

<u>Name of the Teacher</u>	<u>Date</u>	<u>Level of the class</u>	<u>Length of lesson</u>
Annamique Tyler	15 November 2021	Pre-Intermediate	60 minutes
<u>Lesson Type:</u> Grammar Lesson			
<u>Lesson Topic:</u> Giving Advice (Should and Shouldn't)			
<u>Lesson Aims:</u> <u>By the end of the lesson, students will be better able to...</u> <ul style="list-style-type: none"> <li>Use modal verb should and shouldn't to give advice in a positive or negative way.</li> </ul> <u>Example sentence:</u> <ol style="list-style-type: none"> <li>You <b>should</b> brush your teeth everyday. (<i>Positive advice</i>)</li> <li>She <b>shouldn't</b> watch violent TV shows. (<i>Negative advice</i>)</li> </ol>		<u>Lesson Outcomes:</u> <u>By the end of the lesson, students will have...</u> <ul style="list-style-type: none"> <li>Expanded their ability to give positive and negative advice using modal verb should and shouldn't.</li> <li>Talked in pairs and gave each other advice on different aspects such as health.</li> <li>Practiced the accuracy and fluency of using should and shouldn't for giving advice by playing games such as the spinning wheel where a student goes up to the interactive board and clicks to spin the wheel on which a problematic sentence is displayed and reads the sentence aloud, other students will try to give him or her advice using should and shouldn't.</li> </ul>	

<u>Anticipated difficulties:</u>	<u>Suggested solutions:</u>
<ol style="list-style-type: none"> <li>1. Topic related difficulties <ul style="list-style-type: none"> <li>• Young learners at the age of 11 and 12 may lack interest in the topic and find grammar boring.</li> </ul> </li> <li>2. Language related difficulties <ul style="list-style-type: none"> <li>• Students are all from different countries (<b>Russia, France and Italy</b>) with different languages hence their first language might have different grammatical rules to English and this may confuse the student, such as in French it is common and acceptable to use a double negative yet in English it is considered to be slang.</li> <li>• The presence of multiple languages in the classroom may lead to a lot of confusion among the students.</li> </ul> </li> <li>3. Cultural differences. <ul style="list-style-type: none"> <li>• Cultural differences may cause confusion and misunderstandings as learners may have problems communicating with each other and this may put learning at risk during a lesson.</li> </ul> </li> <li>4. Class management difficulties <ul style="list-style-type: none"> <li>• Some of the students might be at the International Summer school because of the decision made by their</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Make the lesson interesting by incorporating a lot of fun games and level appropriate charts that explain grammar in a clear ,highly visual way so the students can readily understand and be engaged .</li> <li>2. Incorporate learning activities that help learners to process the correct and relevant grammatical forms and these activities need to take into account the degree of similarity between the target L2 and first language. A rule should be put in place at the beginning of the lesson that forbids the use of any other language other than the target language during lesson. This will reduce chances of confusion during lesson and as a bonus reinforce the use of English.</li> <li>3. Create a physical environment that affirms differences, an emotionally positive classroom climate, this type of setting enables learners to feel worthwhile and cared for despite their cultural differences let them relax and focus on learning. Promote positive peer to peer interactions among students and maintain high expectations for all students.</li> <li>4. Closely monitor the students and give leadership roles to the ones that seem to lack attention such as being the leader of a</li> </ol>

parents not because of their own volition and this may lead to lack of attention that may disrupt the class.

group or in charge of distributing and collecting worksheets from students, this might motivate the learner to pay more attention and be less disruptive during the lesson.

**Target language analysis:**

1. What is the use or function of this language? (include a timeline if appropriate)

The modal verb **should and shouldn't** are used to give advice to someone. **Should** is used to give positive advice (affirmative form).

**Example:**

**Mark:** I have a toothache.

**Jane:** You **should** see a dentist.

(Jane is **advising Mark** to go and see a dentist for his toothache. )

**Shouldn't** is used to give advice in a negative form.

**Example:**

You **shouldn't** smoke ,it's bad for you.

<p>2. In which context are you introducing the language?</p>	<p>I am introducing the language in the context of giving health advice to someone.</p> <p><b>An example</b> drawn from the current Covid 19 situation:</p> <ol style="list-style-type: none"> <li>1. You <b>should</b> wear a mask in public</li> <li>2. You <b>shouldn't</b> touch your face and eyes.</li> </ol>
<p>3. Which concept checking questions will you ask to ensure students understand the meaning?</p>	<div data-bbox="712 564 1850 1101" data-label="Image"> </div> <p><b>Fig 1</b></p> <p>Examples of <b>CCQs</b></p> <ul style="list-style-type: none"> <li>• Is it a good idea or a bad idea? (Good idea)</li> <li>• Does he have a choice? (Yes)</li> <li>• Have you ever visited a dentist? (Yes /No + Extra information)</li> </ul>



**Fig 2**

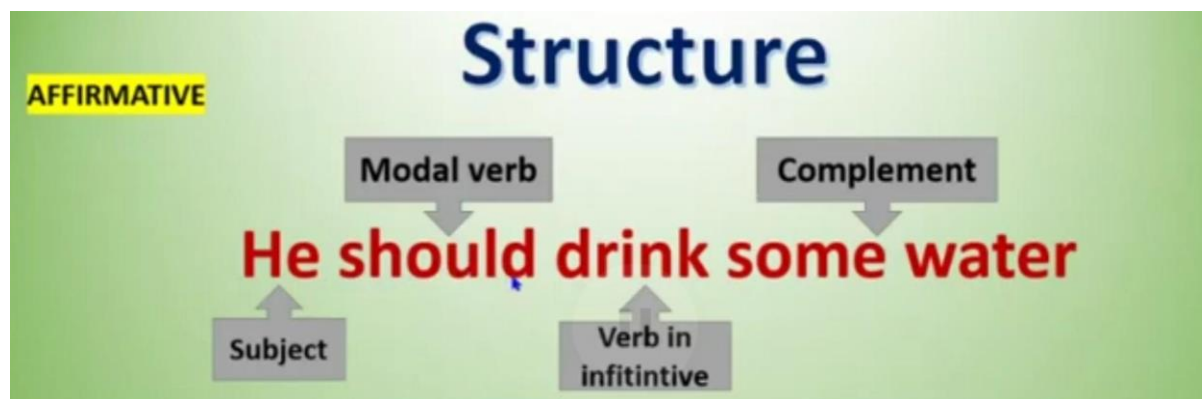
Examples of **CCQs**

- Is it healthy to eat sweets? (No)
- Does he have a choice? (Yes)
- Do you like eating sweets? (Yes /No + Extra information)

4. What is the form of the target language? (include positive, negative and question forms if appropriate)

**Positive or affirmative form:**

Subject + should + infinitive form( base form) + complement

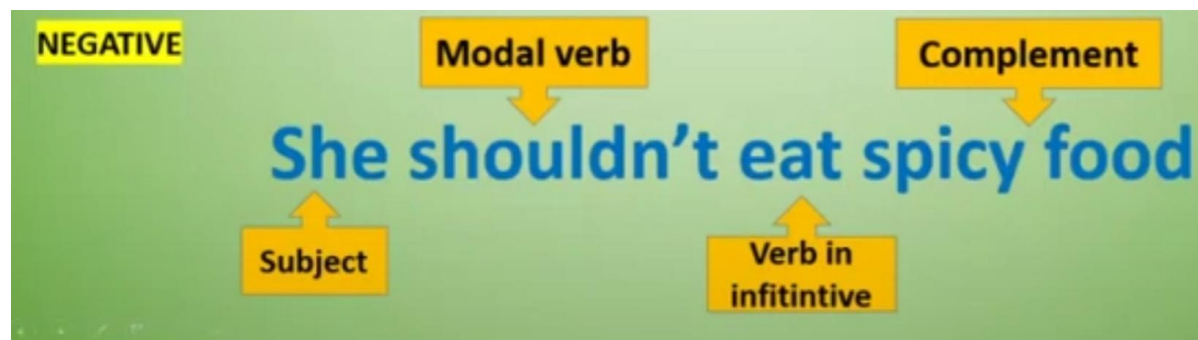


**Fig 3**

**Negative form:**

**Full Form:** Subject + should not + infinitive (base) form + complement

**Contacted Form:** Subject + shouldn't + infinitive (base) form + complement



**Fig 4**

**Question form:**

**Should** + subject + base form...?

5. How will your students work out the rules for the structure?

In order for the students to work out the rules for the structure I will make use of the inductive approach also known as the guided discovery whereby I recite problematic health sentences such as "**I have a headache**" and ask learners to give advice using the target language.

This requires learners to figure out the rules of usage for themselves. I will also ask guided questions to help them along without explaining the rules explicitly such as "**What should I do?**".

I will use the board as my main prop when attempting to elicit the structure and my own voice to prompt the students awareness of the grammatical forms

6. What will you teach about the pronunciation of the structure?	<p>To teach the pronunciation of the structure I will have to break down the target language such as <b>should</b> [SHUUD] and <b>shouldn't</b> [SHUUD] + [UHNT] and say it out loud while exaggerating the sounds until students can consistently produce them. I will also make use of the phonetic chart to encourage a natural pronunciation,</p> <p style="text-align: center;"><b>Should</b> - /ʃʊd/      <b>Shouldn't</b> - /'ʃʊd(ə)nt/</p> <p>I will teach the learners about the letter "o" being a silent letter, help the Italian students with the pronunciation of a <b>schwa</b> in shouldn't since there is no schwa in Italian by making use of YouTube videos as a way to strengthen their rhythm and stress to give a natural sounding pronunciation.</p> <p><a href="https://m.youtube.com/watch?v=5U2HyipXeMQ&amp;t=3s">https://m.youtube.com/watch?v=5U2HyipXeMQ&amp;t=3s</a></p>
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<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
<b>Warmer</b>	To engage the student's interest in the lesson, raising the energy levels in the room involving all	10 minutes	T-S  S-S	For this stage play the <b>Race for the Truth</b> game where Teacher draws a straight line and have each student stand on the starting line while a leader lists off general health facts such as "I	Students will identify the lesson topic and will use their previous knowledge to make links to the topic. This activity will loosen tension and students get to know some health facts about



	students and activating their prior knowledge of the topic.			<p><b>wash my hands before eating.”</b> And if the stated fact is true for any of the students , that student moves forward with one step and whoever crosses the finish line first wins.</p>	each other. Their confidence level will rise and feel more comfortable around their classmates after such an active game.
<b>Presentation:</b> Meaning	This stage is aimed at enabling learners to deduce the meaning of the target grammar using their own analysing skills.	8 minutes	<p>T-S</p> <p>OCFB</p> <p>Ss-</p>	<ol style="list-style-type: none"> <li>1. Present a <b>Should and shouldn't</b> worksheet for health advice to the students (<b>Fig. 5</b>).</li> <li>2. Recite all the sentences on the worksheet to the students and get the students to discuss in pairs which statement matches the correct picture of a sick person.</li> <li>3. Draw a table with two columns on the board and in the first column write <b>should</b> and in the second write <b>shouldn't</b>.</li> </ol>	The students will actively think about the grammar meaning and structure and after reviewing some examples presented to them by the teacher ,they will figure out the rules of usage and derive their own understanding of the target language.

				<p>4. Next ask the learners questions about each of the person on the picture such as “<b>What is he doing wrong?</b>”, “<b>How can he be helped?</b>”. Eliciting correct answers from the class and writing it into the respective column on the table.</p> <p>5. Use questions such as “<b>What should she do?</b>” to help the students who are still not sure until you elicit correct grammatical sentences from the class.</p> <p>6. Now give the student an example of a giving advice scenario (<b>Fig 1</b>) and ask the CCQs related to the example.</p>	<p>Use visual representation of the target structure to consolidate and reinforce their understanding of the grammar. Students will also answer the CCQs demonstrating their comprehension to the target language.</p>
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<b>Presentation:</b> Form	This stage is aimed at allowing the learners to correctly establish the written structure of the grammatical form.	7 minutes	T - S	<p>Present the target structure on the board in the form of:</p> <p><b><u>Positive form:</u></b> Subject + should + infinitive form( base form) + complement.</p> <p><b><u>Negative form:</u></b></p> <p><b><i>Full Form:</i></b> Subject + should not + infinitive (base) form + complement.</p> <p><b><i>Contacted Form:</i></b> Subject + shouldn't + infinitive (base) form + complement.</p> <p><b><u>Question form:</u></b> <b>Should</b> + subject + base form...?</p>	Using the correct grammatical structure of the target language that is displayed on the board, students will apply that knowledge and produce meaningful sentences from the words on the worksheet
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				Present the students with a worksheet ( <b>Fig 6</b> ) to put words in the correct order so as to make a meaningful sentence using the target language.	
<b>Presentation:</b> Pronunciation	To enable students to identify the contractions used in the target structure and making sure they can be able to pronounce the target structure correctly and naturally.	5 minutes	T-S	<ol style="list-style-type: none"> <li>1. Using the chorus drilling technique, chorus example sentences using the displayed form already on the board.</li> <li>2. Pay special attention to the contractions within the structure, that is <b>should + not = shouldn't</b>.</li> <li>3. After choruses use CIC to isolate sounds and contractions and ensure the students sounds natural.</li> </ol>	During CIC students will have to reproduce the sounds chorused by the teacher and sound more natural.

<b>Practice:</b> Controlled Practice	To strengthen the student's knowledge of the target structure and be able to say , listen and use it.	15 minutes	Ss-Ss	<ol style="list-style-type: none"> <li>1. Divide the class in to two groups of six and give each group a target structure such <b>group A (should)</b> and <b>group B (shouldn't)</b>.</li> <li>2. Using an interactive wheel like <b>Fig 7</b>, a student from group A goes and click the wheel on which problematic health sentences are displayed.</li> <li>3. The student reads the sentence that is pointed after spinning and one student from the opposite group should come up with advice for the problem using the right form of their group such as <b>"She is thirsty."</b> Group A responds <b>"She</b></li> </ol>	Practice to give advice in both negative and positive form using the target structure. Each student will also get a chance to physically produce advice using both forms.

				<p><b>should drink water.”</b> And if Group B responds <b>“She shouldn’t play in the sun.”</b></p> <p>4. Repeat until each student in each group has given advice and record a score table for each group.</p> <p>5. Switch the target structure, group A use <b>shouldn’t</b> group B uses <b>should</b> and repeat till each student has used the other target structure.</p>	
<b>Practice:</b> Freer practice	To build and boost the student’s confidence to use and experiment with the target structure with minimal support.	10 minutes	Ss-Ss	<p>1. Write on the board five problematic statements which require advice as an illustrative example for this activity.</p> <p>2. Put students into pairs and ask each of the student to write down five problematic statements.</p>	<p>Students will talk freely with a partner using pre-existing vocabulary, grammar and utilising the newly learnt target structure.</p> <p>They will develop confidence which will allow them to execute it in the real world.</p>

				<ol style="list-style-type: none"> <li>Each student will then read out loud one statement at a time to his partner and the partner will give appropriate advice .</li> <li>The partners will then exchange roles and repeat the same process.</li> <li>Move around the classroom and monitor for struggling students.</li> <li>Prompt and elicit correct vocabulary, pronunciation and target structure for struggling students followed by a sounding praise when they eventually get it right</li> </ol>	
<b>Cooler</b>	To consolidate and round off the lesson allowing students to reflect on the	5 minutes	T-S	<ol style="list-style-type: none"> <li>Put students into two groups the same from practice with one group using should and the other using shouldn't.</li> </ol>	Feel confident and empowered with the new grammar that they have learnt and be able to witness their improved knowledge of

	progress they have made throughout the lesson and leave excited for the next lesson.			<ol style="list-style-type: none"> <li>2. Make a score table on the board.</li> <li>3. Mime or gesture a certain illness and the quickest student to shout the appropriate advice using their group's form , their group gets a point.</li> </ol>	modal verbs which are essential for the grammar structure. Feel positive ending the lesson with a competitive game.

### **Lesson Rationale (700-1000 words):**

#### **Method**

For this lesson I went for the predominant method of structure, the PPP format due to its systematic approach towards taking on board new information. This format makes it easy for students to remain focused during lesson and contributes to internalising structures in long term memory as it scaffolds the learning process into smaller chunks and also allows learners to become aware of certain aspects of new language, as a result, they are more likely to notice these features in the real world, giving this method a huge amount of application. This helped me to create an effective and active classroom which permits student to learn from each other



and be free, more creative, explorative and confident in executing their new grammar which will help them in the real world. However this method has its own fair share of drawbacks such as the regimental structure can be quite restrictive with regards to the student's exploration of the language and because of that I made use of the guided discovery activity within the **Presentation:** Meaning stage to allow the students to inductively discover the rules of the grammar structure, promoting a stronger level of comprehension with the target structures, giving learners the opportunity to discover the rule for themselves. Furthermore, as this method is recommended for students who already have a base in the language, encouraging them to use existing knowledge, I felt it's a highly suitable activity for a Pre-Intermediate class.

### Structure

The **warmer** activates and engages the student's interest in the lesson, it raises the energy levels in the room involving all students and gets them thinking in English. It is an ice breaker that allows everyone to relax and get to know each other, that way students will become less inhibited and more likely to chat with their classmates including the teacher hence providing the foundation on which the lesson will be built. In this lesson I decided to use a game **Race for the truth** as my warmer activity, and this loosened tension and raised levels of confidence by sharing some knowledge about each other.

Moving on to the Presentation stage, I used the guided discovery approach so as to engage the students meticulously with the rules of this lesson since this lesson is laden with stringent rules. Most students consider rules boring let alone young learners of 11 to 12 years who are probably taking this on board not of their own volition hence they are most probably lacking any form of intrinsic motivation. Encouraging my students to inductively discover these rules for themselves will theoretically allow them to fit them to their existing mental structures (Thornbury, 1999), rather than me attempting to forcibly make them learn them.

**Presentation:** Meaning stage is for enabling learners to deduce the meaning of the target grammar (**should and shouldn't**) using their own analysing skills, simply gives the students an opportunity to visualise the concept of modal verbs for giving advice in both

positive and negative form for themselves. This, along with the CCQ's, provides the teacher reassurance that the students comprehension of the grammar is full proof.

**Form** gives the students an opportunity to establish the correct written sentence structure along with the potential grammatical contractions (e.g. shouldn't). This stage highlights the potential difficulties which may arise due to the varying forms (positive, negative and question). To give a good and vivid understanding of the different form I presented the students with a formula like structure including visual information (**Fig 3 and 4**) giving them a step by step procedure of how the sentences is put together using the target structure.

**Pronunciation** focuses mainly on the contractions in the target structure. The students being a Pre-Intermediate class their existing pronunciation ability might prevent major issues with the vocabulary and also putting into consideration the fact that they are from three different countries, pose as a challenge to get them all producing a natural sounding pronunciation. Contractions and sentence fluency will come from chorus drilling, ClCing and presenting the target words in their phonemic form on the board.

**Controlled** Practice is when the student's knowledge of the new target structure is strengthen. Considering the age of the students and that we are at a Summer school, It requires that I keep this lesson fun, engaging and game focused so as to keep the students engaged as they have a short concentration life span and for the reason I chose to play a game called **wheel decide**. The beauty of the game is that it targets various aspects of the language including pronunciation , listening, speaking and form! The students are motivated by a point system to reproduce the sentence as accurately as possible using the target structure.

**Production** finally witnesses our students achieving the aim – identifying and using the modal verbs **should and shouldn't** to give positive and negative advice to each other for the scenario they have each written down. I understand that with freer practices such as this one, some students actually struggle with the creative aspect of it, hence the provision of three example scenarios to follow.

During this activity I will take a back seat and monitor the paired conversations, giving help quietly as not to disturb the rest of the class.

The cooler is another game as this lesson's content will have been quite taxing on our young learners. Here I want to focus on when to apply certain advice, for student to be able to identify where negative advice is appropriate and where positive advice is required. I want the students to enjoy themselves here but also reflect on how much new information they have taken on board over the past hour. They should leave the lesson feeling like the class was very fun!

I would have like to use more worksheet during this lesson but due to the age range of the students I decided on making use of more games so as to encourage peer to peer interactions and also to keep the students engaged and avoid them losing interest in the lesson due to a lot of text.

### **Bibliography (if needed):**

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*Thornbury, S. (1999). How to teach grammar. Edinburgh: Pearson Education Limited. pp.34*

*All Images taken from 'Google – Images'.*

**Materials (include all physical copies of the materials you plan to use in your lesson, referenced):**

Fig 5

## SHOULD / SHOULDN'T

**DRAW A LINE FROM THE PICTURE TO THE CORRECT HEALTH ADVICE**

**You should cover your mouth  
when you cough**

**You shouldn't eat candy when  
you have a toothache**

**You shouldn't watch tv when  
you have headache**

**You should stay in bed when you  
have high tempered**

**You should take a medicine  
when you feel sick**

**You should use a tissue when  
you have a runny nose**



Put the words in the correct order:

1. People eat should fruit and vegetables

2. Mike the Internet shouldn't surf for too long

3. drink plenty of water should you

4. JANE PLAY SHOULDN'T VIDEO GAMES TOO OFTEN

5. MIKE HOBBY SHOULD HAVE A

Fig 6



Fig 7







Hooray – you’ve passed your  
second L5 Assignment!

Inbox



Peter Bowdery 11:15  
to me, Academic ▾



*i-to-i*



## YOU'VE PASSED YOUR 2<sup>ND</sup> ASSIGNMENT!

Hi Annamique,

Great news – I'm excited to let you know that **you've passed** your  
**second Level 5 course assignment!**

**You can now access unit 9 of your 180-hour course.**

Your assignment feedback is attached to this email - please have a read  
through this before continuing your studies.

Good luck with the rest of your TEFL training - and please feel free to get in  
touch if you need any help. Contact details are below.

Best wishes,

Peter Bowdery  
TEFL Tutor



## Assignment 2: Grammar for Young Learners Lesson Plan and Essay

This document is provided as a record of the assessment decision(s) made by your tutors towards your **GA Level 5 Certificate / Diploma in Teaching English as a Foreign Language (TEFL) i-to-i**. The Lesson Plan and Written Work you submitted has been assessed by your tutor and their feedback, as well as their assessment decision, is below.

By completing and passing the formative and summative online assessments, you have had the opportunity to demonstrate that you have knowledge and understanding of teaching grammar and young learners. However, opportunities to demonstrate knowledge and understanding of these topics, their learning outcomes and units must also be present in your Lesson Plan and/or Written Work. Your tutor will record this below.

### Details:

Candidate Name	Annamique Tyler					
Lesson Scenario	Option 1	<input checked="" type="checkbox"/>	Option 2	<input type="checkbox"/>	Option3	<input type="checkbox"/>
Assessor Name	Peter Bowdery			Date Submitted	13 / 11 / 2021	

### Feedback: areas of good practice

This is an effective lesson plan, Annamique. You use the MFP structure to present the language and by the end of the lesson, the students will be able to use the language independently. You have chosen an age-appropriate context and suitable activities for young learners.

Your language analysis table is thorough for the grammar point – well done. It is clear you have applied your own knowledge as well as well-researched information.

Your written commentary displays a good understanding of the group's needs and you understand the importance of utilising fun and stimulating stages which help to maintain engagement and keep the learners on track. You provide a good rationale for choosing this topic for this group and you have thought about how to keep the learners motivated and enrich their learning using some engaging activities.

All the materials you have provided are well-presented.

### Feedback: areas for further development

I would also like to see what problems the students may have with the meaning and form of the grammar structure.

I would also like to see anticipated difficulties which are specifically related to level or age.

I would also like to see anticipated difficulties which are specifically related to their age.

I would also like to see anticipated difficulties which are specifically related to their L1.

The CCQs should make the meaning of the target structure clear – Do we use should and shouldn't when everything is okay? Do we use should to say something is a good or bad idea? Do we use shouldn't to say something is a good or bad idea?

It is also recommended to review the vocabulary/expressions for describing illnesses, for example, cough, sore throat etc. to help prepare the students to use the target language effectively.

You could also provide the students with a homework task as this promotes learner autonomy and independence as well as continues learning of the new language and builds on the students' existing knowledge.

**The criteria referred to are below.**

## Assessment Decision:

Lesson Plan & Rationale Assessment Criteria		Criteria Met
You can:		
1	write clear aims and outcomes for the lesson, which include the target grammar in an example sentence	<input checked="" type="checkbox"/>
2	design a lesson which will work effectively with Young Learners	<input checked="" type="checkbox"/>
3	anticipate difficulties both in relation to the learners and their L1/age/level and to the target language	<input checked="" type="checkbox"/>
4	provide relevant solutions to the anticipated difficulties	<input checked="" type="checkbox"/>
5	analyse the target language, showing a clear understanding of key grammar terminology and the form and function of the target language	<input checked="" type="checkbox"/>
6	create a clear context for the language to be introduced	<input checked="" type="checkbox"/>
7	stage a lesson which will achieve the lesson aims and include a variety of grammar-focused tasks which focus on communication between students	<input checked="" type="checkbox"/>
8	create, adapt, or source grammar-focused activities which will help achieve the lesson aims	<input checked="" type="checkbox"/>
9	write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it	<input checked="" type="checkbox"/>
10	give appropriate timings for the stages	<input checked="" type="checkbox"/>
11	include interaction patterns which are suitable for the tasks and varied throughout the lesson	<input checked="" type="checkbox"/>
12	provide relevant justification for the inclusion of each stage	<input checked="" type="checkbox"/>

13	include professionally presented materials with references, if taken from outside sources	<input checked="" type="checkbox"/>
14	provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims	<input checked="" type="checkbox"/>
15	explain, in your rationale, what you would do if activities did not work as planned; also, explain which other activities you considered including but didn't choose to use	<input checked="" type="checkbox"/>
16	provide a bibliography where necessary	<input checked="" type="checkbox"/>

## Additional comments

This would be an effective lesson with your young learners – well done! Good luck with the final stage of the 180 hour course.

Final Assessment Decision	Achieved	<input checked="" type="checkbox"/>	Refer	<input type="checkbox"/>
Assessor Signature	<i>Peter Bowdery</i>		Date	15 / 11 / 2021
IV Signature (if sampled)			Date	DD / MM / YYYY
EV Signature (if sampled)			Date	DD / MM / YYYY