

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 ___ anger 4 ___ preparation
2 ___ prevent 5 ___ confusion
3 ___ reinforce 6 ___ classroom management

- A the process of getting ready
B to keep an event or situation from happening
C the status of being unsure or unclear about something
D to strengthen or encourage something, such as a type of behavior
E a feeling of hostility or annoyance towards someone or something
F the practice of keeping students well-behaved

5 Listen and read the textbook chapter introduction again. What can happen if a teacher does not clearly outline or consistently reinforce classroom rules?

Listening

6 Listen to a conversation between a student teacher and a mentor teacher. Mark the following statements as true (T) or false (F).

- 1 ___ The woman suggests a way to reward good behavior.
2 ___ The man needs help developing a list of class rules.
3 ___ The woman advises the man to remind students what is expected of them.

7 Listen again and complete the conversation.

Student Teacher: I've been having some trouble 1 _____ the students in my class.

Mentor Teacher: That's understandable. 2 _____ can be a challenge.

Student Teacher: Yeah. A few of the students constantly 3 _____. It's becoming a big problem.

Mentor Teacher: I see. How have you handled the situation so far?

Student Teacher: Well, I've been focusing on enforcing the rules 4 _____.

Mentor Teacher: Good work. That way students fully understand what's expected of them.

Student Teacher: How can I 5 _____ these problems from happening in the first place?

Mentor Teacher: Hmm ... I like to remind students of behavior rules before beginning an activity.

Student Teacher: I'll try that. I'd much rather take 6 _____ than try and correct bad behavior.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Well, I've been having some trouble ...

I'd also like to ...

Why don't you ...?

Student A: You are a student teacher. Talk to Student B about:

- classroom management approaches
- problems you are experiencing with students
- ways to address those problems

Student B: You are a mentor teacher. Talk to Student A about classroom management.

Writing

9 Use the textbook chapter introduction and conversation from Task 8 to create an email from a mentor teacher to a student teacher about classroom management. Include: a discussion of good classroom management, an overview of how to address common problems with classroom management, and advice on how to improve student behavior.