Teaching actvity n°4

Title	PREDICTING THE END OF A SHORT STORY
Nation	ITALY
Subject	ENGLISH

Prerequisites
Students should know more complex structures of the English sentence and know how to ask questions related to their everyday experience (past tense of verbs to be, to have, most common verbs related to everyday activities, modals, quantifiers).

ACTIVITY PLANNING

Step 1	Students are paired taking into consideration their skills and personalities. They are then given the title of the short story (Ex Poser) and asked to make hypothesis on the content. (the title is actually the most difficult word of the text and doesn't facilitate inference). They should keep track of the different answers. Finding out if any of the hypothesis works is also a way of giving a reason to read the story
Step 2	The next lesson students begin to the read the story in pairs. They are allowed to ask the teacher the meaning of 10 words. The teacher may single out and explain some words may be singled out and explained with a simple matching exercise between the word and its meaning.
Step3	Now organise groups of four students. Students check if their hypothesis were correct and start working on a problem solving about the best possible ending to give to the story.
Step 4	This could be the beginning of a following lesson. Students are asked to guess and complete the ending of the story. Students are then asked to read the real ending, to express and compare the two pieces of writing. A checklist may be of help. In this phase teachers could assess students' performances, using the herewith attached table.

	A possible activity: it could be choosing the 'best' ending. At the very end teachers could summarize the most important points of the story and show the relevance with students' experiences.
Step 5	**Further developments** ❖ Similar activities can be proposed with the help of ICT. Once the teacher has chosen the topic and the language aims, he/she can guide the students, starting from a shared story, toward the realisation of a multimedia version of the same story, using a presentation programme. ❖ Another possible development of this activity with a larger multimedia degree, is the realisation of a digital story telling.

Criteria	Student 1	Student 2	Student 3	Student 4
Did the learner make a coherent hypothesis?				
Did the learner understand the key points of the text?				
Did s/he adjust her/his reading strategies to the purpose and type of text?				
Did s/he use dictionaries and ask the teacher for support?				
Did the learner succeed in solving the problem?				

Marking Scheme

Excellent	Completely fulfils criteria without fault
Good	Reaches a high standard in the criteria indicated
Satisfactory	Achieves a satisfactory standard in the criteria indicated
Poor	Fails to fulfil the criteria except to a limited extent
Very poor	Cannot fulfil the criteria indicated