



EFOP-3.4.3-16-2016-00014



**Dr. T. Balla Ágnes, PhD**

**Classroom interaction**

**Task 1**

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**BEFECTETÉS A JÖVŐBE**



### Task 1

Below you can see a detailed plan of a lesson. Look at each step and determine, what interaction pattern the teacher planned to use. Mark it in the lesson plan. (Write S where the students work on their own – so there is no interaction.) The first few have been done for you as an example.

### Lesson plan – Who is talking to whom

<p><b>Teaching material:</b> Headway 4<sup>th</sup> edition Pre-Intermediate  <b>Length of lesson:</b> 45 minutes  <b>Class 9A</b></p>	
<p><b>The aim of the lesson:</b></p> <ul style="list-style-type: none"> <li>• Grammar:             <ol style="list-style-type: none"> <li>1) Revision of the past simple (irregular verbs, forming questions and negatives)</li> <li>2) Presentation and controlled practice of the past continuous (as contrasted with the past simple)</li> </ol> </li> <li>• Vocabulary : irregular verbs, walking in nature, adventure</li> <li>• Skills: reading and listening to short stories contrasting the two past forms</li> </ul>	
<b>Time</b>	<b>Activities – procedure, classroom management, What if?</b>
<b>5- 10</b>	<p><b>Warm-up and topic lead-in T ↔ SS</b></p> <p>When was the last time you took a long walk in nature?          Where did you go?          Who did you go with?          What did you enjoy most about it?          Did you have any difficulties or problems? If so, what were they?</p>
<b>16-20</b>	<p><b>II. Revision of the past simple</b></p> <p>3-4</p> <ol style="list-style-type: none"> <li>1) What is the past simple of these verbs? (p 22 Starter/ex. 1)             <ol style="list-style-type: none"> <li>1. T ↔ SS to establish the right past forms</li> <li>2. 1-minute “rapid-fire” practice in pairs – one S says present form, the other S has to say the past form, Then swap. S ↔ S</li> </ol> </li> </ol>

<p>3-5</p> <p>8</p> <p>2-3</p>	<p>2. Put the verbs in the text (p. 22 ex. 2)  S work individually  Listen and check  T plays CD – 1. the whole text  - 2. again, stopping after each verb to confirm</p> <p>3. Ask and answer questions about the text (p 22 ex. 3)  S can choose if they prefer to work individually or in pairs.  Write down the questions!  Check the questions together with T + answer them (whole group)</p> <p>4. Listen to the questions and answer on the CD (whole group)  Practise the questions and the answers (in pairs)</p>
<p>12-14</p> <p>4</p> <p>3-4</p> <p>1-2</p> <p>3-4</p>	<p><b>III. Presenting the past continuous</b></p> <p>1. Read Cho’s story (p 23 ex 5)  SS read the text to themselves.  Then SS read the text out, taking turns. Clarify meaning.</p> <p>2. Focusing on new structure</p> <p>2.1 T guides SS to the discovery of the use of the past continuous:  The verbs in bold are in the past continuous.  What do we know about the <i>present</i> continuous?  - How do we form it? (aux BE-&gt; am/are/is + Verb+ing)  - When do we use it? (for actions in progress now or nowadays)  - Look at the text and try to explain why the verbs in bold are also in the continuous – this time <i>past</i> continuous. How does this “continuous-ness” work in the past? (for actions in progress at a specific point in the past – which might be defined by “when/what time” or “when what happened”)</p> <p>2.2 p 23 Grammar spot  T guides SS through the grammar table – read, fill out and discuss  <b>HW:</b> read it again in the Grammar reference</p> <p>3. Immediate controlled practice of new structure  p 23 ex 6 &amp; 7  Whole class together. Everybody writes down one sentence (6) / question &amp; answer (7), then one S reads it out, T confirms and explains.</p>

<b>10-0</b>	<p><b>IV. Controlled practice of the past continuous vs past simple</b></p> <p>p 23 ex 8 Ed's blog          IF TIME do some of the blog entries together.          Students have a go at one individually.          Listen and check. Discuss if necessary – restate the rule, point on the timeline on board          The rest of the blog entries is <b>HW</b></p>
<b>2-1</b>	<b>Recap and goodbye</b>



**Key: Lesson plan – Who is talking to whom**

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