



EFOP-3.4.3-16-2016-00014



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Classroom interaction

Task 3

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BEFECTETÉS A JÖVŐBE



Task 3

Below you can see a detailed plan of the same lesson you saw above. Look at each step and, this time, 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 – Interaction patterns

<p>Teaching material: Headway 4th edition Pre-Intermediate Length of lesson: 45 minutes Class 9A</p>	
<p>The aim of the lesson:</p> <ul style="list-style-type: none"> • Grammar: <ol style="list-style-type: none"> 1. Revision of the past simple (irregular verbs, forming questions and negatives) 2. Presentation and controlled practice of the past continuous (as contrasted with the past simple) • Vocabulary : irregular verbs, walking in nature, adventure • Skills: reading and listening to short stories contrasting the two past forms 	
Time	Activities – procedure, classroom management, What if?
5- 10	<p>Warm-up and topic lead-in full-class interaction</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>
16-20	<p>II. Revision of the past simple</p> <p>3-4 1) What is the past simple of these verbs? (p 22 Starter/ex. 1) 1. T ask SS to establish the right past forms Closed-ended T questioning 2. 1-minute “rapid-fire” practice in pairs – one S says present form, the other S has to say the past form, Then swap. Repetition in pairs</p> <p>2. Put the verbs in the text (p 22 ex 2)</p> <p>3-5 S work individually</p>

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



Key: Lesson plan – Interaction patterns

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<p>The aim of the lesson:</p> <ul style="list-style-type: none"> • Grammar: <ol style="list-style-type: none"> 1. Revision of the past simple (irregular verbs, forming questions and negatives) 2. Presentation and controlled practice of the past continuous (as contrasted with the past simple) • Vocabulary : irregular verbs, walking in nature, adventure • Skills: reading and listening to short stories contrasting the two past forms 	
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16-20	<p>II. Revision of the past simple</p> <p>3-4 1) What is the past simple of these verbs? (p 22 Starter/ex. 1)</p> <ol style="list-style-type: none"> 1. T asks SS to establish the right past forms closed-ended teacher questioning 2. 1-minute “rapid-fire” practice in pairs – one S says present form, the other S has to say the past form, Then swap. repetition <p>3-5 2. Put the verbs in the text (p 22 ex 2)</p>

8	<p>S work individually individual work (could be collaboration) Listen and check: T plays CD - 1. the whole text indiv. work - 2. again, stopping after each verb to confirm indiv. work</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. indiv or collab or pairw. Write down the questions! Check the questions together with T + answer them (whole group) closed-ended T Q</p>
2-3	<p>4. Listen to the questions and answer on the CD (whole group) Practise the questions and the answers (in pairs) repetition</p>
12-14	<p>III. Presenting the past continuous</p> <p>4</p> <p>1. Read Cho's story (p 23 ex 5) SS read the text to themselves. Individual work Then SS read the text out, taking turns. Clarify meaning. T ↔ SS</p> <p>3-4</p> <p>2. Focusing on new structure 2.1 T guides SS to the discovery of the use of the past continuous: closed-ended teacher questioning 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-> 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”) could occur: student initiates, teacher answers (for clarification etc)</p> <p>1-2</p> <p>2.2 p 23 Grammar spot T guides SS through the grammar table – read, fill out and discuss teacher talk , closed-ended teacher questioning could occur: student initiates, teacher answers (for clarification etc) HW: read it again in the Grammar reference</p> <p>3-4</p> <p>3. Immediate controlled practice of new structure p 23 ex 6 & 7 Whole class together. Everybody writes down one sentence (6) / question & answer (7) individual work then one S reads it out, T confirms and explains teacher talk , closed-ended teacher questioning could occur: student initiates, teacher answers (for clarification etc)</p>

10-0	<p>IV. Controlled practice of the past continuous vs past simple</p> <p>p 23 ex 8 Ed's blog</p> <p>IF TIME do some of the blog entries together.</p> <p>Students have a go at one individually. individual work or collaboration</p> <p>Listen and check. Discuss if necessary –restate the rule teacher talk</p> <p>could occur: student initiates, teacher answers (for clarification etc)</p> <p>The rest of the blog entries is HW</p>
2-1	<p>Recap and goodbye</p> <p>teacher talk</p>

Further questions to think about:

1. Do you find it balanced/varied enough?
2. Which steps could be done using another interaction type? What other interaction type could you use for that step? What difference would it make?