



SAQ 3

Why does the author suggest you should prepare more lesson material than you think you might need?



SAQ 4

Why should you keep a watch or clock easily visible during your lesson?



[Pre-reading Classroom interaction]

SAE 5

Match the headings listed below with the descriptions of interaction patterns that follow, then read unit one of 'Classroom interaction' to confirm your answers before checking them with the answer key.

1		2		3		4		5		6		7		8		9		10	
---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	----	--

- | | | |
|---------------------------|---------------------------------------|---|
| 1. Collaboration | 5. Student initiates, teacher answers | 9. Choral responses |
| 2. Group work | 6. Open-ended teacher questions | 10. Close-ended teacher questioning (IRF) |
| 3. Full class interaction | 7. Individual work | |
| 4. Self-access | 8. Teacher talk | |

- A. There are a number of possible 'right' answers, so that more students answer each cue.
- B. For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
- C. Students choose their own learning tasks, and work autonomously.
- D. Students work in small groups on tasks that entail interaction.
- E. This may involve some kind of silent student response.
- F. Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say game.'
- G. The students debate a topic or do a language task as a class.
- H. Students do the same sort of tasks as in 'individual work', but work together, usually in pairs, to try to achieve the best results they can.
- I. The teacher gives a task or set of tasks, and students work on them independently, the teacher walks around monitoring and assisting where necessary.
- J. The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.