



Lesson observation worksheet

B1 / pre-intermediate Pre-university adult general English lesson

Zeynep's lesson at METU (The Middle East Technical University in Ankara, Turkey) focuses on reading. 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 Zeynep's lesson plan in the Teacher Resources / Lesson Plans section of the website.

Issues

Answer this question before you watch Zeynep's lesson:

How would you rewrite these sentences so that they accurately reflect your teaching?

- a I give my students time to prepare what they are going to say in class.
- b I give my students dialogue models for when they compare answers to a reading text.
- c Whenever they speak in class, my students use their L1.

Discuss

If you have someone to discuss this question with, compare the sentences you have both written. See if you can come to an agreed view about what is best in each case – and if not, say why not.

(See Chapter 3, Section 3.1.6 and Chapter 21, Section 21.2.1.)

Video viewing tasks

Asking questions

1 Mark these statements T (true) or F (false).

- a Zeynep's students are improving their English so that they will be able to study in English at university level.
- b Zeynep's students ask each other questions which they find under their 'desks' (the chair writing tablets).
- c The students find questions for one part of the lesson under their 'desks' (the chair writing tablets).
- d The students interview each other in groups.
- e The students interview one student at length.
- f The students prepare questions to ask their colleague Hasan.
- g Zeynep asks follow-up questions during the sequence with Hasan.
- h The students are going to answer true/false questions about the reading text on their own.
- i The students write their own questions for the reading text.

2 Choose the best answers.

- 1 Zeynep gives the students prepared questions to ask
 - a because she wants them to practise their pronunciation.
 - b because they can't write questions themselves.
 - c because she thinks they might not be keen to speak if they think they will make mistakes.
- 2 Because the questions placed under the desks were prepared in advance,
 - a the students made mistakes.
 - b there was no risk of the students making mistakes.
 - c the students were reluctant to speak.
- 3 Zeynep wanted to use the prepared questions to
 - a motivate the students.
 - b get the students moving around the class.
 - c make the students speak using correct grammar.
- 4 Zeynep models dialogues for the students to use when they are answering true/false questions
 - a to stop the students using their L1.
 - b because otherwise they would make mistakes.
 - c because that is the most important part of the lesson.

Explaining reasons

3 Answer these questions.

When Zeynep discusses the sequence with Hasan, what:

- a activity did she leave out?
- b kind of objective was in her mind?
- c is her opinion of how it turned out?

Same or different?

4 Say whether Zeynep's techniques are the same as (S) or different (D) from yours.

- a Zeynep gets the class to question one student for quite a long time.
- b Zeynep asks follow-up questions herself.
- c Zeynep uses (because of the coursebook) true/false questions for reading comprehension.
- d Zeynep models reading comprehension pairwork conversations.

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PLAN INTO ACTION: Design a reading and 'hot seat' lesson

You are going to teach a lesson which includes a reading text and a sequence where one student is interviewed about something related to the topic of the text. Complete the following tasks:

1 Find the text you are going to use and:

- prepare the lead-in to the text and the tasks the students will do during their reading and after it. Decide whether they will do these tasks on their own or in pairs or groups.
- decide on how you will get feedback on the tasks.

2 Decide when and how you will put individual students in the 'hot seat' – in other words, they will be questioned/interviewed by the other students in the class. Think about these questions:

- Where will the questions come from?
- What will happen when the student has given an answer?
- How will you finish the activity?

3 Teach your lesson/sequence. Afterwards, ask the students how they felt about the reading task and, especially, how they felt about interviewing or being interviewed.

Research

1 How many different types of reading tasks can you find in books and online (for use in class or by a student studying on their own)? List them and categorise them according to the following criteria:

- Which do you think are most helpful for students trying to understand a text?
- Which are most useful for provoking student–student interaction?
- Which are new for you? Which do you already use?
- Which do you like best?

2 Decide which of the reading tasks you found you would use with one of the following:

- The text 'Experience: I caught a falling baby' on page 326
- The text 'Ofcom: six-year-olds understand digital technology better than adults' on page 300