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Evaluation and Assessment when Teaching Online

Teacher's notes

Level: Intermediate+

Age: 14+

Time needed: 60-90 minutes

Lesson aim:
• Develop and select vocabulary for describing people and their actions
• Compare positive and negative qualities

Skills: Speaking, writing, vocabulary

Materials needed: Worksheet, an online form such as Survey Monkey or Google Forms with a questionnaire for Activity 2, a word processing collaboration tool such as Padlet or Linoit.

Before Reading

1. Ask learners to think of characters who transform from good to evil, such as Jekyll and Hyde or the Incredible Hulk, or characters who have evil counterparts, such as Sherlock Holmes and Moriarty or Thor and Loki. Have them brainstorm other characters from books, films, or TV that have a good side and a bad side. They should write the names of the characters in the chat panel.

   In small groups or breakout rooms, have learners choose one character and write a physical description of the good/bad sides and make a list of what the good character does vs what the bad character does.

While Reading

2. Before class, prepare a questionnaire using Survey Monkey, Google Forms, or a similar online form. Put the worksheet questions 1-7 into the questionnaire. During class, have learners read the text and then direct them to answer the questions using the online form. As the surveys are sent back, informally assess if students understand that the good Henry transforms into the bad Ed when he hears certain phrases.

1. Who wrote the letter?
2. Who was the letter for?
3. Who is Ed?
4. What are Henry's qualities?
5. How does Ed act?
6. Does Henry like being Ed? How do you know?
7. What other bad things do you think Ed did?

Key
a. *Henry*
b. *Mum*
c. *Henry's evil side*
d. *Henry is generous and hard-working.*
e. *Ed is rude and lazy and fights with others.*
f. *No, he doesn't. He says, "I don't want to be a bad person."*
g. *Answers may vary.*

3. Informally assess if students understand the descriptive adjectives. If your online teaching platform has an interactive whiteboard, create two columns titled 'positive' and 'negative'. Ask learners to write the adjectives and actions from the reading into the correct category. If your platform does not have a collaborative writing space, you can create a Google document for collaborative writing. When all the adjectives from the reading have been categorized, ask learners to contribute other adjectives they know in the positive and negative columns.

Key
Positive: *careful, easy-going, generous, friendly, hard-working, charming, confident, care about people, help others*
Negative: *careless, cruel, horrible, rude, lazy, mean, frightening, never does school work, tells cruel jokes, fights, broke things*

After Reading

4. Have learners create their own good/bad character. The character could be based on themselves, if the learners want. They should choose adjectives and actions from the reading and the extended list from Activity 3 that describe how the good character looks and acts. They should do the same for the bad side. Encourage learners to look for images of their good/bad character on the internet. Learners could work in breakout rooms to brainstorm vocabulary in pairs or small groups.

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5. Using an online board such as Padlet or Linoit, ask learners to write a letter modelled on the reading. The letter could be written from the good character's point of view, apologising for what happened. Or, the letter could be written from the bad character's point of view, explaining what they did. If they have found images of their good/bad characters, they can post them with their letter.

6. After learners post their work to the online board, ask classmates to read some or all of the letters and choose one to respond to. If the letter is to 'Mum', the response should come from 'Mum' addressing the good or bad character.

    You can use the posts on the online board to address vocabulary or grammar issues, as needed.