

Comment on lesson plan and language analysis:

Aims:

Procedure:

LA:

Materials:

Strengths:

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Points to work on (Action points):

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Trainer's overall comment:

Overall grade for this lesson: **BELOW** **AT** standard for this stage of the course

Tutor Signature:

Assumptions: *What do you expect the students will already know about the language/content of your lesson?*

- Students may understand the grammar basics underpinning the lesson enough to grasp rules like "subject + *should* + base form of the verb" without additional explanation of non-pertinent grammar (e.g., 'infinitive', 'subject', etc.).
- Students might have practiced giving advice during the reading lesson directly prior to mine and will therefore be comfortable expanding on and using most of the vocabulary used in my lesson.
- Students may be able to notice the grammar structures in question during guided discovery to an adequate degree.

Anticipated problems (skills and classroom management – NOT language. E.g. problems with timing, grouping, instructions, topics, logistics, etc.)

1. There may only be 2-3 students present, making separate BORs untenable.
2. Students arriving late may need to be caught up on the requirements for an activity.
3. Students leaving early may cause an imbalance in the BORs etc.
4. This is my first grammar lesson, and I may mis-time stages.

Solutions to these problems:

1. It seems that the best way to manage this is to not use BORs, but rather to keep the discussion in the main room where I can monitor it directly.✓
2. I will keep an eye on the waiting room, allowing students to enter at convenient moments, and taking a moment or two to ensure they have the necessary handouts and can be added to a BOR if required.✓
3. I will do a quick tally of students before recreating each BOR to determine the number of rooms needed or if we need to stay in the main room for the discussion.✓
4. I will make notes of actual start time, keep track of the exact start and end times of my phases as I teach, and reduce teacher talking time as needed to ensure we meet each stage's goal.

Personal Aims - What action points from your previous lesson(s) are you working on? 1. Spend a few extra seconds in the lead-in putting students at ease for a less abrupt start. ✓ 2. Allow room in the script for levity and personalization to build rapport with students. ✓ 3. Include more planned MFP clarification (including phonology). ✓ 4. Include more on-the-spot corrections of grammar, word use, and pronunciation (including phonology). ✓ 5. Don't simply recast when giving corrections; have the students repeat the correction before moving on. ✓ 6. Focus on timing stages appropriately. ✓	Where are these on your lesson plan? What is your strategy to improve in these areas? 1. Lead in script: I have left space for a friendly lead-in that ties my lesson to the one directly before it. ✓ 2. Procedure script: I have left time for a few personal comments here and there to build rapport. ✓ 3. Grammar Analysis: This document covers all three aspects, and I have included this content in my LP. ✓ 4. As this cannot be planned for in the LP, I will be more attentive during the lesson, and I will have a brief slide planned on pronunciation, in particular. ✓ 5. As above, I will practice having students repeat a correction in the moment. ✓ 6. I will make notes of actual start time, keep track of the exact start and end times of my phases as I teach, and reduce teacher talking time as needed to ensure we meet each stage's goal.
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Time	Interaction	Stage Name	Stage aim	Procedure	Trainer's Comments
7 minutes 8:00 – 8:07	T – Ss T <-> Ss Ss <-> Ss WC	Lead in	To engage Ss in the context of the lesson: Giving advice	1. Opening: (0.5 minutes) a. “Thank you Meddi! What an interesting reading lesson! What did you think of the reading you just did, [NAME]? And what about you, [NAME]?” b. “Now we will look at the types of sentences you could use to talk about the little problems you encounter in life.” 2. Instructions: (1.5 minutes) a. PPT Slide 1. <i>First animation</i>. “What do you see in the picture, [NAME]? [NAME], do you agree?” <i>Elicit: Dirty dishes in the sink.</i> b. <i>Second animation</i>. “This I my brother’s sink. Every time I visit, his sink is full of dirty dishes! He says he works too hard to wash dishes.” c. HO Ex. 1. <i>Put HO in the Chat</i>. “I have put a handout in the Chat in two different formats: Word and PDF. [NAME], do you have the handout? [NAME], what about you? Good.” d. <i>Third animation</i>. “In small groups or pairs, answer this question: What advice would you give my brother? You will have 2 minutes to discuss your answers. You can refer to Exercise 1 in the handout for help. <i>Screenshare Exercise 1.</i>” e. ICQs: i. “[NAME], how much time will you have?” (2 minutes)	

				ii. “[NAME], who are you talking about? (The teacher’s/Tamarin’s Your brother and his problem with dirty dishes) 3. BOR: (2 minutes) a. <u>Send students to BORs. Keep them in the Main Room if 3 or fewer students attend/are left.</u> b. <u>Monitor, camera/mic off.</u> c. <u>Note 2-4 spontaneous uses of the imperative and should. Add these to PPT Slide 2.</u> 4. Feedback: (3 minutes) a. “Welcome back! I will definitely give my brother this advice! <u>Said jokingly.</u>” b. “I heard some good sentences during the discussion.” <u>PPT slide 2. Read the imperative and should sentences noticed. Elicit any corrections needed. Ask students to repeat each sentence after me, correct for pronunciation if needed. IF NO EXAMPLE SENTENCES USED, SAY INSTEAD: “[NAME], what advice did your group come up with? [NAME], what about your group?” Add them to slide.</u>	
3 minutes 8:07 – 8:10	T – Ss Ss <-> Ss WC	Noticing	To help Ss notice the target language in context	1. Target Language: (1 minute) a. <u>PPT Slide 3. “What’s the difference between these two sentences. Animation 1. “Listen to music while you clean.” Animation 2. “You should listen to music while you clean.”</u> b. <u>HO Ex. 2. “Look at Exercise 2 in the handout. With a partner or small group, discuss the differences between these two sentences. Take notes in the handout. You have 2 minutes.” Send to BORs.</u> c. ICQs:	

				i. "[NAME], which exercise are you referring to?" (2) ii. "[NAME], are you speaking or writing?" (Both) 2. BOR: (2 minutes) a. <u>Send students to BORs. Keep them in the Main Room if 3 or fewer students attend/are left.</u> b. <u>Monitor, camera/mic off.</u> c. <u>Note errors for later correction. Add these to PPT Slide Language Review.</u>	
17 minutes 8:10 – 8:27	T – Ss S Ss <-> Ss WC T – Ss T <-> Ss T <-> Ss	Language Clarification	To clarify the meaning, form, and pronunciation of the target language	1. Feedback (from previous stage BOR): (2 minutes) a. PPT Slide 3. "Thanks everyone. [NAME], what do you think the difference between the two sentences is? [NAME], do you agree?" <u>Elicit INSTRUCTION versus ADVICE. Animations 3 and 4 as the correct answers are found.</u> 2. Meaning: (4.5 minutes) a. PPT Slide 4. "Great! Now, look at these sentences. Decide which sentence is an instruction and which sentence is a piece of advice." <u>Read sentences from slide.</u> b. HO Ex. 3. "Look at Exercise 3 in the handout. <u>Share HQ on screen.</u> On your own, read the sentences and write if they are instructions or advice. You have three minutes." c. ICQs: i. "[NAME], which Exercise are you looking at?" (3)	

				ii. “[NAME], are you working alone or in groups?” (Alone) d. “Check your answers with a partner or small group. You will have 2 minutes.” 3. BOR: (2 minutes) a. <u>Send students to BORs. Keep them in the Main Room if 3 or fewer students attend/are left.</u> b. <u>Monitor, camera/mic off.</u> c. <u>Note errors for later correction. Add these to PPT Slide Language Review.</u> 4. Feedback: (2 minutes) a. PPT Slide 4. “Thanks everyone! [NAME], what is your answer for 1a? <u>Elicit until all answers are given correctly. Animate correct answers on the slide.</u> b. “Good. Look at the advice sentences. <u>Animate attention on advice sentences.</u> What do they have in common?” <u>Elicit: You + should.</u> Now, what is missing from the instruction sentences? <u>Elicit: subject.</u> i. <u>IF NEEDED: Instruct PPT Slide Subject.</u> 1. CCQs: a. “[NAME], what is the subject in this sentence? I should exercise every day.” (I) b. “[NAME], what is the subject in this sentence? My brother should give himself more breaks when working.” (My brother)	
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				5. Form: (2 minutes) a. <u>Instruct/read</u> PPT Slide 5. b. HO p. 2 GRAMMAR NOTES. "This information is also on page 2 of the handout in the Grammar Notes section." c. CCQs: i. "[NAME], is this sentence an imperative? You should drink plenty of water during the day." (no, it has a subject + should, so it is advice rather than an imperative) Repeat with <u>1-2 additional sentences</u>. 6. Pronunciation: (4.5 minutes) a. "Let's practice some pronunciation. PPT Slide 6. Listen to the sentences. <u>Read sentences</u>. [NAME], which words have the strongest stress? [NAME], which other words might have a weaker stress?" <u>Read the sentences twice. Elicit correct answers, animate STRONG in each sentence first, followed by potential weak thereafter.</u> "Remember that sentence stress depends on what you are trying to say. In the first sentence, I am giving a suggestion, so the first words in the sentence are not stressed. In the second sentence, I am giving a command or instruction, so I stress the opening words." b. "Let's try these sentences next." PPT Slide 7. <u>Read sentences</u>. "[NAME], which words have the strongest stress? [NAME], which other words might have a weaker stress?" <u>Read the sentences twice. Elicit correct answers, animate STRONG in each sentence first, followed by potential weak thereafter.</u> c. "Now look at these sentences." PPT Slide 8. <u>Ask individual students to read each sentence. Correct word stress and other pronunciation errors as they go and elicit stress patterns one sentence at a time. Animate as you go.</u>	
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8 minutes 8:27 – 8:35	T - Ss S Ss <-> Ss WC	Controlled Practice	To provide Ss with written controlled practice of the target language	1. Controlled practice: (4 minutes) a. HO Ex. 4. PPT Slide 9. “Look at Exercise 4 in the handout. You will have 3 minutes to write advice for the situations provided. Write one sentence using the imperative, and one sentence using <i>should</i>. You will work on your own.” b. ICQs: i. “[NAME], how much time do you have?” (3 minutes) ii. “[NAME], are you working alone or in pairs?” (alone) c. “Now you will check your answers in pairs or small groups. You will have 3 minutes.” 2. BOR: (3 minutes) a. <u>Send students to BORs. Keep them in the Main Room if 3 or fewer students attend/are left.</u> b. <u>Monitor, camera/mic off.</u> c. <u>Note errors for later correction. Add these to PPT Slide Language Review.</u> 3. Feedback: (1 minute) a. “Welcome back, everyone! Let’s check our answers. [NAME], what did you write for <i>I don’t eat breakfast?</i>” <u>Elicit correct answers by calling on specific students.</u> <u>Animate correct answers as they are identified.</u>	
5 minutes 8:35 – 8:40	T – S Ss <-> Ss WC	Freer Practice	To enable Ss to use the target language in a freer way	1. Freer practice: (0.5 minutes) a. PPT Slide 10. HO Ex. 5. “Look at these pictures. In pairs or small groups, give advice about ONE of the pictures. Take turns to give advice. Remember to use the	

				imperative and <i>should/shouldn't</i> sentences. You will have 3 minutes." b. ICQs: i. "[NAME], what will you be doing in the breakout rooms?" giving advice about the pictures 2. BOR: (3 minutes) a. <u>Send students to BORs. Keep them in the Main Room if 3 or fewer students attend/are left.</u> b. <u>Monitor, camera/mic off.</u> c. <u>Note errors for later correction. Add these to PPT Slide Language Review.</u> 3. Feedback: (1.5 minutes) a. "[NAME], which picture did your partner choose? What advice did they give?" <u>Continue until 2-3 students have given feedback.</u>	
5 minutes 8:40 – 8:45	T <-> Ss	Language Review	To correct grammar and pronunciation errors made during the lesson	1. PPT Slide Language Review. <u>Review language errors noted during BORs. Elicit as many answers as possible from students.</u> (5 minutes)	

Vocabulary Language Analysis Sheet

List the words/collocations/phrases you plan to teach or that may be problematic for learners in your lesson. Indicate the part of speech	How will you convey and check meaning? (Script CCQs with expected answers here if relevant)	Transcribe the pronunciation, indicate stress, and any issues with connected speech.	What problems might Ss have with the meaning, pronunciation, and form? What will you do if these arise in class?
Example: I <u>can't stand</u> it (verb phrase/collocation)	I will convey meaning using a cline. ☹️ ----- 😊 --- x I'll elicit that x = I can't stand it CCQs Is it stronger or weaker than I don't like it? (Answer: Stronger) What is something you can't stand? (answers vary)	o O /kænt'stænd/ ('t' is usually softened or omitted or replaced with a glottal stop)	P1: Ss may think "I can stand it" = I like it. S1: CCQ - Can I say "I can stand it" when I like something? (Answer: No) P2: Ss may omit the object S2: Tell Ss it's a transitive verb and record on the board as a chunk
Word/phrase (and part of speech-form)	Convey and check meaning	Pronunciation	Problems and solutions (at least 2 per item)

