



# Lesson observation worksheet

## B1 / intermediate Teenage general English lesson

John's lesson (at an international summer school in Oxford, UK) focuses on making excuses and storytelling. Watch the lesson and then work alone or in groups through this worksheet.

**Notes:** You can use this worksheet separately or in conjunction with the general observation sheet. You can see John's lesson plan in the Teacher Resources / Lesson Plans section of the website.

### Issues

**Answer these questions before you watch John's lesson:**

- 1 Which of the ways in the box of introducing a situation or a story do you:
  - a use most often?
  - b like using?
  - c find most effective for student interest/motivation?

audio text    drawing    explanation    mime    storytelling    video    written text

- 2 Is there something else that you use?
- 3 If your answers are different for a–c in question 1, why do you think that is?
- 4 Which of these statements best describes you? (You can choose more than one.)
  - a I focus on pronunciation in every lesson.
  - b I use phonemic symbols as often as I can.
  - c I occasionally teach a pronunciation sequence in a lesson, but it doesn't happen in every lesson.
  - d I don't teach pronunciation very much.
  - e I teach pronunciation from time to time, but I steer clear of intonation because I find it difficult.

### Discuss

**If you have someone to discuss these questions with, find out how they have answered them. If their answers are different from yours, talk about why this is, and see if you can agree.**

(See Chapters 13, 16 and Chapter 6, Section 6.2.2.)

# Video viewing tasks

## Telling a story

### 1 Answer these questions about John's lesson:

- a What does John want to achieve in his lesson, according to the introduction?  
.....
- b How does John start the lesson? (Describe the activity.)  
.....
- c How does John get the students talking to each other in his second activity? (Describe the activity.)  
.....
- d What situation/context does John choose for (most of) the lesson?  
.....
- e What techniques does John use for teaching pronunciation? (List at least two.)  
.....
- f What team game does John use with the class?  
.....
- g What is John's final activity? How might it be useful for practice of what has been studied?  
.....

## Elicitation techniques

### 2 Watch John's mime story again. Which techniques (from the box) does John use to elicit words and phrases 1-21? (He often uses more than one technique.)

gesture (g)	hangman*(h)	mime (m)	sound (s)	visual illustration (v)	writing (w)
1 yesterday	<input type="checkbox"/>	8 brushed teeth	<input type="checkbox"/>	15 knocked	<input type="checkbox"/>
2 woke up	<input type="checkbox"/>	9 shaved	<input type="checkbox"/>	16 opened the door	<input type="checkbox"/>
3 7 o'clock	<input type="checkbox"/>	10 went downstairs	<input type="checkbox"/>	17 looked down	<input type="checkbox"/>
4 got up	<input type="checkbox"/>	11 cooked breakfast	<input type="checkbox"/>	18 baby	<input type="checkbox"/>
5 went	<input type="checkbox"/>	12 sat down	<input type="checkbox"/>	19 picked up	<input type="checkbox"/>
6 shower	<input type="checkbox"/>	13 ate	<input type="checkbox"/>	20 neighbour's house	<input type="checkbox"/>
7 washed face	<input type="checkbox"/>	14 suddenly	<input type="checkbox"/>	21 ran away	<input type="checkbox"/>

\*hangman is the technique where the teacher writes up blanks (one for each letter of a word). The students have to guess the word, one letter at a time.

## Explaining teacher choices

### 3 What three reasons does John give for using mime in his lessons?

.....

.....

.....

### 4 Why does John use phonemic symbols in his lessons (three reasons)? Has he always done this?

.....

.....

.....

## Teaching aids/classroom technology

**5** List the teaching aids that John and his students use in his lesson.

.....

.....

.....

.....

.....

.....

**6** Which of John's teaching aids do you use:

**a** often?

.....

**b** sometimes?

.....

**c** never?

.....

**7** What classroom aids/technology do you use regularly that John does not use?

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.....

.....

.....

**8** How do you feel about John's use of classroom aids?

.....

.....

.....

## Student groupings

**9** Tick the student groupings that John uses.

**a** Class divided in half

**b** Groupwork

**c** Pairwork

**d** Individual work

**e** Teams

**f** Trios

**g** Whole class

**10** Which of these groupings do you use:

**a** often?

**b** sometimes?

**c** never?

## Pronunciation

**11** What areas of pronunciation does John concentrate on?

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**12** Have you ever taught the same sounds? Did you do it in a similar way to John?

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**13** What is your favourite activity for teaching sounds?

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**14** Look at a–d. Which do you spend most time on with your students? Which do you think you should spend most time on?

- a intonation
- b sounds
- c utterance/sentence stress
- d word stress

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## PLAN INTO ACTION: Design a mime sequence

**1** You are going to teach a sequence using a mimed story or situation. Decide on:

- a language you would like to teach/revise.
- b pronunciation issues you would like to highlight.
- c a story or a situation which exemplifies (or will generate) the use of the language you want the students to focus on.

**2** Plan a mime for your story/situation. Think of:

- a how you will get the students ready for the mime.
- b any extra props/sounds, etc. that you might need for your mime.
- c how you will get the students to reproduce the language.
- d what you will get your students to do after your mime.

**3** Plan the sequence, then teach it and, if possible, video it.

**4** Watch the video and/or write your reflections about what happened. Would you do it differently in future?

## Research

**1** John uses a game as a 'warmer' or 'icebreaker' (see page 214).

- a Find as many examples of warmers and icebreakers as you can, using any resources available. Categorise them in terms of usefulness for a) age and b) level.
- b Find as many examples as you can (using any resources) of activities which can be used as 'settlers'.

**2** Which activities do you use? Which have you not used but think you would like to? Which do you not really want to use?

**3** Choose a student from one of your classes. Over a two-week period, keep a record of their spoken English (by recording them or writing down what you hear). What sound 'problems', if any, do they have?

Are their sound problems similar to those of other speakers of the same home language/mother tongue?

Research the best ways of 'curing' those problems.

1 a He wants his students to (a) focus on storytelling, (b) work on past tense endings.  
 b John starts the lesson with a vocabulary game. The students have to think of something that teachers and students bring to class, but if they choose something that been chosen before, they are 'out'.  
 c The students have to talk about what they like and don't like about school. John starts them off by giving an example himself.  
 d John situates his lesson in a school context where he and the students concentrate on making excuses for being late, not doing homework, etc.  
 e John (a) writes phonemic symbols on the board, (b) has the students say phonemes with a piece of paper held up to see if there is any aspiration, (c) tells them to touch their larynxes to check for voicing, (d) gets the students to stick verbs on Post-it notes in the right column.  
 f The students mime excuses for their team to guess.  
 g The students have to draw a storyboard which tells what happened and illustrates their excuses. Other students have to work out the excuses from the storyboards.  
 2 yesterday – w, g woke up – m, s 7 o'clock – g got up – m went – m shower – m, s washed face – m, s brushed teeth – m, s shaved – m, h went downstairs – m cooked breakfast – m, s sat down – m, g ate – m, s suddenly – m, s, h knocked – s opened the door – m, s looked down – m baby – m, s picked up – m neighbour's house – v – m ran away – m  
 3 John likes using mime. He saw a woman doing this mime some years ago and liked it. If a teacher enjoys doing something, that enthusiasm will be transmitted to the students.  
 4 John uses phonemic symbols because they engage the students with the language; they make lexis memorable; and they allow the students to help each other with sounds. John is a 'late convert' to using phonemic symbols. In the past, he didn't use them in his lessons.  
 5 John and his students use: the board, flip-chart paper, Post-it notes, small paper cards and marker pens.  
 6 John uses b, e, f and g.  
 12 John focuses on /t/, /d/ and /ɪd/ – the endings of 'regular' verbs in the past.