

Module 3 Assignments

1. **(Maximum 26)**
Look carefully at the lesson plan that follows. Comment on each step with regard to its value and effectiveness. What sections of the lesson do you think would be most effective in helping the students to learn how to use the target language? What steps of the lesson do you think you would like to change?
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Class Elementary level - 12 students

Date 17/3/05

Time 9:30

Aim:

To teach students to use have got / has got and contracted forms 've got / 's got

Theme:

Describing people

Teaching Aids:

Table (on board)

Recorded dialogue

Fill in the blanks activity

Notions / Functions:

Making statements and describing

Target Language:

I have got/'ve got red hair.

He has got/'s got black hair.

They have got/'ve got freckles.

We've all got large feet!

He's got a beard and he's wearing

New Vocabulary:

freckles, beard, moustache, scar, blond hair, dyed hair, wig

Assumptions:

They are familiar with the Present Continuous tense.

Lesson Steps:

1. Explain how the expression has got is constructed. Tell the students how it is used.
2. Use a large picture of several people. Point to one of the figures and elicit from students information about that figure. Write the vocabulary on the board. Ask the class to repeat the new vocabulary altogether 4 or 5 times.
3. Using the picture and the students' vocabulary, introduce the target language using he's got. E.g. He's got red hair. Write examples on the board. Ask the students to repeat each sentence 4 or 5 times altogether.
4. Encourage individuals to use the target language when you point at the picture.
5. Class practice – students work in pairs to describe the figures on the board. Teacher watches from the doorway.

6. Give students the script for a dialogue. Play the short recorded dialogue between John and Peter. They are at a wedding and talking about their new girl friends, and describing them. Students listen and take notes.
 7. Elicit from students the descriptions of the girls and what they were wearing. E.g. She is wearing a blue dress.
 8. Hand out short passage (based on tape dialogue) with gaps which the students to complete to practise have got / has got for describing people.
 9. In groups of three, the students play a game. They take turns to describe any member of the class. The other two look around the room and guess which student it is. Teacher observes from a distance.
 10. Round up activity: finish with a multiple choice exercise to check that they understand the grammar.
 11. The students write a story in which people are described for their homework.
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2. (Maximum 12)
Imagine that you find the following sentences in reading passages. Each sentence contains a word or phrase that is new to your students. Make it clear which method (see Unit 10) you would use in each case and explain how you would teach the following new words (in **bold**) to an intermediate class. Remember that you may be teaching a class with a different cultural background. Please use concepts questions and give the corresponding answers (see page 74 in TESOL Module 3 Book). You must reference any additional resources used.

For example: His son was reading a story about a friendly **dragon**.

The best method is probably a picture/drawing (page 78).
Tell your learners that his son was reading a book. Tell them, "Here is a picture of the book". Show the picture.



<http://blogs.indiareads.com/wp-content/uploads/2010/05/dragon-rider.jpg>

See if the learners know the name of the creature. If they cannot guess, you will have to tell them. Drill the correct pronunciation, individually, then as a group. Show them the written form of the word. Then ask the following concept questions:

- Is this a real animal? No
- Is it small? No
- What does it usually eat? People!
- How many legs does it have? 4
- Which country has a lot in their culture? China

- a) The house was surrounded by a low, wooden **fence**.
- b) She welcomed him very **warmly** and offered him some food.
- c) He wiped her face with a **moist** cloth.
- d) She **reluctantly** agreed to clean her bedroom.
- e) Her father agreed to come to the school to try **to sort out** the situation.
- f) The crowds were very thick and he held tightly onto his wallet because his wife had told him **to look out for** pickpockets.

3. (Maximum 12)
Select the best options from the following multiple choice questions. More than one option is possible.

- 1) It is essential that class teachers can design appropriate tests for their learners because
 - a) learners all enjoy the challenge and find the whole experience motivating.
 - b) it helps identify areas of weakness that learners need to focus on.
 - c) it allows teachers to modify their schemes of work
 - d) learners always need to know if they are at the top, middle or bottom of the class.
 - e) teachers need to see if their learners are adaptable and can complete tests using new styles of activities.
- 2) A norm referenced test
 - a) is the most common type used in schools.
 - b) lets learners know how they are performing compared to their classmates.

- c) awards each learner a percentage or grade.
- d) is best when the different language skills are dealt with separately.
- e) allows the teacher to predict a typical pattern of grades across the class.

3) A good reliable test is

- a) made up of 100% multiple choice questions.
- b) Guarantees similar results when the test is taken several times.
- c) Is easy to mark and quick to prepare.
- d) Must be marked by the same person.
- e) Is generally made up of objective questions.

4) Gap fill tests are challenging for classroom teachers because

- a) you need to be qualified in testing to be able to come up with acceptable examples.
- b) more than one answer is often possible.
- c) you must try the test out on native speakers first.
- d) learners often confuse work forms (e.g. adjective and verb forms) and select the wrong form of the word.

5) When testing writing skills in a language learning session, the teacher should

- a) identify the target reader.
- b) test their learners' creativity and imagination.
- c) get learners to write as much as they can.
- d) provide a context
- e) always mark each writing task using exactly the same criteria

6) Ideally, when testing listening skills in class, teachers should

- a) not provide any visual clues.
- b) never use one CD player for the whole class.
- c) focus on a short section.
- d) only focus on isolated words and sounds.