



PÉCSI TUDOMÁNYEGYETEM
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A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

TÁMOP-4.1.2-08/1/B-2009-0003

Created by:

RÓZSAHEGYI ÁGNES

MA: Teacher of English

Course:

Module: THE SONG AND THE QUIZ AS THE MEANS OF INTRODUCTION TO A TOPIC

USING AUTHENTIC AUDIO-VISUAL MATERIALS

TOPIC: ANIMAL PROTECTION



1. Lesson content – Introduction of the topic:

The aim of this particular class is to capture and enhance secondary language learners' motivation as part of the 'lead-in' process to the topic of Animal Protection, which can be treated as an individual module, or as an essential part of the more extensive aspect of Environmental Protection. Students will be listening to a song and are expected to carry out content-related tasks in the form of class, group or individual work. However, it is also possible to use the very same song for a large variety of different purposes, or to exploit it only for pleasure. The tasks the learners have to do are supported by authentic listening and reading materials as well as audio-visual input. The lesson can be expanded into further activities, such as individual research on a great variety of topics with the help of the Internet or other resources.

The major aims of the lesson for student teachers are the following:

- to make themselves aware of the importance of the 'lead-in' phase of any lesson;
- to confirm their ability to define notions, and evaluate the ones created by others;
- to list the possible advantages of using a song or a quiz in a lesson;
- to appreciate encourage and apply any piece of background knowledge their students may come up with
- to familiarize themselves with the various types of exercises (e.g.: jigsaw reading);
- to understand how important it is to apply a wide range of language activities;
- how to accompany the listening tasks with the related reading ones;
- to practice compiling quizzes to the given topic/text ;
- to encourage students to do further research with the help of the Internet or other resources



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2. Teacher competences to be developed:

a. General competences: (15/2006. (IV. 3.) OM rendelet az alap- és mesterképzési szakok képzési és kimeneti követelményeiről)

In accordance with the pedagogical key-competences, professional teachers (of the field) should be able to:

1. develop the personality of their students;
2. assist in group dynamics;
3. plan pedagogical processes and procedures;
4. use their professional expertise to develop and enhance learners' capacity, skills and capability;
5. develop the efficient pedagogical competence for life-long learning;
6. organize and guide the learning-teaching process and procedure;
7. utilize the various means of assessment and evaluation;
8. cooperate and communicate at a professional level;
9. cultivate and master the field, and show commitment to professional study and advancement.

b. The teacher of English language and culture:

1. must have an excellent level of communicative competence of the target language (C1 at least), and must be able to use the grammar and the registers of the target language;
2. should understand the different theories of Applied Linguistics and should be able to apply the most appropriate of methods and procedures in the field of the basic skills, grammar, pronunciation and intonation, as well as is capable of teaching the learners the different cultures of the target language, assessing and evaluating the knowledge of the learners;
3. must be able to use different techniques in the field, such as cooperative learning, (pair-work and group-work), as well as the so-called frontal teaching;
4. must know and be able to utilize the communicative and task-based features of Applied Linguistics, the interdisciplinary approach as well as the field-oriented language-teaching; moreover, the teacher should be capable of managing, guiding, assessing and evaluating of processes and procedures of drama-pedagogy and project-work.



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3. Preliminaries:

This module can be used with student teachers at any level and in any phase of their professional studies in the field of methodology. However, it is preferable to apply it at the end of their pedagogical courses, as they are required to produce teaching materials in all fields of language skills, to write their own lesson plans, to be able to use audio-visual equipment or ICT, to reflect on their own as well as others' performance. Their command of the target language should be at C1 level or above.

4. Teaching materials and equipment:

A CD and a DVD or multimedia player, a whiteboard (SMART board) or a screen, markers, sheets and handouts.

5. Notes on the exercises:




The whole lesson plan is written for the student teacher in order to improve their pedagogical, methodological, practical and language skills. Nevertheless, it also involves the tasks meant for the secondary school students, as these tasks serve as starting points to those of the would-be teachers and, naturally, as the scheme of their lesson.

The plan is accompanied by the video summary of the lesson (titled 'The Song and the Quiz') with references to the relevant parts. It is also accompanied by two videoed lesson extracts (titled Quiz Part 1 and Quiz Part 2).

Student teachers will be expected to mobilize their professional knowledge, practical and creative skills, and the acquired teaching experience (in case they have any) in order to respond to the many challenges the planning and the realization phase of a language lesson requires.

Pre-Tasks

Task 1

- a.  Look at the opening scene of the accompanying video and observe how the room is arranged and how the students are seated. Make a drawing about the actual arrangement of the class in the table below. (Use the following symbols:  to indicate the classroom,  to indicate the students) What other ways of arrangement can you think of? What class activities can the different types of seating schemes be most suitable for? (See the accompanying video)



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‘The Song and the Quiz’ extract 00:00-00:11.)

Different seating schemes			
Sketches of the most common seating schemes	Advantages	Disadvantages	Most suitable for the following interaction patterns
1.			
2.			
3.			



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4.			
5.			
7.			
8.			
9.			



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- b. 🧑🏫 What were the most typically used seating schemes in the English classes when you attended secondary school? Highlight them in the table of the previous task. What kind of language teaching did these schemes serve? (Think in terms as traditional class work, grammar-centered, task-based/problem-solving and communicative, or the mixture of the previous ones). Discuss your answer with those of the other student teachers'.

Task 2

- a. 🧑🏫 Produce the definition of the 'warm-up task (warmer)' and its possible functions in the course of a lesson, and then compare it with those of the other student teachers' with the help of the following table. Work in groups of three or four.

Warm-up/warmer		
	Definition:	Function(s)
Your idea of a possible warm-up:		
Idea of student teacher 1:		
Idea of student teacher 2:		
Idea of student teacher 3:		

- b. 🧑🏫 Think of a possible warm-up/lead-in task to the topic of Animal Protection. Confirm your choice with arguments. Then compare your warmer with those of the other student teachers', and fill in the following chart. When finished, circulate in the classroom to collect further ideas from the other student teachers.



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Warm-up/lead-in task to the topic of Animal Protection

	The term or description of the task:	Arguments for using it
Your idea of a possible warm-up:		
Your partner's idea:		
The idea of student 3:		
The idea of student 4:		
The idea of student 5:		
The idea of student 6:		
The idea of student 7:		
The idea of student 8:		
The idea of student 9:		



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- c.  Compare your choice of a warmer to Animal Protection with that of the teacher's, which, in this particular case is a song. Are they the same or are they different? With the help of the following chart, describe the advantages and disadvantages of the chosen warm-up tasks. In case of having chosen the same task type as the teacher (a song), what other example of the same task (song) can you think of? How would it relate to the topic? In case of no idea search the Internet.

Warm-up/lead-in task to the topic of Animal Protection	
Your choice: 	The teacher's choice: a SONG
Advantages of the task:	Advantages of the task:
Disadvantages of the task:	Disadvantages of the task:

Tasks

Task 3

- a.  What comes to your mind if you hear the words 'El Condor Pasa'? Put down at least two possible answers.



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b. 🧑 What is to be the warm-up task to the main topic of the coming few lessons, at this phase of the procedure is the main point of the actual lesson. (The applied warm-up task is a song and the topic it leads in is Animal Protection). How is it introduced? What kind of task is being used? In other words, what is the warm-up task to the song? (See the accompanying video extract 'The Song and the Quiz' 00:11-01:00.)

c. 🧑 In the previous task, the majority of the L2 learners came up with words related to food. What was the reason for them being misled? How could the teacher have prevented them from going to the same and wrong direction? Would it have been necessary? Establish a discussion on these questions.

Task 4 🧑

What is a song? Try to define it with the other student teachers, then make a list of possible resources of further definitions and compare them with yours. Vote for the one you like the most. Give reason. Is there anything that you miss from this definition?

Your definition:

The list of resources and their definitions:

- 1.
 - 2.
 - 3.
 - 4.
- etc.:

The definition and resource you voted as best:

Reasons for your choice:

- 1.
 - 2.
 - 3.
- etc.:





Task 5

How does the teacher make use of the background knowledge her students (L2 learners) possess in connection with the words 'El Condor Pasa'? (See the accompanying video extract 'The Song and the Quiz' 01:00-01:14.)

Optional task

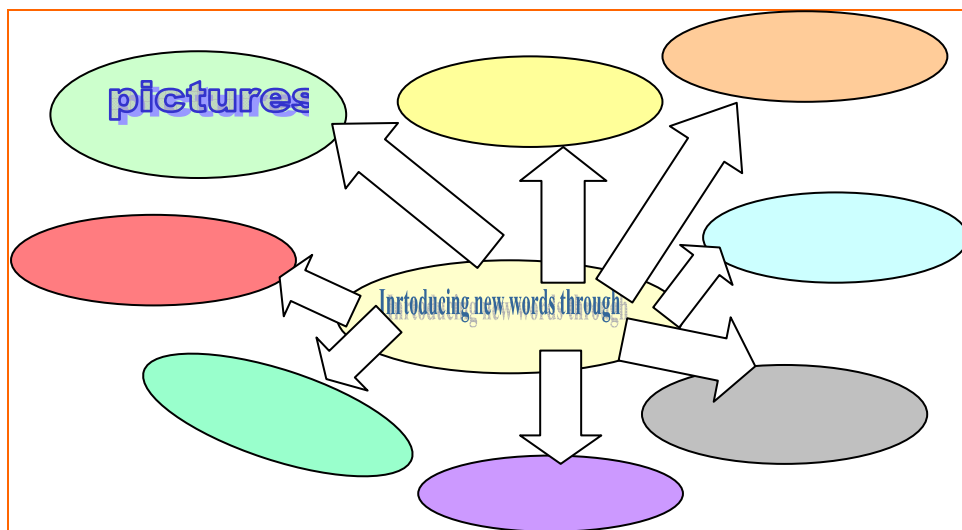
L2 learners as well as student teachers have to collect further information related either to the title of the song or the composers. (The song is: *El Condor Pasa* by Paul Simon and Art Garfunkel) Make a list of resources first, and collect the most relevant information. Using the information you have collected write a quiz for your mates and apply it in a lesson. Vote for the best one and support your choice with arguments. The two viewpoints for voting are:

1. The most interesting in realization (form)
2. The most instructive (content)

Collect further viewpoints on which the voting could be established.

Task 6

Observe the way(s) the teacher prepares the presumably new words in Task 2. What is the term for the task which she starts the vocabulary work with? Collect further forms of introducing new vocabulary with the help of the following pictogram. Which forms would you have used and why? (See the accompanying video extract 'The Song and the Quiz' 01:14-03:18.)




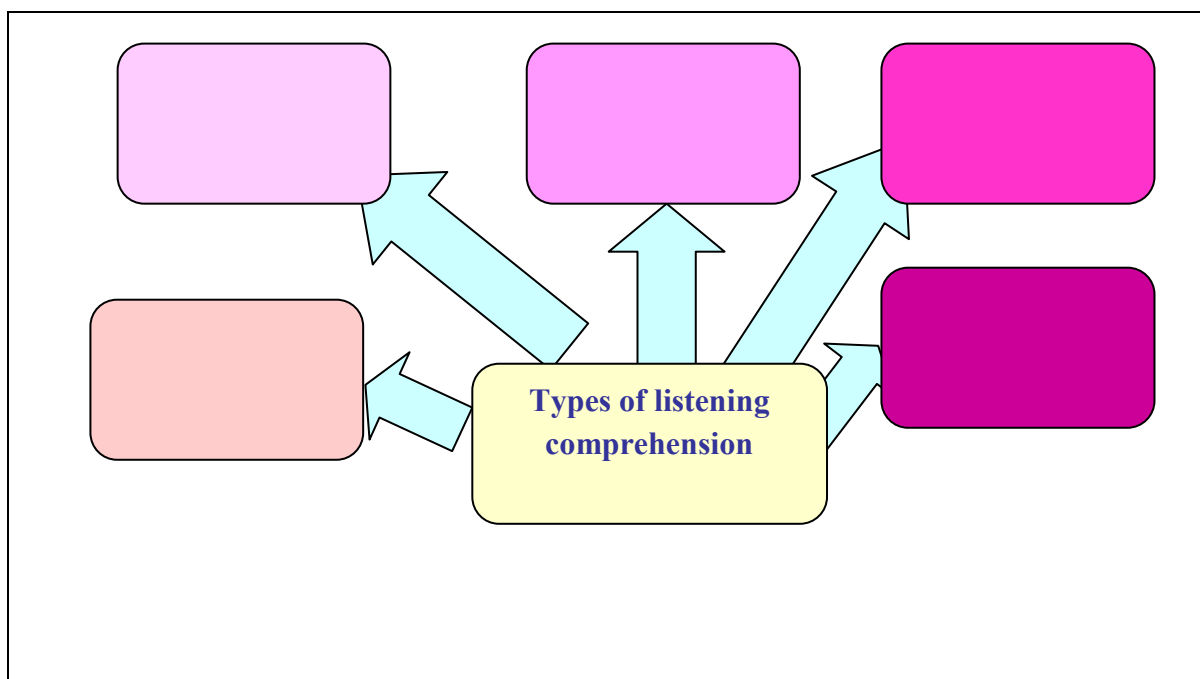



Task 7

Supposing you have a lesson with a group of second language learners in the late afternoon hours, how would you try to redeem them from exhaustion? How did the teacher try to stimulate her students in the videoed lesson? (See the whole videoed lesson ‘The Song and the Quiz’)

Task 8

- a.  Make up a mind map to show different types of listening comprehension tasks. Compare your mind map with those of your peers and complete it.



- b.  Compile a listening task to the following song: ‘El Condor Pasa’ by Paul Simon and Art Garfunkel. Use any of the types in the previous table. Either of the following links will lead you to the song.

<http://www.youtube.com/watch?v=pey29CLID3I>

or

<http://www.youtube.com/watch?v=NeqQU-YQNZ8&NR=1>



c. 🧑 Here is an example of a listening task. What type is it? Fill in the gaps with the missing words in **Work Sheet 1**. Find the links in the previous task to lead you to the song.

Work Sheet 1

El Condor Pasa (The Flight of the Condor)

Stanza 1: I'd rather be a than a

Yes, I would

If I could,

I would.

I'd rather be a Than a

Yes, I would,

If I only could,

I would.

Refrain: Away, I'd rather away

Like a that's here and

A man gets up to the

He the world

Its saddest

Its saddest

Stanza 2: I'd rather be a than a,

Yes, I would,

If I could,

I would.

I'd rather the earth beneath my,

Yes, I would,

If I only could,

I would.

Task 9 🧑

Make up a possible interpretation of the lyrics and compare it with those of the L2 learners'.
(See the accompanying video extract 'The Song and the Quiz' 6:10-6:31)

Task 10

a. 🧑 Can you think of a feature film that could be easily related to Animal Protection?
Watch the chosen extract from the film *Jurassic Park* and create some (5-10) content-related questions. (Resource: *Jurassic Park* directed by Steven Spielberg, distributed by Universal Pictures 1993. scene seven/ 32:50-36:30)





- b. 🧑🏫 Now compare your questions with those of the teacher's and try to answer them. Then create a quiz on the basis of the questions that you find the most relevant. In your quiz the answers should be given and should serve as the starting point of your quiz. What can the task be for L2 learners? (See the accompanying video extract 'The Song and the Quiz' 8:36-11:32)

Work Sheet 2 Quiz 1/The teacher's questions

Question 1: Who is addressed as a blood-sucking character?

Question 2: Have the guests seen the park yet?

Question 3: For whom will there be a coupon day?

Question 4: There is a mathematician called Dr. Malcolm amongst the guests. Why is he not enthusiastic about the park? Why does he seem to be skeptic?

Question 5: What does the following sentence state about Condors? Explain it in your words. "Condors are on the verge of extinction."

Question 6: What is 'cloning' in Dr. Malcolm's eyes in terms of the natural world?

Question 7: The female character is another scientist. What is she specialized in?

Question 8: According to Dr. Grant, how many years separate humans from dinosaurs?

Optional task

- a. 🧑🏫 Try to define what a quiz is, then compare your definition with those of your group mates.
- b. 🧑🏫 Collect a few of the famous quizzes from both English-speaking countries and Hungary. Do you enjoy quizzes? Why are they so popular worldwide?
- c. 🧑🏫 What roles can quizzes play in the course of a lesson?

Task 11 🧑🏫

What do you know about condors? Think of at least one question you would like to get an answer to.



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Task 12

Jigsaw reading in groups of three. Explain this technique. (See the accompanying video extract 'The song and the Quiz' 11:32-13:27)

Work Sheet 3 The text on condors

(Source: Alderson, Charles-Cseresznyés, Mária: *Into Europe Reading and Use of English*, Teleki László Foundation-British Council 2003 p30)

The original text has been divided into three parts to suit the jigsaw task.

Part A

California condors are the largest land birds in North America. With a wingspan of nearly 10 feet, they can weigh up to 22 pounds. Adults are primarily grayish-black except for triangle-shaped patches of white underneath their wings. These patches are visible when condors are flying overhead and offer a key identification characteristic. The bare heads and necks of adults are usually dull orange but become bright pink during breeding season. Males and females are identical in size and plumage characteristics. The heads and wing linings of juveniles are grayish and it isn't until they are 5 to 6 years of age that they become indistinguishable from adults.



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Part B

California condors are members of the vulture family. They are opportunistic scavengers, feeding exclusively on dead animals such as deer, cattle, rabbits, and large rodents. They often forage for food in social groups, soaring and gliding at up to 50 miles per hour and travelling 100 miles or more per day. After eating, they typically clean their heads and necks by rubbing on rocks, branches or grass. They frequently bathe and spread their wings to dry their feathers in the sun.

When not foraging for food, condors spend most of their time perched at a roost. Cliffs, tall conifers, and snags serve as roost sites. Typical behavior is for birds to remain at roost until mid-morning and return in mid-to late afternoon. While at a roost, condors preen, sleep, and socialize.

Part C

Condors become sexually mature at about 5 to 6 years of age and mate for life. Most nest sites have been found in caves and rock crevices. Condors do not build nests. Instead, an egg about 5 inches in length and weighing around 10 ounces is deposited on bare ground. Condors lay a single egg normally every other year. The egg hatches after 56 days of incubation and both parents share responsibilities for feeding the nestling. Fledglings leave the nest when they are 5 to 6 months old.

(Leaflet issued by The Arizona Game and Fish department)

Task 13

a. 🧑 Here is a set of questions of the text. How can you vary the questions so that they could better suit the level of advanced students in terms of their language knowledge?

Work Sheet 4 Quiz 2 (Source: Alderson, Charles-Cseresznyés, Mária: *Into Europe Reading and Use of English*, Teleki László Foundation-British Council 2003 p 31)

Question 1: How heavy are the condors at the most?

Question 2: What colour is the spot under their wings?

Question 3: What is the difference between males and females?

Question 4: What do they eat?

Question 5: How far can they fly in a day?

Question 6: What do they do after bathing?





Question 7: Where do they lay their eggs?

Question 8: Which parent feeds their young?

b.  Now answer the above questions. Find the text in task 10.

Task 14

What role(s) does the quiz have in this particular lesson?

Task 15

Complete the above quiz questions (**Work Sheet 4**) with further ones of yours to create your own quiz. Make sure you will establish a different kind of quiz format other than using open questions.

Task 16

How does the teacher connect this lesson to the coming ones? (See the accompanying video extract 'The Song and the Quiz' 13:27-13:34.).

Task 17

Plan or compile a different quiz on another endangered species and apply it in a lesson.

Post-Tasks

Task 18

Read further texts about condors (e.g. on the Internet) and find at least five additional features that do not occur in the text used in the lesson. Convert the thus acquired information into a warm-up or lead-in task.

Task 19

Find a song or a piece of music that could be used as an appropriate warm-up or lead-in task of the same topic (Animal Protection). First plan some (at least 2) song-related tasks and then some (at least 2) topic-related ones based on the same song.

Task 20

Reflect on the content of the module. Put down your ideas on a card. Exchange cards with peers.



What is it that you have learned or confirmed in your knowledge in terms of the following aspects:

- importance of the warm-up task
- seating schemes
- interaction patterns
- linking different language skills in the lesson
- the advantages and disadvantages of using authentic materials
- confirming the cultural context
- motivation

Compare your expectations with the content of the lesson. Did you get more or less than expected? In what ways? Discuss it with your peers.

Optional follow-up tasks

Task 21 🧑🧑🧑

Design your own video-clip together with friends or group mates in relation with the topic of Animal Protection. Use pieces of music or songs as the soundtrack of the clip.

Task 22

Quizzes can serve different purposes in a lesson, and they can occur at any phase of the teaching-learning process from the lead-in to the assessment. You may want to establish a whole lesson on competition, and use the quiz as the main organizer. There is an example videoed, and the following tasks from this one on will accompany the recorded material (*Daniel Keyes: Flowers for Algernon Quiz Part 1 and Quiz Part 2*). All the L2 learners had to read the novel as the minimum requirement of the participation.

a. 🧑

How are the desks arranged, which type of seating plan is being used over the course of the lesson? Which interaction pattern is applied? (See the accompanying video extract 'Quiz Part 1' 00:00-0:45).

b. 🧑

Observe and describe the tasks the participating students have to accomplish in **Quiz Part 1 and Quiz Part 2**, and comment on them. Would you have the same task or would you have something different? Give reasons. You may find the following table helpful to organize your thoughts. (See the accompanying video extracts: **Quiz Part 1, Quiz Part 2**)



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Flowers for Algernon/Work sheet 1/Quiz Part 1 and Quiz Part 2

Flowers for Algernon Quiz Part 1 and Quiz Part 2

Description of the task	Your comments on the task	Alteration or possible substitute for the task
Task 0 Students are organised into groups of four, and made to choose a name for their groups, which has to relate to the title of the book (Flowers for Algernon).		
Task 1		
Task 2		
Task 3		
Task 4		
Task 5		
Task 6		
Task 7		



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These are tasks L2 learners had to accomplish in the videoed lessons (Quiz Part 1 and Quiz Part 2)

Flowers for Algernon/Worksheet 2/Quiz Part 1/Gap fill task

Here is the text in which the words in italics represent the words that have formerly been removed and now students have to select into the right gap from a stock on the board.

The stock of words: rapid, syndromes, structure, progressive, effect, mathematical, continue, although, coordination, formula, report, intelligence, glandular, appendix.

Under separate cover I am sending a copy of my entitled "The Algernon-Gordon: A Study of and Function of Increased", which may be published if you see fit. I have included in my report all of my formulas, as well as analyses of the in the The more sensational aspects of my rapid climb cannot the facts. Reviewing the data on Algernon: he is still in his physical youth, he has regressed mentally. Motor activity impaired, general reduction of functioning, accelerated loss of and strong indications of amnesia. As I show in my report, these and other physical results by the application of my new As long as I am able to write, I will to put down my thoughts and ideas in these progress reports. However, by all indications, my own mental deterioration will be quite

(Source: *Flowers for Algernon* by Daniel Keyes Bantam Books New York 1975.)

Flowers for Algernon/Worksheet 3/Quiz Part 2/Quiz 1

(Source: <http://www.sparknotes.com/lit/agernon/quiz.html>)

Here are the content-related the teacher selected for L2 learners from the above given resource. Student teachers can also answer them in case they have read the novel.

1. Who asks Charlie to keep his progress reports?

- (A) Dr. Strauss
- (B) Professor Nemur
- (C) Burt Seiden
- (D) Alice Kinnian

2. How old is Charlie at the start of the novel?

- (A) 32
- (B) 36





(C) 26

(D) 6

3. Why does Alice recommend Charlie for the experiment?

(A) He is the smartest in the class

(B) He is friendly and will not give the scientist trouble

(C) The other students in her class refuse to take part in the experiment

(D) He is eager to learn

4. Who supervises Algernon's testing?

(A) Dr. Strauss

(B) Professor Nemur

(C) Burt Seiden

(D) Alice

5. Where is the scientists' convention held?

(A) New Orleans

(B) Chicago

(C) Boston

(D) San Francisco

6. Where is the Center for Retarded Adults where Charlie takes classes?

(A) The Welberg Foundation

(B) Columbia University

(C) Beekman College

(D) New York University

7. What is the first book that Charlie reads?

(A) Paradise Lost

(B) The Wizard and Oz

(C) Robinson Crusoe

(D) The Wind in the Willows

8. What does Charlie do when he learns that Gimpy has been stealing from Mr. Donner?

(A) He tells gimpy that he will inform MR. Donner unless Gimpy stops stealing

(B) He tells Mr. Donner that Gimpy has been stealing from him

(C) He steals the money back from Gimpy and returns it to the cash register without telling anyone

(D) He decides it is not his place to get involved





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9. Which two characters suggest to Charlie that increasing his intelligence is against God's will?
(A) Nemur and Strauss
(B) Alice and Fay
(C) Hilda and Fanny
(D) Gimpy and Rose
10. What is the range of Charlie's IQ in the novel?
(A) 70-110
(B) 72-140
(C) 65-160
(D) 68-185
11. What is the name of the quack doctor to whom his mother takes the six-year-old Charlie?
(A) Dr. Warren
(B) Dr. Guarino
(C) Dr. Acula
(D) Dr. Strauss
12. What name does Charlie give to his scientific theorem?
(A) The Gordon-Nemur Transfer
(B) The Algernon-Charlie Conundrum
(C) The Man-Mouse Prospectus
(D) The Algernon-Gordon Effect
13. Where does Charlie go to live at the end of the novel?
(A) The Welberg Foundation
(B) With Norma
(C) The laboratory
(D) The Warren State Home
14. Plus one question: In which month does Charlie die?
(A) He does not die in the course of the novel.
(B) September
(C) October
(D) November



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Flowers for Algernon/Worksheet 4/Quiz Part 2/Quiz 2

Here are some further content related questions the teacher compiled for L2 learners. Student teachers can also answer them in case they have read the novel.

1. Why was Charlie and not somebody else chosen for the scientific experiment? (1p)
2. What is a Rorschach test? (2p)
3. Soon after the operation Charlie learnt to read and to write properly. What is the title of the world-famous book he started to read first? (1p)
4. Who was Uncle Herman and what role did he play in Charlie's life? (2p)
5. Describe one of the "jokes" Charlie's friends at his work place played on him. (2p)
6. Why was Charlie fired? (2p)
7. What role did the following characters play in Charlie's life? Write maximum 2-3 sentences of each character. (2p each)

Rose:

Fay:

Norma:

Alice:

Harriet:

8. What was the name of Norma's dog? How did he get that name? (2p)
9. What is the very last sentence of the novel? (1p)
(A rough quotation is also accepted.)



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c. 

Describe the classroom management in **Quiz Part 2** in terms of giving feedback on the solutions as well as registering scores. What difficulties did the teacher have to face in the latter?

d. 

You cannot see in the videoed lesson what the prizes were for the winners. What possible prizes can you think of?

e. 

How could you have expanded the students' participation in the quizzes?

f. 

Choose any topic and compile your own quiz.



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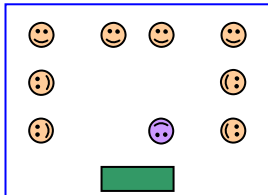
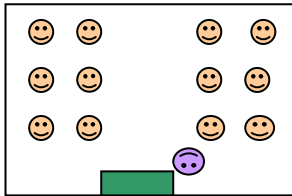




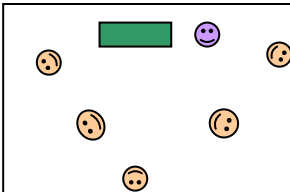
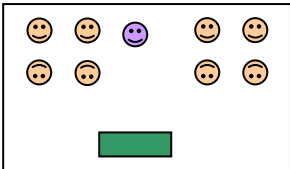
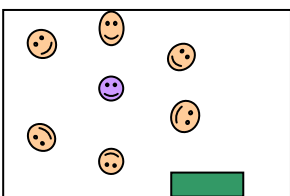
6. Possible Classroom Implementations:

Pre-Tasks

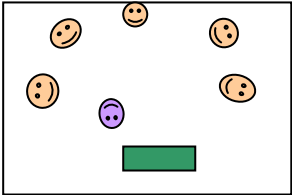
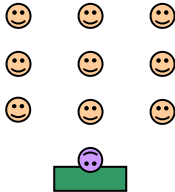
Task 1 a

Different seating schemes			
The sketches of the most common seating schemes	Advantages	Disadvantages	Most suitable for the following class activity forms
<p>1. The U-formation</p> 	<ul style="list-style-type: none"> - all the students can see and talk to each other - all students can see and talk to the teacher - it is easy to form pairs and small groups (usually of three) 	<ul style="list-style-type: none"> - it is difficult to realize mobility - it is likely to have the same groups and pairs from lesson to lesson - the groups cannot be separated, so they may disturb each other - it is not suitable for bigger groups etc. 	<ul style="list-style-type: none"> - traditional class work - individual work - pair work - group work up to three members - class discussion
<p>2. The Traditional</p> 	<ul style="list-style-type: none"> - good for lectures and pair work - relatively space effective and provides good visibility for students - you may not be able to see everyone - students' attention may flag in the back rows, frequency of misbehaviour - it works well with big groups 	<ul style="list-style-type: none"> - rather static, not easy to mobilize the outer line students - poor visibility in the back rows 	<ul style="list-style-type: none"> - traditional, lecture-type of teaching - pair work tasks



<p>3. The V- formation</p> 	<ul style="list-style-type: none"> - it provides everyone excellent visibility - it is easy for the teacher to circulate - it is easy to achieve personal contact - less formal than other formations 	<ul style="list-style-type: none"> - wasteful with space - arrangement with furniture is definitely needed - it is not ideal for pair or group work 	<ul style="list-style-type: none"> - excellent with kinesthetic tasks
<p>4. Coffee table</p> 	<ul style="list-style-type: none"> - encourages all to participate - opportunity to discuss issues - has the touch of informality - easy for the teacher to circulate 	<ul style="list-style-type: none"> - some students have poor visibility - some learners show their backs to you, which makes personal contact difficult - it may give your students opportunity for private conversations - unless you select students into groups, they are likely to form friendship groups 	<ul style="list-style-type: none"> - excellent for group work and interactive tasks
<p>5. The Circle</p> 	<ul style="list-style-type: none"> - opportunity for involvement for all - it is easy to have personal contact with everybody 	<ul style="list-style-type: none"> - not easy to set up with rectangular desks - you may have to prepare the classroom and rearrange it after the lesson - sometimes you are with your back to some students 	<ul style="list-style-type: none"> - most efficient with discussions and debates



<p>6. The Semi-circle</p> 	<p>-a great opportunity for involvement for all -it is easy to have personal contact with everybody - easy for the teacher to circulate</p>	<p>- not easy to set up with rectangular desks - you may have to prepare the classroom and rearrange it after the lesson</p>	<p>- most efficient with discussions and debates</p>
<p>8. The Lecture Formation</p> 	<p>- good visibility and acoustics for all - space effective</p>	<p>- restricted visibility for the back rows - personal contact is difficult to achieve (e.g. giving help)</p>	<p>- most efficient with traditional teaching</p>
<p>9. Other (student teacher's addition)</p>	<p>Student's own answer.</p>	<p>Student's own answer.</p>	<p>Student's own answer.</p>

b Student's own answer.

Task 2

a In this task student teachers are expected to produce a possible definition of 'warm-up' or 'warmer' as it is referred to in language teaching. However, their starting point can be based on the general approach of this notion.

"A warm-up is something that prepares you for an activity or event, usually because it is a short practice or example of what the activity or event will involve." (Collins Cobuild Learner's Dictionary)

Thus, in language teaching it is a short task or activity, which prepares and tune second language learners (henceforth L2 learners) on the succeeding activities of the lesson, establishing, at the same time, the required intellectual and emotional motivation.

It is usually an integrated part of the lead-in phase, and most frequently is connected to the main objective of the lesson; nevertheless, it may as well be applied independently from the



topic, merely as a tool of tuning in.

On the one hand, warm-up tasks or warmers usually occur at the beginning of a lesson, and tend to be short. In some cases, however, they may develop and expand into a more extensive set of activities, serving as the main body of the lead-in phase to a topic or even a module, and can last from some minutes to the full length of a lesson. The video summary demonstrates both aspects.

Warm-up/warmer		
	Definition:	Function(s)
Your idea of a possible warm-up:	Student's own answer	Student's own answer
Idea of student teacher 1:	Student's own answer	Student's own answer
Idea of student teacher 2:	Student's own answer	Student's own answer
Idea of student teacher 3:	Student's own answer	Student's own answer

b. In this task, student teachers are requested to come up with their own idea of a possible warm-up task. It is essential for them to support their choice with arguments. Then, in pairs they compare their choices. When finished, they circulate in the classroom to collect further ideas from their peers.

Here is an example:





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Warm-up/lead-in task to the topic of Animal Protection

	The term or description of the task:	Arguments for using it
Example: PICTURES/PHOTOS	Using pictures of endangered animals arranged in different spots of the classroom. Language learners are asked to identify them, and find the common feature that connects them.	<ul style="list-style-type: none">- Pictures are good tool of demonstration and motivation.- L2 learners can practice and enlarge their vocabulary in terms of animals.- L2 learners have to find relationship between them. (cognitive skills and competencies)- It is easy to produce further topic-related tasks. (e.g. L2 learners have to collect the information they already know about these animals, and expand their actual knowledge using the Internet or other types of resources. <p>The task encourages the teacher to use different classroom interaction patterns such and pair or group work besides individual or class work.</p> <p>Etc.</p>



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The following chart can be used for accomplishing the task and can be altered to the space the student teachers' need and numbers.

Warm-up/lead-in task to the topic of Animal Protection		
	The term or description of the task:	Arguments for using it
Your idea of a possible warm-up:	Student's own answer	Student's own answer
Your partner's idea:	Student's own answer	Student's own answer
The idea of student teacher 3:	Student's own answer	Student's own answer
The idea of student teacher 4:	Student's own answer	Student's own answer
The idea of student teacher 5:	Student's own answer	Student's own answer



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c. In this task, student teachers suggest a possible warm-up task to the topic of Animal Protection and analyze it on the ground of the given viewpoints. They may find useful the table below.

Warm-up/lead-in task to the topic of Animal Protection	
Your choice:	The teacher's choice: a
	SONG
Advantages of the task:	<ul style="list-style-type: none">- songs are great in motivation- they can add to a more relaxed atmosphere- both the tune and the lyrics can serve as starting points to exploit a topic
Disadvantages of the task:	<ul style="list-style-type: none">- can easily be overused if exclusively applied as a warmer , - etc.

Tasks

Task 3

a. Student's own answer. Anything may be relevant as it is based on free association.

b. The topic of Animal Protection is introduced with a song titled 'El Condor Pasa'. However, in this particular lesson, the song itself is to be the main objective; therefore, it also has its warm-up task, which is a free association game (kind of brainstorming).

c. In the association task, one of the first students mentioned food, which was accepted by the teacher. The next students, maybe for lack of original ideas, felt encouraged to come up with similar ones, all arranged around food. The teacher could have broken the line, but as it was meant to be a free association game, she decided not to. Nevertheless, she should have



deterred her students from the notions of food to gain more variety of ideas.

Task 4

The student teachers produce their own definition, and make up a list of possible resources for further definitions. Then they compare the definitions they have and vote for the best one.

They should argue for their choice.

In some of the definitions (see the given examples below), one aspect seems to be missing: the emotional aspect of any song, as songs tend to express feelings rather than anything else.

Here are some resources for definitions of the song:

- a. A song is words and music sung together. (*Collins Cobuild Learner's Dictionary* Harper Collins Publishers 1996)
- b. 1. Music for the voice, 2. poetry, verse 3. a short poem or number of verses set to music and intended to be sung. (*Oxford Advanced Learner's Dictionary* Oxford University Press 1984)
- c. A usually short piece of music with words, which are sung. (*Cambridge International Dictionary of English* Cambridge University Press 1995)
- d. In music, a **song** is a composition for voice or voices, performed by singing. A song may be accompanied by musical instruments, or it may be unaccompanied, as in the case of a cappella songs. The lyrics (words) of songs are typically of a poetic, rhyming nature, though they may be religious verses or free prose.

A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices. Songs with more than one voice to a part are considered choral works. Songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "pop songs", and "folk songs". Other common methods of classification are by purpose (sacred vs. secular), by style (dance, ballad, Lied, etc.), or by time of origin (Renaissance, Contemporary, etc.). (*Wikipedia*)

Task 5

In order to get your students motivated in what you are going to do, it is essential to rely on what they know about the topic, in other words, on their background knowledge. In the lead-in phase of the lesson, after the association task, the teacher asks one of her students, who speaks Spanish to translate the title of the song. The student, who knows it is a song, gives a relatively correct translation. ("A keselyű elszáll") It can also be translated as 'A keselyű repülése'.

Optional task

Further information of the title of the song or the composers has to be collected in this task. Student teachers should feel free to use any possible resource available to accomplish the





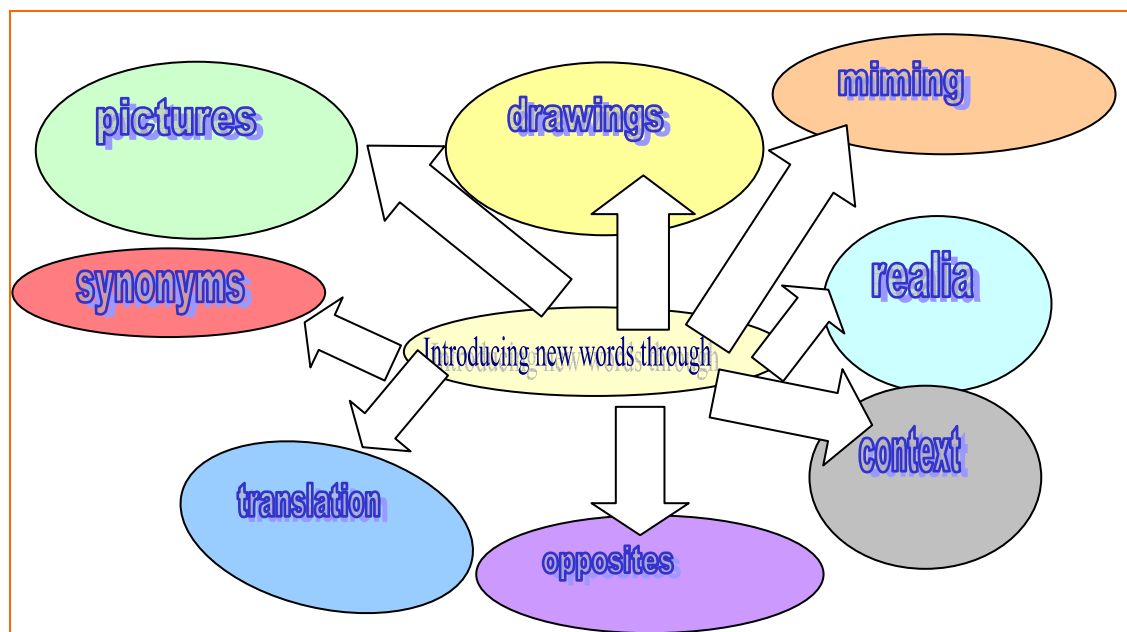
task, just like the L2 learners of the lesson. (e.g.: http://en.wikipedia.org/wiki/Paul_Simon) (http://en.wikipedia.org/wiki/Art_Garfunkel) On the basis of the information they have collected they compile a quiz of their own and try it out with their peers. Then they vote for the best in two categories:

1. The most interesting in realization (form)
2. The most instructive (content)

(They can also add further viewpoints to the above: e.g. the funniest, the most exciting, the most original etc.)

Task 6

Using a mind map, student teachers have to think of different possible ways of introducing new words to L2 learners. Here are some examples, but far from all possible options. The teacher used the scrambled letters technique in the videoed lesson, which is one of the possible extra ideas not presented on the mind map.



Task 7

Student's own answer.

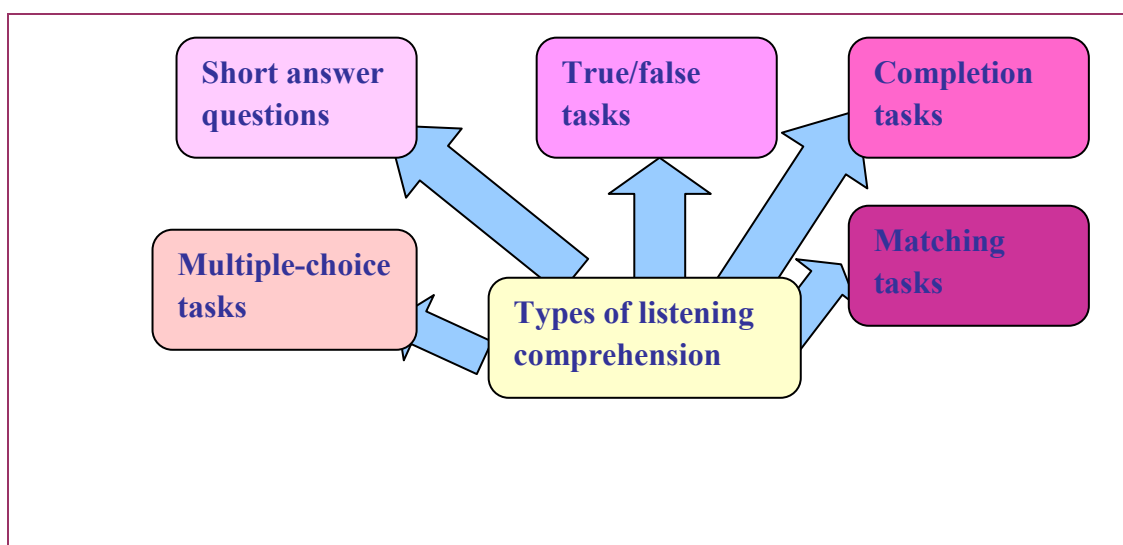
The teacher in the video summary tries to motivate her students by choosing a song as the main objective of her lesson, using a great variety of tasks and interaction patterns (individual,



pair, group and class work), applying a kinesthetic type of task, using an extract of a film.

Task 8

a.



b. Student teachers have to compile their own listening task to the song 'El Condor Pasa'. Student's own answer.

c. Listening comprehension: El condor Pasa by Paul Simon and Art Garfunkel. Students, as well as student teachers have to fill in the gaps with the missing words in **Work Sheet 1**. Find these links to get to the song:

<http://www.youtube.com/watch?v=pey29CLID3I>

<http://www.youtube.com/watch?v=NeqQU-YQNZ8&NR=1>

The solution is indicated by the words in *italics*.

Work Sheet 1: Fill in the gaps with missing words. (Solution) *El Condor Pasa*

Stanza 1: I'd rather be a *sparrow* than a *snail*.

Yes, I would

If I could,

I *surely* would.

I'd rather be a *hammer* than a *nail*.



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Yes, I would,
If I only could,
I *surely* would.

Refrain: Away, I'd rather *sail* away
Like a *swan* that's here and *gone*.
A man gets *tied* up to the *ground*,
He *gives* the world
Its saddest *sound*.
Its saddest *sound*.

Stanza 2: I'd rather be a *forest* than a *street*,
Yes, I would,
If I could,
I *surely* would.
I'd rather *feel* the earth beneath my *feet*,
Yes, I would,
If I only could,
I *surely* would.

Task 9

In this task students, as well as student teachers are expected to come up with their own interpretation of the lyrics. The video summary contains the message or the meaning(s) the L2 learners attached to the words of the lyrics.

According to a possible interpretation, the hero of the song is longing for a peaceful and quiet life, which is to be achieved by integrating into nature.

Task 10

Having watched the chosen extract from the film Jurassic Park, student teachers have to make up some content-related questions and compare them with those of the teachers'. Then they are to compile a quiz based on the answers of their questions. The possible task for L2 learners may require the matching questions to the answers.

(Resource: *Jurassic Park* directed by Steven Spielberg, distributed by Universal Pictures 1993. scene seven/ 32:50-36:30)

Work Sheet 2 Quiz 1/Solutions.



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Question 1: The lawyer.

Question 2: No, they haven't, they are about to set off.

Question 3: For less well-to-do people, who, otherwise, could not afford seeing the park.

Question 4: He is strictly confirmed that the creators of Jurassic Park do not take the responsibility for the preceding research work; therefore opening it to the public is extremely dangerous.

Question 5: This sentence refers to the fact that there are only a limited number of condors left, and if not protected, this species will simply disappear.

Question 6: It is rape of the natural world.

Question 7: Ancient plants.

Question 8: These two species are separated by 65 million years of evolution.

Optional task

a. Here is to be found a few examples of the definitions of 'quiz':

- a **quiz** is a game or competition in which someone tests your knowledge by asking you questions. (*Collins Cobuild Learner's Dictionary*)

- general knowledge test, (broadcasting) game in which members of a panel undergo such a test (*Oxford Advanced Learner's Dictionary of Current English*)

- a game or competition in which you answer questions (*Cambridge International Dictionary of English*)

- A **quiz** is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. In some countries, a quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills. Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants - usually the participant with the highest score. (*Wikipedia*)

b. A few examples of popular English quiz shows on TV: Are You Smarter Than a 10 Year Old?, Blockbusters, Brainstorm, Call My Bluff, Countdown, Mr. and Mrs., Wheel of Fortune,





Who Wants to Be a Millionaire?

From Hungary: Legyen ön is milliomos! Áll az alku!, A Széf, Párbaj, A 40 milliós játszma.

Quizzes have always been popular with most people because they provide us opportunity to draw others' attention to us, to our intelligence or skillfulness, not mentioning the prize we may win.

c. Quizzes can occur in any part of a lesson including the pre-task section (as a warmer brainstorming on something), in the main body of the lesson, and as a summary or revision of what has been done. They are based on the natural human competitive instinct, can contribute to capturing and maintaining L2 learners' motivation, and add up to the variety of EFL tasks.

Task 11

Student's own answer.

Task 12

Jigsaw reading:

Cooperative technique, which can easily involve the students in all language skills, reading and speaking in the first place, but writing and listening can also have their part. It is very useful when the teacher wants to exploit an article, or a story. Short authentic newspaper or magazine articles serve as the most handy material for practising this technique.

Mixed groups: First L2 learners are organised into groups of 3-5, then they get their parts of an article or a story, approximately of the same length and difficulty. Then they are asked to read their part thoroughly so as to be able to pass the acquired information on their classmates. While reading, they are expected to take notes.

Expert groups: There are two ways to continue. The students **with the same text** may now form new groups to have a discussion over their part in order to clarify details, thus they become experts. Then they return to their original groups

Mixed (original) groups: The members have different parts of the same article or story and they are ready to give account on what they have read thus piecing together the original text. The teacher makes sure that the order of the parts will follow the flow of the original text.

Once the students have orally exchanged their stories, they may be quizzed on the whole article or story either in groups or individually.

Jigsaw reading can also be done without the 'expert group' phase, and may as well be based





on different short readings instead of one.

Work Sheet 3 The text on condors (Source: *Alderson, Charles-Cseresznyés, Mária: Into Europe Reading and Use of English, Teleki László Foundation-British Council 2003 p 30*)
The original text is divided into three parts of approximately the same length.

Text A

California condors are the largest land birds in North America. With a wingspan of nearly 10 feet, they can weigh up to 22 pounds. Adults are primarily grayish-black except for triangle-shaped patches of white underneath their wings. These patches are visible when condors are flying overhead and offer a key identification characteristic. The bare heads and necks of adults are usually dull orange but become bright pink during breeding season. Males and females are identical in size and plumage characteristics. The heads and wing linings of juveniles are grayish and it isn't until they are 5 to 6 years of age that they become indistinguishable from adults.

Text B

California condors are members of the vulture family. They are opportunistic scavengers, feeding exclusively on dead animals such as deer, cattle, rabbits, and large rodents. They often forage for food in social groups, soaring and gliding at up to 50 miles per hour and travelling 100 miles or more per day. After eating, they typically clean their heads and necks by rubbing on rocks, branches or grass. They frequently bathe and spread their wings to dry their feathers in the sun.

When not foraging for food, condors spend most of their time perched at a roost. Cliffs, tall conifers, and snags serve as roost sites. Typical behavior is for birds to remain at roost until mid-morning and return in mid-to late afternoon. While at a roost, condors preen, sleep, and socialize.

Text C

Condors become sexually mature at about 5 to 6 years of age and mate for life. Most nest sites have been found in caves and rock crevices. Condors do not build nests. Instead, an egg about 5 inches in length and weighing around 10 ounces is deposited on bare ground. Condors lay a single egg normally every other year. The egg hatches after 56 days of incubation and both parents share responsibilities for feeding the nestling. Fledglings leave the nest when they are 5 to 6 months old.

(Leaflet issued by The Arizona Game and Fish department)

Task 13





The questions can be rephrased using different vocabulary and structures (e.g.: passive)

Examples:

Question 1: What do condors weigh at the most?

Question 2: What colour describe the spot under their wings?

Question 3: How are males and females differentiated?

Question 4: What do they feed on?

Question 5: What distance can they cover a day?

Question 6: What is their habitual activity after bathing?

Question 7: What places do they favour for their eggs?

Question 8: Which parent is in charge of feeding the young?

Task 14

a. In the videoed lesson the quiz serves as the final phase of the jigsaw reading task, kind of comprehension, it gives feedback and confirmation.

b. **Work Sheet 4 Quiz 2/Solution** (Source: Alderson, Charles-Cseresznyés, Mária: Into Europe Reading and Use of English, Teleki László Foundation-British Council 2003 p31)

Question 1: 22 pounds.

Question 2: White.

Question 3: Nothing in terms of the size or plumage.

Question 4: Dead animals, deer, cattle, rabbits.

Question 5: 100 miles.

Question 6: Spread their wings, dry their feathers.

Question 7: On bare ground, in caves or rock crevices.

Question 8: Both parents.

Task 15

Student teachers are required to complete the quiz questions of Work Sheet 4 with further ones of their own to create their own quiz. They have to make sure they will establish a different kind of quiz format other than the one in Work Sheet 4, and will avoid using open questions.





Examples of further quiz formats: multiple choice (with a, b, c, d choices), matching (the word with its definition/synonym/antonym/a picture etc.), gap fill (sentences with gaps) etc.

Task 16

In the very last moments of the lesson, the teacher refers to the next one giving hint about the topic she is planning to start, and to which this lesson has been the “warm-up/lead-in phase”. (See the accompanying video extract ‘The Song and the Quiz’ 13:27-13:34.)

Task 17

Student’s own quiz.

Post-Tasks

Task 18

Student’s own answer.

Task 19

Student teachers are asked to find a song or a piece of music that could be used as an appropriate warm-up or lead-in task of the same topic (Animal Protection). First they have to plan some (at least 2) song-related tasks and then some (at least 2) topic-related ones based on the same song.

Student’s own answer.

(Suggestion to be considered: *The Earth Song*, but any other option is appreciated.) by Michael Jackson

Task 20

Student teacher’s own answer.

Optional follow-up tasks

Task 21

Students’ own project.

Task 22

From here on are given the solutions to all the tasks accompanying the video summaries **Quiz Part 1** and **Quiz Part 2**.

a. The desks are arranged in the coffee table formation.





The whole lesson is based on group work. (See the accompanying video extract ‘Quiz Part 1’ 00:00-0:45).

b.
Worksheet 1/Quiz Part 1 and Quiz Part 2

Flowers for Algernon Quiz Part 1 and Quiz Part 2/Tasks		
Description of the task	Your comments on the task	Alteration or possible substitute for the task
Task 0 (Example) Students are organised into groups of four, and made to choose a name for their group, which has to relate to the title of the book (Flowers for Algernon).	Student’s own answer.	Student’s own answer.
Task 1 Scrambled letters Students are given letters the right arrangement of which give out Charlie’s name.	Student’s own answer.	Student’s own answer
Task 2 Students are requested to relate the way Charlie’s name is put on the board to Charlie and the novel.	Student’s own answer	Student’s own answer



Task 3 A gap fill task Students have to select the appropriate words from a given stock into the gaps of a text taken from the novel.	Student's own answer	Student's own answer
Task 4 Students write definitions to the words they pick from a stock.	Student's own answer	Student's own answer
Task 5 Students select the relevant meaning of their words with the help of a monolingual dictionary.	Student's own answer	Student's own answer
Task 6 'Who is the quickest to answer?' A quiz in the form of a multiple-choice task (see Worksheet 5)	Student's own answer	Student's own answer
Task 7 A set of quiz questions for all the groups (see Worksheet 6)	Student's own answer	Student's own answer

These are tasks with their solutions L2 learners had to accomplish in the videoed lessons (Flowers for Algernon/Quiz Part 1 and Quiz Part 2)

Flowers for Algernon/Worksheet 2/Quiz Part 1/Gap fill task

Here is the text in which the words in italics represent the words that have formerly been





removed and now students have to select into the right gap from a stock on the board.
Under separate cover I am sending a copy of my *report* entitled “The Algernon-Gordon *Effect*: A Study of *Structure* and Function of Increased *Intelligence*”, which may be published if you see fit. I have included in my report all of my formulas, as well as *mathematical* analyses of the *syndromes* in the *appendix*. The more sensational aspects of my rapid climb cannot *obscure* the facts. Reviewing the data on Algernon: *although* he is still in his physical youth, he has regressed mentally. Motor activity impaired, general reduction of *glandular* functioning, accelerated loss of *coordination* and strong indications of *progressive* amnesia. As I show in my report, these and other physical results by the application of my new *formula*. As long as I am able to write, I will *continue* to put down my thoughts and ideas in these progress reports. However, by all indications, my own mental deterioration will be quite *rapid*.

(Source: *Flowers for Algernon* by Daniel Keyes Bantam Books New York 1975.))

Flowers for Algernon/Worksheet 3/Quiz Part 2/Quiz 1/Solutions

1. (A) Dr. Strauss.
 2. (A) 32.
 3. (D) He is eager to learn.
 4. (C) Burt Seiden.
 5. (B) Chicago.
 6. (C) Beekman College.
 7. (C) Robinson Crusoe.
 8. (A) He tells gimpy that he will inform MR. Donner unless Gimpy stops stealing.
 9. (C) Hilda and Fanny.
 10. (D) 68-185.
 11. (B) Dr. Guarino.
 12. (D) The Algernon-Gordon Effect.
 13. (D) The Warren State Home.
- Plus one question:
14. (A). He does not die in the course of the novel.

Flowers for Algernon/Worksheet 4/Quiz Part 2/Quiz 2/Solutions

1. Despite the fact that he was not the cleverest in Miss Kinnian's class, he was chosen for the experiment on the basis of his devotion, extraordinary motivation.
2. It is a method mainly used by psychiatrists in order to find out more about their patient's





mental capacity. The test works with the help of ink blots, which are expected to be associated with something meaningful by the subject.

3. Robinson Crusoe. (By the way, you can draw a parallel between Charlie and Robinson Crusoe.)

4. He was Charlie's uncle, who happened to have a friend at the bakery and pulled strings to help Charlie to get a job there.

5. E.g. At a party they wanted Charlie to dance, and they laughed at him, when he fell over. On another occasion they sent him to a corner of a street to see if it was raining, and by the time he returned, they had disappeared. Charlie looked for them till it was late, and got lost.

6. Firstly, because Charlie's colleagues could not bare the thought that he was no longer their toy' and the target of their jokes, as he had become smarter than them.

Secondly, because Charlie saw one of his colleagues stealing money from their boss (his cash desk), and felt threatened and uncomfortable.

7.

Rose: Charlie's mother, who, especially since the birth of Norma, her normal child, could not put up with the fact, that his son was retarded.

Fay: Neighbour, the first woman Charlie had sex with. They were friends rather than lovers. She was an artist and had an easy going life style.

Norma: Sister, who felt ashamed when being teased by other children about her brother, Charlie. Later she also developed mental problems and lived alone.

Alice: Miss Kinnian, Charlie's teacher at Beekman College, who later he fell in love with. He developed a deep relationship with her, which lasted until almost the very last moments before his final and irreversible mental decay.

Harriet: A little girl at school he was in love with. Charlie wrote a Valentine letter to her with the help of others, who spoilt his letter with nasty words. He felt disappointed and extremely embarrassed.

8. Napoleon, Nappie for short. Norma, Charlie's sister got an 'A' for her assignment about Napoleon, and she wanted to get a dog as a present, which she finally got.

9. "P.S. Please, if you get a chance put some flowers on Algernon's grave in the back yard." (A rough quotation is also accepted.)

c.





In this case, the solutions of the quiz questions are confirmed or corrected by the teacher promptly after the task has been accomplished.

From time to time, in the 'Who is the quickest to give the answer' task, however, the teacher often finds it difficult to identify the quickest responder. The application of an assistant could have been a solution to the problem.

d.

Student teacher's own answer.

e.

E.g. Students can be encouraged to compile their quizzes for other groups than theirs, monitored by the teacher in advance for the quiz lesson.

f.

Student teacher's own quiz.

8. Visuals:



There is an instant video demonstration of the lesson showing a wide range of activities (The Song and the Quiz) and two more video summaries in connection with using the quiz (Quiz Part 1, Quiz Part 2)

9. Evaluation and assessment:

Besides activating their whole arsenal of L2 knowledge, participants (both L2 learners and student teachers) develop a wide range of personal, social and cognitive competences. The song, the film extract and the novel provide authentic audio-visual input enabling the teacher to place the tasks in advanced, cultural context. Furthermore, the activities the L2 learners and student teachers are involved in - either during the lessons or out of class - contribute to the development of their personality. They are also invited to create and compile their own materials that render the application of critical thinking as well as creativity.

10. Related works:

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