

What happened?	How well it worked and why?	Suggestions
<p>Sts brainstorm different attractions in BCN.</p> <p>Students prepare a tour in pairs</p> <p>Task performance</p> <p>Delayed error correction</p>	<p>→ Generated ideas for following stage, sets context and stimulates new active.</p> <p>→ Students came to board → Great! Appeals to different learner types</p> <p>→ Good management of interaction patterns to enable communicative/collaborative learning.</p> <p>→ Perfect timing - 10 mins prep, 15 mins performance.</p> <p>→ Teacher encouraged use of TL before ✓</p> <p>→ Teacher very attentive to assist sts where needed. ✓</p> <p>→ Students using the TL ✓</p> <p>→ All members of the group engaged in the task. ✓</p> <p>→ Effective final focus on accuracy. ✓</p> <p>→ Student centred. → Peer and self corrections ✓</p>	<p>Could maybe include some images here to further generate ideas and appeal to visual learners.</p> <p>Possibly include a pron stage before students practice TL. Spanish learners have difficulty with word stress of adjectives.</p> <p>This can be student led - Board stress patterns and have students categorise the new words accordingly.</p> <p>→ Regroup students into groups of 3 with one teacher guide from each pair. This will double the amount of student talking time</p> <p>→ Some students reading. Encourage brief note taking to avoid this</p> <p>→ Encourage follow up questions.</p> <p>Consider including a review game that encourages students to recall language from their long term memory. This will increase their level of retention and recall.</p>
<p>What went well:</p> <p>1 Good topic selection → relevant to sts, generated lots of ideas and discussion.</p> <p>2 Clear rationale behind staging and activity selection</p> <p>3 Good variety of tasks that appeal to different learner types</p>	<p>Areas to work on:</p> <p>1 Experiment with more techniques that make new words more memorable</p> <p>2 Aim to include a focus on pron before oral practice activities.</p> <p>3 Explore different interaction management to further increase student speaking.</p>	<p>Overall summary:</p> <p>A well planned and seamless lesson, with clear rationale behind its various stages. Well done!</p> <p>Satisfactory pass?</p>

Aims: Ss learn positive / extreme adjectives. ~~Review~~ Ss describe tourist attractions using the vocabulary. Ss discuss tourist attractions in Barcelona. Ss write a mini script for their own tour.

ESA Engage/ Study/ Activate	time	student activity	Stage aim (why?)	Interaction	Self reflection Comment on how effective each stage was. How do you know?
5		Ss look at pictures of Copenhagen & discuss what they know about it	Introduce context & engage Ss	Pairs	
10		Ss read Denmark FAQs and match with answers	Reading comprehension	Indv. - Pairs	
5		Ss circle positive adjectives in the text	Elicit background knowledge	Indv	
5		T introduces additional vocab (positive adjectives / extreme adjectives)	Introduce new vocab	T - Ss	
10		Ss discuss Qs using new vocab	Practice new vocab in context	Pairs	
10		Ss brainstorm tourist attractions in Barcelona and write them on board	Establish context	Indv - WC	
10		Ss choose a category of attractions and plan a tour	Use new vocab	small groups (3-4)	
15-20		Ss give their tours	Practice vocab in context	small groups	
5		EC	Correct errors		