

Week one

first lesson - unobserved.

Monday November 15 first class

Introduction

1. Name ball toss and ^{self} introduction
2. Find somebody who likes
3. Alphabet game. find a word starting with ...

15 minutes conversation

10 minute break

15 minute conversation

4. Sticker name game
5. Find the lies in the story
6. Pictionary

60 minutes

60 minutes

In the sticker name game stickers ^{with names} were placed on the backs of each student. The student had to guess who they were by asking questions that could only be answered yes or no. If the ~~yes~~ answer was no then they were to go on to the next student and ask. The ~~yes~~ person they were asking were allowed to look at the tags (not at their own) in order to answer the identity questions. They asked from ^{general} general then to specific questions ^{specific} 1. Am I real? 2. Am I alive? 3. Am I male?, etc. Below are the names I used for my segment:

Mickey Mouse
Princess Diana
Marilyn Monroe
Michael Jackson
Elvis Presley
John Lennon
Charlie Chaplin

Queen Elizabeth
Bart Simpson
Superman
Batman
Pinocchio
William Shakespeare
Isaac Newton
Charles Darwin

TP FEEDBACK

Trainee: RICHARD

Tutor: JIM

Date: TUE WK 1

Lesson length: 20 min

Lesson focus: PRONUNCIATION

This went very smoothly on the whole, Richard. You clearly put a lot of thought into the practice activity, and it was a good idea to start out with easier place names and move to more difficult ones. You delivered the Dictation at an appropriate speed.

Points to consider

- How much you say. In the early stages, particularly, you tended to provide a 'running commentary' when none was necessary, which often resulted in your telling things to the students that they could have worked out for themselves. Consider saying less, and having the students contribute more. (See * x3 below for examples)
- If an activity could result in a long period where you're telling the students things (such as the Dictation), consider ways of breaking it up. See **
- Avoid starting a new activity when time is short. See ***

J

<u>Stage</u>	<u>Comments / Questions</u>
Intro - start of presentation	Option: bring the students closer to the board. No need to tell them at this stage <u>why</u> you're grouping them this way. You could keep the air of mystery for a while, to make it more challenging. * Option: rather than immediately accepting the first correct answer offered, see if others agree. This stage went very smoothly, Richard, and the end point of it was clear to the students. I think, however, they could have worked it out, given thinking time, themselves. You could have stayed more silent and had them think longer about where the letters could go.
'Z'	* Good to focus on this. Option: see if they can tell you what the US pronunciation is.
Dictation of cities 'space'	A suitable speed of Dictation. Don't miss what Stephen is ^{covering} covering.
Netherlands	Your first Dictation of this was T-H-E-R-L-A-N-D-S! You corrected it second time round though. After about 7 or 8 cities, I think it would be useful to ** briefly check answers before going on to the more difficult ones - it would break things up a bit.

<u>Stage</u>	<u>Comments / Questions</u>
End of Dictation.	It might may feedback easier if you'd <u>numbered</u> each city.
"Spell your name"	It will take a long time if each student spells their name. Why not write their name as they spell it? Otherwise, how will they know how it has been done it correctly.
Feedback to board.	You didn't seem entirely sure what to do at this stage. Good idea, given the time available, to have more than one students at the board. With the mistakes, an option is to dictate them again & see if they can spot the letter ^{mistake} .
could etc. ***	Not time for this
"Is there a letter difficult to say?"	More appropriate before the dictation?

TP FEEDBACK

Trainee: RICHARD Tutor: JIM

Date: Thurs Wk 1 Lesson length: 30 mins

Lesson focus: Grammar

A mixed lesson, Richard. Some things went ok, some stages didn't really fulfil their potential. I liked your choice of jumbled sentences, and the fact that you used the extent of the board for the meaning focus. What could have been improved?

- Clearer focus on the rules: The students played with the sentences, you corrected where necessary, but I felt some ^{extra} focus on the rules for adverb placement was necessary. They made mistakes at times, but they didn't know why it was a mistake. See * x 2 ^{examples}.

- Student involvement could have been increased. As in your first lesson, you spent a lot of time, particularly in the early stages, talking, and Jan was the only student who said much. You asked questions, then often answered them yourself. Give them time to think about + discuss your questions, + give them greater opportunity to do so. See ** for examples. ^{work on saying less + getting more from the students} greater opportunity to do so. So, work on saying less + getting more from the students.

PS Nice worksheet at the end.

<u>Stage</u>	<u>Comments / Questions</u>
Intro: adverbs of frequency	Do they need the term? You could just say "words like 'always sometimes'...."
Examples	have them briefly in groups/pairs think of as many as possible Option: have them briefly - in groups/pairs - think of as many as they can. An odd choice of words - some very common ones, some quite rare ones. It seemed quite random.
Line	Option: let them loose a bit here, i.e. let them discuss/decide where to put the adverbs on the line. As it is, it's simply Jan (the best student) telling you, + the rest excluded.
Jan: put 'most of the time' at the end, instead of 'always' 'half the time'	Don't be afraid to tell him he's wrong! You didn't include this in your earlier list. Any reason why it comes in now (or at all)? Good use of the extent of the board.
Snow sentence 'I'm always falling down' up	You came across as very confused at this point. It took you a long time to get the sentence out. → 1? Confusing.
Where can we put 'always'?	Step back, give them time to think about it + discuss it. As it is, you're doing a lot of the talking. ** Was this stage necessary, given what's coming?
Seating	Would it be easier to move the students back to the tables?

see over

USER

Jumbled sentences

Ask them to think about

Does everybody understand that somewhat?"

Final handout

COMMENTS / QUESTIONS

Good choice of sentences.

mini-stage

I think it would be useful to have a 'mini-stage' between each sentence: e.g. after they 'unjamble' the 'always' sentence.

- Get the attention of the whole class.
- Ask them to think about (+ discuss) the rule for the placement of 'always'.
- Ask them to tell you the rule.

They are finding it interesting, but you will need to 'draw it together'.

I noticed finding it interesting
* advice one group said: 'The sun rises always in the east'. You did correct it, but: Do they know why?

How useful as a way of checking understanding? ^{↳ understanding}

Nice worksheet. ^{Shame} you didn't have enough time for it.

Name: _____

	Never	Sometimes	always
I ride a bicycle.	_____	_____	_____
I read a newspaper.	_____	_____	_____
I eat ice cream.	_____	_____	_____
I go to the movies.	_____	_____	_____
I watch television.	_____	_____	_____
I go ice skating in winter.	_____	_____	_____
I go swimming in summer.	_____	_____	_____
The earth revolves around the sun.	_____	_____	_____
Traffic is heavy in Prague.	_____	_____	_____
I eat chocolate-covered ants.	_____	_____	_____
I eat dumplings.	_____	_____	_____
I speak English.	_____	_____	_____
The sun rises in the morning.	_____	_____	_____
Earthquakes occur in Prague.	_____	_____	_____
Earthquakes occur in Japan.	_____	_____	_____
Two full moons are in one month.	_____	_____	_____
February has 29 days.	_____	_____	_____
Cats chase mice.	_____	_____	_____
	0%		100%

Write an example of something that occurs:

never:

rarely:

Sometimes:

occasionally:

often:

frequently:

most of the time:

usually:

always:

all of the time

Richard Bloodworth - Self Evaluation

Initial reactions: Monday Week 2

To me it's always difficult to discuss a difficult subject such as violent death particularly in this instance involving a great contributor to society who was murdered by an insane stranger. I also am slightly ashamed and angered that it occurred in my home country but it would be tragic where ever it ^{might} have occurred.

That being said, I think the lesson went approximately according to my expectations.
→ I really don't think you needed to worry about this.

I had hoped there would have been more talking done by the students but I think given the nature and context ~~at~~ and contents of the lessons this is not too surprising. We discussed this in feedback. I don't think the lesson necessarily lent itself to silence.

Perhaps it would be a good idea to get them to each read a sentence from the passage in order to get them all to talk. Not really 'talking'.

I think the music was a good ending and punctuation to the lesson since everyone seems to enjoy music ~~and to~~ ^{while} reading along with the lyric sheets. This was done not only for educational entertainment but to stress the tragedy of the loss of such a great popular music artist and cultural figure, now a cultural icon.

General comments (on both your hot + cold evaluations)

I'm pleased that you identified the lack of speaking in the lesson though I have different ideas as to the reasons.

As I said in feedback, I think you were worrying far too much about the emotional effect of the material on the students; I don't think it had any such effect at all. 

Richard Shodorff

Monday Week 2

Self Evaluation

What I liked most was the song at the end ("Imagine") and asking questions that didn't have the answers written as multiple choice on the handout sheet, such as, ^{Why did you like this?}

Do you know of anyone who died a violent death. Their answers usually involved Czechs ^{names} whom I was not familiar with. but also ^{presidents} John F. Kennedy.

→ I don't think they mentioned any Czechs!

→ Such questions have a place, certainly, but are not useful for helping students get to grips with a reading text.

What I would change is to have more questions that involved creative answers and general discussions about the topics of the lessons. I think the students of this class can respond to questions that require spontaneous answers, ^{not} ^{I think} answers from a list of choices. This way, they would start talking more and lack of student involvement through speaking is what this particular lesson was lacking.

See above

What I learned is some more about Czech Culture - though I don't remember the names of some of the figures mentioned - and that the students' interest level increases when they are allowed to creatively contribute to a class discussion. I'm not sure the interest level did increase at this point.

Also, I think at the end of a short lesson involving a questionnaire it's a good idea to hand out an answer sheet.

→ What do you expect me to do with this?

Personal footnote:

(About primal therapy - I imagine about flying in an airplane ^{about a stalker})

Smile, Hag! - I'll be watching you both about subjects

TP FEEDBACK

Trainee: RICHARD Tutor: JIM

Date: Mon Wk2 Lesson length: 30 min.

Lesson focus: READING

This was quite a weak lesson, Richard. Reasons why:

- You/the lesson came across as muddled. You didn't seem to have thought about when/how to deal with the vocabulary, how long to give students with each task, and how/when to go through the answers. (see # in various places below)
- You didn't seem to be 'in tune' with what the students were doing. At times they were still working on an activity, you started going through it, ignoring the fact that some were still reading/during the task.
- Again, you were talking a lot. You gave almost a running commentary at times, and this was getting in the way of teaching.
- All the above affected the pace, which was very sluggish.

Please speak to me, if necessary, ^{outline} ^{course} ^{time} outside course time, if you want clarification on the above, we need to ^{tackle} ^{some} of the above issues if your teaching is to develop on the course.

↑ outside
↑ develop

Stage	Comments / Questions
Leahy	Good idea to experiment. (One student on her own - a way to integrate her?)
Hi/ant	Why did you copy out the whole worksheet? Why not just photocopy it?
Task 1	Optim: Re task 1, could you do it orally, ^{before} ^{you} ^{hand} ^{the} ^{handout} . Also, you could then ask them what they knew about him, to raise interest. Any reason why you want them to write their names on the sheet?
Passage.	^{Know what the task is} Do they know what the task is? Any reason why you're <u>reading it aloud</u> ? ✓
Task 2	Give them time to look over the text again and think about the answers. P.4, in particular, needs time. In the event, you seemed to be doing more work than them.
Intro to task 3	Again, you're talking most of the time.
Vocab	Good to check this. ^{have them} ^{look at the text} Optim: have them look at the text and see if they can check with it out from context.
'scream'	You asked them if they knew it but ^{didn't deal with} ^{you asked them if they knew it} but they didn't deal with it. Another student dealt with it for the group.
More vocab	I'm not sure at this stage you're wanting them to do the task or <u>pick up</u> difficult vocab.
'scream' again	OK, you checked it now - why not before. I'm not sure if at this stage you're wanting them to do the task or <u>pick up</u> difficult vocab.
T. 1. ?	difficult vocab. Picks on → ?

Task 4

No feedback on Task 3. Wouldn't it be useful, at this stage, for you to check how well they've done? (OK, it came later, but I think this point is a more ^{suitable time} suitable time.
Good a adaptation of the original (i.e. putting letters next to each event)

(While students are in the middle of the task...)

Do you understand 'gaps', 'skipped'?

Why ask now, while they're in the middle of it? Their attention is elsewhere. You don't seem to have thought about when/where to look at the vocab.

Feedback on Task 3

many of them are in the middle of task 4. It seems that that many of them are in the middle of task 4. You don't seem to be in touch with what the students are doing.

During feedback you're moving towards moving towards and talking to individuals, you don't seem to be communicating with the group.

Task 6

The lesson just seems to be drifting from one thing to another. drifting from one thing to another. Example given.

LESSON PLAN

NAME: Richard DATE: Nov. 22 (Mon. Week 2)
LEVEL: Low TIME: 4:00 to 4:30 (30 minute lesson)
MATERIAL: Violent death (#4, famous names) from Oxford Supplementary Skills
about John Lennon

PRELIMINARY INFORMATION

→ No 'reading' aim?!

LESSON AIM(S): To get the students to express orally and through writing subjects which may be emotionally difficult to discuss. *
O.W. Do they really have to analyze in this way? → To get the students to think analytically to solve the questions as in a detective solving a crime - (To get the students to think logically and sequentially) - To get the students to express themselves through writing.

PERSONAL AIMS:

To read clearly so as to be understood and heard
To introduce the music of John Lennon ^{to the lesson} to emphasize the tragedy of his murder.

How will the lesson help them so this?

Don't really tell me what aspect of your teaching you're working on.
ANTICIPATED PROBLEMS:

Comprehension, ^{not specifically} some vocabulary problems - which?
Hesitation to discuss a topic such as murder.

Don't think this will be a problem.

ANTICIPATED SOLUTIONS:

Explanation, ^{not specific} vocabulary demonstration

Inclusion of the song Imagine at the end of the class; How does this help with this?

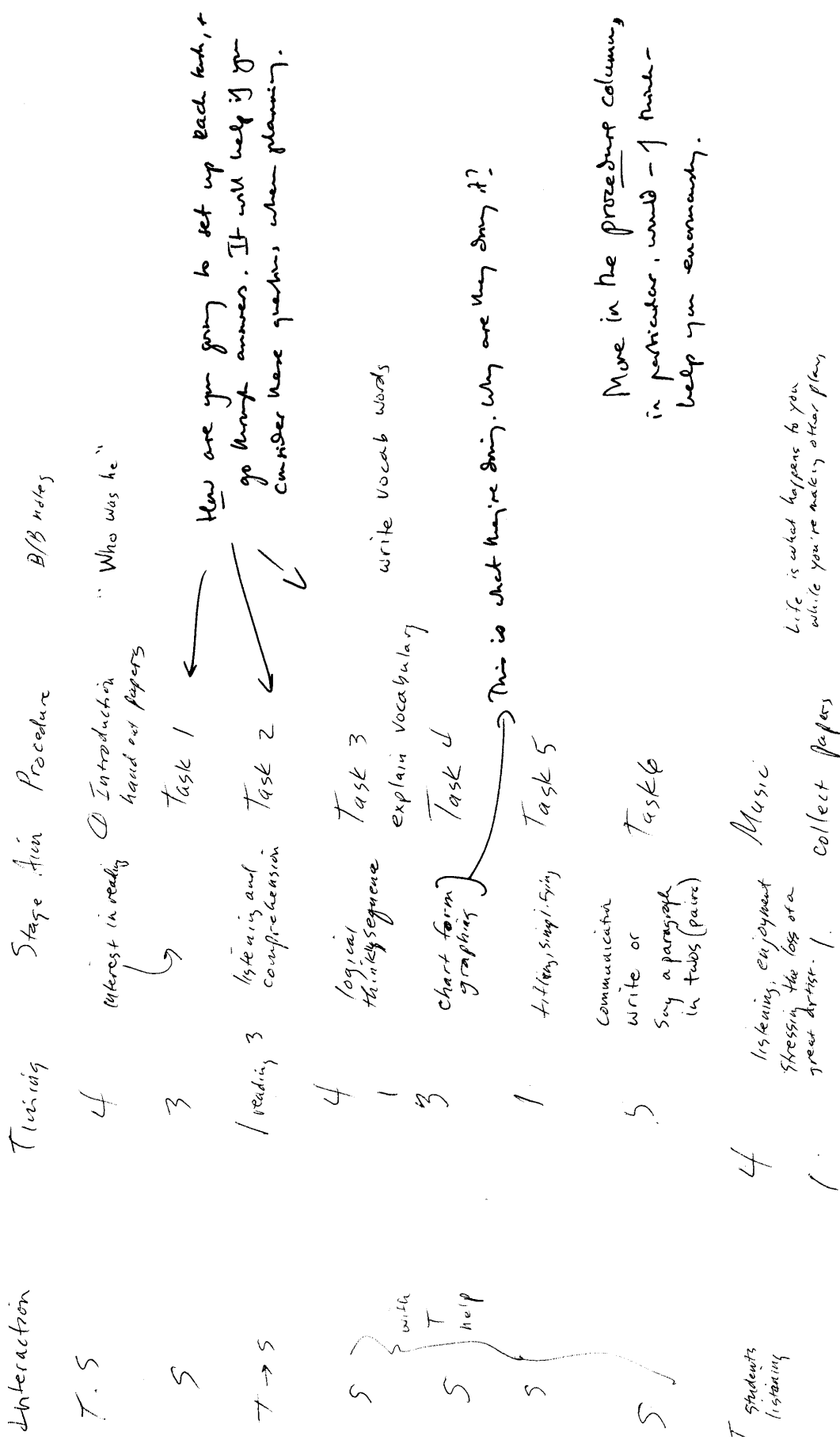
ASSUMPTIONS:

That everyone in the class knows who John Lennon is (and perhaps Yoko).

* Unless they're actually related to John Lennon I don't expect them to have emotional difficulties.

Van

Jim



Interesting that 'reading' as an aim, only makes an appearance as the stage aim for stage 1.

Life is what happens to you while you're making other plans. J. Lennon

LESSON PLAN

NAME: ...Richard.....

DATE: ...Wednes Week 2 Nov 24.....

LEVEL: ...Low.....

TIME: ...30 min (4:00-4:30 class).....

MATERIAL: ...NCEC1 Chapter 11D.....

PRELIMINARY INFORMATION

LESSON AIM(S): *Listening for specific information
Practice in irregular past simple forms*

PERSONAL AIMS: *To speak clearly and slowly but not
too slowly so as not to appear not interested.
To try to get the students to talk and
participate more.*

ANTICIPATED PROBLEMS:

*Perhaps not understanding the dialogue and the
deceitful maneuvers of the girl, Jane.*

ANTICIPATED SOLUTIONS:

*Having them read the diary entry only first,
define words: diary, v=very, usual=normal
Play the tape at least 2 times after handing out the script.
List "true" and "not true (lies)" on the board.*

ASSUMPTIONS: *The they will understand the situation
of the father/daughter relationship and
most of the vocabulary words*

Interaction	Timing	Stage Aim	Procedure	B/Board Notes
T	1	Lesson aim	① Introduction	Talking about first events Simple Past of Irregular Verbs write "present" as "past" was was run ran ← Past ————— Now have students write their verbs they are holding (as cards)
S-S	2, 3, 4	understanding or learning Some irregular Verb forms	② <u>Exercise 1</u> Example 1 - hand out cards have them find partner then have them write their words under past present on the board ③ <u>Exercise 2</u> hand out diary first	have students write their verbs they are holding (as cards)
T → S	3	to acquaint students with the premise	3.5 read together, discuss vocab, diary ④ <u>tape one</u> - list lies hand out dialogue	diary, V.
T → S	15	practice for listening for specific information detecting truths and untruths and listening for past tense.	play the tape once (discuss vocab, quietly, disco) ⑤ play tape again ⑥ in pairs have students find lies ⑦ have students list (say) true or not true (lies) occurrences mentioned and have them write on the board (or rewrite)	quietly, disco folk concert midnight
T → S	1	understanding and comprehension.	⑧ if time hand out half of exercise 4 to half of the class and the other half to the other half of the class. have them do the dialogue	"true", "not true (lies)" as headings for 2 columns
S-S	4	comprehension and student involvement	<u>Exercise 4</u>	
all S	3	"sing past tense" to think and use language logically while learning in an enjoyable way.		
S-S with Thelp	10			

TP FEEDBACK

Trainee: RICHARD Tutor: JIM

Date: WED WK 2 Lesson length: 30 min

Lesson focus: LISTENING / READING

There were improvements in some areas in this lesson, Richard: you seemed much more aware of the students, for example, and you managed the 'irregular verbs' warmer well. There were still some problem areas, however.

- Vocabulary 1: As on Monday, you seemed unsure how + when to deal with this. Consequently the timing + treatment of vocab seemed very random.

- Listening: I felt you didn't handle this very well. You set the task, but your feedback stage bore no relation to the task itself (see #); you dealt with vocab at a strange time (see ##); you gave them the script without finding out how well they'd done picking out the keys during the listening (see ###)

- Vocabulary 2: Your approach to vocab tends to be simple: "Do you understand this word?" Consider the alternative approaches that we've looked at on the course.

- Getting students' attention: A little better than on Monday, but still needs work (see **** x 3)

So, signs of progress in some areas, but I'm afraid this was again a weak lesson overall.

<u>Stage</u>	<u>Comments / Questions</u>
Start	Look at them when you ask them how they are!
Irreg. verbs	Good to check this Make sure you put the verbs in right place.
Matching.	They missed the instruction because they were all standing up. **** Option: get them to stand up; then give them the instruction. Instructions OK, though wordier than they needed to be.
Now write your words	**** They're still doing it + can't hear you. Get their attention. A good idea, though.
Time to look at them	✓
H/ant	Could you introduce the topic/handout before they give them the passage? That way, they'd have some idea of what it is. Also, it is worth telling them at this stage that you'll look at the vocab better later.
Board diagram	Nice idea.
Vocab.	Option: ask them to select words they don't know.
"What do you think that's an abbreviation for?"	A big linguistically difficult question.
You read it aloud	Reason?
Does everyone understand this?	Any better way of checking? Again, the vocab is coming in piecemeal.

Intro
Intro to tape

OK. Tell them who's talking in the Dialogue.

Go on to reinforce ^{the task} on the board, but you could have said a little more about what they were going to listen to - to set the context.

Did everyone hear that. Did you understand most of the words?

→ You didn't ask them to 'understand most of the words' - you asked them to pick out the lies.

Vocab

Why now? i) If you thought these words were crucial, you could have taught them before the tape.

ii) If not, why not see how they did with the task?

Tape again with script

So we've got no idea how well they did with the listening task.

I'm afraid this listening stage was not very well handled.

Listen again + find the lies

Though, as they've got the ^{script} in front of them, they don't need to listen.

Dialogue

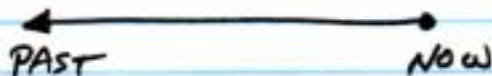
Time for this?

*** You started instructing the whole class, + then, mid-sentence, started addressing the instructions to one student.

Richard ^{outline} Introduction

Talking about Past events
Simple past of irregular verbs.

Speed?
or speaking



①

card swap

write results on the board

②. - Hand out diary

- read together

- vocab words, ask for understanding

I



- play the tape once

- hand out dialogue

#



- play the tape again

listen for lies.

- vocab words:

quietly, folk concert, late
midnight, hear, 'disco

##

?



tape again listen for + list lies.

- in pairs or 3's

Self Analysis Wednesday Week 2

~~#~~ I think there was slightly more
✓ student participation and I hope and
anticipate that each time this will increase.

With an odd number of people I couldn't
give half a present verb (on the cards) and
the other half a past verb so I gave them
✓ all one present and one past verb.

I think they comprehended the reading
of the diary fairly well and spotted the
lies after three listenings of the tape. (for two of which
they had the tapescript in front of them)

I think the more I get them to
talk the more successful the classes will be.
This is important, but I don't think it's the only key
to success.

Wednes Week 2

Wednesday Nov 24. - Initial Reaction

I felt My anxiety level was too high
and impaired a natural, at-ease rapport. - though, to be honest
you have yet to display such a rapport in TP.

The students were responding more
to the exercises. I agree.

orig

LESSON PLAN

Thurs. Week 2

NAME: Richard Bloodworth

DATE: Nov. 25

LEVEL: Low

TIME: 30 min (4:00 → 4:30)

MATERIAL: NCEC1

PRELIMINARY INFORMATION

LESSON AIM(S): *To present and give spoken and written*
✓ *practice in adjectives of personality and appearance.*

PERSONAL AIMS: ✓ *To speak in a more relaxed manner with less anxiety.*

ANTICIPATED PROBLEMS:

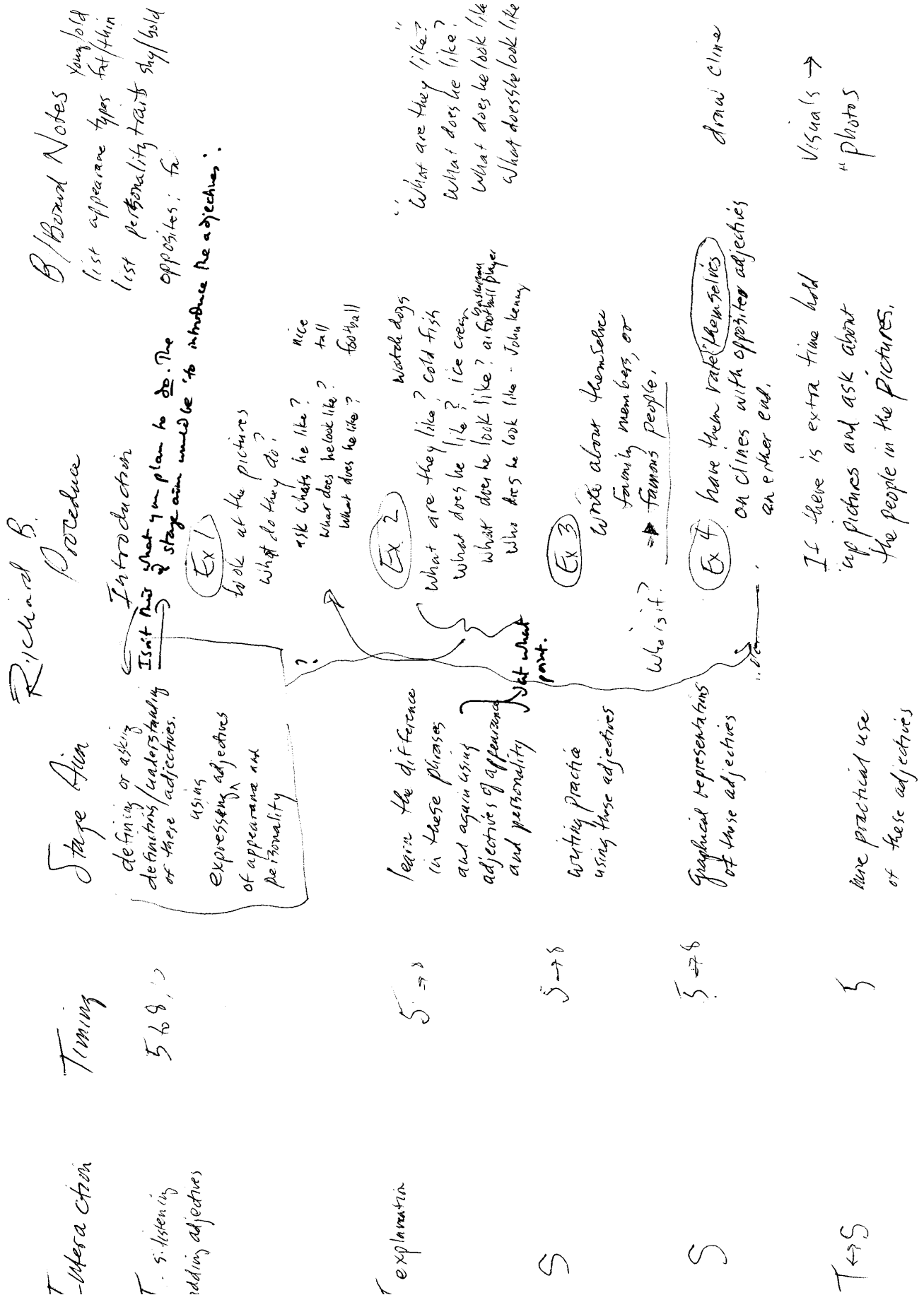
✓ *perhaps, hesitation in speaking*
Any problems with the vocab?

ANTICIPATED SOLUTIONS:

from not sure if this automatically helps with this
asking direct questions, and encouraging everyone to speak.

ASSUMPTIONS:

that the students will be familiar with most of the adjectives describing personality and appearance.



B/Board Notes
 list appearance types
 list personality traits
 opposites; for
 young/old
 fat/thin
 shy/bold

"What are they like?"
 "What does he like?"
 "What does he look like?"
 "What does he look like?"

draw a line

Visuals →
 "photos"

TP FEEDBACK

Trainee: RICHARD Tutor: JIM

Date: Tue WK 2 Lesson length: 30 mins

Lesson focus: Vocabulary

The lesson didn't start too badly, Richard: they got the differences between 'personality' + 'appearance', + you got a number of examples from the students. At the point marked * below, however, the lesson started to lose its way. Reasons:

- Odd, + occasionally even unfinished, instructions - which gave the impression that you weren't sure what you wanted to do. See ** x 2
- Vocabulary again. The same problems with both when to cover it (see ***), + how to cover it (see ****). See also my comments on previous lessons.

- Throughout the lesson, from point *, you seemed very unsure about what you wanted the students to do, + what you wanted to say to them. I know you'd spent time thinking about the lesson, but this would not have come across to a 3rd party.

So, while there were good points in the early stages, what worries me is that there was very little evidence of seminar + TP feedback input in this lesson. *J*

<u>Stage</u>	<u>Comments / Questions</u>
Intro: Examples of adjs?	Good that you're asking for examples. (Maybe they don't know 'personality'. Option: give a couple of examples (happy, sad) → see if they know 'personality' → then see if they can come up with more.)
Words to board	OK, you got it going. Option: have them think of some in groups. Good, the lesson's moving. Maybe check that they all know all the words you've put up.
Appearance	Good, you got a few words.
Helout. "Read the sheet"	All of it? Be specific with your instructions.
Ex. 1: photos	Do they know all the job words (e.g. 'poet')?
"Look at the pictures and decide what they're like..."	Your instruction suddenly stopped half way through. Fortunately it was self evident - but you seemed suddenly to lose track of the lesson.
"Havel is a playwright too"	What role does this comment have in the lesson?
Check job words	You did it <u>much</u> later. Wouldn't a more appropriate stage have been when they were looking at the job instructions to the exercise?
poet - writes poems	Do they know 'poem'?
A 'politician' is an elected official	This stage is again. During this stage you seem to have lost track of any logical order - as has happened in previous lessons. It's becoming laborious. Careful with your classroom language.
Feedback	It might be interesting for them to compare answers before getting feedback.

Stage

Comments / Questions

You didn't finish the feedback. Reason? I think they hadn't had time to look at/think about all the photos. Why? Because, after they'd got started, you interrupted + started checking vocabulary.

Ex. 2

What is 'kind'?

Same approach with the others.

Self-confident

"nervy" is, I think, similar to "self-confident"

optimist - pessimist

Match words to pics

Feedback

Final speaking

Line

How easy is it for them to give a verbal definition of an adjective of personality such as this?

kind = nice?

shy = afraid?

Very little response (what you are getting is coming from Jan), because they don't have the linguistic ability to define these words.

"To go boldly forward, as in Star Trek" - Not especially helpful.

I don't think it is. Did you check this out?

Nice example with the glass - though the fact that these words are almost the same in Czech helped a lot.

You didn't seem to have decided how to approach feedback.

Good to give an example - though your examples didn't include any adjectives of personality.

You suddenly stopped it + referred them to the handout. You're coming across as being very confused about what you want to do.

Why now? There's no time.

Thursday Week 2 - Richard
Adjectives of personality and appearance

I think the general interaction between myself and the students was better than previous times. A little, perhaps, but you can still work on this. For example having asked 'How are you?', look at them when they respond, rather than looking at your notes.

I believe they understood the concepts of personality and appearance and seemed to → How do you know? understand the meanings of most of the adjectives. They even understood the optimistic/pessimistic - See my comment illustration (of a glass half-empty or half full) on other sheet.

Again, I wish that we had more time to develop the ideas and do all the exercises together but I think they learned and responded well within the time allowed.

This is better, in terms of approach, than some of your previous evaluations, Richard.

Thursday, Week 2 - November 25

Initial Reaction to today's class (30 minutes)

Subject: Adjectives of Personality and Appearance

I feel much better (I physically felt better and more rested and calmer) about how this

class progressed and I felt more confident and
(good). at ease during the presentation. Time scheduling and control is still the most difficult aspect of Classroom management to accomplish. Interesting that you find it the most difficult.

I think they ~~do~~ understood the concepts and the adjectives and they were much more open and responsive. They even understood in English the conceptual illustration of the difference between a pessimist and an optimist (the glass being half empty or half full). ✓ (Though the words are very similar in Czech)

Not sure they did understand all the adjectives. Maybe, but there was very little evidence.

LESSON PLAN

NAME: Richard.....

DATE: Tuesday, Week 3, Nov. 30, '99

LEVEL: Low.....

TIME: 40 minutes (during 4 to 6:10)

MATERIAL: N.C.E.C. Chapter 17A.....

PRELIMINARY INFORMATION

LESSON AIM(S):

*ordering in a restaurant — State which phrases you particular
want to focus on.
using "some" and "not any" ✓
Listening.*

PERSONAL AIMS: *To be understood by the students and connect
with them by effective communication. ✓ Also to introduce
vocabulary before each exercise not during, unless a student ✓
specifically asks a vocabulary question while doing their exercises.
Good personal aims.*

ANTICIPATED PROBLEMS:

*Listening and understanding the various speakers on
the tape (from India and England). The writer from ✓
India (?) may be particularly difficult to understand.*

ANTICIPATED SOLUTIONS:

*Playing the tapes again and going over
the conversations with the students. ✓*

ASSUMPTIONS:

*That they are familiar with most of the
food vocabulary and with American ✓
currency (dollars).*

Interaction

1 minute (10 minutes)

100 words

100 words

defining terms
explanation

Introduction

Eating in a restaurant

2, 3

NO = not any

using some and something

Some + (uncountable) noun
ask what food would you order in
a, an + countable n (number)

T → S

Tapes → S → T

listening
check answers

Ex 1. unscramble sentences for a restaurant dialogue.
Ex 2. Then play the tape for them to check the answers
Ex 3. Stand out book page

S.S.

10

stage aim?

Predicting conversations
1. First have the students individually fill in the blanks using their dictionaries. They can compare answers in small groups.
2. Play the recording, students can check answers

Tapes → T → S

Attention to stage aims would benefit your learners, Richard. A stage aim does not restate what the students are doing, but states why you are doing it. The stage aim is in the lesson - which, in this lesson, would have been a 'What's the aim?' worksheet to consider. What's the aim?

listening
and vocabulary understanding:
Some, something
Some + uncountable
a, an + countable (number)

T. Tapes → S

10, 8

remembering
listening

This is what my SS do, but what's the aim? What does it contribute to the lesson?

S.S.
The 1p

10-12-15

practical use of registers - vocabulary

Ex 4. 4. menu and food vocabulary
explain, reading of role play 2 students one writes

Ex 3. 3. Listen to the tapes and remember the answers? play the tape, pause. have them answer. At the end of the 3 exercises hand out answer sheet

Would you
could you
Just = only
No thank you
Is service included?
Nice = good
everything = all
Of course = yes = certainly
Nice!
How is =
What do you think about
Mustn't
Tough

roast beef
rump steak
rare - raw - not cooked
mushrooms

write the correct order of S:
G C F A H K B E I D J
1 2 3

TP FEEDBACK

Trainee: RICHARD

Tutor: JIM

Date: TUE Wk 3

Lesson length: 40 mins

Lesson focus: Situational language.

There were a number of pleasing aspects to this lesson, Richard, and the first half in particular represented a significant step forward. You were communicating more effectively with the students, and with ex.1 in particular you seemed far surer of the procedure you wanted to follow. The week work for this stage was the most effective that I've seen you do, and you made appropriate use of the tape. In all, this stage (intro + ex.1) was very pleasing.

Ex.2 was less effective. You seemed less sure about what you wanted from it, and as a result they had insufficient time to do it, + one listen to the tape wasn't enough to complete the exercise. Ex.3 was far too difficult for them - it was difficult in itself, + ex.2 needed to be done thoroughly as a preparation. So:

- Work on evaluating the difficulty of c/bk exercises, + consider more carefully what you want them to contribute to the lesson.

Another point to work on is having specific main aims. I think the lesson would have been strengthened had you identified which restaurant language you wanted to focus on, + if you'd give some controlled practice of this language (as prep. for the role play).

So, there are still some basic areas to work on, but definite signs that you are starting to progress.

<u>Stage</u>	<u>Comments / Questions</u>
	Nice to talk to the early arrivals while waiting for the others. You were communicating with the students much better.
Intro	Possibly state that you'll clarify these later (though in fact they weren't focused on ages-).
Texas restaurant	Good to provide this extra clue.
meat from a cow	Good to try eliciting 'beef'. Maybe give it to them in writing. (OK, you put it up later)
Elicit 'rare'	Needed to be clearer. Connect it to 'steak', mention 'blood', perhaps perhaps.
17 A ex 1	Not sure they get tens. Still, good to see you trying. In all, much more effective than your previous week stages Nice adaptation of the coursebook. Good idea to give them the dialogues one by one.
Dialogue 2	Had they all finished sorting the sentences when you played the tape? Maybe get them to clear the table a little!
Tape again	Good idea to turn the volume down for the introductory stuff on the tape. Give them time to re repeat the dialogue after playing the tape.
Feedback	Efficiently handled. Good idea to give each sentence a letter.

Stage	Comments / Questions
Any questions about that?	Good to ask this - give them some time to look it over to see if they have any questions.
Ex. 2	Instructions OK. Have you considered how you might deal with the words in this activity? They may ask about 'lager', 'tough', 'though'... (OK, I see from your plan that you intend to deal with it later.
Sb compare	Good idea.
"Are you all ready to hear the tape?"	At least one pair are still talking!
	Option: pause after each mini-dialogue, to give them chance to compare answers.
'Would you' ↔ 'Could you'	What makes you think these are a problem? Maybe get the check the answers before focusing on the words. I wonder how 'finished' ex. 2 is. It's quite difficult, and they've only heard it once. They may, moreover, have a number of questions re words.
Ex 3	I'm not sure what I'd answer if I was asked "And for you sir?" out of the blue, with no context! Not surprisingly they're not coming up with many responses. They needed much more work with ex. 2 before being dropped into this.
Answer sheet	Well prepared. I think they needed this before ex. 3 (as I think you'd planned to do.
Intro to role play - Words on sheet	Aren't a lot of these words/phrases that needed to be covered in ex. 2
	Good to anticipate some of the more difficult words
Menu.	Maybe give the diners time to consider what to order.

M E N U

Appetizers: (to begin):

6 Raw oysters	\$ 2.50
CAVIAR AND CRACKERS	3.25
NACHOS	1.85
CHIPS AND SALSA	1.50

Entrées (or main courses):

ROAST BEEF	9.50
PEKING DUCK	24.99
BAKED CHICKEN	8.95
SPAGHETTI WITH MEAT SAUCE	7.95
PIZZA SUPREME	12.95
SALMON FILLET	11.95

Salads:

TOSSED SALAD	2.50
CAESAR SALAD	4.50
3-BEAN SALAD	1.95
SPINACH SALAD	2.15

A la Carte (independent extra items):

French Fries	1.75	Steamed Potatoes	1.25
Baked Carrots	1.50	Fried Okra	1.55
Corn on the Cob	1.60	Lima Beans	1.30

Non-alcoholic drinks:

Coca Cola	.95	Seven Up	.95
Milk	.75	Orange Juice	1.25
Tea, iced or hot	.85	Papaya Juice	1.50
Coffee, iced or hot	.85	Espresso	1.50
Grape Juice	1.25	Cappuccino	2.15

Alcoholic drinks:

Beer, dark or light	1.75	Whiskey Sour	2.25
Red wine, glass	2.25	Bloody Mary	2.50
White wine, glass	2.15	Gin and Tonic	2.25

Desserts:

Ice cream, vanilla or chocolate	.95	Orange Sherbert	1.25
Pineapple Upside-down cake	1.25	Key Lime Pie	2.50
Chocolate Pudding	.95	Pound Cake	1.15

LESSON PLAN

NAME: RICHARD BLOODWORTH

DATE: Thursday, Week 3

LEVEL:

TIME: 40 min (4 to 6:10 class)

MATERIAL: Upper Intermediate Matters.....

PRELIMINARY INFORMATION

LESSON AIM(S):

Speaking } Be much more specific about which subskills
Listening } of speaking, listening etc. eg speaking-fluency
Writing } listening for gist, specific info etc
not an appropriate aim → Creative communication, or using their creativity

PERSONAL AIMS:

To stimulate their interest in the subject.
To make a good first impression and
encourage the students to speak. ✓

ANTICIPATED PROBLEMS:

perhaps an initial hesitation to sketch, — understandable, what is the value of it?

* Understanding the dialogues on the tapes. * Also how to play tape A to Group A only and tape B to Group B only.

ANTICIPATED SOLUTIONS:

** Either have one group leave the room while the tape is played or just tell them to listen only to their segment. * perhaps giving them a ^{written} tape script after they listen and maybe play the tape again.

discussed before lesson to divide groups and do simultaneous listening.

ASSUMPTIONS:

That they have some interest in the subject
(astronomy and life in the universe)

not a safe assumption

Interaction

Timing

Stage Act

Procedures

B.B. notes

getting acquainted, names, etc.
introducing the subject

write

Any one out there
Is there Life in Outer Space
(the universe)

④ → Hand out Worksheet

10, 15

Speaking,

Is their accuracy
or fluency-based?

10

10

Where are your
other stage aims?

S.S.
Teacher help

Ex. 1 Space Quiz

Ex. 2 discussion

1. would you go to space?
2. space travel

UFO Report Form

Speaking and Writing
UFO Report Form

and tape

play tape A

play dialy B

have the groups interview
the other group.

④ → transcripts

I need much
more detail
throughout

④ Homework
Have them do their own
sketches and describe
in words the space ships
and space creatures.

40. 5

T →

Trainee: Richard Tutor: Sean

Date: Thurs week 3 Lesson length: 40 mins

Lesson focus: Speaking and Listening

This was not a satisfactory lesson, Richard, for the following reasons:

- Student involvement. The lesson was very Teacher-centred. There were many missed opportunities for more student talking. see (*) below
- Listening. At no stage did you tell ss what the task was.
There was no feedback after listening.
You had not set up the equipment. see notes under (**) below
- Reading. Reading aloud is rarely a useful classroom activity. It is not a real life task for most people, so why ask ss to do it?
- Classroom Management. You did not demonstrate that you had considered before the lesson, where you wanted ss to sit, who you wanted to work with whom, how you wanted to give instructions etc etc etc.

You need to show considerable improvement

Stage	Comments / Questions
Quiz 17.00	T writes on board "Any one out there? Life in outer space Listening Speaking Linking "
	Quick name check ✓
	T gives out sheet — no instructions!!
	T asks ss to read, T divides ss into 2 grps of 5.
	T goes to one gp + asks them to answer questions to quiz.
	With the above activity, first, give instructions for regrouping ss, Second, show ss the handout and give instructions for task. Third, give out handout. It is easier to get their attention and more time-saving.
Feedback 17.11	T asks groups to tell him answers, he writes on board.
(*)	A more involving alternative is to ask a ss from each group to write the answers on the board.
Discussion 17.16	T asks ss to read question out loud. Why out loud? It is not a natural/real task for most people.
	T asks ss if they want to go to space. T talks a lot about his answer to question, then asks ss "why?"
(*)	This would be more effective speaking practice in groups with <u>all</u> ss getting involved rather than one at a time to work

Stage	Comments / Questions	
Listening (**)	17.22	You needed to have the cassettes and tape recorders ready to go <u>BEFORE</u> the lesson. You wasted about 3-4 minutes of the lesson setting this up. <u>You didn't tell ss what you wanted them to do.</u> The first cassette was much too loud to be able to play the 2 simultaneously. Finally you made the right decision to move ss up to the cassette recorder. <u>You <u>must</u> sort out your classroom management.</u> ① Have listening material + equipment ready. ② Tell ss what the task is. ③ Give appropriate instructions for operating the tape recorder.
Feedback	17.35	T asks groups to tell each other about what they heard. SS sat down in their own groups which made it very difficult to exchange information. (*)
Reading	17.39	There was no feedback for this listening!! T asks students to read a sentence each from text on universe. Why read out loud!!

Thursday Week 3

Richard Bloor

Self Analysis

Lesson: Is Anyone out There?

The introduction and meeting the new students was enjoyable for me as was the introduction of the lesson's topic since I'm always be interested in astronomy. OK for you, but are all the SS interested?

The space quiz was an activity that was good to get the students started in the lesson. Both teams got most of the questions right and the same ones right resulting in a tie between them.

The conversation or discussion at the end of the space quiz was the most enjoyable and interesting for me and perhaps for the students asking "Would you travel in space and would you stay in a space hotel" and "What are the problems ^{involved} with space travel?" I think their answers were good and showed a good level of English understanding.

SS were interested - yes, but you could have narrowed down speaking to by having SS work in groups rather than T-SS

You had by not given location to to set up activity.

The segment of the two groups listening to UFO reports became a logistical problem of getting the students ~~to hear~~ each of their tape recorders. In retrospect I think it would have been a good idea to have extension cards for each tape player.

not the main issue at a

In the last few minutes they read the back side of the paper well. I'm eager to see if any of them do the optional homework which would tie in well with Tuesday's lesson on conditional sentences.

Why "well"? Why did they need to read aloud anything?

Don't count on it.

Thursday Week 3

Richard Bloodworth

I think the introduction and meeting the students went fairly well — it's always a pleasure to have a group with a high conversational level of English.

The segment with the two groups listening to separate tapes was a problem in arranging the students and playing the tapes at the right volume for them. The students are a pleasant

} Yes, but all this
have been prepared
BEFORE the lesson.

I don't
need an
evaluation

{ groups with good conversational skills and good dispositions so they were cooperative in developing a solution.

of the students. You need to look harder at your role and aims for the lesson, not at students' ability/personality — this information, I know!

LESSON PLAN

NAME: Richard Bloodworth DATE: Tuesday, Week 4
LEVEL: High TIME: 40 min (between 4-6:10)
MATERIAL: Upper Intermediate Matters and
hand written Supplementary sheets.

PRELIMINARY INFORMATION

LESSON AIM(S): Introduce
Revise
Practice
Using (Form + meaning) explaining the
0, 1st, 2nd conditionals

PERSONAL AIMS:

To establish a level of comfort (being
comfortable with) the students.

To state the lessons tasks clearly and to

ANTICIPATED PROBLEMS:

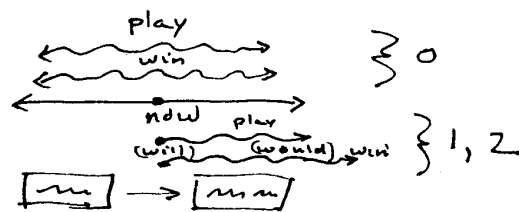
try to elicit the answers from the students

Perhaps difficulty in determining the differences
in the fine shades of meaning (of time, intention,
probability) of the three conditionals.

ANTICIPATED SOLUTIONS:

draw time lines.

graph the form:



ASSUMPTIONS:

That they are familiar with the concept
of a condition affecting the result or outcome and
that they have had some acquaintance with Conditionals
through their regular school grammar lessons.

Interaction

Timing (40 min)

Stage

Procedure

Board Notes

"Conditionals"

Greetings, Introduction

Col → (if any) collect home work

T → M → divide room into two teams

H → Hand out strips of paper

have been "captain" write answers on the board

Intro, warm up.
familiar w/ conditionals structure

1

4, 5

T → S

S → S

E	D	H	B	J
G	F	K	C	K

Meanings and form elicited. Explained

Discuss conditionals

try to elicit answer

time + probability

0 is present → present

1 if + present → will + infinitive

2 if + past → would + infinitive

Have the students identify 0, 1, 2, 3...

group A write first part of cond.

group B write second part...

match each with and see what

Sentences result - have them

write on the board.

group A + B (all the class)

write their own conditionals (0, 1, 2)

Sentences - have them write them, show together on the board and have everyone

check to see if they are 0, 1, 2

task → Have them do the first book exercises

Revision 1

When → Will happen

If → Maybe

When/it → repeated situations

If or when

Practice ① If time do practice 1 - pairs

② practice 3 - individually

③ practice 4 - individually

Col → collect papers to check writing

practice form

practice form

practice form

check work later

if time allows

9:5

S

S

T → S

time:

win

play

now

play

will win

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Probability:

always the case

likelihood

probably

probably won't happen

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20



Trainee: Richard Tutor: Sian

Date: Tues Week 4 Lesson length: 40 mins

Lesson focus: Grammar

This was a very weak lesson Richard. You seem unable to apply the input of the scenarios and feedback to your teaching.

Areas that have been covered a number of times include:

- Instructions → You were very unclear and rambling.
- Teacher talking → Large chunks of this lesson consisted of you explaining. This is not to be condoned. You must try to elicit from SS and check their understanding.
- Meaning → In this whole lesson, there was a 3-minute focus on you explaining meaning. This should have been the essence of the lesson.

<u>Stage</u>	<u>Comments / Questions</u>			
Intro 17.35	On board: Conditional Sentences In mathematics If $P \rightarrow Q$ logic A conditional sentence depends on a condition If + (condition) <u>(then)</u> (result)			
Examples 17.37	How does this help? : "Arrange slips in order" not very clear → do an example! T writes answer on board.			
17.39	T writes <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td></tr><tr><td>1</td></tr><tr><td>2</td></tr></table> on board + <u>form</u> of each. + example As discussed before the lesson, there is little value in lecturing ss. Teacher explanations are not the most productive way of teaching. At no point in this stage did you check what knowledge ss already had. There was almost no student involvement !!! T asks "What is the difference in meaning between 0, 1, 2?" This is a very difficult question. Time has not a very good method for checking understanding of these forms. You need a variety of concept questions "Do I want to ... ?"	0	1	2
0				
1				
2				

<u>Stage</u>	<u>Comments / Questions</u>
Recognition of form	17:52 T gives out h/o then gives instructions (very rambling) to one group. This has been discussed a number of times in feedback → - give instructions first, then give out materials. Do you want ss to work alone or in groups? You asked ss to compare answers and they still didn't know what the task was. At this stage, all you can safely assume is that <u>some</u> of the students can recognise <u>form</u>.
Writing 'O' conditional 18:00	Students wrote half a zero conditional sentence. Again, we discussed the value (or lack of value) of this activity → all it achieves is to see if ss can copy form from the board. There is NO reference to MEANING. Your classroom management was extremely poor here. You did not demonstrate that you had prepared how to organize this activity and your instructions were very rambling with many long but uncompleted sentences. There was some amusement - that was the only positive aspect of this stage and certainly didn't justify its inclusion in the lesson.

Self Evaluation Tuesday Week 4, Dec. 7

Unit 11 - Scoop or Snoop?
Grammar - Conditional Sentences

I think in general the class proceeded much more smoothly than my previous lesson. After asking for the homework (one was handed in at the end of the lesson) which involved a description of extraterrestrial space craft and creatures, I handed out the strips of paper to ^{be} assembled into form logical conditional sentences. The students quickly arranged them thus beginning a gentle introduction to the zero, first, and second conditional grammatical structures of English sentences.

I have to disagree

I don't need a summary of what happened I was there!

Yes, but why didn't you exploit this further?

After writing the structural form (if + present $\rightarrow$ present) etc. I asked them for examples and they gave examples of each. After getting examples from them of each of the zero, first, and second conditional forms I asked them to explain the differences. We discussed the differences in terms of time and probability and they correctly stated the differences. To help show the point I drew a time line which I think helped them visualize the differences in meaning.

I then handed them the paper which listed several Conditional sentences which they were to identify as 0, 1, or 2 and in checking them I think they understood and got them all right as far as I could see. On the back of this sheet the information contained the clear formula and time lines.

to some extent

I think the next task helped develop understanding of form rather than meaning in an amusing way to them. One ^{the if side} group made one side of a Conditional sentence and the other group made the resulting side and when the two were put together they formed nonsensical sentences which were grammatically correct.

yes haven't you done enough on form!!

Then they wrote their own complete ^{conditional} sentences which I collected to mark or comment on and return to them.

This is all what happened - tell me how you evaluate it.

You should know this

I know all this

I was here!!

Richard Bloodworth

Self Evaluation Continued

I think those activities went fairly well and I like to let them develop at their natural pace rather than rush through them so we were not able to go through the "if and when" section together.

As always, I wish there was more time to go into the lessons more deeply. But I hope the students enjoyed the lessons and derived some useful information from it.

impossible to assess well

You did not check comprehension effectively.

SS did what you asked them to, but what was the purpose of the activities?

Your natural pace seems to be too slow for these SS.

parts of it - yes

Richard Bloodworth

Initial Reaction

Self Evaluation Tuesday Week 4, Dec. 7

Unit 11. Scoop or Snore?

I think this lesson concerning conditional sentences (yes, first, second conditional) went much more smoothly than the previous lesson.

I have to disagree

I think the activities were more effective — in what way and the students seemed to be responding well to the ^{eliciting} ~~elicit~~ questions. I felt my connection with the students was much better.

What eliciting questions? Mostly you were explaining!

Conditionals

0 → Zero Conditional

If + present → **present**

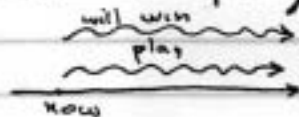
If you play tennis you win.
If you are European they think you are a doctor.
If you don't water plants, they often die.
If it rains it pours.



1 → First Conditional

If + present → **will + infinitive**

If we play tennis I'll win.

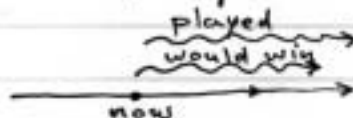


(probably)

2. → Second Conditional

If + past → **would + infinitive**

If we played tennis I would win.



(probably won't happen)

Conditionals

A conditional sentence depends on a condition.

If (condition) $\xrightarrow{\text{(then)}}$ (result)

in mathematical logic: If p then q

-
1. ☐ If there is life beyond earth then it possibly is intelligent.
 2. ☐ If it is intelligent then there are possibly other civilizations.
 3. ☐ ~~If there are other civilizations then they are possibly trying to contact us.~~
 4. ☐ If there are other civilizations they will try to contact us.
 5. ☐ If they contacted us I would be very surprised.
 6. ☐ If I have the time I'll read War and Peace.
 7. ☐ If I wrote the letter I would know about it.
 8. ☐ If I were you I would go
 9. ☐ If it rains it pours.
 10. ☐ If you have time give us a call
 11. ☐ If you save your money you will have a secure future.
 12. ☐ ~~If we saw him we would have told him~~
 13. ☐ If I knew the answer I would tell you.

logical chain
↓
↓
↓
↓

LESSON PLAN

NAME: *Richard*.....

DATE: *Thursday, Week 4, Dec. 9*

LEVEL: *High*.....

TIME: *40 min (between 4 → 6:10)*

MATERIAL: *Upper Intermediate Matters and Supplementary*.....

PRELIMINARY INFORMATION

LESSON AIM(S):

*Speaking using functional language
Functional language discussing marriage
and wedding.*

PERSONAL AIMS:

*To try to get the students to do most
of the speaking. ✓*

ANTICIPATED PROBLEMS:

*I don't anticipate any problems but sometimes
there is a hesitancy to speak about personal relationships
such as marriage. ✓*

ANTICIPATED SOLUTIONS:

*To have them discuss marriage ~~about~~ as a cultural
institution and the customs associated with it (not
their own wedding plans unless someone specifically
wants to talk about them) ✓*

ASSUMPTIONS:

*That the students are familiar with marriage
ceremonies and procedures in the Czech Republic and
perhaps in other parts of the world. ✓*

Board Notes

Procedure

Greeting, give both books, collect homework

State **TASK**

Introduction to topic

→ pass out picture

→ have them identify

what's going on.

✓

Show other pictures

of weddings in Africa

Elicit words associated

with marriage/wedding

announcements

TASK →

What are customs in Czech

in pairs

Feedback - what customs - write on board →

other countries

TASK

Other countries

Asia -

Europe -

Africa

Feedback → say or write

TASK

in pairs,

discuss how to

prepare for

a wedding and

reception

Feedback

write on the board or say

Sp, e Asia

to generate interest in

the subject and

to get a discussion of

going about marriage

✓

to revise

Establishing vocabulary

Speaking practice

using functional

and situational

language

What exactly?

Practical use of

functional language

Not sure what

you mean here.

Timing

7

5

5, 8

5, 10

3, 5

10.

Introduction

T

T-S

T-S

S-S.

S-S.

S-S.

Robert and Nancy Roland
of Glendale, California
announce the marriage of their daughter
Brenda Roland
to
Robert Ashton Riddle
son of
Johnathan and Beverly Riddle
of Syracuse, New York
on
February 24, 2000

You are cordially invited to attend
the Wedding Ceremony at the
Union Heights Methodist Church
in Bethesda, Maryland
of the union of
Brenda Lyle Roland
and
Robert Ashton Riddle

5:00 PM February 24, 2000

Reception immediately following
at the
Bethesda Country Club
Bethesda, Maryland

RSVP

489.264.8232

Trainee: RichardTutor: SenDate: Thurs week 4Lesson length: 40 minLesson focus: Speaking

There were some improvements in the lesson today. You made an effort to elicit more from SS rather than simply explain things. Vocabulary work was generally better, with some alternative demonstration of meaning techniques eg use of antonyms (bride) to elicit (groom).

The major weakness today was the lack of student involvement in the lesson. There were a number of SS who said nothing and you were speaking. In nearly every stage, you could have had SS working in smaller groups to discuss the topics. This was on your plan but was not executed. At this stage in the course, I would hope for more - this was a borderline lesson.

Stage	Comments / Questions
Intro 16:04	Look at picture + say what is happening (in pairs) SS to T flb = wedding. T shows SS other pictures. This was an appropriate introduction.
Brainstorm 16:09	T asks for words associated w 'wedding' this brings bride, marriage, fiancé, witness ✓ T puts SS into groups to think of more words ^{although they then continued in the group} It was good to see you getting things out of the student and making a much better effort to elicit items from SS. A successful stage.
Speaking 16:15	T asks whole class to tell him of Czerin wedding customs This would be more effective if you had SS working in smaller groups first rather than individual SS responding to you. ie. maximum student involvement.
2.2	16:28 Pairs discuss what preparations are needed for a wedding. Your instructions were fine, why did you interrupt? The task was a good one and would have worked well at the appropriate time and so, once again, reduced the amount of student participation.

Richard

Thursday Week 4, December 9

Self Evaluation
a lesson about Marriage/Weddings
from Chapter 13

Now I wish the picture I showed them at first was more obscure so that they would have had to try to guess the meaning of the picture ^{with clues, etc.}. As it was, they guessed right away and we started the discussion about marriage.

I elicited several words from them concerning marriage and wedding cost (one word was customs and ^{traditions}) I felt they were interested in discussing Czech Customs as they described them well.

The class was basically oral communication with a functional language concerning marriage and weddings. They were supplying almost all of the terms from "announcement" to "reception" to "honeymoon" and even "divorce" so I think they got speaking practice from it.

Richard

Thursday Week 4, December 9

Marriage/Weddings.
from Chapter 13

I wasn't feeling very well on Thursday so I don't feel I put as much emotionally into the lesson as I might have but at least all of the students spoke at some point during the lesson. They described the wedding

LESSON PLAN

NAME: Richard..... DATE: December 15
LEVEL: High..... TIME: Wednesday Week 5
MATERIAL: Upper Intermediate Matters with tapes and supplements
Unit 17 "Staying alive"

PRELIMINARY INFORMATION

LESSON AIM(S): To have the students speaking
and listening while using reported speech. ✓

PERSONAL AIMS: To get all of the students
speaking and involved in the class activities. To
use more pair work to solve problems. ✓

ANTICIPATED PROBLEMS:

There perhaps might be some problems changing
the verb forms while quoting direct or indirect
speech. ✓

ANTICIPATED SOLUTIONS:

Have the students fill in the balloons in the
cartoon strip after having them give some examples
of direct and indirect ^{reported} speech. Will this solve the
above problem? ✓

ASSUMPTIONS:

That they are familiar with the concept of
reporting or retelling and some of the grammatical
changes that are made. ✓ That they will use their
imaginations with the abstract images. - hope so -

Interaction

Timing

Stage Aim

Procedure

Board notes

greetings, and to introduce topic's concept

Greetings, intro, intro game(?)
"Staying alive"
"Reported Speech"

elicited and
- discuss
meaning and
form changes (verb tenses)

direct, indirect
reported speech
direct he said "..."
indirect he said that...

Ex.1
It's a ship!
Can they see us?

Ex.2
Get out the
flares!
I'm going to use
our last rocket
engine.

Task
H → hand out book page

practice
to show how the verbs
and wording change when
switching from reported to
directed speech.

Exercise 1
How do
you intend
to use
these?

- a. Don't come
- b. I can't swim
- c. What are you doing tomorrow?
- d. Did you buy a new car?
- e. I've been living here for 2 years.

- more practice

- check understanding,
meaning and form
illustrations.

Ex

- a. change into past
- b. keep → I, O.
- c. Say → obj. write to.
- d. Same word order as
- e. State must

listening
for
reported speech
(in a telephone answer
machine) use of
practical use of
report

Ext. 1
reporting verbs

Bob	Fred	Mr. Andrews	John	Upton	Yusuf

Pair work
have each group of
two write what they hear
in the telephone message
then write on the board
after comparing.

then what?

look at these write on the board what you
think it is
hand out - abstracts
have them show to a partner to
see what they said then lead it
to another student.

who is this? (in pairs) discuss
TV LINE
discuss - LIFE SPAN, THEN

practice speaking
using reported
speech

T.S.
ad' all

How do you
write?

Instructions

TASK

① Look at your picture for a minute.

→ What do you think it is?

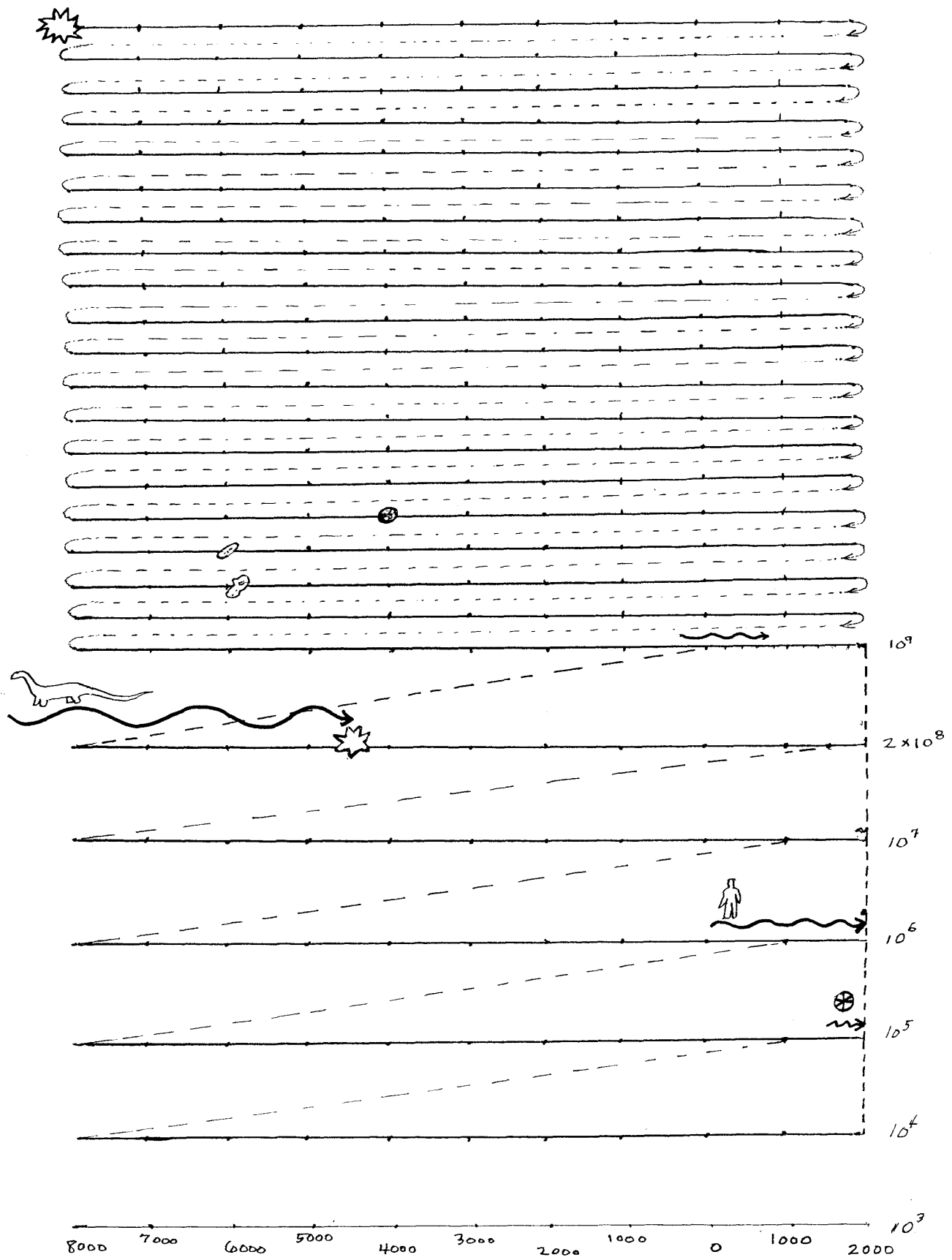
→ Write what you think it is on the back of the page.

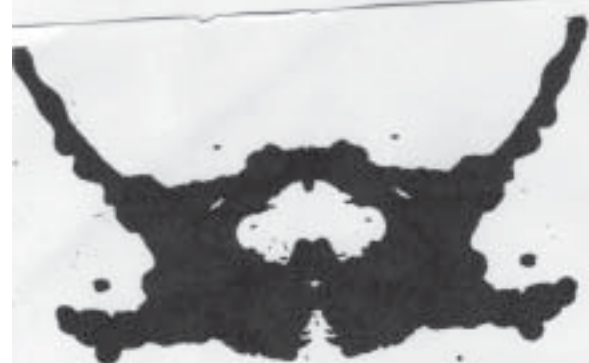
② Now show your picture to the person on your right (student A) and ask them what they think it is (and remember what they say).

③ Now show your picture to the person on your left (student B) and tell what student A said and what you said.

④ Now walk around the room and compare answers with the other students.

→ (You may keep your picture.)





IF FEEDBACK

Trainee: Richard

Tutor: Sian

Date: Wed week 5

Lesson length: 60 mins

Lesson focus: Speaking + Listening on grammar area

This lesson had a promising start but by 15 minutes in, you let it slip. Your instructions became confused and you lost direction regarding your aim. The listening was decidedly under-explored. ss did nothing with the information they wrote on the board and they only heard the cassette once.

Your selection of supplementary material was bizarre and did very little (if anything) to help achieve your aim of 'using reported speech'.

Regarding your aim, there was almost no clarification of form, practice, or checking of understanding.

<u>Stage</u>		<u>Comments / Questions</u>
Chinese Whispers	17-15	Instructions fine ✓ A fun start to the lesson.
Lead-in	17-21	"What do you think is reported speech?" → a tricky question, Julie saved your bacon with a good answer. T writes "direct/indirect" on board then elicits He said "..." He said that ... and elicits example "I'll go" → that he'd go. ✓ OK as an intro.
Reported to Direct Speech	17-25	T gives out handouts → GIVE INSTRUCTIONS FIRST. T asks ss to read sentences and write in balloons. Instructions OK, but giving them after you've handed out papers means you have to repeat a lot. T nominates ss to write answers on board ✓
Correcting errors	17-30	T asks ss to "do number 2". This is not an adequate instruction !! ss give feedback T → board.
	17-36	Questions together. "Verbs need to past tense" → this

StageComments / Questions

		to use groups more in your personal aims, this is an ideal opportunity missed. Why did you miss out the answer to 3c?
Listening	17.40	Instructs "write what you hear" for these telephone messages" — vague instructions. Give ss more information Your board was well-prepared ✓ You needed to give ss a bit longer to make notes between each message. Comparison stage — fine ✓ ss wrote whatever they can on board. A good style of flb. This is the perfect time to play the cassette again, ss have done well on this first listening, but why not play it again? It's an answerphone — a very real situation for replaying. The whole point of this listening is to have ss practice reported speech by reporting the messages. Why didn't you do this.
Timeline	17.50	What in the world is the purpose of this? You spent 6 minutes presenting the history of the universe in order for ss to decide on the destiny of the human race. Your instructions were out of the window. The feedback response was one word from Julie (forever) — Great grief!!
Picture Interpretation	18.00	Instructions were again very lax even though you had written them down. Students enjoyed this activity but it did <u>not</u> contribute towards your lesson aim

Richard B.

Self Evaluation

Wednesday Week 5, December 19
"Staying alive" Unit 17
from Upper Intermediate Matters

The first activity might have gone faster but I think it demonstrated the idea of reported speech. ✓

During the discussion (or eliciting) of the meaning and form, the students supplied the information (other than the phrase "reported speech"). ✓

The book exercise one was effective ^{for} quoting direct speech derived from indirect reported speech and I think a good idea having them write the answer on the board (in the cartoon balloon). The second exercise went more slowly since the students corrected grammar and found the direct quote. This needed much further exploitation.

In the listening section I was surprised that they all ^(understood) heard the messages well enough to get the main message and the direct quotes. ✓ Again, more exploitation needed.

The astronomical time line was ~~got understood~~ understood by them and discussing the survival ("staying alive") of ~~human beings~~ the human race and reporting back what the others said. Its appearance in this lesson is highly questionable.

I think the ink blot abstracts task was understood and enjoyed by them. ✓ They were all talking while using their imaginations and Conversation Skills and while reporting to each other (and to me) what the others said they thought the images were in order to practice using reported speech in an interesting way. ✓ to some extent

I felt rapport with the students was good but, as always, I wish there had been more time. ✓

Self Evaluation Initial Reaction

Wednesday, Week 5 December 15, 1999

"Staying Alive"

Reported Speech

I think the beginning demonstration of reported speech (variation of the "gossip game") got the point across and was enjoyed by the students. ✓

I think they (the students) described the meaning and the form (after the practice exercises). They heard many of the messages in the telephone message tapes. ✓

Each section including the astronomical time line was meant to get the students to describe and report back what the others said. But did it achieve this?

I think the abstract role plays got them talking in reported speech (he said, I said, etc..) and got them using their imagination and conversation skills. ✓

Board – Present perfect + for/since (You need 1 per four students.)

