

# Conversation Control™

## Teacher Sheet

Class: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

### New Vocabulary

Keep a record of the new words that come up during the class – not just from the cards, but also introduced within the context of the “conversations” or in the pre-task brainstorming. Encourage students to highlight and choose 5-8 max. words for later study.

### Pronunciation

What letters or sounds are your students having difficulties with – think about stress, intonation and tone.

### Phrases/Idioms

Keep a note of new phrases and idioms that come up during the conversation. Elicit other uses of the same phrase(s), in other contexts - personalise the expressions.

### Collocations

Pay attention to words that always go together, get them to write lists.

### Structural weaknesses/areas to focus on

Keep a record of the errors you hear your students making. Look at wrong tenses, word order problems and incorrect usage of words. Pay attention to the mistakes they make **most** often - think about why they are making these mistakes – is it a first language interference? Just a slip-up? When you give feedback, encourage the student(s) to become self-aware and to self-correct.

### Corrections

Make a list here of the **type** of errors/mistakes. Concentrate on detecting regular patterns so you can bring in materials to practice later.

### Other notes

Make good notes of positive things you've noticed during the class – how well are the students participating, have your students begun activating vocabulary from previous “conversations” or from their course book? Have they used a difficult or unfamiliar grammatical structure? Make sure to praise their efforts! You can also keep a record of things you need to remember to research/source for later classes.