with one of the topics written at the top)** and a **different-coloured marker**. The group must work as a **whole** – they must tell their group members what they're going to write and ask the group if they agree with their idea before they write the word(s) on the chart.

NOTE: **Don't let one person do all the writing!** Make sure each learner has the chance to write – it will reveal issues with spelling and graphology which you may address later.

RESOURCES: Learners are allowed to use dictionaries, translators and any available computers to do these activities. I emphasize that this activity **isn't a test** (although the results will inform you of areas of weakness which may need reinforcement), because even wrong answers present an opportunity to clarify.

TIMING: This activity usually lasts 90 minutes to 2 hours! Give each group about 15 minutes with one chart, and then rotate them to the next chart; after another 15 minutes, I rotate them to the third chart, so that by the end, **every learner has had the opportunity to provide at least 1 example on every chart.**

STEP 5: With the whole class, review the results on each of the charts. If there are errors in spelling, grammar or usage, ask the learners how to correct the mistakes. If they don't know how, correct them yourself. **Reviewing may take 30-60 minutes.**

STEP 6: While you are correcting the charts, ask the learners to **copy the corrected words** from the charts into their books or onto the **Topic sheets** designed for this purpose.

HANDOUTS PAGES are the pages with the Orange BANNERS.



(Many lessons will direct you to my personal favourites.)

Follow-Up: In my book, I have provided a number of activities (some along with the **Chart Activity** & some – **hyperlinked** - in **EXTRAS**) to reinforce learners' understanding of the lessons. There are also **MANY ESL websites** with GREAT conversation activities on a wide variety of subjects.

MMWUs for LOW-LEVEL classes: Each chart activity should be **simplified for a low-level class**. I might do exactly the same topic, but my expectations are appropriate to the level. For example, in a Grammar topic, I would ONLY do Future with Will – I might divide the class into 4 groups & use 4 WILL Charts: - What will you do soon? - in the next month? – in the next year? - in 5 years?

If doing a **Pronunciation topic**, I might provide the **words on cards** or **in a story** such as the "Short i vs. Long e vs. Long i" story. You can use **Google Images** or **Oxford Picture Dictionaries** to help learners come up with appropriate vocabulary words.

Good Luck and Have FUN
with your Weekly Chart Activity!

