

*Learning Level: Beginners*

**Action Points:**

<b>Learning Structure/Outcomes:</b>	<b>Teaching &amp; Learning Activities:</b>	<b>Stage &amp; Timing:</b>	<b>Methods of Assessment:</b>	<b>Resources/ Equipment</b>
<p>- Lead-in</p> <p>- Introduce activity to class</p> <p>- Students prior knowledge about comparative adjectives</p>	<p>*Teacher has 3 examples written on the board to work with prior to activity starting*</p> <p>“Look at these words and discuss if the correct form starts with ‘more’ or is a word ending in ‘-er’.”</p>	<p>3 minutes sitting facing the board</p>	<p>Facilitate the group’s activity; offer confirmation and praise where learners have made the correct judgement with the live examples.</p>	<p>*Board race adjectives must be listed on board prior to lesson starting*</p> <p>- Large Whiteboard &amp; Board Pen</p>
<p>- Warm up-activity</p> <p>- Communicative skills/ kinaesthetic ability/thinking</p> <p>- Team work</p>	<p>*Groups will be sorted into two through teacher allocating each student a letter – either Team A or Team B.</p> <p>Explain task and competition. Highlight prize (chocolate) for winning and do first word on board as an example to model instructions.*</p> <p>“Each member races to the board and writes the adjective in front of them in the corresponding column before joining the end of their line and allowing the next person’s turn”.</p>	<p>7 minutes</p> <p>Team 1 and Team 2 standing up. Split in two sections spaced out facing board. They should line up in their teams.</p> <p>This should be done until every adjective on board is completed.</p>	<p>Teacher will tally up the correct answers</p>	<p>-Chocolate</p> <p>*This is shown to students during instructions*</p>

<p>Reflection</p> <p>- Real life use of these adjectives</p> <p>- Relating back to full sentences and scenarios</p> <p>Link to following activity</p>	<p>“Get examples of use in sentences from students to ensure they can use the form correctly... Provide them with the example word using ‘dangerous’, and learners will discuss whether it is an ‘er’ or ‘more’ term.”</p> <p>*Award chocolates to the winning team after satisfying correct form to each*</p>	<p><u>5 minutes</u></p> <p>This is done to open class (sitting or standing)</p>	<p>I will facilitate learners, guiding those who struggle with their answer/ open it up to their other team members.</p> <p>I will be able to assess the learning and understanding, and will be able to plan future session in regards to what needs further development</p>	<p>-</p>
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A warm up activity helps students with the retention of their prior knowledge and allows them to “build upon it” (Cotter 2016, p.44). It cultivates students towards an “improvisational mode” (Berk and Trieber 2009, p.32) that helps them develop their verbal and physical communication. Berk and Trieber (2009) suggest that the principal role of a warm-up activity is to rouse prior knowledge but also familiarise students with new topics. The above warm-up is a team-based exercise in which students must think quickly whilst working collaboratively for an end goal. It not only exercises their kinaesthetic ability, but it also ensures inclusivity in how all students are required to demonstrate their knowledge and understanding by coming to the board.

Dixon (2015, p.2) suggests a warm-up activity is “a short activity designed to wake students up”; my activity is a communication exercise whereby students learn and rapport-build without “objection, ridicule, and intimidation” as Berk and Trieber (2009) advocate. They add that it stimulates alertness, sensory responses and critical thinking. The performative element of my activity reflects learning in this way by requiring students to be active and on their feet. Allwright (1984, p.156) reaffirms that this type of learning setting can “refocus [the students’] attention” and ensure students are better attentive, inquisitive and mentally engaged before the main topic begins.

The activity at hand is easily adaptable. It can be amended for differentiation depending on how controlled the activity is made. For advanced learners, the teacher’s involvement with the students at the beginning would be less, in that they would not need to elaborate as much, allowing it to flow and be less controlled. For example, the teacher’s live examples at the beginning of my activity would be removed when adapted for these due to the fact they are expected to be more competent than beginner level thus needing less direction, whereas beginners would need more corroboration and support throughout. This may include repeating instructions or being prompted.

Nevertheless, it is important for the teacher to facilitate the learning accordingly at any level. Whilst lesser controlled activities for advanced learners are better, the teacher could still interact through prompts which would encourage students to talk about real events/instances when looking at the adjectives and trying to articulate them. For advanced learners, the adjectives given would be made more difficult. They would be given harder adjectives such as irregular comparative

forms like 'good', 'bad' and 'far' to challenge them, whilst lower ability students would stick to basic comparative forms, with any mistakes being corrected later.

Harmer (2015 pg.47) instigates that student's focus on language "as a result of communication". The idea of having to communicate would motivate them to internalise and "get the language", hence the reason why my activity requires a split group setting. By allocating students into two different groups, the pre-intermediate students are able to communicate and work together towards their common goal. Bigger groups would be better for advanced learners as they would be required to work with people they haven't worked with before whereas the opposite will be for beginners who would find better cohesion working in smaller groups of people they are already know. Overall, warm up activities allow for an enjoyable transition into the main topic of the lesson, linking to the following activity.

### **FINAL WORD COUNT: 550**

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# The Fox and the Crow

(Grammar/ Past-simple / 40 minutes/ Pre-intermediates)

## Activity 1 (20 minutes)

### KEY:

**Card 1:** If the verb base ends in a **voiceless sound**, then the **-ed ending sounds like "t"**.

**Card 2:** If the verb base ends in a **voiced sound**, then the **-ed ending sounds like "d"**.

**Card 3:** If the verb base ends in a **"t" or "d" sound already**, then the **-ed ending sounds like "ed" or "ted"**.

Listen and write the words below in the correct column:

dropped, walked, wanted, finished, stayed, visited, divorced, studied, separated, looked, married, dated, travelled, widowed, attended, coughed, raised

/t/	/d/	/ed/
Worked	Moved	Started

## Activity 2 (10 minutes)

Each team must take turns playing noughts and crosses to provide answers for each verb's simple past tense and participle form e.g. EAT- ATE-EATEN.

HOPE	PLAN	REFUSE
WANT	PROMISE	SAY
HAPPEN	LOVE	DECIDE

## Activity 3 (20 minutes)

This story is called "The Fox and the Crow".

Using the pictures you see, you must fill in the gaps and create a story using past tense verbs.



She was looking for something to \_\_\_\_\_, she found a piece of cheese under a tree.



I shall eat this piece of cheese slowly 'and Neelam to herself.



Every the fox was walking along, it \_\_\_\_\_ something to eat through trees.



Along his \_\_\_\_\_ Every saw Neelam sitting on a tree alongside the cheese.



Neelam must \_\_\_\_\_ me that cheese, but how \_\_\_\_\_ thought if any, I need to make Neelam bring that cheese!



Every needed to \_\_\_\_\_ a gift, he went to the tree Neelam was sitting on and said "What a beautiful bird you are, I am sure you have a beautiful voice too. Why don't you sing for me?"



Neelam was very happy to \_\_\_\_\_ Every when she heard those words. She thought the cheese was in her mouth. She opened her mouth to \_\_\_\_\_ and the cheese fell out.



Every ate the cheese. She laughed at Neelam and said "You said an \_\_\_\_\_ I am married. the cheese. You are a fool!"

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Story taken from - Percy, G. and Aesop. (2010). *The fox and the crow*. Mankato, MN: Child's World.

# Exploring Directions

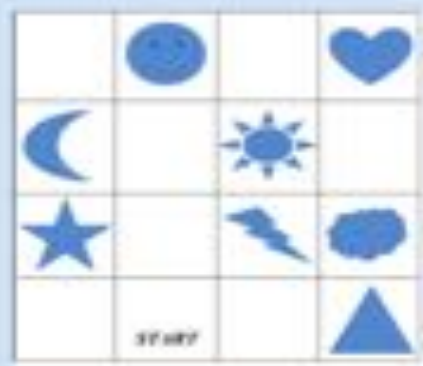
(Vocabulary/ Function & forms/ 40 minutes/ Pre-intermediates)

## Activity 1 (10 minutes)

1. Look at the directions below in pairs:

WEST	←
EAST	→
NORTH	↑
SOUTH	↓

2. You must follow the directions given by your partner, in order for both partners to be on the same image within the square below:



3. After you have found a route, find two other ways to reach the same square.

## Activity 2 (20 minutes)

Look at the map below and answer the following:

- From the Red dot you see on the map, describe a route and give me directions that will take me 'home'.
- In groups of 4-5, with one person sitting facing away from the group, this person must tell the rest where they live using directions.



3. Fill in the blanks using the words in the box:

- The Drugstore is \_\_\_\_\_ the Post Office and the Movie Theater.
- The Police station is \_\_\_\_\_ the Drugstore.
- The Hospital is \_\_\_\_\_ from the Library.
- The Train Station is \_\_\_\_\_ the School.
- To go to First Street, \_\_\_\_\_ from Central Avenue.
- The Bank is \_\_\_\_\_ the Police Station.
- The Church is \_\_\_\_\_ the Second Street.
- The Restaurant is \_\_\_\_\_ the School.

On  
Across from  
Far  
Near  
Turn Right  
Between  
Next to  
Opposite

Activity 3 (10 mins)

*Treasure Hunt*

Using the directions you have learnt in Activity 1 & 2, work in pairs and travel around the university campus/floor to find the final item. Use the following directions to help you:

1. Leave the classroom and turn right.
2. Go forward until you reach the third door on the left.
3. Turn around and continue straight on to the door nearest your position
4. Go through the door and continue.
5. Take the second entrance on the right
6. Go to the table opposite the stairs and next to the window.
7. Look at the bookcase opposite you and collect the item beneath the chair.

WINNING TEAM GETS A PRIZE!

# Mock Interviews (Productive Skills/ Function & forms/ 40 minutes/ Pre-intermediates)

## Activity 1 (5 mins)

1. Sitting in a circle, discuss with the person next to you:
  - What are interviews?
  - Have any of you been to an interview/ conducted an interview? Talk about your experiences.

## Activity 3 (20 mins)

1. Interviewers and interviewees break off into pairs and conduct interviews (10 mins)
2. Discuss as a class the outcome of the interviews; what went well, what did not, what could be improved, did you feel unprepared? Why? (10 mins)

## Activity 2 (15 mins)

In groups of 6, choose 3 interviewers and 3 interviewees:

The 3 interviewees must research job roles and think of questions the interviewer may ask them and prepare for this.

**THINK ABOUT: Job Title** (what job it is) > **Job Role** (what the job requires you to do) > **what questions they may ask.**

The 3 interviewers must come up with questions to ask the interviewees.



# I got double scammed

(Receptive Skills/ Listening / 60 Minutes/ Advanced)

## Activity 1 (5 minutes)

"Lisa got her bag stolen" - How did it happen?

Discuss different scenarios of how this could have happened.

## Activity 2 (30 minutes)

Listen to section 1 (until 00:24) and listen to the 3 questions Jeff asks.

1. In pairs discuss what you think of the situation. What could have happened? Who was involved? Your own opinions?
2. In groups of 4: You're all now investigators and you must predict and discuss what happens next with the person next to you.

*(Listening element of activity 2 is combined with discussion element of activity 3 and repeated for the 25 minute duration of activity 3).*

### Physical Transcript (Students receive audio transcript only for Activity 1 & 2)

**Lisa:** So what happened was, I was sitting in a cafe and this young couple - they looked like tourists - asked me to take a photo of them. And I took the photo, they thanked me and left and then I looked at my bag and realised my handbag had gone, with my mobile, wallet, credit card, keys everything.

**Jeff:** But what did you do?

**Lisa:** Well, there was a guy on the next table and he saw I was really upset and I explained about the bag and I explained about the bag, and he said he worked for that bank and gave me a phone number and let me use his mobile to phone them and stop my credit card.

**Jeff:** And you believed him?

**Lisa:** Yeah, I mean I was in a real panic. I was really grateful for his help. Anyway, I phoned the number and talked to a woman from "the bank" and gave her my name and address and credit card number.

**Jeff:** She sounded genuine?

**Lisa:** Yeah, completely. I could hear the sounds of the call centre behind her. And she asked me to key in my PIN on the phone and she said they'd stop my card.

**Jeff:** Wow. So it was a double scam. They got your bag and your bank account details.

**Lisa:** Yeah, unfortunately. Of course, the guy could get my PIN from his phone.

**Jeff:** So who actually took your bag?

**Lisa:** Well, it must have been stolen when I wasn't looking.

**Jeff:** Right.

**Lisa:** So it can't have been the young couple because I was looking at them all the time I was taking the photo. Their job was just to distract me.

**Jeff:** Was it the guy at the next table, then?

**Lisa:** I think so, he must have taken my bag when I wasn't looking. Then he could have hidden in his case or he might have given it to another member of the gang.

**Jeff:** And then he gave you a fake number?

**Lisa:** Yeah, and they must have used a recording of a call centre so that it sounded like the real bank.

## Activity 3 (25 minutes)

Hand out physical transcript:

1. Work through text again as a class, stopping to complete gaps and clear up comprehension issues.
2. What do you think of the story? Does your group agree about who stole the bag?





# I'm Sorry!

(Functional Skills/ Apologising/ 15 Minutes/ Upper-intermediates)

## Activity 1 (2 mins)

In pairs, discuss a notable moment which required you to apologise?

## Activity 3 (4 mins)

With a partner, take it in turns and use the topics on the situation cards to start your own conversation with (the partner who is listening should cover the phrases on the other cards until you have finished).

## Activity 2 (9 mins)

1. In groups of 4-5, cut out and match the apology with the corresponding situation.
2. What things often follow apologies? Use these situations to find examples of excuses and promises of future action

You are phoning someone again to ask another question	"I'm sorry, but this isn't what I ordered."	You kept someone who is phoning you on hold for a long time	"There is no excuse for my actions."
You need someone to move so you can get off the train	"Excuse me. Can you help me?"	You have arrived late at a restaurant	"I'm terribly sorry. Let me buy you another one."
You spilled your drink on your own clothes	"Sorry to bother you again, but there's one more thing I don't understand"	You have spilt someone's drink	"I regret to inform you that there has been a problem."
A waiter brought you the wrong food	"I'll never do it again, I promise!"	A customer has just shown you a dirty spoon	"Pardon?"
You accidentally bump after a big meal	"Excuse me, can I just..."	You have to tell someone their flight has been cancelled	"Sorry I'm late. Have you been waiting long?"
You are trying to stop a stranger to ask for directions	"Pardon me?"	You didn't hear someone	"I'm sorry sir, I'll bring you a clean one right away."
You are a child who has broken someone's window	"Whoops."	Your wife has found out about your girlfriend	"Sorry to keep you waiting."

The six activities in this portfolio seek to enrich different aspects to do with the learning of language. All activities have been specifically selected in order to be engaging and interactive whilst keeping to the object of focus; which is to practice the individual skill allotted to every activity. The vocabulary activity focuses on exploring the function and form of directions and positions. It is aimed at specifically pre-intermediates, whereas the grammar centres on past simple tense. It uses a popular fable to encourage grammar skills for beginners. The productive skills activity utilises mock interviews to enhance key productive skills such as professional speaking and communication skills, and is aimed at intermediate to upper-intermediate level. The receptive skills activity is adopted from a popularised “guess who” format of activity, which urges auditory learning. Students develop their listening and speaking skills and this activity is targeted at intermediates. Functional skills are demonstrated through the appointment activity and it’s focus on booking an appointment at beginner to intermediate level.

The vocabulary activity is for pre-intermediate ability students as it builds on the fundamentals of basic directions and commonly used expressions. It comprises of a series of interactive elements, which aim to teach directions as well as function and forms. Fairclough (2014) suggests an ideal lesson should incorporate both “individual learning and team-work”. Every stage in this activity embeds either of these two skills, starting from stage 1 which requires students to work in pairs and interpret directions via their partner on the square, to stage 2 which requires students to work in bigger groups in order to find out where ‘home’ is, all the way to the final stage which exercises independent learning through allowing students to roam the university by themselves and find the item which will win them the prize. Each stage perpetually becomes less controlled to the point students are ‘autonomous enquirers’ (Fairclough, 2014. p.49). Furthermore, the students acquire new skills such as confidence, interpersonal communication and problem solving. As per an academic study conducted by the *International Journal of Instructional Technology and Learning*, “students showed varying degrees of perceived learning and enjoyment [...] concerning different blendings of interaction” (Perrin et al, 2009), and so we can see this correlation within this activity through which way it incorporates different skills. The overall activity attempts to give the students an adequate understanding of words synonymous to the topic, on top of directions to aid the learning of language. The topic itself is important to everyday life especially to foreign students who may not know their way around.

The activity ‘I got double scammed’ emphasises the use of receptive skills through its a mixture of pre-listening and listening stages. This is important as the listening stage focuses on developing students’ listening and comprehension skills rather than just their comprehension of a text. Additionally, the pre-listening tasks in which students make predictions, will aid students in their communication as they are given the opportunity to apply their own knowledge and personal

experience to the text. Gilakjani and Ahmadi (2011) suggest that this type of controlled listening is beneficial for the student's communicative skills in that it leads to "effective automatic processing" which enhances their listening ability, whilst Pennarola (2007) adds that an activity being personalised in this way allows for true communication as it's an "opportunity for learners to communicate real information about themselves". The activity being led in with discussion of a generic but open statement on the board requires students to be open minded and actively participate in the "understanding process [...] instead of passively receiving what is coming to their ears" (Gilakjani and Ahmadi, 2011. p.985).

The students are given a context to think outside of the box and explore potential possibilities as they learn the bag was stolen. This is done to cater to the upper intermediate/advanced level, as they will have sound enough general knowledge to direct their lines of enquiry, but the openness to discuss potential options from peers who can help them. This task will capture their attention, as they would be intrigued to know what actually happened in the scenario. It should take 5 minutes, which is sufficient for the students to discuss and relay some of their ideas to the class.

They will be played a sound clip (until 00:24) for the next stage. Through this they can absorb the listening aspect of receptive skills. The clip can be repeated if necessary, but nevertheless it is there to establish context and confirm predictions from the prior activity. Students' are tested on their ability to relay information and apply their listening skills through the guise of the hand out asking them 3 questions related to the audio clip. This works to "encourage interpretive and critical listening [as well as] reflective thinking" through which they discuss and communicate with one another about their own ideas and knowledge of the scenario (Gilakjani and Ahmadi, 2011. p.982).

The reasoning behind having a crime such as a robbery/scam as the subject of focus is to provoke a natural response from them, as they are inclined to identify with a serious real life problem that is common and relatable as opposed to something that's not. The transcript itself is purposely flowing yet spontaneous. Harmer (2007) points out that students benefit from tasked based learning as they focus on and perform the language form whilst they do the task or as a result of doing them. In this task, the students' intuition won't always point them in the right direction as their guess may be incorrect, therefore the experience as a whole will be personal and subjective – something that Willis (1996) reiterates is important for the students to acquire "accuracy as well as fluency". Murphy (1985) suggests that weaker listeners such as pre-intermediates concern themselves too much with the actual text or their own subjective world knowledge, and that listeners who were more advanced "used a greater number and range of strategies". This activity is therefore ideal to cater to the receptive skills of upper intermediate to advanced learners as it requires them to consider all possibilities before answering.

Following on from stage 2, students are engaging with what they have already learned up until now as they predict what Lisa (victim) did. Rather than just asking them students to listen to the clip, they can speculate and predict thus coming to their own conclusion about what had happened. The questions supplied on the handout pre-empt the students and direct them. Essentially they are simulating the role of a police officer, which will allow them to role-play. They have a fact file and case at their disposal and have to try and piece together what happened. This makes the activity more interesting, but also changes their interaction patterns which Walsh (2002) argues “can help vary the pace” of the lesson.

The flow of the activity provides students with the opportunity for open dialogue. This is one activity where students are asked to discuss in pairs or with their peers for the vast majority of the activity. This is because blending different modes of learning “drives learners from passive to active” (Pop and Slev, 2012), which will make them better learners as they apply new skills such as communicating through listening and learning from one another.

Having them work in pairs or in their peer group also enhances their communicative ability. Strobelberger (2012) talks about role defining stating that “conversational repair” works as a “role defining mechanism” in classroom activities. In this case, the activity is led more by students, needing less interference from the teacher thus being less controlled and requiring students to self-define their roles in their working group/pair. Whilst this features less control, the prompting through the hand out questions and (if needed) the replaying of the sound clips allow for greater control. To properly coerce the students with language skills, there is a 10-15 minute opportunity during stage 6 where students are handed the transcript of the tape so they are able to work through text again and complete missing or incomplete gaps of connected speech, but also clear up comprehension issues or any questions as a class on the board. This form of reflection is imperative for EFL learners of all abilities, as through this “teachers can uncover their students’ individual learning purposes” (Burden, 2004). Furthermore, discussing as an open class will to further heighten receptive skills as students are given the opportunity to respond with their own personal voice regarding the text, and the different views they may have.

Although the preliminary level is for upper intermediate/advanced learners, this activity can be adopted to different learning levels. To make it even harder, the language focus section on connected speech can be implemented as an isolated stage where students must identify different modals by themselves. To make it easier, the teacher could make the activity more controlled by giving clues or prompting the students much more. Alternatively the actual scenario could be much more basic with elements such as simpler lexis, or even less elaborate scam or taking place in order for lower level learners to communicate with the text more straightforwardly.

This is an activity that can exercise the student's ability to interpret information in different contexts and informational settings. It can be negated to almost any difficulty level at the teacher's disclosure simply by altering the context or the amount of control.

In retrospect, the making of this portfolio has allowed me to not only apply pedagogical theory, but also learn the systematic process of planning lessons specifically for EFL learners. This experience will be extremely beneficial as I move towards becoming a teacher abroad and utilising some of the different methods this course has taught me such as always 'leading in', being able to adapt to different learner levels and also being able to adjust the control of the lesson.

**FINAL WORD COUNT: 1646**

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