

## Challenges and Solutions in the Multilevel Classroom

While teachers of multilevel classes use some of the same strategies that are used in single-level classes, they also face challenges unique to multilevel instruction as the chart below shows.

<b>The Instructional Realities</b>	<b>The Instructional Challenge</b>	<b>The Instructional Solution</b>
All learners want to increase their proficiency.	Learners want to work on tasks that meet their learning goals. Higher-level learners don't always want to be peer tutors, and lower-level learners want a sense of their mastery. Preparation of multiple sets of materials is not a realistic option.	Give all groups or pairs identical resources, such as pictures, worksheets, realia, etc., but assign level-specific tasks (e.g., lower-level pairs take turns showing and naming picture cards while higher-level pairs use the same picture cards as conversational prompts).
All learners want the teacher's attention.	Teaching exclusively to any one ability level in the class for an extended length of time can cause other levels to feel that their needs are not being met.	Have mixed-level groups work on a multilevel task. While groups are engaged, circulate and facilitate. Make a point of remarking on learners' successes.
All learners need to be assessed on what they've learned.	Creating multilevel performance-based assessments for speaking/listening objectives and level-specific multiple-choice tests can be daunting.	Role plays or team projects can serve as the basis for multilevel, performance-based assessment because each learner can perform at his or her own level during the task. Test generator programs now make it much easier to customize tests, so that learners can be assessed on their specific learning objectives.
Group work is key to multilevel instruction.	Group work often falls apart because learners aren't sure of the process or are unwilling to participate. Learners may also have difficulty managing time and resources effectively.	Assign roles to each member of a group (leader, timekeeper, recorder, reporter) and teach the language associated with those roles (e.g. <i>Let's start! We have one more minute. Here's what our group said.</i> )
Classroom management is easier when learners are assigned to one of three proficiency levels.	A learner may work at different proficiency levels in two or more skill areas.	Provide a variety of mixed-level group tasks such as role plays where learners can self-select roles according to their ability.
Instructional materials must work across several levels in multilevel classes.	Adapting materials can require a lot of preparation time, especially when making materials for a mixed-level team task or pair work that has to be comprehensible to lower-level learners.	Materials that are visual and include kinesthetic or nonverbal tasks are accessible to lower-level learners. A single picture can become a source of a brainstormed word list, sentences, or a story.
Learners rarely work at the same pace.	When learners in some groups finish their tasks before other groups, they may start speaking in their first language and disrupt other groups' work.	Provide simple follow-up activities for learners who finish early (e.g., write 3–5 questions about the picture) or have a collection of self-access, "wait time" materials for learners to use while other groups to finish up (e.g., flashcards, workbooks, readings at different levels).

# The Golden Touch

a folktale from the Middle East



## BEFORE YOU READ

A and B

1. Did you ever wish for something and then feel sorry when your wish came true?
2. Did you ever wish that you were rich? What would you do if you were suddenly rich?
3. What are the advantages of having everything you touch turn to gold? What are the disadvantages?
4. Look at the pictures. What do you know about the man in picture 1? Who do you think the little girl is?
5. Is the king happy or upset in picture 5? How do you know?

**A****WHILE YOU READ**

1. Read to the end of paragraph 2. What do you think will happen when the king gets his wish? Will he be happy or sorry? Continue reading to see if you were right.
2. Read to the end of paragraph 4. What do you think will happen next? Continue reading to see if you were right.



## *The Golden Touch*

- 1 There once was a king. He was very rich. The king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.
- 2 One day the king was in his garden. A strange man came to see him. The stranger told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."
- 3 The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat his breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."
- 4 Then his little daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.
- 5 The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "please take back my wish. I don't want any more gold." "All right," said the stranger, "if you are really sure this time, I will take back your wish."
- 6 After that, the king was not as rich, but he was wiser and happier.

**COMPREHENSION**

**1** Write **T** next to the sentences that are **true**. Write **F** next to the sentences that are **false**.

1. \_\_\_\_ The king was happy because he had so much gold.
2. \_\_\_\_ The king loved gold more than he loved his daughter.
3. \_\_\_\_ If the king had kept "the golden touch" for a long time, he would have died.

4. \_\_\_\_ The king was very happy with "the golden touch."
5. \_\_\_\_ The king didn't want to keep "the golden touch."

2 Number the sentences to show the correct story order.

- \_\_\_\_ The king's daughter turned to gold.
- \_\_\_\_ The king asked for more gold.
- \_\_\_\_ The king asked the stranger to take back the wish.
- \_\_\_\_ A chair turned to gold.
- \_\_\_\_ The king's food turned to gold.
- \_\_\_\_ The king was wiser and happier.
- \_\_\_\_ The stranger said, "Everything you touch will change to gold."

3 Answer the following questions in pairs or small groups.

1. What two things did the king love? Which one do you think he loved more? How do you know?
2. Why wasn't the king happy at the beginning of the story?
3. How did the king get "the golden touch"?
4. When did the king first know that "the golden touch" was a problem?
5. Why wasn't the king happy after he got his wish?
6. *After that, the king was not as rich, but he was wiser and happier.* (paragraph 6). What does *after that* refer to?

## VOCABULARY

1 Complete the sentences with words from the list.

change   daughter   stranger   touch   wiser

1. That bowl can break easily, so please don't \_\_\_\_\_ it.
2. Anna has two children, a son and a \_\_\_\_\_.
3. He was a \_\_\_\_\_ in that town, so he didn't know where to go.
4. When people grow up, they often \_\_\_\_\_; they don't stay exactly the same.
5. Older people are sometimes \_\_\_\_\_ than younger people.



Circle the word in each row that means the opposite of the first word.

1. **happy**      glad      tired      sad      mean
2. **give**      ask for      lend      take back      want
3. **rich**      money      poor      wealthy      important
4. **wise**      stupid      smart      rude      unhappy
5. **stranger**      visitor      friend      king      daughter

## GRAMMAR

The word *too* means "more than is good, acceptable, or necessary."

The word *very* means "much" or "a lot."

### Examples:

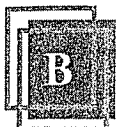
The king liked gold very much. After he got "the golden touch," he realized that he had liked gold too much.

She likes her bath water very hot. But if the water is too hot, she could get burned.

Children like to eat candy very much. But if they eat too much candy, they may ruin their teeth.

Write **too** or **very** in the following sentences.

1. John loves his girlfriend \_\_\_\_\_ much, so he is going to ask her to marry him.
2. Because Jane spends \_\_\_\_\_ much time with her boyfriend, her grades in school are bad.
3. If people spend \_\_\_\_\_ much time in the sun, they can get sunburned.
4. She liked her birthday present \_\_\_\_\_ much.



## WHILE YOU READ

1. Read to the end of paragraph 2. What do you think will happen when the king gets his wish? Will he be happy or sorry? Continue reading to see if you were right.
2. Read to the end of paragraph 4. What do you think will happen next? Continue reading to see if you were right.



# *The Golden Touch*

- 1 There once lived a king named Midas who was very rich. He loved two things above all else: his little daughter and his gold. The king had many rooms full of gold, but he wasn't satisfied. He wanted to possess even more gold.
- 2 One day when the king was in his garden, an unknown visitor came to him. He told the king that he could wish for anything he wanted. At first the king did not believe the stranger, but finally he was convinced. "I wish to have more gold," the king said. "Very well," answered the stranger. "You shall have your wish. Beginning tomorrow, everything you touch will turn to gold."
- 3 The next morning the king got out of bed early. He wanted to see if his wish had been granted. First, he touched a chair, then a flower, then a table. Everything he touched turned to gold! The king was very happy. Then, he sat down to eat breakfast. But as soon as he touched his food, it turned to gold. The king began to worry. What would happen if he couldn't eat anything?
- 4 Just then the little princess came into the dining room. She ran to her father. But as he touched her, she turned to gold.
- 5 The king was sad and worried. He went out to the garden. As he was walking, he saw the stranger again. The king begged him to take back the wish. "I don't want any more gold," he cried. The stranger warned the king to be absolutely sure this time. Then, he agreed to take back the wish.
- 6 From that day on, the king was a wiser and happier man, even though he had less gold.

## COMPREHENSION

Answer the following questions in pairs or small groups.

1. Look back at the story "A Wise Wish" on page 16. How are these two stories alike? How are they different?
2. When did the king realize that "the golden touch" was a problem?
3. Why do you think this story is called "The Golden Touch"?

## VOCABULARY

Match the words in the first column with their definitions in the second column.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. ____ to possess        | a. starting                       |
| 2. ____ unknown           | b. to own                         |
| 3. ____ a stranger        | c. someone you don't know         |
| 4. ____ convinced         | d. after that time                |
| 5. ____ beginning         | e. unfamiliar, strange            |
| 6. ____ granted           | f. to be nervous, upset           |
| 7. ____ to worry          | g. gave                           |
| 8. ____ warned            | h. made someone believe something |
| 9. ____ absolutely        | i. completely, definitely         |
| 10. ____ from that day on | j. cautioned                      |

## DICTIONARY SKILLS

Use your dictionary to find the definition and part of speech for each underlined word as it is used in the sentence.

1. Some students get grants to go to college.  
definition \_\_\_\_\_  
parts of speech \_\_\_\_\_
2. The Sunshine Foundation grants the wishes of sick children.  
definition \_\_\_\_\_  
part of speech \_\_\_\_\_

3. Don't let that man inside. He is a stranger.

definition \_\_\_\_\_

part of speech \_\_\_\_\_

4. Sometimes truth is stranger than fiction.

definition \_\_\_\_\_

part of speech \_\_\_\_\_

## GRAMMAR

**1** Combine each pair of sentences by putting the adjective from the second sentence into the first sentence. The first one is done for you.

1. There was a king. He was rich.

There was a rich king.

2. He had a daughter. She was little.

\_\_\_\_\_

3. The king made a wish. His wish was foolish.

\_\_\_\_\_

**2** Most one-syllable and some two-syllable adjectives add *-er* to make the comparative form.

**Example:** tall      *taller*      quiet      *quieter*

Words ending in *-e* add *-r* to form the comparative.

**Example:** nice      *nicer*

Words ending in *-y* preceded by a consonant change the *y* to *i* before adding *-er*.

**Example:** pretty      *prettier*

Write the comparative form for the following adjectives. The first one is done for you.

1. wise      wiser

2. safe      \_\_\_\_\_

3. happy      \_\_\_\_\_

4. rich      \_\_\_\_\_

On a separate piece of paper, write sentences using each of the new adjectives.

## DISCUSSION AND WRITING



Discuss or write the answers to these questions.

1. To have “the Midas touch” or “the golden touch” means that a person makes a lot of money in business. Describe someone you know who has “the Midas touch.”
2. Tell a story about someone who got what he or she wished for and was sorry later.
3. What do you think the king’s life was like after the story? Do you think he was sorry that he gave back his wish?
4. Does this story tell us anything about how people can act? Is the king like anyone you have ever met?
5. Pretend the king is telling the story. Retell paragraphs 2 and 3. Start with the sentence *One day when I was in my garden, an unknown visitor came to see me.*

## JUST FOR FUN



1. Use the pictures on page 47 to retell the story in your own words.
2. Find the following words in the puzzle. The words can be written across, up and down, forward, or backward.

daughter	touch	king	stranger	Midas
satisfied	golden	possess	wish	princess

d a u g h t e r  
e m w o v o x e  
i i i l d u a g  
f d s d e c n n  
s a h e b h m a  
i s c n p s w r  
t k i n g b i t  
a p o s s e s s  
s s e c n i r p

