

Peer Observation Notes:

Please have a quick chat with the teacher before the class to find out what the class is like, and what the teacher is going to do.

Teacher: Sue	Class: elementary	Time: 13 ¹⁵ - 14 ³⁰	Date: 2/8 2011
No of students: 8 / only 1 lady	Subject area: Holidays + Travel, comparatives + Superlatives		

Timings	Stage and procedure	Interaction	Notes/Questions
13 ¹⁵ - 13 ³⁰	<p><u>Vocabulary</u></p> <p>It's something you use to <u>write</u> } examples It's a place you go to <u>eat</u>. } on the board It's a person who teaches <u>student</u> } - students got ^{small} paper → with vocab → tried to explain them to the other - guessing the vocab.</p>	<p>T → S</p> <p>S → S</p>	<p>Some students were missing coursebooks: Headway - Elementary</p> <p>Teacher used non-verbal communication to help to understand</p> <p>Marta was very active</p> <p>Teacher corrected grammar, pronunciation</p> <p>Teacher wrote the vocab. on the board</p> <p>Positive feedback of the teacher</p>
13 ³⁰ - 13 ⁴⁰	<p><u>Writing</u></p> <p>- T. dictated words → S wrote them on the paper (for spelling)</p> <p>- difficult words - T asked for spelling (umbrella) → corrected pronunciation, draw a picture on the board</p> <p>- Topic - class, introduction, everyday English (of the text). grammar - present tenses</p> <p>- S signed their papers → gave them to T. (13⁵⁷)</p>	<p>T → S</p> <p>individually</p>	<p>Very simple explanation; non-verbal (drawing, ...)</p> <p>Student knew the activity well</p> <p>T. used pictures, mimics, ... to explain the meaning of the words she dictated.</p> <p>Difficult words → T. wrote them on the board</p>
13 ⁴⁰	<p>- T wrote the topic on the board - <u>Holidays + Travel</u>:</p> <p>- T. made pairs/tripple from students</p> <p>- explaining the meaning "travel agency"</p> <p>- T wrote on the board, explained the new words</p> <p>- using pictures: a family / family members</p> <p>- remembering vocabulary used in the previous lessons</p> <p>- questions on the board (under the pictures) Where ... go? Why? What ... do?</p>	<p>T → S</p>	<p>T. sometimes didn't correct the grammar to not interrupt the class</p> <p>- using pictures for support</p>
13 ⁵⁰	<p>- students work in pairs</p> <p>- then T. asked the students for information</p> <p>- one pair finished earlier → lay - didn't want any other work / another pair wanted some</p>	<p>S → S</p>	<p>T. was monitoring their dialogues, helped the class</p> <p>some S. asked for vocab., some used their mobiles</p> <p>lay pairs talked in Arabic → T: if you don't want to get ^{any} new work, you must speak in English</p>

Timings	Stage and procedure	Interaction	Notes

Things I like about this lesson:

If you have any questions for the teacher, make a note below, and catch up with the teacher at some point after the class.

When you've finished with this form, please make a copy and give it to Lewis.