



Lesson observation worksheet

B2 / upper-intermediate Teenage general English lesson

Varinder’s lesson (at an international summer school in the UK) focuses on descriptive adjectives. 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 Varinder’s lesson plan in the Teacher Resources / Lesson Plans section of the website.

Issues

Answer this question before you watch Varinder’s lesson:

How would you rewrite these sentences so that they accurately reflect your point of view?

- a Teenage students don’t like using traditional classroom materials, such as scissors, glue and paper.
- b It is a good idea for the teacher to talk about teenage students’ favourite pop bands in class.
- c The best kind of listening material is properly-produced commercial audio.
- d It is always a good idea to start the lesson with a game.

Discuss

If you have someone to discuss this question with, compare the sentences you have both written. Where you have expressed different ideas, talk about why this is, and see if you can agree.

(See Chapter 5, Section 5.1, Chapter 11, Section 11.1 and Chapter 19, Section 19.3.2.)

Video viewing tasks

Activity sequence

1 Number these events from Varinder’s lesson in order. Which event does NOT happen?

- | | | |
|---|---|--------------------------|
| a | Groups present their bands to the class. | <input type="checkbox"/> |
| b | The students work together to create their own fantasy bands. | <input type="checkbox"/> |
| c | The students discuss some people in a picture. | <input type="checkbox"/> |
| d | The students listen to a song. | <input type="checkbox"/> |
| e | The students investigate and categorise some adjectives. | <input type="checkbox"/> |
| f | The students listen to an audio recording. | <input type="checkbox"/> |
| g | The students play a team game. | <input type="checkbox"/> |
| h | The teacher explains some words from the audio to the students. | <input type="checkbox"/> |
| i | The teacher sets up/explains a group task. | <input type="checkbox"/> |
| j | The teacher elicits words from the audio. | <input type="checkbox"/> |
| k | The teacher checks the students’ categorisation and pronunciation of words. | <input type="checkbox"/> |

Explaining decisions

- 2 Match the sentence halves in columns A and B to make sentences that match the opinions that Varinder expresses in the interview at the end.**

A	B
1 Activities like the final one	a a lot of the target language in the final activity.
2 Even adults enjoy collaborative,	b allow students to be as creative as they want to be.
3 Even the coolest kid was	c cutting things up, sticking things and talking to each other, they collaborate with each other a lot.
4 The group activity was	d kinaesthetic activities.
5 The students produced	e taking part enthusiastically in the final activity.
6 When students are involved in	f the fun bit of the class.

Same or different?

- 3 Say whether you often, sometimes or never do the same as Varinder for the following items:**

Varinder ...

- starts her lesson with a team game which involves the students moving around the classroom.
- gets her students to put descriptive adjectives into different categories.
- asks groups of students to present to the rest of the class.
- gives the students magazines, scissors, glue and paper to make their own posters.
- has the students working together in groups.
- has the students listen an audio recording she has made before – using two teenagers she knows.
- lets the students listen to the audio twice.

PLAN INTO ACTION: Design a lesson about physical appearance

- 1 Decide on a level or age group to teach.**
- 2 You are going to teach adjectives which describe someone's physical appearance. First do the following tasks:**
 - a Think of a context for teaching these adjectives – and the kind of visual material you can use to do this.
 - b Record a conversation with friends/people you know where they talk about physical appearance.
 - c Think of tasks for the students to do before, during and after they listen to your audio.
 - d Think of an activity where your students can practise/use what they have learnt.
- 3 Teach your material to a class of students.**
- 4 Write a report (for yourself) about what you intended and what you hoped would happen. Compare that with what actually happened, and say how you would teach the same lesson differently next time.**

Research

- 1 Think of as many adjectives as you can that describe people or things.**
 - How many different categories can you think of to group them in?
 - Choose two or more of the categories you have selected.
 - Using a concordance or a dictionary, group your adjectives according to whether they are more or less frequent.
 - decide which adjectives would be appropriate for different levels.
 - Think of a context which would allow you to introduce and practise your adjectives.

1 The order is: g, f, j, c, e, k, h, i, b, a
The activity that does not take place is d.
2 1 b 2 d 3 e 4 f 5 a 6 c

