



new interchange

Teacher-Training Video Manual

Sample pages

**CAMBRIDGE
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Before you watch

1 ANALYZING THE ACTIVITY


A Read through these two fluency activities.

8 ROLE PLAY *In a coffee shop*

Student A: You are a customer in a coffee shop.
This is what you want to order for lunch:
tomato and cucumber salad garlic bread
spaghetti and meatballs iced tea with lemon

Student B: You are the waiter or waitress.
Take your customer's order.

Change roles and try the role play again. Make up your own information.



New Interchange Student's Book 1, Unit 13, Exercise 8, page 84

10 VACATIONS

A Group work Take turns talking about vacations.
Ask these questions and others of your own.

Where did you spend your last vacation? How was the weather? the food?
How long were you away? Did you buy anything?
Were you with your family? Do you want to go there again?
What did you do there?

B Class activity Who in your group had the most interesting vacation? Tell the class who and why.

New Interchange Student's Book 1, Unit 7, Exercise 10, page 44

B Compare the two fluency activities. Complete the chart below.

	Activity 8	Activity 10
Topic		<i>vacations</i>
Structure practiced	<i>I'll have/I'd like</i>	
Function practiced		<i>talking about vacations</i>
Type of activity	<i>role play</i>	

C What are the goals of the fluency activities shown on page 52? Check (✓) your answers.

- To develop oral fluency
- To offer students practice in the structures from the Grammar Focus
- To teach new grammar structures
- To enable students to personalize and be creative with language

2 MAKING AN ORAL FLUENCY ACTIVITY SUCCESSFUL

A In your opinion, what makes an oral fluency activity successful? Rank these criteria in order of importance (1 = most important, 4 = least important).

- _____ Students speak a lot in English.
- _____ Students carry out the task as they were asked.
- _____ Students enjoy the activity.
- _____ Students speak fluently, using the new teaching points fairly accurately.

B What do you think would make a fluency activity more successful? Complete the chart, using ideas from 2A above.

The teacher could	The activity would be more successful because
1. review recently learned language at the start of the lesson	<i>students would use the new teaching points accurately</i>
2. bring realia (e.g., food and drink for the restaurant role play)	
3. give clear instructions and model the activity at least once	

3 THE TEACHING STEPS

You are going to see Leonardo Mercado and Susan Caesar present the fluency activities shown on page 52. Here are the Teaching Steps they will use. Step 5 is missing. What do you predict it might be? Fill in your idea. Check your prediction after you complete Exercise 4.

1. Set the scene and review the model.
2. Explain and model the task.
3. Divide the class into pairs or groups.
4. Students complete the task.
5. _____

While you watch

4 OBSERVING THE CLASS

Read the chart below. Study the teaching notes from the two different classes. Then watch the entire Module 6 video sequence (from 56:11 to 1:08:45). As you watch, write *S* for Susan Caesar's class or *L* for Leonardo Mercado's class in the spaces provided in the chart. Then add the fifth Teaching Step.

Teaching Step	Teaching notes	
1. Set the scene and review the model.	<i>Have students repeat the questions after me. <u>L</u></i>	<i>Tell students to pretend they're in a coffee shop. <u>S</u></i>
2. Explain and model the task.	<i>Choose a group to model it with me. _____</i>	<i>Call on volunteers to model it with me. _____</i>
3. Divide the class into pairs or groups.	<i>Move students into circles. _____</i>	<i>Keep students in existing groups. _____</i>
4. Students complete the task.	<i>Listen to groups and make a note of errors heard. _____</i>	<i>Circulate to help while students are working. _____</i>
5.	<i>Don't forget to praise students! _____</i>	<i>Ask who had the most interesting vacation. _____</i>

After you watch

5 WHAT DO YOU THINK?

Answer these questions.

- 1) While the students practice speaking in groups, Susan Caesar checks that they are doing what they were asked, while Leonardo Mercado takes note of their errors. In your opinion, which is the more useful way to spend time monitoring your students?

- 2) Ms. Caesar praises her students for being creative with the language. What else could you praise your students for at the end of a fluency activity? Suggest two ideas.

a) _____

b) _____

- 3) Compare how the two teachers handled the seating arrangements. How do their approaches differ? Can you think of one advantage of each approach?

- 4) Imagine you are teaching one of the fluency activities that you saw. Would you go over the errors at the end of the activity or leave them until the next class? Explain your answer.

Watching for details

6 SETTING UP AN ORAL FLUENCY ACTIVITY

A Study this advice on how to set up an oral fluency activity. Then watch the Module 6 video sequence from 57:09 to 1:01:58. As you watch, check (✓) the procedures Leonardo Mercado uses to set up the second fluency activity shown on page 52.

- Give instructions before dividing students into pairs or groups.
- Preview or elicit language needed for the activity.
- Do a “dry run” of the activity with the class.
- Explain what “early finishers” should do.
- Remind students to speak in English.
- Set a time limit.
- Find out if there are any questions about instructions.
- Give a clear “starting signal” to the students.

B Answer these questions.

- 1) What problem might occur if the teacher gives instructions *after* dividing the students into pairs or groups?

- 2) What language does the teacher elicit from the students before they begin their group discussions? Why do you think he does this?

- 3) The teacher sets up the activity by writing the goal on the board and telling students the goal. Why do you think he does this?

C Put an *X* next to the option that you think is the least appropriate. Then explain your choice.

1) Teachers should find out if students have understood the task by

- asking, "Do you understand?"
- looking at the expressions on students' faces.
- asking "concept" or comprehension questions.

2) Early finishers should

- do their homework.
- change roles and start again.
- review recently learned vocabulary.

Follow-up

7 **FLUENCY OR ACCURACY?**

A What are your views on fluency? Take this quiz on fluency activities. Read the questions and circle the options that you agree with. If you usually do something different, add it in the "other" space.

1. **Setting the goal**

Do you tell your students that you want them to . . . ?

- a. use perfect grammar (e.g., *I'd like* and *I'll have*)
- b. speak as much as possible, regardless of errors
- c. be creative with the language
- d. other _____

2. **Grouping students**

Do you put your students in groups according to . . . ?

- a. ability (e.g., you put a strong and a weak student together)
- b. how they are already seated
- c. how they want to be seated
- d. other _____

3. **Monitoring groups**

You go around the room to monitor pairs or groups. When you hear a major error, do you . . . ?

- a. stop the group and explain the problem
- b. make a note of the error on paper and move on to the next group
- c. do nothing
- d. other _____

4. Providing feedback

At the end of the activity, do you praise your students for . . . ?

- a. using the target structure(s) correctly
- b. speaking a lot in English
- c. being creative with the language
- d. other _____

5. Correcting errors

Do you review . . . ?

- a. most of the errors that you heard your students make
- b. the global errors (e.g., those that interfered with communication)
- c. none of the errors
- d. other _____

Check your score!

Mostly As: Let your students be a little more “free” with the language, and encourage them not to worry too much about getting it perfect. They’ll get there in time! It’s more important that they speak a lot and enjoy the fluency activity.

Mostly Bs: Both fluency and accuracy are important to you. Your students probably love English!

Mostly Cs: We hope you’re not quite so relaxed in the accuracy activities such as Grammar Focus and Word Power!

B Look back at your answers. Would you like to change anything in the future? If so, explain what you might do differently.






Try it out!

8 ANALYZING THE ACTIVITY

A Read through this fluency activity. If possible, work with other teachers to take the poll.

6 FITNESS POLL

A Group work Take a poll in your group. One person takes notes. Take turns asking each person these questions.

				
1. Do you have a regular fitness program? How often do you exercise?	2. Do you ever go to a gym? How often do you go? What do you do there?	3. Do you play any sports? How often do you play?	4. How often do you take long walks? Where do you go?	5. What else do you do to keep fit?

B Group work Study the results of the poll. Who in your group has a good fitness program?

New Interchange Student's Book 1, Unit 6, Exercise 6, page 36

B Complete the chart with information about the fluency activity above.

Topic	
Structure practiced	
Function practiced	
Type of activity	

9 CREATING A LESSON PLAN

Here are some notes on activities that could be carried out *before* asking students to get into groups. In what order would you use the activities? Write a number (1–4) next to each set of activities.

Teaching Step 1: Set the scene and review the model.

- _____ Tell students the goal of today's activity.
- _____ Review adverbs of frequency.
- _____ Go over the model. Check that the students are using correct intonation and pronunciation for the questions, and make sure that they understand the vocabulary.
- _____ Do a quick warm-up activity on fitness.

Teaching Step 2: Explain and model the task.

- _____ Model the task.
- _____ Give the instructions.
- _____ Set a time limit.
- _____ Tell early finishers what they should do.

10 ERROR CORRECTION

A When would you deal with your students' errors – during the task, immediately after the task, in the following class, or not at all? Explain why.

B What kinds of errors would you focus on in this fluency activity? Check (✓) all that apply.

- all errors
- global errors (e.g., those that hinder communication)
- language covered in the unit (e.g., simple present tense, adverbs of frequency)

11 REFLECTIONS

What aspects of teaching fluency activities do you want to improve? Check (✓) the areas that apply.

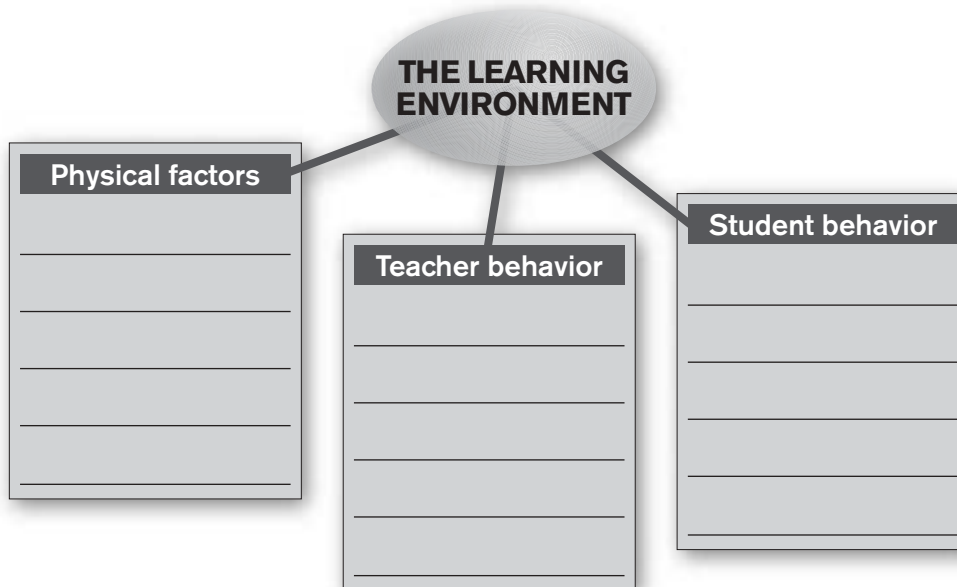
Setting up a fluency activity	
Error correction	
Praising students	
Other:	

Before you watch

12 THE LEARNING ENVIRONMENT

What factors affect the learning environment? Complete the chart with phrases from the list. (Some phrases may fit in more than one category.) Then add one more idea of your own to each category.

- use of praise
- pictures on the walls
- smiling and laughing
- use of students' names
- temperature of room
- spirit of cooperation
- encouraging tone
- willingness to participate
- lighting



While you watch

13 OBSERVING THE CLASS

What is the learning environment like in this classroom? Study the chart. Then watch the Module 6 video sequence from 1:05:12 to 1:08:09. As you watch, observe the class and make notes in the chart.

Learning environment	Your comments
Room size	
Room layout (e.g., organization of desks and furniture, lines of vision)	
Other aspects of the room (e.g., walls)	
Teacher behavior (e.g., sense of humor, tone of voice)	<i>She laughs a lot with students. She speaks clearly and has a soft tone of voice.</i>
Does the teacher praise the students?	
Students' sense of humor	
Students' willingness to participate	

14 DO YOU REMEMBER?

What kinds of materials were on the wall? List something that you noticed.

After you watch

15 WHAT DO YOU THINK?

Answer these questions.

- 1) Look at the list of factors that can affect the learning environment in Exercise 12 on page 60. In your opinion, which factors (e.g., physical, teacher behavior, and student behavior) are the teacher's responsibility? Are any factors entirely out of the teacher's control?

- 2) Think about your own classroom (or one that you have been in recently). How could the learning environment be better? List two factors that you could improve.

a) _____

b) _____