

Amila 5/4/16

what happened?	how well it worked and why?	suggestions
<p>Teacher drills examples of connected speech</p> <p>Sts match sentences and responses</p> <p>Feedback → Sts read sentences aloud aloud.</p>	<ul style="list-style-type: none">- To raise awareness of problematic weak forms ✓- T modeled one example to set clear expectations. Much more effective than explaining ✓- Done in pairs - Evidence of peer teaching ✓- Time limit set ✓- Challenging task that allows sts to discover phon features for themselves ✓- Great phon practice.- All students attentive and on task.	<ul style="list-style-type: none">- Maybe before boarding the 3 sentences read them out and have students write them phonetically. - What sounds are missing? - Did you notice anything unusual?- Consider cutting up sentence halves to tailor to kinesthetic learners.- Divide class into A's + B's<ul style="list-style-type: none">→ Sentences to A's, responses to B's→ A's dictate sentence, B's write and find response.→ Compare what's written with real sentence.
<p>What went well:</p> <ol style="list-style-type: none">1 Naturally good at keeping the students' attention and on task.2 Lots of collaborative learning and peer teaching3 Excellent control of each stage in terms of timing kept allowed for good pace throughout.	<p>Areas to work on:</p> <ol style="list-style-type: none">1 Exploit opportunities to involve students more at each stage.2 Experiment with techniques for having students more around to appeal to different learner types.3	<p>Overall summary:</p> <p>A well controlled lesson that was effective in raising awareness of problematic features of connected speech.</p> <p>Well done!</p> <p>Satisfactory pass?</p>

Lesson Plan Pro Forma

Name *Camila*

date *5/4/16*

level

B2-C1

estimated number of stu

Language Aims (grammar, vocabulary, pronunciation – include at least one of these)

- Ss will be able to recognize connected speech patterns and practice them in the context of song and conversation.

Conversation Aims

Reading/Listening/Writing Practice

Materials and aids to be used (mention book references and page numbers where relevant)

- *Something lyrics*
- *Dictation computer game*

Personal aims (areas I wish to improve in your teaching)

Post lesson reflection:

What did the students learn/improve on? How?

Did I improve in these areas?

time	student activity	Stage aim (why?)	interaction
10	SS discuss experience not understanding song lyrics.	Introduce topic + engage SS	Pairs - WC
20	SS listen to Beatles' 'Something' determine correct correct lyrics	Practice listening and looking for connected speech	Indv - pairs
10	T reminds forms of connected speech (weak forms)	Teach SS to recognize connected speech	T-WC
20	SS play Dictation Computer and create mini dialogues	To practice pron. and form mini conversations in context	Pairs - WC
10	EC	EC for first round of game	

Teacher's notes

Self reflection
 Comment on how effective each stage was. How do you know?

→ cut up quotes and responses - dictation game within it as well

A: "Alaska..."
 B: "Hum... I'll ask her..."