

🕒	STAGE & ACTIVITY	➔ ➔	REASON
10 min	<p>Welcome students. Write: <b>Experiment</b>. Elicit meaning. (Together we will <u>test</u> a new activity today.) This activity is called <b>dictogloss</b>. It is <b>a kind of dictation</b>. It will help you with <b>grammar</b> and <b>writing</b>. I will read to you a short text (<i>show from afar</i>) and you will note down key words that will help you later to <b>build the text up again</b> from <b>memory</b>.</p> <p><b>But first:</b> Write: <b>Lucy is an actress and a part-time waitress</b>. (OHP)      <b>is an</b>                      <b>and a</b> (Do these words help you to reconstruct the sentence?) What about these? Why? <b>Lucy</b>      <b>actress</b>                      <b>part-time waitress</b>. <b>Elicit</b> and underline key words: <b>In the last ten years, Hannah has been married three times, and has lived in Italy, Egypt, France and Australia.</b></p>	T-SS	<p>Informing students about the experiment (I'm not testing them!). Engaging students. Creating interest and willingness to participate.</p> <p>Explaining procedure know what to expect. This helps students to relax and learn better.</p>
5 min	<p><b>Lead-in:</b> Two weeks ago we talked about past experience (what you have done in the past). Today you will hear about <b>Edward's</b> life (blue tac – picture). <b>What do you think you will hear?</b></p> <p>Here are some words that will help you understand: (-&gt; board plan) - &gt; Clarify meaning, pronunciation</p>	T-SS SS-T T-SS	<p>Activating previous knowledge to help with the following stages. Setting the scene. Creating interest and reason for listening. Predicting content also helps understanding.</p> <p>Pre-teaching vocabulary helps students understand the text and concentrate on the content. This stage is an integral part of a dictogloss activity (Wajnryb: 1990)</p>
5 min	<p><b>Instructions: Organise ss into two groups now!!</b> Put your <b>pens down</b>. Lean back or put your head on the desk. Close your eyes if you want. Relax! And <b>listen carefully</b>. Now, I will read it again with the same speed. Take your pens and note down key words (remind of stage above). <b>Do not panic! Do not stop when you miss something</b>. You will work with a partner later to reconstruct the text.</p> <p>DICTOGLOSS: (Pause <b>5 sec.</b> – end of sentences. Speed – news broadcast) 1. Reading (no writing) 2. Reading (students write key words) 3. If necessary, third reading (no writing – but ss can look at their notes and add words after the dictation)</p>	T-SS S T-SS	<p>Help students relax and concentrate on the listening. For learning to take place, it is essential that students are relaxed. This will lower their affective filter and help them learn better.</p> <p>Ensure that everybody understands what to do. Take off pressure from individual students.</p> <p>Provide students with the listening stage of the dictogloss Follow dictogloss procedure.</p> <p>Third reading as this is a weaker pre-intermediate class and the activity is probably new for them.</p>

15 min	<ul style="list-style-type: none"> <li>Quickly rearrange tables so ss in a group can face each other.</li> <li>Choose a secretary for each group.</li> </ul> <p><b>Instructions:</b> Work together, look at all your notes and try to build up the text. It should have the <u>same content</u> and <u>correct grammar</u>.</p> <p>-&gt; Monitor. Help with unknown words but not with reconstruction If students struggle and get completely stuck, write questions on board: <i>Where does he live? What does he do? Is he rich? Why / Why not? What does he do in his free time?</i></p>	T-SS SSS T-S (T-SS)	<p>Most important stage, therefore, I want to give them enough time. It is easier to work in and concentrate on the group if seated like this. Ensure that everybody knows the purpose of the activity.</p> <p>Providing genuine reason for communication (information gap). Help students collaborate in the task and take responsibility. Provide opportunity for peer-correction.</p> <p>Grading the task if necessary. Helping students achieve.</p>
10 min	<ul style="list-style-type: none"> <li>One person from each group writes first sentence of their version on the board (they will take turns).</li> <li>Compare both versions. Same content? Grammar correct? Accept correct alternatives. <u>OHP - look at first sentence of original, compare. Look at the differences in grammar and content. What difference does it make? How many parts does the present perfect have? Why do we use it? (Draw time line – to highlight and remind).</u></li> <li>Students write next sentence ... same procedure.</li> </ul>	S/SSS T-SS-T	<p>Sharing responsibility.</p> <p>Helping students to reflect on their language, notice differences between their interlanguage and the target language, discover their strengths and weaknesses and thus help them to improve. Asking concept check questions to ensure understanding.</p> <p>Time lines are especially helpful for visual learners</p>
10 min	<p>Hand out worksheets.</p> <p><b>Set time limit:</b> Ss read all texts and in pairs discuss question 3 a / b – Brief class feedback</p> <p>Read again and find these time words in the text: <b>just, already, yet, never</b> <b>OHP:</b> Compare. (briefly) <b>Which one means “not at any time” “a short time before now”, before now, maybe sooner than expected”. Which is only used in negative sentence?</b> Look at their position in the sentence. Where are they?</p>	S-S SS-T  S S SS-T	<p>Providing students with more context to highlight grammar. Give opportunity to engage with the content and understand before looking at grammar.</p> <p>Focusing students attention on target language. To make checking faster Ensuring students understand meaning of the adverbs.</p> <p>Helping students notice word order.</p>
5 min	<p><b>Practice</b> <u>Exercise 1:</u> Do first sentence together – write it on the board. (<b>Skip example</b> – I do not want to go into explaining why “go” becomes “been to” in this lesson.</p> <p>In pairs, students complete the exercise. Monitor and help (asking qus, prompting) Feedback [----&gt; <b>Collect</b> students' texts (a copy)]</p>	T-SS  S-S T-S SS-T-SS	<p>Providing students with controlled practice. Modelling task to make sure everybody understand what to do.</p> <p>Making sure students are using target structures correctly, giving individual help.</p>
After the lesson	<p>Explain that you need their feedback because you want to know how they found the experiment. Hand out questionnaire. Go around and help with comprehension problems and clarify questions. <b>Thank for their participation!</b></p>		<p>Making students feel valued. Showing them that they can contribute the lesson content and that their opinions count. Making the lessons become more learner focused and relevant in the future.</p>