



# Lesson observation worksheet

## B1 / intermediate Adult listening (and grammar) lesson

Pablo's lesson at International House, Mexico, uses live listening to generate language work. 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 Pablo's lesson plan in the Teacher Resources / Lesson Plans section of the website.

### Issues

Answer these questions before you watch Pablo's lesson:

- 1 If you were a student, which would you rather hear about: the story of a character in a coursebook or a story about your teacher's life? Why?
- 2 Which is a better source of listening: a well-recorded audio track or a 'live' speaker (probably the teacher)? Why?
- 3 Can listening texts be authentic and, at the same time, good contexts for teaching grammar? How?
- 4 If the class is following a coursebook, how often should the teacher use it with them (rather than using other activities and materials)?

### 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 Chapter 4, Section 9 and Chapter 19, Section 3.)

## Video viewing tasks

### Listening task types

1 Look at listening task types a–f. Tick the ones that Pablo uses.

- |                           |                          |
|---------------------------|--------------------------|
| a Comprehension questions | <input type="checkbox"/> |
| b Event sequencing        | <input type="checkbox"/> |
| c Multiple choice         | <input type="checkbox"/> |
| d Prediction              | <input type="checkbox"/> |
| e Summarising             | <input type="checkbox"/> |
| f True/false questions    | <input type="checkbox"/> |

What other activities might you have used instead of or in addition to Pablo's?

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**2** What three different meanings does Pablo offer his students for the word *get*. What are the grammatical patterns for them?

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

Think of two more examples for each meaning/grammatical pattern.

1 a \_\_\_\_\_  
 b \_\_\_\_\_  
 2 a \_\_\_\_\_  
 b \_\_\_\_\_  
 3 a \_\_\_\_\_  
 b \_\_\_\_\_

**3** Number the following activities, which Pablo uses to teach *get*, in the order he uses them.

- a Pablo asks the students to find more sentences in the text which have the verb *get*.
- b Pablo asks the students to practise using *get* by writing and saying their own sentences (some of which are false).
- c Pablo asks what the sentences on the board have in common.
- d Pablo demonstrates an activity where he says sentences about himself with *get*. The students guess which sentences are false.
- e Pablo discusses/explains the different meanings and the grammar of the word *get*.
- f Pablo draws the students' attention to sentences from the text with *get*.
- g Pablo writes sentences with *get* on the board.

### Same or different?

**4** Answer these questions and then say whether you do the things in the same way (S) or differently (D).

- a Where is Pablo when he tells his story?
- b How does Pablo tell his story: in an improvised way or from a script?
- c How and why does Pablo use the timer on his mobile phone?

### Coursebooks

**5** Based on your discussions in 'Issues' above (and on Pablo's lesson), complete the table with advantages and disadvantages of using coursebooks.

	Advantages	Disadvantages
Using coursebooks	_____ _____ _____ _____	_____ _____ _____ _____

(See Chapter 4, Section 9.)

**6** Based on your discussions in 'Issues' above (and on Pablo's lesson), complete the table with advantages and disadvantages of live and recorded listening.

	Advantages	Disadvantages
Live listening	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Recorded listening	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

(See Chapter 19, Section 3.)

## PLAN INTO ACTION: Your story

**Think of something interesting or amusing that has happened in your life and that you can tell your students about.**

- Write the story. Include at least one grammar pattern in your story that you will ask the students to focus on later.
- Design pre- and post-listening exercises to help the students understand your story.
- Design ways of practising the grammar pattern(s) that you used in your story.
- Practise telling your story in the most dramatic way possible.
- Try out your listening lesson with your students. Write up your evaluation of how the lesson went (for yourself).

## Research: *get*

**1** Using more than one dictionary and/or accessing a concordance program (see pages 203–4), answer these questions.

- 1 How frequent is the word *get* in speaking and writing?
- 2 How many different meanings are given for the word?
- 3 How many typical phrases with *get* are included?
- 4 How many phrasal verbs are given which include *get*?

**2** Think of three uses of *get* that you would definitely want to teach students at the following levels:

- 1 Beginner (A1)
- 2 Lower-intermediate (A2/B1)
- 3 Upper-intermediate (B2)
- 4 Advanced (C1)



1 He uses a, b and d.

2 Get followed by noun = receive/obtain; Get + adverb = move/arrive; Get + adjective = become

3 The correct order is: 1f, 2g, 3c, 4a, 5e, 6d, 7b.