

to learning

<p>suggestions</p>	<p>Blackout not only related to drinking. → elicit examples</p> <p>For communicative activities first have sts brainstorm ideas around the topic to generate ideas e.g. - what jobs do people have during blackouts - what fears might you have? - what can you do to help the situation? This will improve their chances of performing the task well</p> <p>Consider rotating the role cards so each student performs 3 role plays and is exposed to more TL.</p> <p>→ This would have been useful before performance of the task. Maybe now have them do it again (Test-teach-test)</p>	<p>Overall summary:</p> <p>A strong lesson that provided students with lots of fluency practice. Could be staged differently next time to maximise opportunities to assimilate TL.</p> <p>Satisfactory pass?</p>
<p>how well it worked and why?</p>	<p>- Great visuals to generate discussion</p> <p>- Students guess meaning from context → much more effective in making new vocabulary more memorable.</p> <p>- Good focus on emergent language.</p> <p>- All students on task and engaged in the activity.</p> <p>- Evidence of peer teaching</p>	<p>Areas to work on:</p> <p>1 Give students opportunities to prepare for communicative activities.</p> <p>2 Stage activities so that TL has been taught before practice/production.</p> <p>3 Mix interaction patterns to maximise interaction during communicative tasks.</p>
<p>what happened?</p>	<p>Students discuss photos showing blackouts</p> <p>Blackout role plays</p> <p>Students perform roleplay in front of the class</p> <p>Focus on expressions with fear</p> <p>Teacher elicited language related to expressing fear.</p>	<p>What went well:</p> <p>1 Excellent focus on emergent language</p> <p>2 Good contextualisation of TL with blackout theme</p> <p>3 Great rapport and relaxed atmosphere conducive to learning</p>

ESA Engage/ Study/ Activate	time	student activity	Stage aim (why?)	Interaction	Self-reflection Comment on how effective each stage was. How do you know? Aims
	15	SS will watch a TV clip and write the dialogue	Practice listening skills, focus on verbs known.	Indv-pairs - WC	<ul style="list-style-type: none"> SS will listen to and watch a clip from friends with phone vocabulary
	15	SS will complete a phone phraseal verb matching activity	First background knowledge + teach verbs	WC-pairs	<ul style="list-style-type: none"> SS will complete a dictation (?) of the clip.
	10	SS look at Blackout pictures and discuss what they see	T describe photos and discuss them	Pairs	<ul style="list-style-type: none"> SS will be introduced to phraseal verbs relating to phone calls.
	5	T introduces Blackout and role play (expressions of fear)	Explain activity	T-WC	<ul style="list-style-type: none"> SS will write and present a Blackout role play.
	10	SS read role play cards and prepare their dialogues	Incorporate new verbs		<ul style="list-style-type: none"> SS will learn expressions of fear and put them into context.
	10	SS present their role-plays	Practice speaking in front of class	Pairs	
	10	T reviews the new language + SS discuss their reactions	Review new expressions	T-WC	

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