

EL-TEP Trainer Notes: Phase 2

TRAINER MANUAL

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Trainer Manual



FOREWORD

Centre for Education and Human Resource Development (CEHRD) is an apex body under the Ministry of Education, Science and Technology that is responsible for developing and executing the overall educational human resource development policy framework in Nepal. In addition, the centre is responsible for the development of training courses and model training manuals. As part of this, CEHRD in collaboration with the British Council in Nepal, has currently been piloting English Language-Teacher Education Project (EL-TEP) that aims at developing the capacity of English language teachers of grades 6 to 8.

Two phases of teacher training curriculum for basic level English teachers (grades 6-8) have been approved by the Human Resource Development Council focusing on content and pedagogy respectively. This trainer's note is developed to support the training delivery of the second phase (10+5 days) of training. This trainer's note consists of face to face training activities along with guidelines for further practice for self-professional development. The activities suggested in the trainer notes are the result of rigorous discussions and efforts made by the task force jointly comprising of members from the then National Centre for Educational Development (NCED) and British Council, Nepal.

The centre would like to acknowledge the contribution of the task force in bringing the trainer's note in this shape. It would also like to thank the British Council, Nepal for this collaboration. Finally, reiterating the commitment towards improving classroom practices through continuous professional development interventions, the centre always welcomes constructive feedback and suggestions for the betterment.

Centre for Education and Human Resource Development
Sanothimi, Bhaktapur

FOREWORD

With advances in pedagogy and the demands of a changing learning environment, supporting teachers through innovative programmes for continuing professional development (CPD) is becoming more important than ever. Evidence shows that face-to-face training doesn't work in isolation. It is the mix of skilled teacher educators, good resources, constant follow up support and a network of peers to share and learn from, that makes an effective CPD programme.

Keeping this in mind, the British Council and then National Centre for Educational Development (NCED) developed the English Language Teacher Education Project (EL-TEP), a two-year pilot across three districts of Nepal, to develop both the content knowledge and pedagogical knowledge of English language teachers from government schools teaching grades 6-8.

This project follows the government's Teacher Professional Development (TPD) Programme - one – month certification training conducted in two phases. Each phase consists of a 10-day face-to-face training followed by 5 days equivalent of school-based practice and classroom projects. This is done in two phases over a period of two years. Acknowledging the fact that 45 hours of face-to-face input will not be effective, monthly Teacher Activity Group's (TAGs) are planned where teachers come together to access materials for self-development once a month. These TAGs will be equipped with print, digital and mobile self-access resources for teachers to use and will be facilitated by trainers at the local level.

The objectives for EL-TEP are:

- To build teacher competence and confidence in their own knowledge and use of English in the classroom
- To consolidate knowledge and use of the skills and aspects of English Language
- To enhance the pedagogical content knowledge and skills of English Language teaching
- To enhance the training, classroom observation, supporting and mentoring skills of English language teacher educators
- To develop the knowledge and skills of ELT teachers and teacher educators to take more responsibility for their own CPD

Various resources have been developed by a joint task force to meet the objectives of the project, *EL-TEP Phase two Trainer Manual* is one of them.

We hope you find this trainer manual useful. More importantly we hope that this training proves valuable for you as a teacher educator benefiting your own professional development while supporting your teachers to perform better in class.

Vaishali Pradhan

Head of English and Education
British Council Nepal



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TRAINING SCHEDULE

| Day | Session 1 | Session 2 | Session 3 |
|-----|---|---|---|
| 1 | Opening Pre-test | Teaching Beliefs | How Children I Learn? 1 |
| 2 | How Children Learn? 2 | Learning Environment and Managing the Lesson: Instructions and ICQs | Learning Environment and Managing the Lesson: Pairs and Groups |
| 3 | Lesson Planning 1 | Vocabulary: Knowing a word and Teaching Meaning | Vocabulary: Making Vocabulary More Memorable |
| 4 | Lesson Planning 2: Planning a Vocabulary Lesson | Grammar: Language Chunks | Grammar: A PPP Lesson |
| 5 | Lesson Planning 3: Planning a Language Presentation Lesson | Developing Listening Skill 1 | Developing Listening Skill 2 |
| 6 | Developing Listening Skill 3 | What is Reading? | What is Effective Framework for Reading? |
| 7 | Adapting and Planning Reading | Micro-teaching | Speaking 1 |
| 8 | Speaking 2 | What is Writing? | Writing: Process and Product |
| 9 | Writing in Action: Demo Lesson | Integrated Skills Activities | Project work |
| 10 | Demonstration Lesson | Final Test | Closing |



TEACHING BELIEFS

ORIENTATION

| | |
|-----------------|--|
| Outcomes | By the end of this session, participants will: Have considered their beliefs about teaching Be able to use activities to settle a class or activate them |
|-----------------|--|

PLAN SUMMARY

| Stage | Activity | Time | |
|-------|---------------------------|---|------------|
| 1. | Lead in- teaching beliefs | Questionnaire | 15' |
| 2. | Stirrers and Shakers | Matching | 15' |
| 3. | Activities | Categorising activities | 15' |
| 4. | What's your opinion | Agreeing or disagreeing with statements | 15' |
| 5. | Reflection | Pair work | 10' |
| | Total | | 70' |

Notes

This is a shorter session in order to allow time for a pre- test, going through the timetable and Participant Manual etc. You don't need to do all the activities, select those you have time for and you think will be most useful to the participants.

If this is your first session with the participants and you haven't met them before, play a name game or other activity to get to know them. (Avoid *Find someone who ...* as this is used several times later in the course.)

The topics of this session are an introduction to Days 1 & 2 topics: How children learn and Classroom Management.

1. LEAD-IN: TEACHING BELIEFS



15 mins

- Give Ps a reasonable amount of time to complete the questionnaire.
- Go around and give help with understanding each statement if any of the Ps find them difficult to understand.
- After a reasonable amount of time, invite Ps to discuss their ideas in pairs or small groups- this can be in Nepali if necessary.

Note: there are no right answers to this activity, but Ps might change their minds about some of their answers by the end of the course.

2. ACTIVITIES



ACTIVITY 1 | STIRRERS AND SETTLERS



10 mins

Explain that stirrers and settlers are types of warmers or activities.
Divide the class into pairs.
Elicit answers.

Answers

| | | |
|----------------|--|--|
| <p>stirrer</p> | <p>This is a lively activity which wakes the learners up and stimulates them emotionally or mentally</p> |  |
| <p>settler</p> | <p>This is an activity which calms the learners down and involves quiet concentration.</p> |  |



ACTIVITY 2 | ACTIVITIES FOR STIRRERS AND SHAKERS



15 mins

- Explain or translate some of the activities if Ps don't understand them- however don't explain all of them at the beginning. Tell Ps not to worry about activities they don't understand- you will explain further in feedback
- Divide Ps into pairs to complete the activity.

Answers

| Stirrer | Settler |
|---|-----------------|
| Plays, role plays | Copying |
| Board games (both? - e.g. Chess = settlers, snakes and ladders= stirrers) | Reading tasks |
| Oral pair work | Drawing tasks |
| Songs | Mini tests |
| Sompetitions | Writing tasks |
| TPR (Total Physical Response | Arts and crafts |
| Repetition drills | Listening tasks |
| Flashcard games | |

ACTIVITY 3 | WHAT'S YOUR OPINION?



15 mins

Be prepared to translate or explain some of the statements if necessary.
Ps work individually for a few minutes then compare answers in pairs.
Elicit answers.

Answers and feedback

1. Yes- Ps should select warmers carefully. Using a stirrer for a class that's already noisy and excited will make it less easy to control.
2. Not necessarily- mix and match according to how learners seem as the lesson continues.
3. Yes- more on this in later sessions. But assign roles or tasks to each student.
4. Maybe- but if students get bored they will become less manageable.
5. Giving clear instructions is essential- more in later sessions

3. REFLECTION



10 mins

Encourage Ps to discuss in pairs then elicit some of their ideas.

Overview of the training

| | |
|-----------------------------|--|
| Learning outcomes | <p>By the end of this session the participants will have:</p> <ul style="list-style-type: none"> • Discussed the characteristics of children • Made links between the characteristics of children and primary Classroom practice • Investigated the difference between intrinsic and extrinsic motivation • Named the three learning styles (VAK) • Made links between their own teaching style and their pupils' • Learning styles. |
| Learning points | <ul style="list-style-type: none"> • Understanding the characteristics of children and how they are • Motivated leads teachers to better primary classroom practice. • Understanding the three learning styles enables teachers to • Incorporate resources and activities to help children to learn effectively. |
| Resources required | <p>Trainer's Handbook Copies of workbooks for Workshop 2</p> <ul style="list-style-type: none"> • Participants' name cards • Various resources e.g. • Poster • Flashcards • Puppets and realia • MP3/CD/tapescript • Dice game • Books e.g. story, picture, course book etc • DVD: (optional) British Council Primary Essentials, Multisensory Teaching Activities 2 Love/hate: courses.britishcouncil.org/pub/Primaryessentials/ • Scissors • Glue/cellotape |
| Resource development | <ul style="list-style-type: none"> • Understand the importance of using teaching resources that will reach pupils of all learning styles. • Identify resources and activities that suit different learning styles. • Recognise important features when creating teaching resources. |
| Assessment | <ul style="list-style-type: none"> • Participant performance in session |



HOW CHILDREN LEARN?

PLAN SUMMARY

| Stage | Activity | Time | |
|-------|--|--|-----|
| 1. | Learning outcomes | Explanation of learning outcomes | 5' |
| 2. | Review | Review of session 1 | 10' |
| 3. | Lead in | The characteristics of children | 15' |
| 4. | Why you need to know about the characteristics of children | Linking characteristics to primary classroom practice | 25' |
| 5. | Motivating children | Distinguishing between intrinsic and extrinsic motivation | 25' |
| 6. | Your teaching style | Identifying the participants' teaching style | 10' |
| 7. | Children's learning styles | Identifying resources and activities to accommodate children's learning styles | 15' |
| 8. | Observation | Watching a clip of a lesson and identifying VAK activities [check DVD available] | 15' |
| 9. | Course resources | Examining course resources and identifying important features | 15' |
| 10. | Feedback | Consolidation activity | 15' |
| 11. | Reflective log and action plan | Reflection on the workshop and preparation of action plans | 20' |
| 12. | Glossary | Definitions of relevant words | |
| 13. | Optional activity | The language of Classroom Routines | 5' |
| | Trainer's reflection | Your thoughts on how it went and what you need to remember for future workshops | |

Notes

- The procedure for the activities in this session are designed to focus on different Learning Styles (Visual, Auditory and Kinaesthetic). Keep this in mind if you adapt any of the activities – you may also need to adjust Activity 11 (Reflective Log).

You may find the following useful:

- Teaching English to Children; W.A. Scott & L.H. Ytreberg (Longman;1990), Chapter 1.

PROCEDURE

1. LEARNING OUTCOMES



5 mins

- Explain the learning outcomes of the workshop to the participants.

2. REVIEW



10 mins

This activity aims to test the memory of the participants to see how many names they can remember, and links this to memorable learning.

- Give blank name cards to participants. Ask them to write their name on one side. On the other side participants draw a picture of an object that begins with the same letter as their name e.g. Fatima- Fan, Ahmed -apple, Sunita- sun etc
- Ask each participant to say their name and show the picture on the name card: Ahmed -apple etc.
- Split the class into two teams. One by one, and team by team, the participants stand up and show the picture side of their name card to the other team. The other team try to remember the participant's name from the picture they are showing.
- You should keep score. Each team gets one guess only. If they get it wrong, they do not get the point. Continue until everyone has stood up. The winning team is the one that gets the most names correct.
- Feedback: Ask the participants the following questions:
 1. Did you enjoy the game? Why/why not?
 2. Did you remember many names?
 3. What helped you to remember the names?
 4. Was the game boring or enjoyable?
 5. If we played it again now, how would you feel?
- **Summarise:** The original name game involved colourful visuals, made by the learners; repetition was involved; the repetition was in the context of a game and, therefore, not boring; colourful visuals and repetition in an emotionally positive environment aids memory; activity was memorable and enjoyable.

3. LEAD IN



15 mins

- Ask the participants to think about their own children or children they know.
- The participants work in pairs. They discuss each of the statements in the workbook, deciding what they



mean and expanding with any examples they have from their own teaching experience. Next, they decide whether they agree or disagree, then tick the corresponding box next to each statement (they don't have to agree with each other).

- Feedback: Run through a couple, but not many, of the statements and take some views and examples from the participants.
- Elicit answer to the question Do you know who this man is? Write on the board 'Jean Piaget Swiss psychologist 1930s'. Find out what participants know about him already. Explain to the participants that this man was the first researcher to observe children and their behaviour. Before Piaget's work, people thought of children as small adults, and there was little understanding of child psychology and brain development.
- The participants complete the notes underneath with their own words.

4. WHY YOU NEED TO KNOW ABOUT THE CHARACTERISTICS OF CHILDREN



25 mins

- Read out each statement from the activity 3 table. Elicit implications for the primary classroom practice. Use the table below to guide the discussion.
- As you are taking feedback, the participants work alone and make a visual representation in the form of a drawing, diagram or word prompt for each statement on their activity 4 worksheet.

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |

In general, children . . .

1. . . . know that the world has rules and feel happy with routines.

Answer: Establishing rules and routines at the start of the year is important. Lesson plans and instructions should include routines and rituals.

2. . . . can understand a situation more quickly than the language used.
Answer: Gestures (including facial gestures), visuals and realia will all be important in helping pupils create meaning.
3. . . . use language skills before they understand the grammatical structures of language.
Answer: Formal grammar instruction will not be relevant. Pupils will learn chunks of meaningful language, e.g. How old are you? What's your favourite colour? etc.
4. . . . use their hands, eyes and ears to understand things.
Answer: Teaching and learning will involve visual, auditory and kinaesthetic activities (VAK).
5. . . . have short but developing concentration spans and memory.
Answer: Activities should be short, e.g. ten minutes, and varied.
6. . . . often find it difficult to work together and share.
Answer: Teachers need to train pupils in effective pair and group work procedures.
7. . . . love to play and often think that this is real work.
Answer: Games are important learning activities.
8. . . . are enthusiastic about new experiences and willing to try new things.
Answer: Pupils' natural motivation needs to be encouraged in a stress-free learning environment.
9. . . . centre their interest on themselves and their immediate world.
Answer: Activities and vocabulary should reflect pupils' life and experiences.
10. . . . are physically active and need to move around a lot.
Answer: Activities should include movement games.
11. . . . have a colourful imagination and like to be creative.
Answer: Activities should encourage acting out and arts and crafts.
12. . . . love to copy and imitate others.
Answer: Activities should include opportunities for repetition in enjoyable contexts.
13. . . . love songs and music.
Answer: Activities should include songs, rhymes and chants.
14. . . . have a strong sense of fairness and understand that games have rules.
Answer: Instructions for games should be carefully set up so that children understand how to play.
15. . . . are curious and frequently like to ask a lot of questions.
Answer: Teachers should encourage maximum pupil participation and involvement.



5. MOTIVATING CHILDREN



25 mins

- The participants work in pairs. They tell each other about a time when they felt motivated to do something. They use the suggestions in their workbook to guide them.
- Explain that much has been written about motivation and there are many theories. Explain that this is one very basic definition. Read out the definition and ask the participants if they agree with it.

MOTIVATION

Motivation is the thoughts and feelings we have which make us WANT to do something and CONTINUE to want to do it, so that we turn our wishes into actions.

- The participants work in groups. They discuss and make a list in their workbook of the factors that motivated them to learn English at school or college.
- Feedback: Elicit the participants' ideas.
Possible answers: Wanted a good job; useful for travel; international language to communicate across languages; to pass exams; liked the lessons; interest in English speaking culture; were encouraged by others; liked their English teacher; liked reading English books; liked listening to English songs; liked watching English films.
- Write 'intrinsic' and 'extrinsic' on the board. Ask the participants if they know the difference between these two types of motivation. Listen to their ideas.
Answer: Extrinsic motivation is when a person is motivated by external factors, e.g. to pass exams, get a good job, etc. Intrinsic motivation is when a person is motivated to do something because it feels good.
- The participants work individually. They mark each reason on their list with 'I' for intrinsic or 'E' for extrinsic.
- The participants work in pairs. They decide which type of motivation children usually have. They write the answer on their handout.
Answer: The motivation is likely to be intrinsic, e.g. they like their teacher, like the lessons/activities. It is to be noted that parents and schools may push children to think about exams and future jobs. This produces a type of motivation which is fed by fear rather than enjoyment. Link this to what it means for the teacher.

6. YOUR TEACHING STYLE



10 mins

- Remind the participants that, in activity 3, they learnt that children use their eyes, ears and body to learn. Write VAK on the board and elicit/explain that this stands for 'visual, auditory and kinaesthetic'. Explain that, as we grow into adults, one of these learning styles usually becomes more dominant.
- Explain that our preferred learning style will affect the way we teach. The participants work individually and complete activity 5 on their worksheet. They tick the statements which best describes the way they teach. Ask them to try to choose the best four or five only.

| | When I am teaching, I ... | Answer |
|-----|--|--------|
| 1. | ... use a lot of visual aids: pictures, posters, flashcards and drawings on the board. | V |
| 2. | ... use my hands, face, gestures and body language when talking. | K |
| 3. | ... am sensitive to noise and sounds in the classroom. | A |
| 4. | ... like explaining things in detail to my learners. | A |
| 5. | ... use the recordings or read out aloud a lot in class. | A |
| 6. | ... ask my learners to come up to the front of the class and show things or do board work. | K |
| 7. | ... speak quite quickly because I want to get a lot done in the lesson. | A |
| 8. | ... like to get my pupils to do arts and crafts activities. | K |
| 9. | ... often say things like, 'I can't hear you' and, 'Please be quiet and listen to me.' | A |
| 10. | ... like writing words and sentences on the board. | V/K |
| 11. | ... like to get my pupils to act out stories. | K |
| 12. | ... like giving a lot of written homework. | V |

Feedback: Write the answers to the statements on the board. The participants look to see which learning style their choices belong to and whether they have one dominant style. The participants write their preferred teaching style on their worksheet. This is, of course, very basic and simple and not very accurate, and the teachers might find that they are 'multi-modal' which means that they have equal strengths and not one dominant strength.

7. CHILDREN'S LEARNING STYLES



15 mins

- Remind the participants that as teachers, we all have our own preferred learning styles and these usually translate into preferred teaching styles. However, we have to remember that we are working with a group of children who between them use all of the learning styles.
- The participants work in pairs. They complete activity 7 on their worksheet by cutting out the squares (tasks and resources) from Annex 1 of their workbook and glueing them onto the correct column on the table. The columns indicate which senses the tasks and resources appeal to. The participants can add more that they have thought of themselves if they wish.
- There may be cross over into more than one category. Link the result to having to teach to all learning styles.
- Feedback: Elicit the participants' ideas.
Answers: Visual: board; pictures and photographs; drawings; posters; flashcards; realia; gestures. Auditory: oral drills; pair work; songs, rhymes and chants; stories.
Kinaesthetic: realia; puppets; masks; mime; acting out; movement activities.



8. OBSERVATION



15 mins

- The participants watch a film clip (six minutes) of a primary class. The teacher is teaching the structure I love/ like/hate + food items.
- As they watch, they complete activity 8 on their worksheet. They make a note of how the three learning styles are catered for in this lesson.
- Feedback: Listen to the participants' observations.
Answers: The flashcards appeal to a visual learner. Auditory learners will like the way the teacher varies his intonation, tone and speed of delivery. Kinaesthetic learners will enjoy the standing up part, and matching the position of the flashcard to the structure 'I like, I love', etc.
- If you are unable to use a DVD in your training context, use the following activity:
 - The participants work in groups and tell each other about a visual, auditory or kinaesthetic activity which they have used in class. Feedback and share experiences with the group.

9. COURSE RESOURCES



15 mins

- Show the participants resources that may be used during the course or for use in the classroom one by one. Allow them to come to the front and touch them if they would like or pass them around.
- They look at each resource and think of an adjective to describe it, then write that adjective in the star on their worksheet.
- Feedback: Listen to the participants' adjectives.
Possible answers include: big, clear, colourful, interesting, attractive, funny, appealing, bright.
We are hoping for positive adjectives but do not dismiss any negative adjectives that are offered.

™_If you feel that your participants do not have the language to do this exercise, you can write some adjectives on the board, then the participants can choose one to write in their star.

Possible adjectives include all of the above plus: useful, skilful, lively, lovely, modern, splendid, colourful, heavy, possible, productive, plausible, wonderful, fancy, fabulous, sparkling, helpful, encouraging, powerful, nice, jolly, alive, useable, bright, busy, stimulating.

Select according to the language level of your participants.

10. FEEDBACK



15 mins

- The participants work in pairs. They complete the questions about the workshop.
- Feedback: Listen to some of the participants' learning points. Answers will vary. Highlight the link between understanding how children learn, how they teach and using activities in class which appeal to all learning styles.

11. REFLECTIVE LOG AND ACTION PLAN



20 mins

- The participants think back over the workshop by looking through their notes and analysing all the activities in terms of VAK learning styles. This can be done in any way the participants wish. Encourage them to be creative.
- Feedback: Answers will vary and the discussion could be long winded but keep it contained. Show some of the different methods people have used to record their answers such as drawing, etc. Perhaps one pair has decided not to write anything but to just talk – Auditory. What was the bias of the lesson and why might that be? You can discuss how they would have changed the lesson.
Answers: Learning outcomes – auditory; Review – visual, auditory; Lead in – visual, auditory; Activity 4 – visual; Activity 5 – auditory, visual; Activity 6 – visual; Activity 7 – visual, kinaesthetic; Activity 8 – visual, auditory; Activity 9 – visual, auditory, kinaesthetic; Activity 10 – visual; Activity 11 – visual, auditory, kinaesthetic.
- Ask the participants to think about how they will use activities which appeal to all three learning styles to motivate pupils in their classes.
- Put the participants back into pairs and ask them to discuss the action plan, keeping in mind the activity they have just participated in. When they are ready, they can fill in their action plans individually. Monitor the participants as they work and answer any questions they may have.
- Make sure that they are aware that you will review these action plans in the next workshop.
- Where the course is delivered intensively, the participants are not expected to complete the result section of this activity.
- Ask the participants if they have any final comments or questions.

12. GLOSSARY

- Remind the participants of this activity which they can complete at home if they wish.

| Word | Meaning or translation |
|----------------------|--|
| Intrinsic motivation | The incentive to do an activity based on the expected enjoyment of the activity itself, rather than external benefits that might result. |



| Word | Meaning or translation |
|----------------------|--|
| Extrinsic motivation | The desire or push to do an activity based on the potential external rewards that may be received as a result, i.e. motivation through rewards such as points, candies, compliments, money, test scores or grades. |
| Teaching styles | The way a teacher teaches. It is usually linked to their learning style but sometimes it can be because it was the way they were taught or the only way they know. |
| Characteristics | A prominent attribute or aspect of something; a quality. |

13. OPTIONAL ACTIVITY: THE LANGUAGE OF CLASSROOM ROUTINES



20 mins

- Remind Ps of the first point in activity 3: *in general children know that the world has rules and feel happy with routines*. The following activity develops that point further.
- Put the participants into groups of three. Ask them to make a list of typical classroom routines. Write a few examples on the board to start them off:
 - › *Entering the classroom*
 - › *Getting into groups*
 - › *Getting into pairs.*
 - › *Handing in homework etc.*
- After a few minutes, elicit ideas and add them to the list on the board.
- Still in their groups, ask each group to select one of the routines on the board. They should now make a list of phrases they use for that routine. E.g. getting into pairs: *I want you to work with a partner. Turn to the person next to you.*
Monitor and assist if necessary with the language or expressions to use for a routine.
- Now ask each participant to work with a partner from a different group. They exchange and add to expressions to use for their routines. Monitor as above.
- If you feel the activity is working well and there is enough time the participants can move to another new partner for a different set of expressions to use with a further routine.
- Feedback on the activity and tell participants to listen for the expressions you use when setting up activities etc. They may be able to use the same expressions with their pupils.

Answers

Other routines could include: *dealing with late comers, taking the register, announcements, getting attention, needing the toilet, working independently, finishing work early, asking questions, visitors to the classroom, ending the lesson, asking for help, using resources etc*

LEARNING ENVIRONMENT AND MANAGING THE LESSON

PLAN SUMMARY

| Stage | Activity | Time | |
|------------------|---------------------|--|-----|
| Session 1 | | | |
| 1. | Outcomes | Explain outcomes | 5' |
| 2. | Review | Revising types of motivation | 10' |
| 3. | Lead in | Ordering instructions | 10' |
| 4. | Find someone who.. | Worksheet & group work | 15' |
| 5. | ICQ's | Explaining ICQ's and examples | 5' |
| 6. | Giving instructions | Adapting and practising instructions for FSW | 10' |
| 7. | Micro teaching | Planning and practising instructions and ICQs for a text book activity | 30' |
| 8. | Reflection | Thoughts on what to take from the session | 5' |
| 9. | Optional | Further activities if time | |
| Session 2 | | | |
| 1. | Outcomes | Explain outcomes | 5' |
| 2. | Review | Revising previous session and defining classroom management | 10' |
| 3. | Lead in | Exploring seating arrangements | 10' |
| 4. | Solutions | Exploring solutions to seating problems | 10' |
| 5. | Pair and group work | Discussing the advantages of pair and group work | 15' |
| 6. | Think, pair, share | Use TPS for a reading activity | 20' |
| 7. | More problems | Exploring solutions to typical class management problems | 15' |
| 8. | Reflection | Thoughts on what to take from the session | 5' |
| 9. | Glossary | Definition of relevant words | |

Notes

You may find the following useful:

- British Council 'Motivating Learning' DVD, Teacher Training Series – Unit 5, Part 7 (Giving Instructions).
- Teaching English in the Primary Classroom; Haliwell, S. (Longman, 1992) Chapter 3.
- The Primary English Teacher's Guide; Brewster, J. and Ellis, G. with Girard, D. (Penguin English, New Edition, 2002) Chapter 3.



LEARNING ENVIRONMENT AND MANAGING THE LESSON

INSTRUCTIONS AND ICQ'S

PROCEDURE

1. OUTCOMES



5 mins

- Explain the learning outcome of the session to the participants.

2. REVIEW



10 mins

The aim of this activity is to review the topic of motivation.

- Elicit the meaning of the word motivation. Check Ps can pronounce the word with the correct stressed syllable: *moti'vation*.
- Ps work individually to solve the anagrams, then compare answers in pairs.
- Elicit answers, checking pronunciation as you go.
- Write the two answers *extrinsic*, *intrinsic* on the board and remind Ps to check their spelling.
- Divide the class into groups of 3 to discuss the questions.
- Set a time limit of 3' for the discussion.
- Monitor and encourage Ps to move on to the next question if they are spending too long on one.
- Elicit ideas

Answers

- Extrinsic: motivation from external factors e.g. wish to go to university, get a good job, get good grades etc
- Intrinsic: motivation from internal factors e.g. liking the teacher, enjoying the lesson, feeling safe in the classroom
- Younger children come to school with nearly 100% intrinsic motivation. Older children understand the need to study to get good grades etc. However enjoying the lesson remains an important part of their motivation.
- Motivated students are easier to control and manage.

3. LEAD IN



10 mins

Ask participants to reflect on the three sessions from Day 1 and think about the top three things they found useful. Use the following instructions in Answers below to set up the activity.

Answers

NB. *There is more than one possible order.*

| Procedure | Alternative procedure (also effective) |
|---|---|
| 1. Think yourself. | 1. Think yourself. |
| 2. Now turn to your partner | 2. Write in your exercise book. |
| 3. Share your ideas. | 3. Now turn to your partner |
| 4. Share your ideas in the whole class. | 4. Share your ideas. |
| 5. Agree on your ideas. | 5. Agree on your ideas. |
| 6. Write in your exercise book. | 6. Share your ideas in the whole class. |

Ask participants to discuss WHY this is an effective order. Why does it support learning? NB. this discussion can be done in English or Nepali.

1. Generating initial ideas is an individual activity and each student will approach this in different ways, at different speeds.
2. Pairwork like this supports learning in a number of ways.
 - i) Students can develop their ideas further by expressing them out loud and using feedback and suggestions from partners to expand and develop their initial idea.
 - ii) pairwork provides a 'safe environment' to explore ideas and practise expressing ideas out loud, either in Nepali or English. This prepares them and builds confidence for sharing with the whole class or committing ideas to writing.
3. Sharing ideas with the whole class can be a great way to assess students' learning, provide feedback and highlight strengths and problems. However, it should not be over-used.

4. FIND SOMEONE WHO ...



15 mins

Aim: to demonstrate to Ps the importance of setting up activities with clear instructions



- Start by giving a 'Find someone who' worksheet to participants (or turn to the one in the PM). Give the instructions and do the activity.
- Make sure you include the instructions given in **Answers** below. You may also wish to ask some ICQs at this point.
- Then ask participants to reflect on the activity as given in the course manual.

Answers

- Read your worksheet.
- Stand up.
- Walk around the room and ask your friends yes/no questions.
- When you get a 'yes', write down the name of your classmate in the box.
- Now move to the next person and ask a different question.
- Try to talk to lots of different people.
- When all the boxes are full, sit down.

In addition to the instructions given above, you may have needed additional instructions to make the activity clear e.g. eliciting 1-2 example closed questions and answers before the activity starts, ICQ's

5. INSTRUCTION CHECKING QUESTIONS (ICQs)



5 mins

Aim: to introduce Ps to the purpose of ICQs

- Give Ps time to read all the information. Give help with any new words and translate some of the information into Nepali if necessary.
- Ask a few comprehension questions about the information e.g.
 - › What are ICQs?
 - › When do we ask ICQs?
 - › Why are they important?
- Now tell Ps to look cover the ICQs in the box. Can they remember the four questions? Elicit the four questions and prompt if necessary.

6. GIVING AND CHECKING INSTRUCTIONS



10 mins

Aim: for Ps to practise instructions and ICQs with an activity they are familiar with

- Check Ps understand the task- they do not need to complete this second Find someone who... activity. They need to give instructions for it and use ICQs.
- Be sure to monitor the group work. Go to different groups and help as necessary.

NB the ICQs written in this activity or the following one can be used for assessment.

7. MICRO TEACHING: PRACTISING INSTRUCTIONS



30 mins

Aim: to apply the techniques of the session to Ps only teaching context and materials

- Divide the class into groups and give assistance with choosing a suitable activity for Ps to use. If you prefer you can pre-select activities from the text books for Ps to work on.
- Monitor while Ps are writing instructions and give help where necessary.
- Monitor again during the group work stages and encourage Ps to give feedback. Make sure they focus on positive aspects as much as possible.
- When participants are microteaching, go round the groups. Watch carefully and make notes. At the end of the practice and once participants have given feedback, go over a few points from your notes.
- Give Ps a couple of minutes to write notes on other ways to check pupils are following instructions. Then elicit answers.

Answers

Notes on other ways to check instructions:

- Do a quick sweep of the classroom immediately after setting up the activity. Check students are on task.
- Monitor the students: check their exercise books and participation.
- Find a student who has understood and ask him / her to demonstrate or explain.
- Use a pair of students to demonstrate pairwork activities.

8. REFLECTION

Aim: to reflect on instructions and for Ps to begin to think about monitoring.

Ps discuss the questions in pairs or groups.

Elicit one or two ideas to round off the session.

Elicit or explain what monitoring is and the purpose. More will be done on monitoring in the speaking sessions later in the course.

Optional Activity

If there is time, you can do this activity.

Game

- Work individually. Read the short instructions below. Each one is from a different classroom activity.
- Think of appropriate instruction checking questions (ICQs) for each of the instructions below. Decide what answer the students will give if they understand.
 - a. Work in a group.
 - b. Read paragraph 1.
 - c. Rewrite the paragraph in your own words.
 - d. Tell it to your partner.
 - e. Stand in a line.
 - f. Exchange your answers with a partner.
 - g. Choose 1 picture but don't show anyone.



Answers for TM

- a. Are you going to work in pairs? (no, a group)
- b. Are you going to read everything? (no, paragraph 1)
- c. Are you going to copy the paragraph? Or are you going to write in your own way? (own way)
- d. Will you tell everyone? (no, my partner)
- e. Will you stand in a circle? (no, a line)
- f. Do you look at your partner's work? (yes) Does your partner look at your work? (yes)
- g. How many pictures can you choose? (one) Is it a secret? (yes)

LEARNING ENVIRONMENT AND MANAGING THE LESSON

PAIRS AND GROUPS

PROCEDURE

1. OUTCOMES



5 mins

- Explain the learning outcome of the session to the participants.

2. REVIEW



10 mins

Aim: to review the previous session and to reconsider what classroom management means

- Make sure the Ps don't read ahead for this activity.
- Ps discuss the first question in pairs. Elicit ideas (instructions and ICQs)
- Ps discuss their definition of classroom management and then write notes in their workbook.
- Then ask Ps to uncover their notes and compare with the two definitions. Give help with understanding the definitions and explain any vocabulary if necessary.
- Ask:
 - › *What similarities did you have?*
 - › *What about differences?*

3. LEAD IN



10 mins

Aim: to introduce Ps to the think, pair, share method

Use the think, pair, share method to set the questions for this activity.

At the end, make a list of helpful tips on the board for Ps to copy.



4. SEATING ARRANGEMENTS SOLUTIONS



10 mins

Aim: to encourage Ps to think about seating arrangements in their classes
Once again, use the think, pair, share method.

5. PAIR AND GROUP WORK



10 mins

Aim: to encourage Ps to use pair and group work in their own lessons

- Divide the class into pairs. Work through each stage of the activity making sure Ps cover the list of advantages until required.
- Go through each of the tips and elicit the following:
 - Other roles for group participants e.g. someone who can draw well
 - Suitable time limits e.g. may be 1 minute for a vocabulary activity, as much as 10 minutes for an information exchange activity

Answers

The advantages of pair and group work.

- Gives students more speaking time.
- Changes the pace of the lesson.
- Takes the spotlight off you and puts it onto the children- makes lesson *learner centred*.
- Allows students to mix with everyone in the group.
- Gives them a sense of achievement when reaching a team goal.
- Teaches them how to lead and be lead by someone other than the teacher – encourages *independent learning*.
- The teacher can *monitor*, move around the class and really listen to the ideas, answers and language they are using.

6. THINK, PAIR, SHARE



10 mins

Aim: to enable participants to understand how think, pair, share works in practice.
NB if you wish, you can use a different reading text for this activity.

- Ps read the three steps. Check understanding.
- Tell Ps they are now going to practise the *think, pair, share* technique.
- Explain the reading task. Tell Ps that the three questions encourage 'reading between the lines'.
- Now do the three steps of the *think, pair, share* technique.
- Use the *think, pair, share* technique once again for the Key questions. Encourage Ps to take notes of the correct answers.

Answers

1. What was one effect of the introduction of democracy? (education improved)
2. How many schools in Nepal taught English before 1951? (one)
3. What does the figure of 65.9% tell us about progress in education? (fast improvement in literacy)

Key questions

Why is think, pair, share so helpful for your students?

- All students have a chance to think of ideas or the correct answer first.
- It stops the louder / faster students jumping in first with the answer every time.
- The thinking and pair steps build confidence
- Answers are more likely to be 'correct' both from the content as well as the language point of view, so it encourages accuracy

What instructions will you give to your students for each step?

Step 1: *I want you to think carefully. No talking! / Put your hands down, this is thinking time. etc*

Step 2: *Now tell/ turn to your partner. / Work in pairs. Etc*

Step 3: *One person from each pair can tell the class. / OK I want to hear your ideas. Etc*

7. MORE PROBLEMS- AND HOW TO SOLVE THEM

Aim: : for Ps to apply ideas from these sessions to some common classroom management problems

- Give Ps time to read through the problems. Check they understand each one and give help with vocabulary if necessary.
- Divide the Ps into groups to discuss solutions to the problems. Monitor during the activity.
- Ps nominate a spokesperson from each group to feedback on the solutions.
- Discuss the solutions with the whole class.
- If time allows, discuss other management problems the Ps may have experienced.

Answers

Solutions:

Problem a: Plan instructions before the lesson. Use ICQ's.

Problem b: Set a time limit. Make sure every group has a time keeper. Establish a rule that only one member of the group talks at one time. Establish a signal or other method to show the activity is over.

Problem c: Try to use the same language for instructions every time. Grading language is important: avoid difficult vocabulary and complex grammar patterns.

Problem d: Move students or split them up if possible. When you give instructions ask a student from this group to repeat them back to you. Make sure you monitor right from the beginning of the activity. Assign roles for each member and make sure there is a task to complete.

Problem e: Think about how to deal with awkward numbers before the lesson. It's fine to have a group of 3. If you work with one pair you aren't monitoring the rest of the class.



Problem f: Not all the class has to finish the activity- stop it when a reasonable number have finished.
Alternatively have another activity you can set the fast finishers.

8. REFLECTION

Aim: : to encourage Ps to adapt activities for their own classroom
During the 'share' step of this activity, encourage Ps to make notes of useful ideas.

9. GLOSSARY

Remind the Ps of this activity which they can complete at home if they wish

LESSON PLANNING

The sessions on lesson planning will be delivered from day 2 to 4

OVERVIEW

| | |
|---------------------------|--|
| Learning outcomes | <p>By the end of each session the participants will be able to:</p> <p>Session 1</p> <ul style="list-style-type: none"> List the advantages of lesson planning Identify the main components of a lesson plan Select interaction patterns for a lesson plan <p>Session 2</p> <ul style="list-style-type: none"> Identify the main stages of a vocabulary lesson Provide information for the pre-plan Write a lesson plan for a set of words <p>Session 3</p> <ul style="list-style-type: none"> Produce appropriate lesson outcomes Identify the stages of a PPP lesson plan on presenting language |
| Learning points | <p>Lesson planning is an organisational skill. It is important to plan lessons even if there is a TB. The textbook does not know the class. The teacher knows their needs best. Lesson plans include different components they are all important and have a function. Logical staging is key Producing outcomes and keeping them in mind for planning and in the actual lesson are key to effective teaching and learning</p> |
| Resources required | <p>Workbooks for the participants Text books the participants are using with their class Session 3 activity 6: photocopy and cut up sections of the lesson plan provided in the annex</p> |

Note: the three lesson planning sessions are introduced early in the course and so are designed as introductions to the topic. Participants will have further opportunities for more detailed lesson planning in other sessions later in the course.

PLAN SUMMARY

| Stage | Activity | Time |
|--|----------------------------------|---|
| Session 1 | | |
| Lesson plan components and interactions | | This session continues the theme of classroom management, pair work and group. |
| 1. | Review | Reviewing the last workshop |
| 2. | Outcomes | Discussing learning outcomes |
| 3. | Lead in | Showing lesson planning is an important part of being organised |
| 4. | Why is lesson planning important | Identifying the advantages of planning |



| Stage | Activity | Time | |
|--|---------------------------------|---|------------|
| 5. | Key concepts of lesson planning | Investigating key components of a lesson plan + Optional game (10') | 15' |
| 6. | Planning interactions | Adding a variety of interactions to a lesson plan | 20' |
| 7. | Reflection | | 5' |
| Total | | | 90' |
| Session 2 | | | |
| The stages of a vocabulary lesson | | | |
| 1. | Review | | 5' |
| 2. | Outcomes | | 5' |
| 3. | Lead in | A good lesson is like a football match/ meal/ song/ meal | 10' |
| 4. | Ordering stages | Putting stages of a vocabulary lesson in the right order | 20' |
| 5. | The Pre plan | Matching examples and pre-plan headings | 10' |
| 6. | Planning a vocabulary lesson | Writing a model lesson plan | 30' |
| 7. | Reflection | | 10' |
| Total | | | 90' |
| Session 3 | | | |
| 1. | Review | | 5 |
| 2. | Outcomes | | 5 |
| 3. | Lead in | The importance of outcomes | 10' |
| 4. | Choosing Outcomes | Identifying appropriate outcomes | 15' |
| 5. | Lesson description | Relating outcomes to text book | 15 |
| 6. | Writing a plan | | 30 |
| 7. | Reflection | Adapting the lesson | 10 |
| Total | | | 90' |

Notes:

You may find the following useful:

- *Learning Teaching*; Scrivener, J. (Macmillan Books for Teachers; 2005) Chapter 6
- *The Primary English Teacher's Guide* (New Edition); Brewster, J., Ellis, G. and Girard, D. (Penguin English Guides, 2003); Chapter 17.
- www.teachingenglish.org.uk/lesson-plans *A series of lesson plans for all ages*
- www.teachingenglish.org.uk/article/planning-1 *Lesson planning rationale* by Callum Robertson
- www.teachingenglish.org.uk/article/planning-2 *Elements of a lesson plan* by Callum Robertson

LESSON PLANNING 1

LESSON PLAN COMPONENTS AND INTERACTIONS

PROCEDURE

1. REVIEW



10 mins

This activity reviews learning from the last workshop.

- Ask the participants to stand in a circle. Start a simple rhythm with tapping your foot and clapping. For example, tap-tap-tap and clap. Ask the participants to join in.
- Once the participants have joined in the rhythm, say the topic of the last workshop between the clapping. Indicate that the next person needs to say a word or a phrase connected to the topic from the last workshop between clapping. They must continue to tap their feet in rhythm.
- Continue till all the participants have got an opportunity to add something to the rhythm.
- Feedback as a class. Ask a few participants to explain their words or phrases. They can note down ideas in the space provided in their workbooks.

2. OUTCOMES



10 mins

This activity helps focus participants on the wording of outcomes- an important part of lesson planning

- Divide the participants in groups of four to six.
- Write 'Writing a lesson plan' on the board and tell the participants that it is the topic of the workshop. Ask each group to write down what they think the learning outcomes will be.
- Feedback as a whole class but each group is in competition with the other groups. They get one point for each learning point that they got correct. The winning group is the one who gets nearest to the whole three points.
- Make sure that the learners write the correct learning points in their workbook.

Notes/Feedback

By the end of this workshop participants will be able to:

- List the advantages of lesson planning
- Identify the main components of a lesson plan



- Select interaction patterns for a lesson plan

Take fractions of points off if the sentence is not exactly the same.

If there are any sentences that are not covered by the learning outcomes but you think are important write them on a piece of paper and stick this to the board. Refer to this throughout the workshop as the points are talked about.

3. LEAD IN



10 mins

Note: try to keep to the 10 minute timing for this activity and avoid over-running.

- In groups of four the participants read the comments made by some teachers about lesson planning.
- Ask the participants to share their own thoughts about lesson planning.
- Feedback as a class. Focus on the statements that the participants relate to most and find out why.
- Feedback as a class. Ask the participants to explain their observations. Do not comment much at this stage. The participants are going to discuss the importance of lesson planning in the next activity.

Notes/Feedback

Highlight the idea that lesson planning is all about organisation. When planning a lesson, we are organising the flow of activities we will do in the classroom, the tasks that the learners will do, the physical space of the classroom that will be used and the materials or resources that will be needed.

Ask Ps how organized they are in various aspects of their lives i.e. at home, at work etc

4. WHY IS LESSON PLANNING IMPORTANT?



15 mins

This activity looks at lesson planning from both the learner's and the teacher's point of view.

Note: if some of your participants will struggle with reading all of the statements in the time allowed, ask them to work with numbers 1-8 only.

- In groups of five or six the participants look at the statements about lesson planning given by some teachers and learners. Ask them to tick the ones that they think are from teachers.
- Feedback as a class. Ask each group in turn to give you one advantage given by a teacher. Ask the groups to explain why they think it is an advantage.
- Ask the participants if they think that learners also benefit from lesson planning.

Notes/Feedback

Advantages of lesson planning given by teachers:

1. If I do a class for a teacher who is sick, the lesson plan helps me to know what to teach.
3. I look more professional to my colleagues.

5. When I have planned I know that I have included activities that are suitable for my students.
6. I feel more confident in front of the class when I know what I am doing.
9. It helps me reflect on my teaching. I can think about what I need to change in the les
10. I can make notes about my learners on the lesson plan. This tells me who to help and what to do next time.
12. When I file my plans it is a record of work to show inspectors and my principal.
15. I can give full attention to my learners because I have thought out all the activities and procedures beforehand.
16. It will save me time when I need to teach that level and lesson again.

Advantages of lesson planning given by learners:

2. I am more relaxed and ready to learn when I know what always comes next.
 4. I like the routine and know what the teacher wants from me.
 7. I know what I have to do or say next, and so I get ready for it.
 8. I know what to do when I am told to work in a pair.
 11. I know when the teacher is not prepared because the whole class gets a bit noisy and disorganised.
 13. We don't learn as much when the teacher is not ready.
 14. When the teacher is organised we seem happier and the lesson goes very quickly!
- Ask the participants to list other advantages of lesson planning, both from the teachers' and learners' perspective.
 - Feedback as a class. Ask the participants to discuss their feelings when they realise that they haven't planned well.
 - Emphasize the importance of planning a lesson even if they have a TB:
 - The text book does not know the class- the teacher knows their needs best
 - The text book, because of lack of space, may not provide all the stages

5. KEY CONCEPTS OF LESSON PLANNING



15 mins

This activity defines all aspects of a good lesson plan.

- Tell the participants that a lesson plan is made up of several components. Ask them what these might be.
- Ask the participants to work in pairs. Ask them to discuss all the parts of a lesson plan and write one in each box.
- Ask the participants to match the numbers/sentences to the empty parts of the lesson plan.
- Feedback as a class. If the participants find this task difficult you can guide them through the choices by giving the clues.
- Either play the optional game below OR ask which component is the most important? Establish that this is difficult to answer because all components are probably equally important.

Notes/Feedback

Any of the following can be accepted: standard/class; target language; length of lesson; learning outcomes; aims; prior knowledge; concept; recycled language; resources; preparation; stages; timing; learner activities; learner language; instructions for teachers; teacher language; interaction; notes etc.

Accept anything which is not mentioned here but is context specific.



Optional Game



10 mins

NB only do this if you have plenty of time.

Give each participant three strips of paper. Ask them to work individually and write down the three most important components of a lesson plan, one on each of the three strips of paper.

- Put the participants into pairs to discuss, debate and negotiate to select the three most important components of a lesson plan from their six pieces of paper. They throw the other pieces of paper away.
- Put two pairs together. They once again negotiate to decide on the three most important components of a lesson plan and throw the other pieces away.
- Put two groups of fours together. They negotiate again to select three most important components of a lesson plan.
- Continue until half the participants are against the other half.
- If the two groups cannot reach a consensus, ask the participants to take their seats.
- Feedback as a class. Find out why they chose the three or why they could not decide on three components.

| LESSON PLAN | | | | |
|---|---------------|--|---------------------|---|
| Lesson time: 30 minutes | | Standard: 5 | | |
| Learning objectives: Revision of 'wh-' question words: who, how, when, where, what; Used with the present continuous tense. Skills focus: Writing | | Language support resources: <ul style="list-style-type: none">• Flashcards• Sheets of A4 paper | | |
| Stage | Timing (mins) | Activity | Interaction | Resources |
| Warmer/starter | 11. 5 mins | 3. Revision of 'Wh' words | 13. Whole class | 10. flashcards |
| Presentation | 6. 8 mins | 15. Speaking activity- planning a holiday | 4 or 5. group work | 1. Sample table on paper |
| Practice | 16. 10 mins | 14. group writing task | 4 or 5. group work | 2. A4 sheets of paper and notebooks 3. notebooks |
| Closing activity | 9. 7 mins | 8. writing task | 12. individual work | 7. A4 pieces of paper |

Optional Game: Notes/Feedback

All components of a lesson plan are equally important. The aim of this activity is to get the participants to debate on the relative importance of all the components of a lesson plan and in doing this see the importance of all of the components

Timings

Think about the purpose of each stage and how much time would be needed.

Timings are shorter on warmers and closing activities. The warmer is just to get the learners thinking in English and the closing activity is to round off the lesson in a fun way and quickly revise the content. More time is spent on the presentation and practice stages. It is better to spend more time practising than presenting.

Activities

Think about what is known and what is new in terms of language and activity.

A warmer usually just gets the class into English and starts them listening and speaking. The language and the activity should be known. There needs to be a mixture of new and known in each stage. Don't do new activities with new language. Just one new thing in an activity.

In a closing activity you should be bringing all the ideas together to end the lesson showing the learners what they have learned and ending with some fun so that they leave the lesson feeling happy and that they have achieved.

Interactions

How would the activity be done?

Interaction can vary a lot but it will generally start and finish off in groups rather than with activities which involve individuals or pairs. Another general is that you will often do group work moving to pair work moving to individual work.

Resources

Link back to the activity and think about what you will need.

6. PLANNING INTERACTIONS



20 mins

- This activity links with the earlier sessions on Classroom Management.
- Tell participants that lesson plans often use abbreviations e.g. T = teacher, S-S = pairwork.
- Ask Ps to complete the pattern table, then after a few minutes elicit answers.

Note that there are many variations on these abbreviations. They may prefer to use P for Pupil instead of students for example. Some teachers use S1-S2 for pair work.

- Ask Ps to spend a few minutes working alone to read the plan and the text book extract in annex.
- Remind Ps they need to consider:



- › Variety of interaction
 - › Variety of pace
 - › Keeping the lesson student centred as much as possible.
- Then Ps discuss answers in pairs.
 - Elicit answers from the class- note there is more than one possibility.

Answers

| pattern | meaning |
|-----------|--|
| T-SS | Teacher led e.g. asking questions, giving instructions, explaining etc |
| SS- T | Students report back to teacher |
| S-S | e.g. pairwork |
| SS-SS | Groupwork |
| SS | Whole class |
| SS-text | Ss read text |
| Other ... | |

Lesson plan extract for Grade 6 Lesson.

| Stage | Activity | Interaction |
|-----------------------------|---|-------------------|
| Speaking | Students talk about their favourite sports | e.g. S-S or SS-SS |
| Task checking/ report back | Teacher ask the learners what they talked about. | SS-T |
| Lead in to text | Answering questions about Picture (Ex 1) | S-S |
| Reading | Learner read text to answer the questions. (Ex 2) | Ss-text |
| Checking answers | Learners compare answers. (Ex 2) | S-S |
| Vocabulary | Learners read again and find answers (Ex 3) | Ss- text |
| Task checking / report back | Teacher elicits correct answers- nominate 1 student at a time | T-Ss |

7. REFLECTION



5 mins

Use think, pair, share

ANNEX

ACTIVITY 4

Handout for participants (trainer notes below)

Why is lesson planning important?

These statements about lesson planning came from both teachers and learners. Tick (✓) the ones you think were from teachers.

| | | | |
|---|---|---|---|
| 1. If I do a class for a teacher who is sick, the lesson plan helps me to know what to teach. | 2. I am more relaxed and ready to learn when I know what always comes next. | 3. I look more professional to my colleagues. | 4. I like the routine and I know what the teacher wants from me. |
| 5. When I have planned I know that I have included activities that are suitable for my students. | 6. I feel more confident in front of the class when I know what I am doing. | 7. I know what I have to do or say next, and so I get ready for it. | 8. I know what to do when I am told to work in a pair or a group. |
| 9. It helps me reflect on my teaching. I can think about what I need to change in the lesson next time. | 10. I can make notes about my learners on the lesson plan This tells me who to help and what to do next time. | 11. I know when the teacher is not prepared because the whole class gets a bit noisy and disorganised. | 12. When I file my plans it is a record of work to show my head teacher and administrators. |
| 13. We don't learn as much when the teacher is not ready. | 14. When the teacher is organised we seem happier and the lesson goes very quickly! | 15. I can give full attention to my learners because I have thought about all the activities and procedures before the class. | 16. It will save me time when I need to teach that level and lesson again. |

Can you think of other advantages of lesson planning?

How do you feel when you haven't planned and things go wrong?



ACTIVITY 6

GRADE 6 TEXTBOOK EXTRACT

Look and answer



1. Look at the picture and answer these questions.

Who are the people?

What are they holding?

2. Read and answer

Read the passage quickly and answer the following questions.

1. Name the two Asian countries where the World Cup was held.
2. Where was the first World Cup held?
3. Which country won the World Cup in the year 2010?

The World Cup

Football is the most popular game in the world. The most important football competition is the World Cup. The World Cup is held every four years. In 2002 it was held in Asia for the first time. It was held in the two Asian countries- South Korea and Japan.

In 1994 football was a part of the Olympic Games. But because football was so popular, a new competition had to be held. The very first World Cup was held in Uruguay in 1930. There were just thirteen teams and sixteen matches. An average of 24,000 fans watched each match. The World Cup was held in the USA in 1994. About 1.5 billion people around the world watched the final match on television.

Winning the World Cup is the highest achievement in football. But in the history of the World Cup, a few teams have won more often than others. The first World Cup was won by Uruguay, and they won again in 1950. Argentina won twice, in 1978 and 1986. West Germany won in 1954, 1974 and 1990. Italy won in 1934, 1938, 1982 and 2006. Spain won it in 2010. But the greatest World Cup team is Brazil. Brazil has won five times! They won it in 1958, 1962, 1970, 1994 and 2002.

3. Ways with words.

From the passage above find the words that are similar in meanings to the following words.

1. liked by many
2. an occasion on which a winner is selected
3. around the middle of
4. followers and admirers
5. the action of completing something successfully

VOCABULARY

OVERVIEW

| | |
|------------------|---|
| Outcomes | <p>By the end of each session, the participants will:</p> <p>Session 1</p> <ul style="list-style-type: none"> Know more about the aspects of 'knowing' a word and activities to support them Have a larger range of techniques for helping students to understand new vocabulary <p>Session 2</p> <ul style="list-style-type: none"> Be able to use different strategies to make vocabulary learning more memorable be able to select words to teach and plan how to teach them |
| Resources | <p>TN and PN</p> <p>All resources in Annexe</p> |

PLAN SUMMARY

| Stage | Activity | Time | |
|---|--------------------------------|---|------------|
| Session 1 | | | |
| Knowing a word and ways of presenting vocabulary | | | |
| 1 | Outcomes | Explanation | 5' |
| 2. | Lead in | Back to the board vocabulary game | 10' |
| 3. | Dictionary definitions | Aspects of Knowing a word | 20' |
| 4. | Ways of presenting new words | Matching activities | 20' |
| 5. | Focus of activities | Matching activities with meaning, form or use | 10' |
| 6. | Order of activities | Select correct order | 15' |
| 7. | Reflection | | 10' |
| | | Total | 90' |
| Session 2 | | | |
| 1 | Outcomes | Word order game | 10' |
| 2. | Lead in | Confucius proverb | 10' |
| 3. | Activities that involve | Putting activities in a table | 10' |
| 4. | Choosing words to teach | Selecting new words in a text | 20' |
| 5. | Comparing ideas | Self check ideas | 10' |
| 6. | Planning vocabulary activities | Planning and micro teaching | 25' |
| 7. | Reflection | | 5' |
| | | Total | 90' |



KNOWING A WORD AND TEACHING MEANING

PROCEDURE

1. OUTCOMES

Go through the outcomes for this session.

2. LEAD IN



10 mins

Select words from the previous sessions of the course .

3. DICTIONARY DEFINITIONS



15 mins

There are two aims to this activity:

- *To familiarise Ps with a useful resource*
- *To show Ps what it means to 'know' a word*
- Ps read the dictionary definition and think about answers to the three questions.
- Then Ps discuss in pairs before sharing answers with the class.
- If possible, copy the table in Answers below onto the board (minus the notes).

NB the word mountain is required for the text activity in the next session.

Answers

| Form | Meaning | Use |
|--|---|--|
| <ul style="list-style-type: none"> • Spelling • Phonemic transcription • Pronunciation in US and UK accents <p><i>Notes: Reassure trainees they do not need to learn phonemic script, but it is useful to know how to use it Pronunciation is for online dictionary only of course! See red icons with microphone symbol.</i></p> | <ul style="list-style-type: none"> • Definitions • Different meanings of the same word • Example sentences • Translation (<i>not shown here and not in hard copy English-English dictionaries</i>) <p><i>Note: there are two definitions/ meanings of the word mountain</i></p> | <ul style="list-style-type: none"> • Part of speech e.g. <i>mountain</i> is a <i>noun</i>. • Grammatical information e.g. <i>mountain</i> is <i>countable</i> • Example sentences • Formal or informal e.g. the second definition of <i>mountain</i> (pile) is informal. • Prefixes / suffixes (<i>not show here</i>) <p><i>Note: example sentences show the grammar of a word as well as the meaning which is why they are so useful</i></p> |

Divide the Ps into pairs to discuss the remaining questions.
After a few minutes, elicit their ideas.

Answers

What do you need to know to use a word productively (for speech or writing)?

- Emphasise that *meaning* is essential and should come before students are asked to do anything with the word. Knowing a word = associating its meaning with its form.
- Speech- *meaning, pronunciation* and *use* if they need to use the word in a phrase or sentence.
- Writing- *meaning, spelling*, use including part of speech, transitive or intransitive, countable or uncountable, and any collocations etc

What are the implications for teaching vocabulary?

- It isn't enough to teach only the form of a word or just its meaning
- Teaching for speaking and writing (productive skills) involves more than recognising the word
- Teaching all the aspects of a word's meaning, form and use would take up a lot of class time. We need to teach learners strategies to learn some aspects of a new word independently.

4. WAYS OF PRESENTING NEW WORDS



20 mins

- Set the task using the think, pair, share method.
- Reassure Ps if they can't think of many ideas at this point. Encourage them to think of different types of word i.e. not just objects (concrete nouns) but adjectives, verbs and possibly adverbs too.
- They may suggest using pictures, drawing pictures, mime, definitions etc
- Now ask Ps to do the matching activity in the Annex



5. FOCUS OF ACTIVITIES



10 mins

Use think, pair, share.

In the feedback stage ask: Why are most of the activities on meaning?

Answer: because the activities are presenting new words. Focus on use will come later.

Answers (activities 3 and 4)

| Activity | Answer | M,F,U? |
|-----------------------|--------|-------------|
| Guessing from context | H | M |
| Using flashcards | D | M,F |
| Using opposites | C | M, F (Pron) |
| What's missing? | A | M, F(Pron) |
| Using objects | J | M, F(Pron) |
| Kim's Game | E | M, F(Pron) |
| Translating | B | M |
| Classifying | I | M |
| Drawing | G | M |
| Bingo | F | F (sp) |

Notes, from context could also mean from a text

6. ORDER OF ACTIVITIES



15 mins

Use think pair, share.

Give feedback on the activity and make the following points:

This is a teacher centred presentation. It would be important to move on to pair work, reading or writing in order to give a balance of teacher and learner centred activities.

Other ways of presenting more difficult words will be given in the next session.

Answers

| Step | Activities |
|------|--|
| 1 | Sound and meaning: say the new word two or three times, pronouncing it clearly. Use a picture or other method to show the meaning. |
| 2 | Repetition: Students repeat the word a few times. Check pronunciation carefully. If you are using a visual, make sure students can see it so they associate sound and meaning. |
| 3 | Written word: write the new word on the board or use a flashcard. Point to the word and ask students to pronounce it. |
| 4 | Example sentence: Write a short example sentence on the board so that the meaning is clear. Or ask students to make their own example sentences – this will make them feel more involved. |

7. REFLECTION

Divide the class into groups and do the activity.



ANNEX

Match each activity/game with an explanation. Write the letter of the answer next to the number.

Guessing from context

Using flashcards

Using opposites

What's missing?

Using objects

Kim's Game

Translating

Classifying

Drawin

Bingo

- A. Showing learners a set of pictures/ objects and encouraging them to remember them, then taking one away and asking which one is not there
- B. Saying the word in the mother tongue.
- C. Saying a word which has a meaning of the other extreme.
- D. Saying a word and getting learners to match that word to a picture.
- E. Putting objects/pictures in front of learners and getting them to remember what is there. Then take away/ cover objects/pictures and see if learners can remember them.
- F. Learners write/draw in a table of nine boxes. They cross off the word/picture they hear. When they have crossed off a row of three, they have won.
- G. The teacher draw an item an the learners guess what it is.
- H. The teacher/partner lists words that are connected, e.g. farm/duck/horse and the learner guesses what else is connected
- I. The learners put similar words/pictures together.
- J. Showing learners real items, e.g. pen, book, etc., and getting them to say the word.

Optional

Possible resources to suggest to Ps

Tell it Again! Ellis G. & Brewster J (Pearson Education Limited; 2002), Introduce new vocabulary, practice, checking and consolidating vocabulary, p. 24-26.

- www.teachingenglish.org.uk/article/vocabulary-activities *A list of vocabulary games and activities*
- www.teachingenglish.org.uk/article/word-guessing-games *Ideas* Clare Lavery
- www.teachingenglish.org.uk/teaching-kids/kids-vocabulary *Teaching vocabulary to kids* by Caroline Ardron

MAKING VOCABULARY MEMORABLE

1. OUTCOMES



10 mins

By the end of this session participants will be able to:

- Use different strategies to make vocabulary learning more memorable
- Select words to teach and plan how to teach them

This activity introduces the learning outcomes of this session.

- Give the participants the title of this workshop. Ask them to close their workbooks.
- Put the participants in pairs.
- Write the words from the outcomes above on the board in a random order.
- Ask the pairs to write at least one learning outcome for this workshop using the words from the board.
- After a minute or so, elicit some outcomes written by a few pairs.
- Ask participants to check the learning outcomes in their workbooks. They can tick the learning outcome they had written in their pairs.
- Feedback as a class. Ask the participants if they had written any learning outcomes not mentioned in the workbook. Write these on a flip chart or chart paper. Put the chart up on a wall in the class.

2. LEAD IN



10 mins

This activity raises the participants' awareness about the need to introduce vocabulary in different ways to cater to different learning styles.

- Ask the participants to read the proverb written by Confucius.
- In pairs, ask the participants discuss what this proverb tells us about making learning vocabulary memorable.
- Feedback as a class.

Notes/ feedback

Individuals need to experience making meaning for themselves as everyone understands things in different ways, e.g. learning styles. Telling or showing someone new vocabulary is not as memorable as helping them to experience it in their own way.



3. ACTIVITIES THAT INVOLVE



10 mins




Refer Ps to the matching activity in the annex that they used in the previous session.
Use think, pair, share.

Feedback: Elicit or suggest other activities e.g.

- Draw a picture, learners guess as draw
- Give examples of different types, learners have to guess
- In a text- learners have to work out the meaning from context or match underlined words with definitions
- Many different types of games- suggest resources for these

All these activities engage the learner in more ways than one. The learners are required to do several things together- listen, draw, think, remember, act, sort etc

Answers

| | | |
|---|---|---|
| <p>Tell</p>  | <p>show</p>  | <p>involve</p>  |
| <p>Translating Also: T led definition, explanation</p> | <p>Using realia Using flashcards</p> | <p>Guessing from context Using opposites What's missing Kim's Games Classifying Drawing Bingo</p> |

4. CHOOSING WORDS TO TEACH

This activity focuses on helping teachers to predict which words in a text may be new or difficult for students.




- Use think pair share throughout.
- Give feedback after 5 below.

5. COMPARING IDEAS

Answers and feedback

- Underlined words may be *meadows*, *valley*, *hibernate*, *mountain*, *heartbeat*, *female*
- Accept all reasonable answers for how to teach each word but encourage activities to involve students e.g.

- eliciting* rather than simply *telling* students the meaning.
- For reading, students do not need to know all aspects of a word.
 - Encourage teachers to focus on the words that are most useful for students. For example, students may need to understand *hibernate* for this activity but it may not be a word they need very often after the lesson.
 - Helping students remember the words:
 - › Give plenty of practice in more than one skill
 - › Review words regularly
 - › Tell students which words to learn and suggest strategies for learning

| Word | Way of teaching | Comment |
|-----------|---|--|
| Valley | <i>/ˈvæli/ n the land lying between two hills or mountain</i> | Dictionary definition |
| Female | The opposite of <i>man/boy</i> | Antonym- teacher explains or elicits from students |
| Hibernate | Animals do this in winter to stay warm | Explanation |
| Bear |  | Picture |
| Mountain |  | Picture |
| Meadow |  | Picture |
| Heartbeat | Teacher beats hand on heart | Mime |



6. PLANNING VOCABULARY ACTIVITIES



25 mins

- Monitor preparation, giving help as necessary.
- During the microteaching, go round the groups and watch carefully. Make notes using the forms in the annex. After the session, you can go through these points if the participants themselves haven't mentioned them.

7. REFLECTION



5 mins

- Do the reflection activity as Think, Pair, Share.

ANNEX

Other dictionary definitions: words taken from 'Bear' text


hibernate
verb [I] • US  UK  /'haɪbəneɪt/


If an animal hibernates, it goes to sleep for the winter.


> **hibernation** noun [U] US  UK  /haɪbə'neɪʃn/
Bears **go into hibernation** in the autumn.


(Definition of "hibernate" from the [Cambridge Learner's Dictionary](#) © Cambridge University Press)

Translations of "hibernate"

in Chinese (Traditional) 

(動物) 冬眠... 

Need a translator?
 Translator tool
Get a quick, free translation!

stormy
adjective • US  UK  /'sto:mi/

WEATHER
If it is stormy, the weather is bad with a lot of wind and rain:
a stormy night
stormy seas

ARGUING
A stormy relationship or situation involves a lot of anger and arguments:
a stormy relationship
a stormy meeting/debate

(Definition of "stormy" from the [Cambridge Learner's Dictionary](#) © Cambridge University Press)



LESSON PLANNING 2

PLANNING A VOCABULARY LESSON

Note: this session also introduces the idea of learning 'chunks' which will be referred to again in a later session 'Presenting new language and Language chunks'.

1. REVIEW



5 mins

Divide the class into small groups to discuss the questions.

2. OUTCOMES



5 mins

Go through the outcomes with the class and explain briefly what a *pre-plan* is.

3. LEAD IN



10 mins

- Allow Participants a few minutes to finish their sentences.
- Allow them to mix and mingle with others who have completed the same sentences and to compare their endings.
- Elicit ideas for the four sentences from the whole group.
- If there is time, you can ask Ps if they can apply one of the metaphors to a lesson they recently taught.

Feedback /answers

Football match: has a variety of pace, has players (students) and a coach/ referee (teacher)

Journey: has a route and a destination. It's possible to take detours or go in different directions but hopefully you will reach the same destination!

A meal: a three course meal has a beginning, middle and an end. A meal is a combination of ingredients that taste good together. Often a dish will have a written recipe (plan). The cook will follow the recipe but may add a little more or a little less or change ingredients if necessary.

A movie: has a beginning, middle and end. The beginning must get the interest of the viewers. There must be a suitable ending. There are often twists and surprises in a movie, but they often have predictable plots. Movies will follow a script.

4. ORDERING STAGES



20 mins

- Ask participants:
- Have you taught your classes words for describing the weather?
 - › *Which words did you teach?*
 - › *How did you teach them?*
- Elicit some ideas then tell Ps they will look at some stages for a plan on teaching weather vocabulary.
- Divide the class in to pairs to work on the task. Explain (or translate) the word logical and any difficult words in the stages, if necessary.
- Monitor and give help where necessary.
- Go through the correct answers, and accept any logical alternative staging. The easiest way to give Ps the correct answers would be to display the table through projector if possible.
- Ask Ps a few further questions such as:
 - › *Which stage focuses on meaning?*
 - › *Which stages include pair work?*
 - › *What instructions and ICQ's could you use for the matching activity?*
 - › *What is the aim of each stage?*

Answers

Note: there is more than one possible answer. For example stages 5 &6 could come first.

| Stage | Time | Procedure |
|---------|------|---|
| 1. E.g. | 5' | Tell the class they are going to learn weather words today. present the meaning by showing some pictures or drawings of types of weather. Ask students to repeat the word weather a few times. Write the word on the board. |
| 2. | 5' | Show pictures of weather and elicit words: sunny, rainy, hot, cold etc Teach any words students don't know and practise pronunciation. |
| 3. | 10' | Students complete the matching activity individually then students compare answers in pairs. |
| 4. | 5' | Elicit answers and get the whole class to repeat the full sentences; It's sunny / windy/ cold etc |
| 5. | 5' | Look out of the window and ask the class: What's the weather like today? Elicit the true answer e.g. it's sunny. Check understanding by asking a few students the same question. |



| Stage | Time | Procedure |
|-------|------|---|
| 6. | 5' | Say the question again and ask students to repeat. Ask some students to ask you the question. Write the question on the board and an example answer: What's the weather like today? It's sunny. |
| 7. | 5' | Write 4-5 names of places in Nepal on the board with a weather drawing or picture: e.g. Nepalganj (e.g.rainy symbol) In pairs students ask: Student A: What's the weather like in Nepalganj? Student B: It's rainy today. |
| 8. | 10' | Students write sentences about the places: It's rainy today in Nepalganj. |

5. THE PRE PLAN



10 mins

- Point out to Ps they will need to know about the pre-plan information in order to submit their own lesson plans for this course and to their schools.
- Go through the information and check understanding.
- Set the activity and explain or translate any new words.
- Elicit answers. Point out this is an example and there is no single right way to produce a pre-plan. Some schools may require other information too e.g. date or week number etc
- The words aims, objectives and outcomes are often used almost interchangeably – this will be looked at in the next lesson planning session.

Answers

| Lesson Plan: weather | |
|------------------------------|---|
| 1. Learning Outcomes: | a. By the end of the lesson, students will be able to: a. Select vocabulary to describe the weather b. Ask and answer about the weather |
| 2. Target Language: | <i>b. What's the weather like?</i> <i>It's sunny today.</i> <i>It's windy in Kathmandu.</i> <i>Sunny, windy, rainy, cold, hot, etc</i> |
| 3. Time: | c. 50 mins |
| 4. Level: | d. Grade 6 |

Lesson Plan: weather

5. Resources:

e. Pictures, drawings of types of weather *sunny, windy, rainy* etc
Flashcards of weather words
Matching handout

6. PLANNING A VOCABULARY LESSON



30 mins

There are various options here. You can use the example sets of words as given in the PN. Or you can select your own. Alternatively Ps can select a set of words from their textbooks. However make sure they are words where the meaning can be easily shown through pictures or drawings.

- Monitor while Ps are working on their lesson plans and give help where necessary.
- After about 20 minutes, ask Ps to show their plan to a partner. It does not matter if the plan is not quite finished.
- Ask Ps to complete their plans at home. They can then be submitted as a model plan for assessment.

7. REFLECTION



10 mins

Give Ps a few minutes to think then divide the class into pairs to share their answers.

Monitor carefully, and if you notice there are any stages of this type of lesson that Ps are unsure about, you could include a demo activity in the next session or ask Ps to prepare a micro teaching activity.



LESSON PLAN TEMPLATE

| LESSON PLAN : (topic) | | |
|---------------------------|--|-----------|
| Learning Outcomes: | By the end of the lesson, students will be able to: <ul style="list-style-type: none">• Select vocabulary to• Ask and answer about ... | |
| Target Language: | | |
| Time: | | |
| Level: | | |
| Resources: | | |
| Stage | Time | Procedure |
| | | |
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GRAMMAR

ORIENTATION

| | |
|------------------------|--|
| Outcomes | <p>By the end of this workshop the participants will be able to:</p> <p>Session 1</p> <ul style="list-style-type: none"> Describe how learners in Grades 4 and 5 begin to learn the grammar of a language List a range of language chunks Show understanding of a lesson plan containing language chunks. <p>Session 2</p> <ol style="list-style-type: none"> Follow a model language (grammar) presentation. Explain the notion of MFP (Meaning/Form/Pronunciation) in language work. Use a PPP model for staging language lessons. |
| Learning Points | That children younger than 11 do not have the cognitive skills for explicit grammar. Language chunks are useful for older as well as younger students. |
| Resources | Session 1 activity 3 - make enough copies for each pair and cut up sentences (given in annex in PN) |

PLAN SUMMARY

| Stage | Activity | Time | |
|------------------------|---|---|------------|
| Session 1 | | | |
| Language Chunks | | | |
| 1. | Review | Spelling of target vocabulary from the course | 10' |
| 2. | Outcomes | Gapped sentences | 5' |
| 3. | How children learn their first language | Matching activity | 25' |
| 4. | Introducing grammar | Discussing questions | 10' |
| 5. | What are language chunks? | Understanding chunks | 10' |
| 6. | Language chunks in the text book | Types of chunks and examples | 15' |
| 7. | Reflection | Planning Language Chunk activities | 15' |
| Total | | | 90' |



| Stage | Activity | Time | |
|-----------|--------------|--------------------------------|-----|
| Session 2 | A PPP lesson | | |
| Outcomes | | | |
| 1. | Demo Lesson | A language presentation lesson | 45' |
| 2. | M/F/P | Complete a form | 20' |
| 3. | PPP | A model for PPP | 20' |
| 4. | Reflection | | 5' |
| Total | | 90' | |

Notes:

You may find the following useful:

- Learners' Minds; Donaldson M. Chapter 11 Appendix: Piaget's Theory of Intellectual Development (Fontana Press; 1987)
- Teaching English to Learners; Scott W. A. & Ytreberg L. H. Chapter 1 (Longman; 1990)
www.teachingenglish.org.uk/article/drilling-2 Information about drilling by Julie Tice
www.teachingenglish.org.uk/article/drilling-1 Making drilling interactive by Julie Tice
www.mezzoguild.com/chunking-and-language-learning/Chunking language by Donovan Nagel

LANGUAGE CHUNKS

1. REVIEW



10 mins

- Select 8-10 words from previous sessions of the course.
- Tell Ps you will say each word twice.
- Dictate the words as a spelling test. E.g. *number 1, interaction etc*
- At the end write all the correct spellings on the board in a random order.
- Tell Ps to find the word and self-correct their own spelling. Monitor.
- Finally one of the Ps can come to the board and write the correct number next to each word.
- Ps do a final check.

Answers

- *What instructions did the trainer give?*
See above but make sure Ps note that you told class how many times you would say each word.
- *Which activities encouraged learner independence?*
Writing the correct words on the board for Ps (or students) to self-check. The trainer (teacher) can monitor any weaker students and help if necessary, but needs to stand back during this stage.
- *What classroom management skills are involved in the activity?*
This is a good activity for settling a noisy class down. Putting the words in random order adds a challenge or fun element to the activity. Clear instructions needed throughout.

2. OUTCOMES

- Write down the three learning outcomes on the board leaving a blank in place of the initial verb.
- _____ how children in Grades 4 and 5 begin to learn the grammar of a language
- _____ a range of language chunks
- _____ show understanding of a lesson plan containing language chunks .
- Ask the participants to guess the verbs. Accept all answers and ask questions to get the participants to justify their answers/choices. Give clues, if necessary.
- When the participants have guessed all the three verbs, ask some participants to explain what they think this workshop will deal with. Use this opportunity to clarify the scope of this workshop.
- Give participants a minute to write in the verb in the blanks in their workbooks.

3. HOW DO CHILDREN LEARN THEIR FIRST LANGUAGE



25 mins

This activity shows the participants some strategies involved in learning the first language.

Note: Make sure that the participants understand the terms 'mother tongue', 'L1' and 'first language, especially if there is more than one first language in their context.

- Give each pair a photocopy of Annex (PN) and some scissors. Ask them to cut out the set of strips. They then match these strips with the correct statement in their workbook.
- Feedback as a class by going through the answers.

Notes/Feedback

Answers: 1-E; 2-A; 3-D; 4-L; 5-B; 6-I; 7-G; 8-H; 9-J; 10-F; 11-C; 12-K

- The child has a REASON and NEED to use the language.
E. Children learn to speak because they need to tell adults what they want. At first this is about, drink, toilet, toys. The language is needed to survive.
- The child is at the CENTRE of the learning and receives INDIVIDUAL ATTENTION.
A. This depends on how many children are in the family. However, babies usually get a lot of attention from the parents.
- The child receives lots of PRAISE and ENCOURAGEMENT from adults.
D. Parents say 'well done' and 'good boy/girl' when children get things right.
- The child INTERACTS with a lot of people such as family and friends.
L. There are a lot of people around a small child. So, there are a lot of chances to hear the language and communicate with people.
- Adults usually DON'T TEACH or CORRECT grammar.
B. Parents do not give grammar lessons. Children learn the grammar of their first language by hearing correct models around them.
- Adults SIMPLIFY their language.
I. The way we talk to children is different to how we speak to adults. We use short, simple sentences and simple vocabulary. We speak slowly and kindly and repeat things a lot.
- The child PLAYS and EXPERIMENTS with language.
G. A child, while taking off their clothes said, 'I'm getting undressed. I'm getting offdressed. I'm getting



- indressed.' The child is playing with the language.
8. The child sees lots of GESTURES and FACIAL EXPRESSIONS with the language.
H. The body and faces of adults help learners understand the meaning of what is being said and helps them learn without knowing they are learning.
 9. The child hears language REPEATED every day.
J. Children's lives have routines: getting up, washing, brushing teeth, getting dressed, eating, etc. These routines are accompanied by the same language every day, e.g. 'Time to get up/ brush your teeth/eat your breakfast.'
 10. The child hears the language OFTEN and over a LONG TIME.
F. Children are learning all day, every day, for many years. It is like sitting in a bath of language!

4. INTRODUCING GRAMMAR



10 mins

This activity helps the participants to understand when and where to slowly begin introducing grammar concepts, so as not to introduce them too early.

Note: The participants are given the name of Jean Piaget and they can research him at home for further information.

- In small groups the participants discuss and make notes on the question:
 - How do you usually introduce grammar in Grades 4 and 5?

Feedback by discussing this question with the group. Accept all comments and develop any that are interesting.

Notes/Feedback

'Grammar is a concept which children do not understand until they are about ten years old.'

This conclusion was made by Jean Piaget, the famous Swiss child psychologist, who in the early 20th century was the first scientist to observe children's behaviour in detail.

- Individually the participants read the paragraph in their workbook.
Children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not.
- Ask the participants to share their opinions about this quote.

5. WHAT ARE LANGUAGE CHUNKS?



15 mins

The aim of this activity is to introduce the idea of teaching language in chunks of meaningful words.

Ask Ps to put the words and phrases into the correct order. Ask a P to read out the correct sentence.

- Go through the list of examples of language chunks.
- Elicit answer to the question *How many language chunks...?*
- Individually the participants name the grammatical terms for each of the language items in the sentences.
- Put the participants into small groups. Ask them to compare their answers.

Answers/feedback

The question has two chunks (1) what's the weather like... (2) in Nepal.

| What | 's | the | weather | like | in | Nepal? |
|-----------------------|---|------------------|--------------------|--------------|-------------|-------------|
| Interrogative pronoun | Apostrophe + Short form of 3rd person 'to be' | Definite article | Noun (uncountable) | Preposition* | Preposition | Proper noun |

*Ps may be surprised that *like* is not a verb in this question!

- Ask the participants if they think Grade 4 or 5 teacher should use any of these terms/ words when introducing new language structures? Why? Why not?
- Hold up a book, show the class and then put it on the table. Say, 'Where's the book?' Repeat the sentence a few times, but using different nouns that you can find in the room, for example, 'Where's the pen?', 'Where's the pencil?' Put them all down on the table.
- Say the answers, 'It's on the table.' Repeat the answer a few times, but using different nouns, for example, 'It's on the chair.', 'It's on the shelf.'
- Tell the participants that these are language chunks. A language chunk is a piece of language of more than one word that has a meaning.

6. LANGUAGE CHUNKS IN THE TEXT BOOK



15 mins

- Explain we need to teach older students more explicit grammar, but teaching language as chunks is very useful for many aspects of learning. The next activity will develop this idea.
- Ask the participants for some more examples of language chunks that can be found in textbooks. Use patterns whereby one or two words (usually the nouns) can be replaced.



- Ask the participants to work in groups and make a list of more language chunks in the correct space in the activity in PN.
- Feedback as a class to make lists.

Notes/Feedback:

Accept all reasonable answers. Draw the participants' attention to the fact that language chunks are usually functional, and are often questions with a variety of answers, for example, 'What's the weather like?', 'What's your favourite colour/food/toy?', 'Do you like apples/cats/swimming?', 'What time is it?', 'I like...' etc.

7. REFLECTION



15 mins

This is a slightly more detailed reflection than usual and involves looking back at the lesson plan from lesson planning 2.

Ps discuss the questions in pairs, then elicit ideas.

Feedback and answers

What language chunks does the lesson include?

What's the weather like?

In Nepal

It's sunny/ rainy etc

How is meaning conveyed without using grammatical explanations?

Visuals, demonstration – looking out of the window

How could the teacher highlight the question pattern ? (without using grammatical explanation).

Use fingers to show the number of words and order, write question on the board and count the number of words

How can the teacher show that in Nepal can be replaced by other words in stage 7?

Write the full question or sentence. Erase the phrase 'in Nepal' and draw a line. Elicit other places.

The students might think they need to use 'like' in the answer e.g. it's like sunny. How can the teacher correct this?

Use board and write question and wrong answer. Draw a line through the word 'like' in the answer.

Alternatively drill the question and answer. Say something such as 'like in the question, but NOT in the answer.'

Accept alternative answers.

What do you think about teaching language chunks to older / younger learners?

Accept all reasonable answers.

A PPP LESSON

NB: This session is continued in Lesson Planning 3
There is no review activity for this session due to the demonstration lesson.

OUTCOMES

Briefly explain the lesson outcome or write them on the board.

By the end of this session, participants will be able to.....:

1. follow a model language (grammar) presentation.
2. Explain the notion of MFP (Meaning/Form/Pronunciation) in language work.
3. Use a PPP model for staging language lessons.

TASK 1 | PRESENT SIMPLE

Aim(s): Ps experience a model language presentation, which can be reflected upon.



45 min

Materials and preparation: PN, different coloured marker pens.

NB: Trainers notes are not too full for this task, as we all present in slightly different ways. The text based presentation will be referred to again in a later session, and the board work is important too, as Ps will study a copy of the board plan in a later session.

The text is aimed at adults and is set in an English speaking context (the people could be from the UK, Australia, US etc)

- a) Tell Ps that you will now do a demo lesson. They must imagine they are fairly strong beginner students. They should do the activities, but also think about what they are doing, in what order, to discuss later. Ps read text and complete names of family. Pairs check, feedback. (8 minutes)
- b) Deal with meaning, i.e. something that happens regularly/routinely by asking questions 'Where does John work?/What does he do at the weekend?' and CCQs such as 'How many times a week?/Is this regular?/Did he stop?/Is it his routine?' (5 minutes)
- c) Deal with pronunciation. Elicit 3 marker sentences about one of the characters (3rd person, affirmative, negative, interrogative) and drill for sentence stress. Also highlight weak forms. Elicit and drill answers for yes/no questions. Mix choral and individual drilling. (7 minutes)
- d) Deal with form. Elicit marker sentences to w/b as in the board plan. Do the left hand side first, then he/she/it. Use coloured pens as per the board plan. Mark stress/pron as per the board plan. Highlight 3rd person 's' and it's movement to the aux verb, use of aux in questions & negatives. Don't let Ps write as you do w/b presentation. Once done, invite them to record it in their notebooks. Encourage use of coloured pens as you used (if they have them!). (10 minutes)
- c) Controlled practice. Ps complete the sentences in the exercise. Pairs check, feedback, and deal with any problems. (8 minutes)



- d) Freer practice. Groups of 3 tell each other about their families. Monitor and give some content feedback/ invite reports, and, if time, a little delayed feedback, focussing on present simple. (7 minutes)

TASK 2 | M/F/P

Aims: To familiarise Ps with the need to include these 3 in language work, and to highlight the primacy of meaning.



20 min

Materials and preparation: PN, a piece a realia

- a) Ps work in groups of 3 or 4 to remember what, in the present simple presentation, helped them with meaning, form and pronunciation.
b) Feedback, suggested answers below (which you can add to/adapt as per your presentation):

| | What the trainer did to help us with M/F/P... |
|----------------------|---|
| Meaning | <ul style="list-style-type: none"> • Provide a context. The reading gave a context so Ps knew we were dealing with routines. • Picture helped anchor this, and make it seem more real. • Questions (i.e. CCOs) such as 'does he do this every day?' |
| Form | <ul style="list-style-type: none"> • W/b presentation. • Elicit why you wouldn't let Ps write until it was finished (so they would concentrate on your building up the presentation, and you could elicit) • Use of different coloured pens. • Inviting Ps to make a record of the w/b presentation, for reference. |
| Pronunciation | <ul style="list-style-type: none"> • Drilling. Choral and individual. • Help with sentence stress. • Help with weak sounds. • Including pron (stress & sounds) in w/b presentation. |

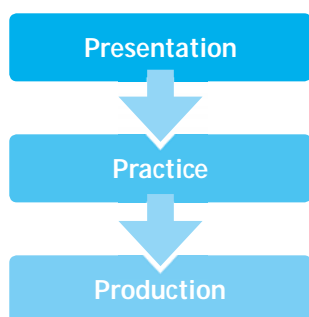
- c) Focus Ps on q 2 and give them 2 minutes to discuss. Feedback; ALWAYS meaning first. Illustrate by asking them if they know the word X (choose a word you can illustrate, but be sure Ps don't know, e.g. 'buckle'). Do not deal with meaning. Drill it, then write on w/b, *then* show what it means. Ask how they felt repeating/ writing a word they didn't understand. Pron can come before, or after form. But meaning first!

TASK 2 | PPP

Aims: To provide Ps with a model they can use for language work; to encourage Ps to go beyond mere presentation.



25 min


Materials and preparation: PN

- a) Have Ps discuss question 1 with their neighbours. Elicit to whiteboard, and then, on the right, draw a PP model, so board looks something like:
1. A reading, with the language (TL) in context. We did a reading exercise, then the teacher checked the meaning of the language, helped us with pronunciation, and form.
 2. An exercise to practice the TL. It was a simple exercise, and we could only play with the TL, not with all the sentence.
 3. A speaking exercise. This time we could say what we wanted. We all had different things to say.
- b) Ps complete the table in question 2 to have a fairly simple 'standard procedure' of the PPP model.

| | | What the teacher does... | What the students do... |
|--------------------------------|---------------|---|---|
| Presentation | Meaning | Give examples of the grammar in a context, and check everyone understands. | Understand what the meaning is. |
| | Form | Write example sentences on the whiteboard. Highlight what changes in the sentences and what doesn't change. | Write the presentation into their notebooks. |
| | Pronunciation | Say words and sentences in a natural way. | Repeat the words and sentences after the teacher. |
| Practice (Controlled practice) | | Make sure that the students have got correct answers. | Do the exercise accurately, without mistakes. |
| Production (Freer practice) | | Listen to the students to see if they are making mistakes, but let them speak. | Speak as fluently as possible; communicate! |

REFLECTION



5 mins

Only do this activity if you have time.

Divide Ps into pairs. Elicit ideas but reassure Ps do not have to incorporate all the ideas from this session immediately. Try to introduce one step at a time e.g. teaching meaning first.



LESSON PLANNING 3

LEARNING OUTCOMES AND PLANNING A LANGUAGE PRESENTATION LESSON

1. OUTCOMES



5 mins

Dictate the outcomes and discuss with the Ps.

By the end of this session the participants will be able to...

- produce appropriate lesson outcomes
- complete a lesson plan on presenting language
- Tell Ps to learn the introductory phrase *by the end of this lesson, students will...* as a language chunk because they will need to use it lots of times from now on!
- Remind Ps of the meaning of PPP and MFP (Presentation, Practice, Production and Meaning, Form, Pronunciation) - there is also an activity on this at the end of the session.

2. REVIEW



5 mins

Use think, pair, share.

3. LEAD IN



10 mins

Use *think, pair, share*. After giving feedback, ask Ps: *which is the most important outcome?*

There is no right answer here- it could a, d, e, or f.

Answers / feedback

| reason | comment |
|--|---|
| a. They make planning the lesson easier. | - Good reason. If you know what you are trying to achieve it is easier to select activities. Also easier in the lesson itself to make decisions (e.g. activities to extend or miss out etc) |
| b. Head teachers require them | - Ps shouldn't see outcomes only as something they are forced to do |
| c. They are part of the lesson plan form | - Similar to (b). The content of the outcomes is important, not just remembering to include them. |
| d. They make self-evaluation easier. | - Good reason both for this course and in the future |
| e. Learners need to know the aims of the lesson. | - Good reason, however remember that they may not successfully achieve the outcomes for a variety of reasons |
| f. We can use them to test learner's achievements. | - Good reason. When expressed correctly and in learner centred language we can use the outcome to check learner's performance in the lesson. |

4. CHOOSING OUTCOMES



15 mins

Give Ps a few minutes to go back and look at the lesson from Presenting New Language and Language Chunks (The family text on Present Simple)

Use think, pair, share for the activities.

It is well worth making the point here that outcomes must be:

specific and achievable in the time allowed.

Answers /Feedback

| outcome | comment |
|--|---|
| a. Do some speaking. | Too vague. |
| b. Practise reading. | Too vague and not the main outcome. |
| c. Use the Present Simple Tense to describe their families and their routines. | This is the best outcome. |
| d. Use some new words. | " |
| e. Recognize the forms of the Present Simple tense. | Not the main outcome but could be a subsidiary. |



| outcome | comment |
|---|---|
| f. Make questions using the Present simple tense. | " |
| g. Complete a gap fill using the present Simple. | This is an activity not an outcome- this a confusion teachers often have so is worth spending some time on. |

The subsidiary outcomes are given in the table above.

Key verbs for expressing outcomes:

It is well worth Ps making a list of these in their notebooks for future reference.

Practise, use, give, develop, improve, encourage, provide, check, extend, highlight, focus, introduce, revise etc

5. LESSON DESCRIPTION



15 mins

Give Ps time to read the Grade 8 extract in the annex and also the teacher's description of her lesson.

Check Ps understand the task.

Use think, pair, share.

When you elicit outcomes, help with wording if necessary. Accept any logical alternatives to the ones given below.

Possible Answers

Accept reasonable variations on the outcomes below:

Main: To develop oral fluency in asking and answering questions about routines.

Sub 1: To revise and practise question forms in the simple present.

Sub 2: To practise weak forms of 'do' in questions e.g. *What time d' you start work everyday?*

6. WRITING A FULL LESSON PLAN



30 mins

Make sure you have enough copies of the lesson plan (cut into pieces) for each group. You can also provide Ps with the full copy of the plan at the end of the session so they have it for future reference.

Check Ps understand the procedure for this activity and monitor while they are working.

Feedback on each step as it is completed.

The 'other' section of the pre-plan can be used if you wish to introduce 'anticipated problems and solutions' at this point. Only do this with a strong group and if you have time.

Optional activity

You could use this activity for assessment or for a project outside the session:

Write a text about a holiday or journey that went wrong. Use it to present and practise the simple past tense. Write a full lesson plan.

Answers

For full lesson plan stages see annex.

Pre-plan

| Lesson Plan: <i>the wallet - 2nd conditional</i> | |
|--|---|
| Learning Outcomes: | By the end of the lesson, students will: <ul style="list-style-type: none"> • develop fluency in asking and answering hypothetical questions • be more accurate in producing the forms of the second conditional • improve their pronunciation of second conditional sentences and questions |
| Target Language: | If I found a wallet in the street I would take it to the police. What would you do if you found a mobile phone? I would write a notice and display it on a notice board. |
| Time: | 55' |
| Level: | Intermediate / Grade 8 etc |
| Resources: | Board Handout with gap fill exercise Paper for Ss to write questionnaires on |
| Other: | |

Discussion

Divide Ps into pairs.

Answers/ feedback

Can you remember what MFP and PPP mean?

Meaning, Form, Pronunciation and Presentation, Practice, Production.

Without looking back at the 'wallet' lesson, can you remember what activities were used for each element of MFP and PPP?

If Ps get stuck, allow them to look back at the lesson again.

7. REFLECTION



10 mins

a. Ask Ps to work individually.

b. Use think, pair, share.

Notice the activity is based on hypothetical 2nd conditional questions – a link back to the lesson plan in activity 6.



ANNEX

| Stage/Time | Procedure | Aim |
|-------------------------------|--|--|
| Introduction 0-05 | Teacher tells a short anecdote about finding a wallet in the street, and invites the learners to ask questions, e.g. 'What did you do?' 'Was there money in it?' | To introduce the theme of the lesson. |
| Interaction 06-10 | The teacher asks: 'What would you do if you found a wallet/\$100/a mobile, etc. on the street?' Learners discuss their responses in pairs. Teacher asks individuals to report back. | To create a need for the new structure. To diagnose the extent of learners' existing knowledge. |
| Focus on target language item | Teacher elicits a model sentence-if necessary by saying, 'Can you give me a sentence beginning with 'if'?' Teacher models the sentence and learners repeat it. | To involve learners and to give them the opportunity to produce the target item. To highlight the spoken form. |
| Rule focus 16-20 | Teacher writes model sentence on the board, and asks questions about it. For example: 'Is this sentence about the past?' 'What is d short for?' | To check that learners understand the concept and form of the new item. |
| Practice 1 | Learners complete a gap fill of and conditional sentences. Teacher monitors. Learners compare answers. Teacher checks task. | To provide initial accuracy practice. |
| Practice 2 | Learners work in groups to devise a questionnaire, using the sentence stem, "What would you do if..." They then re-group and ask their questions to one another. They report their answers to the class. | To provide communicative and personalised practice of the new item. |
| Feedback | Teacher highlights good examples of language use noticed in the lesson and some errors. | To encourage learners. To help them learn from their errors. |

LISTENING

PLAN SUMMARY

| Stage | Activity | Time |
|------------------|---|--|
| Session 1 | | |
| | Outcomes | Explanation of outcomes |
| 1. | Lead in | Exploring topic |
| 2. | Vocabulary | Matching words and definitions |
| 3. | True/ false activity | Exploring what listening means |
| 4. | 'Real Life' | Types of listening |
| 5. | Listening Skills | Gap fill text |
| | Total | 90' |
| Session 2 | | |
| | Outcomes | Explanation of outcomes |
| 1. | Lead in | What can make listening difficult? |
| 2. | Demo | A good listening lesson |
| 3. | Reflect on demo | The stages of a listening skills lesson: remember and reflect |
| 4. | Lesson plan | Matching aims and stages |
| 5. | Learning outcomes | Complete gapped sentences |
| 6. | Reflection | Discussion |
| | Total | 90' |
| Session 3 | | |
| | Outcomes | Explanation of outcomes and what resources will be used in session |
| 1. | Review | Teaching tips for listening |
| 2. | Identifying appropriate listening resources | Listing advantages and disadvantages |
| 3. | Adapting the text book | Planning a pre/while/post listening lesson |
| 4. | Sharing plans | Feedback and suggestions |
| 5. | Reflection | Teachers' comments on listening |
| | Total | 90' |



OVERVIEW

| | |
|------------------|---|
| Outcomes | By the end of each session participants will have: Session 1 <ul style="list-style-type: none">• Gained awareness of the authentic types of listening we do in 'real life' and which are relevant to our pupils• Identified five different listening sub-skills Session 2 <ul style="list-style-type: none">• Identified some of the difficulties learners face when listening and recognized some appropriate solutions• Identified how different tasks match listening sub-skills• Increased awareness of the stages of a listening lesson Session 3 <ul style="list-style-type: none">• Increased awareness of different appropriate listening resources• Explored ways to adapt course book material to cover sub-skills of listening |
| Resources | PN Classroom text books Session2: <i>My Childhood Wishes listening lesson (taken from English Grade 7, from Page 39 – 43) PDF provided separately</i> |

DEVELOPING LISTENING SKILLS 1

PROCEDURE

1. OUTCOMES

By the end of this session participants will have:

- Gained awareness of the authentic types of listening we do in 'real life' and which are relevant to our pupils
- Identified five different listening sub-skills

2. LEAD



10 mins

Divide the class into pairs to discuss the questions.

After a few minutes, elicit answers. Perhaps summarise that listening is often a neglected skill.

3. VOCABULARY



20 mins

- Ask Ps to work alone to start with then compare answers in pairs.
- Give help with pronunciation if necessary.

ANSWER KEY: Vocabulary

Here are some words that teachers use when talking about listening. Match the words on the left with the correct meaning on the right. Use a line or the letters, as shown.



| Vocabulary | Meaning |
|-------------------------------|---|
| 1. receptive c. | a. the main idea / topic |
| 2. productive e. | b. describes when you move, work or do something |
| 3. active b. | c. a language skill when you receive or get information from someone else |
| 4. passive g. | d. carefully and completely |
| 5. predict i. | e. a language skill when you produce, or give information to someone else |
| 6. gist a. | f. the situation or environment which something happens in |
| 7. specific information h. | g. describes when you don't move, work or do anything |
| 8. intensively d. | h. particular details |
| 9. context f. | i. to guess about the future |

4. WHAT DO YOU THINK ABOUT LISTENING



15 mins

- Ps work individually then compare answers in pairs.
- Elicit answers and discuss why each one is true or false.

ANSWER KEY: What do you think about listening?

Read these sentences about listening in your native language. Mark them true (T) or false (F). Then compare your answers with a partner.

- Listening is a receptive skill. T / F
True. Listening and reading are known as receptive skills. Speaking and writing are known as productive skills.
- The listener is passive. T / F
False. A good listener is active. Examples of activity can be found in Task 1.3 below.
- The listener must hear every word in order to understand the message. T / F
False. It is not usually necessary to hear every word (often we don't, due to distractions, noise, etc) because we use context and world knowledge to fill the gaps.
- The listener must know every word in order to understand the message. T / F
False. In our native language, there are still words we don't know/understand. We use context, knowledge of the world, or knowledge of the language to guess the meaning.

5. We usually have a reason for listening to someone. T / F
True. If we don't have a reason for listening – we don't usually listen!
6. Sometimes we listen carefully, sometimes we don't, depending on our reason for listening. T / F
True. For examples of reasons for listening, see Task 1.4 below.
7. Listening is easier than speaking, reading and writing. T / F
This one is debatable – encourage discussion. If referring to our native tongue, it may be seen as the easiest skill. If referring to a foreign language, it may be seen as difficult. Translation may have to happen, which is slow, and especially in English, the spoken form is affected by features of connected speech.

5. LISTENING IN REAL LIFE



25 mins

- Set each activity carefully.
- Use think, pair, share
- Ask Ps to work on each activity alone at first.
- Then compare answers in pairs.
- Finally share with the whole class.
- Check understanding of the information in the PN.
- Round off by saying we have many different types of listening activities in real life, and many different reasons.

Answers

What happens if you don't have a reason for listening? Do you actually listen?

Probably not. Therefore, we shouldn't expect students to listen in class unless we give them a reason.

Considering your answers to the questions above, what do you need to think about when doing listening activities in the classroom?

[Answer, we shouldn't expect students to listen in class unless we give them a reason.]

6. LISTENING SKILLS



15 mins

- Give participants a few minutes to read the text quietly.
- Encourage them to predict the missing words but don't confirm or correct yet.
- Then read the text aloud for Ps to check their answers.



ANSWER KEY: Listening Skills

DIFFERENT LISTENING SKILLS

When we listen in our native language, we usually listen for a reason. There are many

1. reasons for listening, from learning something new, to just relaxing.

We also listen in 2. different ways. For example, if you are listening to a teacher who is teaching you for an important exam that you want to pass, you will listen 3. intensively, listening to every word carefully. But if you are listening to a song to help you to relax after work, you may not listen to every word – you will just catch the 4. gist, or main idea of the song, i.e. love or a broken heart. If you are listening to the school principle talking about the school sports day, you may not listen very carefully to everything, but only to the 5. specific details you need to know about your class. If you are listening to the news on the radio or TV and the presenter uses a word that you do not understand, you may use the 6. context, or your knowledge of the world, to guess the meaning of that word. And we usually use our eyes, ears and brains to 7. predict what we will be listening to.

Using all these skills makes us better listeners, so we should help our students to develop and use these skills when listening to English.

- Ask: How many different listening skills are mentioned in the text ? What are they?

5 listening skills are mentioned above:- listening intensively, listening for gist, listening for specific information, guessing meaning from context, predicting

DEVELOPING LISTENING SKILLS 2

1. OUTCOMES



10 mins

- Identified some of the difficulties learners face when listening and recognized some appropriate solutions.
- identified how different tasks match listening sub-skills.
- increased awareness of the stages of a listening lesson.

2. LEAD IN



10 mins

Use think, pair, share for this activity.

Possible Answers

Too long (for learners- problems with length, familiarity with long texts etc)

Unfamiliar topic

Unfamiliar vocabulary

Too fast

Unfamiliar accent

Not interested in topic

3. DEMONSTRATION OF A LISTENING SKILLS LESSON



10 mins

- Make the Ps have their text books closed throughout the demo.
- Follow the plan on the next page.

DEMO: The stages of a listening skills lesson: lesson plan on the next page.



Lesson Plan: My Childhood wishes

| Stage and Procedure | Aims | | | | |
|--|--|-----|--|--|---|
| <p>1. Pre-listening Lead-in: Show some pictures of towns and cities. Ask students to brainstorm all the facilities they would expect to find in towns and cities these days. E.g. electricity, good internet connection, running water.....</p> <p>Elicit their answers on to the board. Draw a picture of a woman on the board and write a name e.g. Indira. Tell students they will listen to Indira talking about the difference between her village now and when she was a child. Draw a table with 2 columns:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50%;">When she was a child</th> <th style="width: 50%;">Now</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table> <p>Ask students to guess what facilities Indira's village had / didn't have when she was a child and now. Elicit an example. Students work in pairs to predict and make notes in tables in their exercise books.</p> | When she was a child | Now | | | <p>a.</p> <ul style="list-style-type: none"> • To practise listening for gist. |
| When she was a child | Now | | | | |
| | | | | | |
| <p>2. While-listening 1 Ask students to listen to Indira's story. They should tick any ideas in their table which are the same as in the story. Make sure students' textbooks are closed. Read the story aloud at a moderate pace. Students check in pairs Whole class feedback</p> | <p>b.</p> <ul style="list-style-type: none"> • To use the information the students got during the listening. • To practise speaking and writing notes. | | | | |
| <p>3. While-listening 2 Ask students read the true and false statements - without looking at the text. Check understanding of the questions. Ask students to listen again and write the answers to the T/F statements. Read the text again. Allow students to compare their answers with a partner before eliciting onto the board.</p> | <p>c.</p> <ul style="list-style-type: none"> • To activate students' previous knowledge on the subject • To prepare some useful vocabulary • To practise predicting the listening | | | | |
| <p>4. Post-listening Ask students to work in pairs or small groups and make notes about any similarities between Indira's village and their own village / town. Share their ideas with the whole class.</p> | <p>d.</p> <ul style="list-style-type: none"> • To practise listening for specific information. | | | | |

4. THE STAGES OF A LISTENING SKILLS LESSON: REMEMBER AND REFLECT

Check Ps understand the task and monitor to make sure they are making notes.

5. THE STAGES OF A LISTENING LESSON: LESSON PLAN



15 mins

- Be prepared to give help with understanding some of the stages and aims.

Answers

Lesson Plan: My Childhood wishes

| Stage and Procedure | Aims |
|---------------------|------|
| 1. | c. |
| 2. | a. |
| 3. | d. |
| 4. | b. |

6. LEARNING OUTCOMES



10 mins

- Allow Ps a couple of minutes to look back at previous session if necessary.
- Highlight the form: will have done (future perfect) used for the outcomes.
- Divide the ps into pairs to work on the outcomes.

Answers

By the end of the lesson the students will ...

1. have practised predicting to support listening comprehension.....
2. have practised listening for gist to check predictions
3. have practised listening for specific details to answer true/ false statements
4. have practised using ideas from a listening texts to talk about their own village / town • (using notes for support)

7. REFLECTION



10 mins

- Divide class into groups to discuss the questions.
- After a few minutes elicit their ideas.



DEVELOPING LISTENING SKILLS 3

1. OUTCOMES



5 mins

By the end of the session participants will have:

- Increased awareness of different appropriate listening resources
- Explored ways to adapt course book material to cover sub-skills of listening

2. REVIEW



10 mins

Divide class into pairs to write their tips.

Give an example of a tip and write it on the board:

Always provide a context for the listening activity.

Invite some of the pairs to share their tips with the rest of the class.

3. IDENTIFYING APPROPRIATE RESOURCES



10 mins

Divide class into pairs.

Set the task and go over the example.

Draw a copy of the table on the board or use an projector.

Elicit ideas from the Ps and make notes in the table on the board.

Answers

| Audio source | Pro | Con |
|--|--|--|
| e.g. Teacher reads aloud / tells a story | Requires no resources- T can adapt pace etc to suit pupils | Ss may become over familiar with T's voice- need exposure with other voices, accents etc |

| Audio source | Pro | Con |
|----------------------|---|--|
| CD / tape | Provides a good model, Ss hear different voices, accents etc Adds interest and variety to lesson | Quality of CD may not be good, T may not have resources to play CD |
| Computer audio | " | " |
| Guest speaker | Adds interest to lesson Can be more communicative | If not a teacher, speaker may speak too fast or use language above the level of the Ss |
| Radio / TV broadcast | Authentic and communi-cative | Language may be above level of the class |
| Other | | |
| Other | | |

4. ADAPTING THE TEXTBOOK



30 mins

Divide the participants into two groups: A and B. Group A plan a short listening lesson from Grade 6 text book and group B from Grade 8 textbook.

NB you can allocate a text to save time, or teachers can choose. Note that the latter can take a lot of time.

There are extra notes about listening in the annex which may help Ps with this activity.

Remind Ps of the listening lesson plan they looked at in the previous session and remind them of the key stages in the framework:

- *Pre listening*
- *While listening*
- *Post listening*

Monitor while Ps are working and give help where necessary.

5. SHARING PLANS



20 mins

Monitor while Ps are working. Check to see they are using a variety of activities. For example, suggest students could complete a table, time line or other graphic organiser instead of answering comprehension questions.

Use your feedback for this activity to help Ps reflect on what they have learned about developing listening skills over the three sessions.



6. REFLECT



15 mins

- Use think, pair, share for this activity.
- There are few 'right' answers here, but you may like to point out for number 6 that Ss should listen once or twice without the transcript . But listening with the transcript can be very useful in the follow up activities.
- Listening and reading are both 'receptive skills' so pre, while and post activities are a suitable framework for each.

READING

OVERVIEW

| | |
|---------------------------|---|
| Learning outcomes | <p>By the end of each session, participants will:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Have explored issues around how we read in real life and in the classroom • Have developed understanding of top down and bottom up processing skills <p>Session 2</p> <ul style="list-style-type: none"> • Be able to identify and apply the appropriate activities for a 3 stage lesson framework for reading • Use methods to scaffold activities in order to help students reading texts <p>Session 3</p> <ul style="list-style-type: none"> • Be able to identify some of the difficulties of reading and find solutions • Use new skills in order to adapt a text • Use new skills in order to plan a reading lesson <p>Session 4</p> <ul style="list-style-type: none"> • Be able to apply activities in a logical sequence in order to teach a short reading lesson |
| Resources required | <p>Lesson plan templates Annex 1- sentences for cut up</p> |
| Assessment | <p>Lesson plans Micro teaching</p> |

PLAN SUMMARY

| Stage | Activity | Time |
|----------------------------------|--|------|
| Session 1 | What is reading? | |
| Review | Quiz | 10' |
| Outcomes | Explaining outcomes | 5' |
| 1. Lead in | What, how, why read in 'real life' | 15' |
| 2. Real life v classroom reading | Yes but, No but | 20' |
| 3. How do we understand texts? | Exploring top down/ bottom up processing | 20' |
| 4. Follow up | Top down / bottom up activities | 10' |



| Stage | Activity | Time | |
|-------|------------------------------------|---|------------|
| 5. | Reflection | Ways to help your students understand a text | 10' |
| | Total | | 90' |
| | Session 2 | What is an effective framework for reading? | |
| | Outcomes | Explaining outcomes | 5' |
| 1. | Review and lead in | Bingo word game | 10' |
| 2. | Materials analysis | Identifying reading stages in a course book extract (Empower) | 20' |
| 3. | A 3 stage reading framework | Identifying stages in a reading lesson | 10' |
| 4. | Demo lesson | Taking part in a reading lesson | 30' |
| 5. | Reflection | | 15 |
| | Total | | 90' |
| | Optional activity | Using a text for an inductive approach to language presentation | |
| | Session 3 | Adapting and planning | |
| | Outcomes | | 5 |
| 1. | Learning to read/ reading to learn | Exploring main purpose of reading | 10' |
| 2. | Why is reading difficult? | Listing difficulties | 20' |
| 3. | How can we adapt difficult texts? | Comparing two texts | 20' |
| 4. | Planning a reading lesson | Planning a reading lesson (to be completed at home) | 35' |
| | Total | | 90' |
| | Session 4 | Micro teaching | |
| 1. | Sharing plans | | 15' |
| 2. | Micro teaching | | 65' |
| 3. | Reflection | | 10' |
| | Total | | 90' |

WHAT IS READING?

1. REVIEW



10 mins

As this is the first session of week 2, you could do a quiz on Week 1. Divide the class into teams and nominate one person to keep score. Try to have 1-2 questions for each topic from week 1. Here are some examples:

- *What are the two main types of motivation?*
- *What is the name of the famous psychologist for child development?*
- *What does MFP stand for?*

2. LEARNING OUTCOMES



5 mins

Read the lesson outcomes for Ps to listen and copy. However don't explain the phrases top down and bottom up- tell Ps they read and find out the information during the session.

3. LEAD IN: WHY AND HOW DO WE READ?



10 mins

Note: Ps have probably heard of skimming and scanning already but give a brief explanation if not. These sub skills will be dealt with in more detail later in the Reading Sessions.

- Check Ps understand the task and go through the headings on the table. Explain the meaning of reading silently (S) and reading aloud (A) if necessary.
- Explain the meaning of intensive reading- Ps may know the synonym *close reading*.
- Monitor during the activity and give help where necessary.
- Encourage Ps to make notes of other text types they hear about during the feedback activity.
- For the *implications* question, remind Ps of the meaning of this word then use think, pair, share.
- You may need to briefly explain the following at this point:

Skimming- read the text to find the gist or general topic

Scanning- look for information that 'stands out' eg words with capital letters, numbers etc

There is more on these two sub skills later in the reading sessions so avoid going into detail now.



Answers and feedback

Examples are given below but accept any reasonable suggestions from Ps. By the end of the activity Ps should have a long list that show the variety of reading texts.

| Text type | Reason for reading | | Method of reading | | | |
|--------------------------|--------------------|-------------|-------------------|----------|----------|--|
| | pleasure | information | intensive | Skimming | scanning | S or A |
| e.g. newspaper article | ✓ | | | ✓ | ✓ | S (although some people have annoying habit of reading out bits of article to others!) |
| 1. Text message on phone | | ✓ | ✓ | | | S |
| 2. A story | ✓ | | ✓ | | | S (for self) or A(to child or learners) |
| 3. An instruction manual | | ✓ | ✓ | | | S or A(if explaining to another) |
| 4. TV guide | | ✓ | | | ✓ | S |

- What are the possible implications for reading in the classroom?
We need to
 - › expose learners to a variety of text types (not just stories)
 - › practise different sub skills (reading for information, detail, skimming etc) and these must match the text. There is no point in reading a poem for specific information, or an instruction manual for gist.

4. COMPARING REAL-LIFE READING TO CLASSROOM READING



25 mins

Aim: for teachers to have a chance to think about their opinions / preconceptions about relevant topics and also to challenge these opinions where necessary.

- Put 4 signs up around the room:

| | |
|------------|--------------------|
| <i>Yes</i> | <i>Yes, but...</i> |
| <i>No</i> | <i>No, but ...</i> |

- Print out the statements to be discussed and cut into strips (see Annex 1 for statement and brief commentary).
- Demonstrate with the first statement.
- Read the statement and think about your opinion. If you totally agree, stand in the "Yes" corner. Likewise, if

you totally disagree, stand in the “No” corner. If you generally agree but want to add some more information to qualify your opinion, stand in “Yes, but...” and if you generally disagree but want to add some more information to qualify your opinion, stand in “No, but ...”

- Explain your reasons to the people standing next to you. Be ready to justify your opinion to the other groups but remember you can move corners if you hear good reasons that change your mind. The discussion should be done in the most familiar language, probably mother tongue / Nepali
- Trainer listens and responds, redirecting and correcting where necessary.
- Teachers can take turns reading out the next statement.

Key learning point

- Monitor to see if there is a big difference between the answers. For example, if teachers generally say that they rarely read aloud but admit that they often ask their students to read aloud then there is a mismatch. Highlight that we should be helping students develop real life reading skills and so it is time to reduce the amount of reading aloud in the classroom. Each sentence pair highlights a possible difference between in-class reading and real life reading.

Suggested tips

1. Give students a specific task when asking them to read a text e.g. read AND answer these questions, or read AND take notes; or read AND underline the key points.
2. Let students read individually and silently at their own pace.
3. Brainstorm the topic and generate interest before reading a text to motivate students to read.
4. Limit the amount of time for reading aloud or listening to the teacher reading aloud – remember reading is an individual activity and best done silently.

5. HOW DO WE UNDERSTAND TEXTS?



25 mins

Aims:

- Introduces Ps to a 3 stage framework for reading and relevant activities
- Ps learn about the two types of processing through a reading text

Procedure

- Focus Ps on the ‘context’ section and check understanding. Point out the context introduces:
 - › The text type (article)
 - › The topic (2 main reading concepts)
- Elicit where Ps would expect to see articles in ‘real life’ (website, newspapers, magazines, journals etc)
- Elicit what features an article usually has (headings and sub headings, maybe a photo, introductory paragraph, etc)
- Set the **pre-reading activity**. Reassure Ps if they have no idea, that’s fine! It’s fine to guess. Invite some pairs to share their ideas but do not confirm or correct answers.
- Set the **while reading** activity. Give Ps at least 5 minutes to read the text silently and alone, and to complete the activity. Try not to explain or translate too much at this point. Do not elicit answers.
- Set the first part of the **after reading** activity. Monitor while Ps are comparing answers. Now Ps share their ideas with class on what was new or surprising in the text. If necessary ask some additional questions to check understanding.



- Ps now complete the vocabulary activity. Elicit answers.
- Tell Ps they have followed a common framework for a reading skills lesson and will do more on this in the following sessions.

Answers

| | word | | synonym |
|----|----------|---------------|----------------|
| a. | overall | <i>e.g. a</i> | general |
| b. | purpose | | Reason (of) |
| c. | argument | | Set of reasons |
| d. | marks | | characters |
| e. | subject | | topic |
| f. | predict | | guess |
| g. | building | | developing |
| h. | familiar | | aware |

6. FOLLOW UP



10 mins

Use think, pair, share for the questions.

Answers and feedback

Which ones were *top down* activities?

The pre-reading and while reading activities, also the first after reading activity

Which ones were *bottom up* activities?

The vocabulary activity

Can you suggest another activity for each type for this text?

Top down: for this text it's more difficult to think of top down activities than bottom up, so don't be surprised if Ps can't think of anything. An example would be using the headings or the topic sentences (first sentence of each paragraph) to predict content.

Bottom up: more detailed comprehension questions or activities such as true/ false, any activities focussing on grammar e.g. the use of linking words in the text.

7. REFLECTION



10 mins

Use think, pair, share for the questions.

Feedback- listening and reading are both receptive skills. In reading the input is written rather than spoken.

Ask Ps to revise these key words from the listening session which all apply to reading too:

Receptive

Productive

Active

Passive

Predict

Gist

Specific information

context

Intensive



WHAT IS AN EFFECTIVE FRAMEWORK FOR READING?

1. OUTCOMES

Briefly explain the outcomes.

2. REVIEW AND LEAD IN



10 mins

Play word bingo.

- Ask Ps to suggest 12 words for review- they can look back through glossaries or notes from previous sessions. (Make sure 2-3 words from the previous session are selected so that they are a lead in for this next session on reading.)
- Write the 12 words on the board.
- Tell Ps to select 9 words from the list and write one word in each cell on their bingo card (example given below).
- Select words at random and a definition or example.
- If Ps have the corresponding word on their card they cross it out.
- The first P to cross out all the words on their card shouts 'bingo' and is the winner.
- Discuss with Ps if they could use this activity with their students and how it can be adapted.

| | | |
|-------------|---------|-------|
| intensive | skim | chunk |
| interaction | predict | |
| | | |

3. MATERIALS ANALYSIS



20 mins

Aim: to provide Ps with an example of a modern approach to teaching reading and show how they can use other materials as a source of ideas for their own lessons.

- Ps may be familiar with this lesson from the Phase 1 Language Improvement stage.
- Refer Ps to the Empower extract in their manual (Here in annex 2).
- Give Ps plenty of time to work through the questions.
- Give feedback as below.

Answers and feedback

- a. **How does the lesson prepare the learners before reading? Why is this important?**
 Ex A: Asks Ss what they know about famous sports events/ sportspeople etc, look at the *visuals*. Ss ask and answer in pairs.
 Encourages Ss to apply *background knowledge*, predict and speculate about text.
 Encourages *interactive reading*. Visuals help to provide a context and increase motivation. Pair work builds confidence and keeps lesson *student centred*.
- b. **What do the learners do while reading? Why is this important?**
 Ex B: Ss check their ideas.
Learner centred activity, gives Ss a reason/ *purpose* for reading. The questions guide the learner.
- c. **What do the learners do after reading? Why is this important?**
 Ex C – read again for more detail
 Ex D – underlining
 Ex E- talk about own country's athletes
 2nd reading helps Ss to realise they don't need to understand everything on first reading. More detailed questions.
 Underlining surprising information encourages Ss to *interact* with text and learn to respond to it.
 Ex E- relates information to own context
- d. **What top down and bottom up activities are included?**
 Activities A and B are Top Down activities because they encourage predicting and activating background knowledge.
 All the remaining activities are bottom up, including those in the grammar section.
- e. **What are the two main learning outcomes for this lesson?**
 The aim of this question is to show that the reading text is used for two purposes (reading and grammar) so the two outcomes could be:
 By the end of the lesson students will:
 1) Develop their reading skills
 2) Recognize target grammar (can/ could) in context and be able to use the forms in sentences and questions

4. A THREE STAGE READING FRAMEWORK



10 mins

By now Ps should be very familiar with the three stage framework.
 Use think pair share.
 Point out that the same framework is also used for listening lessons.



Answers

| | | |
|----|---------------------|---|
| 1. | Pre /before reading | Using visuals/ pictures, predicting, finding out what Ss already know about topic, vocabulary etc |
| 2. | While reading | Checking, finding answers, making notes, completing table etc |
| 3. | Post /after | Questions, discussion, reacting, vocabulary, grammar etc |

5. DEMONSTRATION LESSON



30 mins

The lesson follows the three stage framework explained above.

The text is taken from a much longer story in the Grade 6 text book. The point is that ps can use a smaller section of a long text with the three stage framework. They can then revert to more extensive reading activities with the remainder of the text if they wish.

There is no detailed lesson plan as all trainers will deliver the reading lesson in their own way. However here are some suggestions:

- Bring in or show colourful visuals of Benaras, mountain regions, an astrology chart etc
- Pre-teach the word *beg*.
- Give clear instructions for each task.
- For exercises a and b, use think, pair, share or pair work. Keep the activities student centred.
- Ex c- elicit ideas after Ps have finished reading.
- Ex d- do an example with the class. Then set for individual work before Ps compare answers in pairs.
- Ex e- it's important to make time for this question- Ps can use this idea for helping their learners to interact with the text and be motivated to read the next section

If you wish you can write out a full lesson plan and give it to the Ps for discussion.

6. REFLECTION



15 mins

Answers and feedback

Optional activity: Using a reading context for language presentation

Using a reading context for language presentation

- Read the text below.
- Does the Empower lesson use a deductive or inductive approach?

Deductive and Inductive Approaches

A **deductive** approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. This is compared with an **inductive** approach, which starts with examples and asks learners to find rules, and so is more learner-centred.

Source: British Council Teaching English

<https://www.teachingenglish.org.uk/print/book/export/html/2039>

Trainer notes

This activity reminds Ps again that a communicative approach uses a meaningful context to present grammar. Explain any words in the text that might be difficult. Then use think, pair, share.

Feedback and answers

Empower uses an inductive approach. It uses the text first for reading, and then when student understand the text, it is used to lead into grammar.

Optional extra feedback

Deductive Example

The form and use of the third conditional is explained to learners, then they have a gap-fill exercise to complete, then prepare their own examples.

In the classroom

The deductive approach may be suitable with lower level learners who need a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves.

Further links:

<https://www.teachingenglish.org.uk/article/presenting-new-language>

<https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>

Inductive Example

Learners listen to a conversation that includes examples of the use of the third conditional. The teacher checks that the students understand the meaning of its use through checking learners' comprehension of the listening text, and only after this focuses on the form, using the examples from the text to elicit rules about the form, its use and its pronunciation.

In the classroom

Inductive approaches to presenting new language are commonly found in course books, and form part of a general strategy to engage learners in what they learn. Some learners may need introduction to inductive approaches since they may be more familiar, and feel more comfortable, with a **deductive approach**.

<https://www.teachingenglish.org.uk/article/inductive-approach>



ADAPTING AND PLANNING

1. OUTCOMES



5 mins

Write the outcomes on the board and encourage Ps to speculate on what activities they may do in this lesson.

2. LEAD IN: LEARNING TO READ OR READING TO LEARN?



10 mins

Use think, pair, share.

Students need to read to learn – the focus is on learning to read, and on the actual content of what they read.

Elicit and accept ideas but point out that many educationalists today believe that both should happen simultaneously and continually. See the following weblinks for more information about this:

<http://teacher.scholastic.com/professional/readexpert/mythread.htm>

<https://www.educationcorner.com/learning-to-read-to-read-to-learn.html>

3. WHY IS READING DIFFICULT?



20 mins

- Use think, pair, share.
- The feedback stage will be important here and you may need to support the answers with examples.
- Prompt Ps with some of the answers they didn't think of.
- As you go through each reason why a text is difficult, elicit possible solutions.
- For the final point on **pronoun** referencing, refer back to the text extract in the previous session. Ask Ps to highlight all the pronouns. Elicit what each **one refers to**. Now ask ps to highlight in a different colour the different ways the three boys are referred to.
- Discuss why these two activities are useful for Ss.

[pls keep highlighting as shown below]

Pronouns referring to the three boys

Other ways of referring to the three boys

A Nepalese Story

Benaras was a centre for learning for Nepalese students in the past. Many people went to Benaras to get education. There were no buses and trains then. People walked on foot for many days. Three Brahmin boys also went to Benaras. They studied astrology for many years. They worked very hard and completed their degrees. The three boys were friends. But inside their heads each one thought he was better than the other two. Each one thought he was the best.

After they finished their studies, they returned home. They walked all day and spent the night in one of the houses on the way. There were no hotels then. So travellers begged private house owners for shelter. One evening the three Brahmins stopped at a house in a mountain village.

(Extract adapted from Grade 6 Text book)

Feedback and answers

Ps may suggest other answers too.

- The language is unfamiliar (English)
- Students do not have previous knowledge of the topic or subject- *but avoid having Ss always read about things they already know or they won't have a purpose for reading. Text can be used to find out information- or give them a little of the key information before they start reading.*
- The vocabulary is very difficult or not commonly used- *rewrite text or predict difficult words and provide activities to support*
- The idea or the concept is complex and difficult to understand- *write a simpler summary in English*
- The text is very long- *break the text into manageable sections and / or only teach one section of the text. Write a summary for students to read and they match each point with the longer text.*
- There are no visuals or pictures- *bring your own in – or ask Ss to draw or bring inappropriate visuals for a text.*
- The sentences are very long or complex- *break the long sentence down into 2-3 shorter ones. Write them on the board. This is a good strategy for ss to learn too. And / or encourage Ss to find the subject of long sentences.*
- Students do not apply reading strategies to the text- *make reading strategies explicit in each lesson e.g. as above- break long sentences into shorter ones*
- There may not be a communicative or real reason for reading.- *try to give each text a context and use real text types e.g. an article*
- The organisation of the text (cohesion) may be unfamiliar- *highlight introductory paragraph, paragraphs, headings etc*
- Students may not understand what pronouns (he, their etc) refer to- *Ss find and underline pronouns in a text and say what they refer to*



4. HOW CAN WE ADAPT DIFFICULT TEXTS?



20 mins

Make sure Ps cover the adapted text. Use think pair, share as much as possible for the various activities. Finally summarise the different methods that have been used to adapt the text. Even if Ps don't have time to rewrite a text, then simplify in class by:

Providing synonyms or explanations of difficult words

Asking students to break up long sentences into shorter ones, or do this yourself and write the short sentences on the board.

Feedback and answers

Original text

- Why might this text be difficult for your students? Go through some of the points from the previous activity. E.g. the topic may not be difficult here because students are familiar with Sherpas and climbing mountains. Some vocabulary and phrases may be new or difficult e.g. *trekking, 'dream come true', gaze, hill, stand (new meaning- height of the mountain), even as, climb/ climber, mighty, make up your mind, expert*
Grammar- relative clauses, people who live.../ embedding e.g. born on 6 May, Temba loved to stand etc
- Which words in the original text are useful for your students to learn?
Climb, trek (as this is Nepal!) The other words are probably not very useful at Grade 6.

Adapted text

- Do you agree with the changes to the text? Why (not)?
Ps may feel the adaptation removes some of the authenticity of the text.
- Why has the sub heading 'early life' been added?
This is in order to establish a text type- a biography- an article or encyclopedia entry would often have sub headings like this.
- What vocabulary would you pre-teach before students read the adapted text?
Trek and climb are essential to understand the text and are both used more than once.

5. PLANNING A READING LESSON



30 mins

Notes:

After dividing the class into two large main groups A and B, the Ps need to divide into smaller groups of 3-4 Ps. Make sure they stick to the same groups for the remainder of this session and for the microteaching in the next session.

You can allocate a text to save time, or teachers can choose. Note that the latter can take a lot of time.

Warn Ps they will be micro teaching the lesson in the next session.

If there isn't time in the session to complete the lesson planning, Ps can continue at home.

STAGE 1

Give help with selecting a text or extract. Make sure Ps select a text or extract of a reasonable length- not too long

otherwise the planning and microteaching will take too long. If it's too short, they won't be able to include enough activities.

STAGE 2

Remind Ps of the reading stages they looked at in the previous session and remind them of the key stages in the framework:

- *Pre reading*
- *While reading*
- *Post reading*

Monitor while Ps are working and give help where necessary.

This link has some good suggestions for reading activities:

<https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/fifteen-ways-adapt-your-textbook-so-your-students-arent-bored-death>

NB no reflection today in order to allow maximum time for planning. There will be a longer reflection activity after the next session.



MICRO TEACHING

Note: keep a careful eye on timing for this session.

1. REVIEW: SHARING PLANS



15 mins

Monitor while Ps are working. Check to see they are using a variety of activities. For example, suggest students could complete a table, time line or other graphic organiser instead of answering comprehension questions.

2. MICROTEACHING



65 mins

- One method of organising the microteaching is explained in the P notes. You may wish to organise it differently.
- Whichever way you choose, check Ps understand the organisation of the task.
- Keep a careful eye on timings in order to make sure all Ps get the opportunity to micro teach.
- Observe and make notes using the feedback form- try to observe as many Ps as possible. Make a note of those you miss and include them next time.
- Use your feedback for this activity to help Ps reflect on what they have learned about developing reading skills over the four sessions.

3. REFLECTION



10 mins

This is a longer reflection and Ps may not have time for everything in the session. If this is the case, encourage them to finish later.

Invite Ps to share a few ideas, even if they haven't finished, before closing the session.

ANNEX 1

(Session: What is reading? - 4)

Yes, but / No, but statements

Cut up the statements below, 1 statement per strip.



1A In real life (not in the classroom), I often read aloud.

1B I often ask my students to read aloud.

2A In real life, I often listen to others reading aloud.

2B I often ask my students to listen to me while I read aloud.

3A In real life I usually have a reason for reading a text.

3B In class, I often instruct my students to read a text, without giving them a task.

4A In real life, I read at exactly the same speed as my friend / colleague.

4B We often read a text together as a class, at the same time.

5A In real life, I usually read texts that I am interested in.

5B In class, students choose to read the texts they are interested in.



ANNEX 2

Session 3

Extract from Empower A2 CUP 2016 by Adrian Doff et al

8A They can do things most people can't

Learn to talk about past and present abilities
Learn to talk about sport and exercise

G can / can't, could / couldn't for ability
V Sport and exercise

1 READING

a Ask and answer the questions.

- What famous sport events do you know?
- Which sportsmen and women do you like? Why?
- Look at the man on the left in the picture and answer the questions.
 - What sport does he do?
 - Where's he from?
 - Where is he in the picture?
 - What would you like to know about him? Write two questions.

b Read the text and check your answers. Does it answer your questions?

c Read the text again. Answer the questions.

- What was his life like until he was five?
- How did his life change when he was five?
- Why were his doctors, friends and parents surprised?
- What does the text say about some of the Paralympic athletes?
- Why is Jonnie famous?

d Underline the parts of the text that surprise you. Tell a partner.

e Are there any famous Paralympic athletes from your country?

2 GRAMMAR

can / can't, could / couldn't for ability

a Complete the sentences from the text. Check your answers.

- He ____ run around with the other children any more.
- Only 18 months after he lost his leg, he ____ run, swim and play football again.
- Some of the athletes in the Paralympics ____ walk.
- But in their sports, they ____ do things that most people ____.
- ____ you run that fast?

b Complete the rules with the words in the box.

| | | |
|------|----------|---------|
| past | question | present |
|------|----------|---------|

To talk about ability, we use can / can't for the _____, and could / couldn't for the _____.

To make a _____, we change You can ... to Can you ... ?

c Look at the question. Which two answers are correct?
Can you run that fast?
a Yes, I do. b Yes, I can. c No, I can't. d No, I don't.


d **CEA Pronunciation** Listen to the sentences in 2a and answer the questions.

- One word has a long sound. Which is it?
a can b can? c could? d couldn't?
- Can you hear a /l/ sound in could and couldn't?

e Now go to Grammar Focus BA on p.150

JONNIE PEACOCK


CHAMPION RUNNER



When Jonnie Peacock was five, he was like most small boys from his hometown of Cambridge – he loved to play sports. Then suddenly his life changed when he became very sick with meningitis. Jonnie's parents took him to hospital and he nearly died. The doctors saved his life, but they couldn't save his right leg. He couldn't run around with the other children any more and he couldn't play football, his favourite sport. In fact, he couldn't do any sports at all.

But the doctors gave him a new, artificial leg. He could walk again, but he wanted to do more than that, so he started dancing and doing other sports. His doctors, his friends and his parents were all surprised that he could do so much. Only 18 months after he lost his leg, he could run, swim and play football again, but running was his best sport.

In 2010, Jonnie started to practise a lot. He wanted to go to the London 2012 Paralympics, the Olympic Games for disabled athletes. Some of the athletes in the Paralympics can't walk, some can't see at all or can't see very well. But in their sports, they can do things that most people can't. Jonnie Peacock won gold at the London 2012 Paralympic Games when he was only 19 years old. He ran the 100 metres in a time of 10.90 seconds!



80

CAN YOU RUN THAT FAST?

SPEAKING

OVERVIEW

| | |
|---------------------------|--|
| Learning outcomes | <p>By the end of session 1 the participants will have:</p> <ol style="list-style-type: none"> 4. Thought about what makes a good speaking activity 5. Discussed problems related to speaking activities 6. Taken part in and analyzed controlled and freer speaking activities. 7. Experienced delayed error correction for fluent speaking 8. Analysed speaking activities from their classroom books <p>By the end of session 2, participants will have:</p> <ol style="list-style-type: none"> 1. Revised speaking terminology 2. Taken part in and analysed a demonstration speaking lesson 3. Had input on delayed and on the spot error correction 4. Practised doing on the spot error correction 5. Planned a speaking lesson with a controlled and freer activity |
| Resources required | <p>Workbooks for the participants Text books the participants are using with their class See session notes for further resources.</p> |

PLAN SUMMARY

| Stage | Activity | Time |
|-------------------|------------------------------|--|
| Speaking 1 | | |
| | Optional: Review | Trainer's own |
| | Outcomes | Discussing learning outcomes 5' |
| 8. | Lead in | Tell me about your family- 2 speaking activities 15' |
| 9. | Find someone who (2.1 & 2.2) | Opinions about speaking 15' |
| 10. | Types of speaking (3.1) | Information gap-Reading text 10' |
| | Examples of speaking (3.2) | Controlled, free, meaningful activities 30' |
| 11. | Course book | Analysis 15' |
| 12. | Optional: Reflection | Trainer's own |
| | Total | 90' |



| Stage | Activity | Time | |
|-------------------|------------------------------|--|------------|
| Speaking 2 | | | |
| | Review & Lead in | Pelmanism- definitions | 10' |
| | 1.1 Demo lesson | Controlled and freer practice based on CB | 20' |
| | 1.2 Analysis | Controlled and freer practice based on CB | 10' |
| 2. | Error correction | on the spot correction true false shouting dictation Practising correction | 25' |
| | 3.1 delayed error correction | Ordering of techniques | 5' |
| 4. | Planning speaking activities | Planning controlled and freer activities (alternatives given for materials to work with) | 20' |
| | Optional review | Use the glossary to review key words from the two speaking sessions | |
| Total | | | 90' |

NB no review activity for Session 1 as this is a new topic. There is no reflection so that if you wish Session 1 can flow into Session 2. Or include your own review and reflection activities if you wish, but keep in mind timing.

SPEAKING 1

OUTCOMES



5 mins

Spend a few minutes explaining the outcomes of this session.

1 TELL ME ABOUT YOUR FAMILY

Aim(s): to establish that a good speaking activity is one that gives maximum talking time to all students.



15 mins

Materials and preparation: PN

- Tell participants to think of three things to say about their families.
- Demonstrate the 'bad' activity: Ask one participant to stand up and tell the class about their family. Repeat with 4 or 5 other students.
- Demonstrate the 'good' activity: Organise an onion ring (two circles of participants facing each other). Inner ring tells outer ring about their families. Clap and outer ring participants move to a new partner. Have about 5 partner changes. Monitor and correct.
- Inner and outer ring participants change places. Repeat c.
- Participants discuss questions 1-5 in pairs.
- Discuss answers as a whole class.

Answer key

- Onion ring
- Benefits- all students are talking. Less intimidating than talking in front of whole class, repetition gives practise at language.

NOTE It is common to see the first method in Sri Lankan classrooms. Reasons that teachers give-to make sure everyone is listening. It doesn't make so much noise.

2.1 AND 2.2 WHAT DO YOU THINK ABOUT SPEAKING ENGLISH? FIND SOMEONE WHO.....

Aims:

- For participants to examine their opinions and experiences about speaking English in class.
- To discuss the problems with speaking activities.



15 mins

Materials and preparation : PN

- Tell participants to read the 'find someone who' questions and to decide their own answers (but do not write them down).
- Participants mingle, ask questions and find someone who says yes.
- Elicit and discuss answers.
- Ask participants to answer questions TASK 2.2 1 and 2 and then elicit answers.

Answer key. Points for discussion

2.2 Problems to discuss:

- Speaking with 40 students in a class. Students can still do pair and group work (turn round to next row).
- Being noisy. Difficult if more than one class goes on in the same room. Could take class outside.
- Don't force shy students to speak in front of a large group. Make sure activity isn't too difficult, give positive feedback. Allocate percentage of their final grade to speaking skills and make sure students know they are being assessed.
- Speak in English as much as you can yourself. Give students all the tools and language they need to complete the task. Make sure activity isn't too difficult, give positive feedback. Allocate percentage of their final grade to speaking skills and make sure students know they are being assessed.

Other points

- Correcting everything. Fluency activities should be corrected later so the flow is not interrupted.
- Reading aloud. This is not speaking.

3.1 FINDING OUT ABOUT TYPES OF SPEAKING ACTIVITIES

Aim(s): to input information on controlled, free and meaningful speaking activities.
To show Ps how to do an information gap activity.



10 mins

Materials and preparation: PN NB texts A and B are in the annex

Information Gap activity

- Set carefully and use ICQs to check Ps are on task.
- Monitor during each stage.
- Elicit answers. You can point out the information gap activity Ps have just done is an example of a freer, communicative activity.

Answers

| Student A | Student B |
|---|---|
| <p>What is a meaningful speaking activity? - <i>has a reason for speaking, partner doesn't know what you are going to say</i></p> <p>How can we introduce meaningful activities to beginners? - <i>start with controlled activity, give Ss the lang. they need, move to less controlled</i></p> <p>What's the difference between a meaningful and a communicative activity? - <i>they are the same</i></p> <p>What's an example of a meaningful activity? - <i>telling your partner about your primary school</i></p> | <p>What are the two main types of speaking activity? - <i>controlled and freer</i></p> <p>What is an example of a controlled activity? - <i>ss read out a dialogue</i></p> <p>What's the aim of a controlled activity? - <i>accuracy</i></p> <p>What about freer activities? - <i>fluency</i></p> |

Group work

- Tell participants to read the task and answer the questions.
- Do the first one together as a demonstration.
- Monitor.
- Groups discuss answers then elicit ideas as a whole class.

Answer key

1. Controlled
2. Freer
3. Freer
4. Only ii) is meaningful. The other two give information that is already known.
5. Yes. Participants were talking about things the listener didn't know the answer to.

3.2 EXAMPLES OF SPEAKING ACTIVITIES

Aims: To examine typical speaking tasks and establish which are controlled or freer and which are meaningful. To experience delayed error correction for fluency activities.



30 mins

Materials and preparation

TN See resources on next page. Make 5 copies, one for each group. Cut up the activities.

There are 6 speaking activities. Do the first one together as a group and then let participants work in pairs doing the other 5. You will need to control the time spent on each activity.

Activity 1

- a) Group participants into 5 groups of 4. Set up the task. Tell participants their group is going on a walking and camping holiday in Kaagbeni, Mustang. Elicit 15 things to take with them and write them on the board e.g.



| | | |
|-------------------------------------|---|---|
| Water Map Matches bandages | Torch Mobile Phone Clothes Walking Shoes | Sleeping mat Mosquito repellent Umbrella Sheet soap |
|-------------------------------------|---|---|

Tell participants they made a mistake and booked a very small van and there is only room for 5 things.

- b) Give some process language to do the task. *I think we should take... because... Yes I agree /good idea No I don't think so.*
- c) Tell groups to discuss which 5 things to take.
- d) Monitor and write down errors.
- e) Ask each group to write their 5 items on the board.
- f) After the activity, write some of their spoken errors on the board. Underline them. Get participants to come to the board and correct them. Discuss how this delayed error correction was done. Participants are familiar with this method as they did it in their English course.

Activities 2-6

- a) Show the activities 2-6 in their manual. Tell participants to work in pairs and do all the activities. They do not need to do them in order.
- b) Monitor and instantly error correct language for controlled activities.
- c) Keep an eye on the time-give 2 minutes per activity and then ask participants to change.
- d) Ask participants to work in their group and rank the activities in order of difficulty. Do the first one together(3 is the easiest)
- e) Elicit the answers and write them on the board
- f) Ask participants to complete the table at the end of Task 3.2. Answer the first one together as a demonstration.
- g) Share answers

Answer key

| Order of difficulty | Controlled or freer | Is it a meaningful ? |
|---------------------|--------------------------------|--|
| Speaking activity 3 | Controlled -very | No. This isn't real speaking, it is reading |
| Speaking activity 4 | Controlled | No. No reason to speak, as both students know the answer |
| Speaking activity 6 | Controlled | Yes. The listener doesn't know what the speaker will say |
| Speaking activity 2 | Controlled -but a little freer | No reason to speak. It could be made meaningful if the listener had to guess who the speaker was describing. Both people need to speak which is not made clear |
| Speaking activity 5 | Freer | Yes. The listener doesn't know what the speaker will say |

| Order of difficulty | Controlled or freer | Is it a meaningful ? |
|---------------------|---------------------|---|
| Speaking activity 1 | Freer | Yes. The speakers have a task to solve. |

4. SPEAKING ACTIVITIES FROM THE COURSE BOOK

Aims: To link the theory to their classroom book and lesson planning



15 mins

Materials and preparation: PN; Classroom books

- Group participants according to the grades they teach. Make sure they have copies of the text books.
- Remind Ps of the information gap activity they completed in task 3.1
- Monitor and give help where necessary.
- Elicit answers.

Answers

1. Answers depend on Ps.
2. There are more controlled speaking activities in the course book (possibly because beginners / lower grades do not have enough language to do many free activities)
3. Many texts should be suitable for dividing into 2 or 3 sections for an information gap activity. Ps will need to think of suitable questions for the information exchange stage. Point out that clear instructions and management skills are necessary for this type of activity.



SPEAKING 2

Aims

By the end of this session, participants will have:

1. Revised speaking terminology
2. Taken part in and analysed a demonstration speaking lesson
3. Had input on delayed and on the spot error correction
4. Practised doing on the spot error correction
5. Planned a speaking lesson with a controlled and freer activity

LEAD IN: SPEAKING TERMINOLOGY PELMONISM

Aim: to revise speaking terminology from speaking 1



10 mins

Materials and preparation

Pelmonism cards. See annex. Copy one set per group and cut up. If possible copy terms and definitions on a different colour

- a) Group participants and give one set of pelmonism cards per group
- b) Participants match up definitions to terminology and then play pelmonism

1.1 SPEAKING LESSON. DEMONSTRATION

Aims: For participants to

- Take part in a speaking lesson adapted from the course book with controlled and freer speaking activities.
- Experience on the spot and delayed error correction.



20 mins

Materials and preparation

- Grade 8 Ex 4 speaking page 29
- Example Pictures and cut up conversations -see annex
- Ps have copies of the conversations in the annex

NB you can use the materials in the annex for this activity or use your own ideas. The activities below are very loosely based on the text book.

Find alternative photos if wished at <https://www.flickr.com/photos/eltpics/albums>

Tell participants they are going to be Grade 8 students and take part in a speaking class. After this they will analyse the lesson.

Trainer Demonstration: requests based on language from Grade 8 Ex 4 speaking page 29

Try and model a variety of on the spot error correction techniques as this comes up later in the lesson

Set context: Participants look at picture in text book p 29 or use example photos from annex. In pairs discuss where the photos are and what they can see. Monitor and elicit answers.

Elicit vocabulary: Point to photos. Elicit vocab. Elicit / teach the words *customer, shop assistant*. Model and drill. Ask participants to write the things for sale on the board. Correct any spelling errors. Mark stress. Discuss and show how to record vocab (as a mind map) Participants copy into vocab book.

Presenting phrases: Participants order conversations (in annex). Do the first one as a whole class.

Model and drill: Consider recording the conversations in advance. Participants cover conversations so they are not reading as they drill. Mark important stress.eg *Oh no, that's too expensive*. Make sure you clearly error correct pronunciation. Participants record some phrases in vocab book.

Controlled practice 1: Practise conversations in pairs. Monitor and error correct. Repeat with books shut. Monitor and do on the spot error correction.

Consider doing this on board as a disappearing dialogue, leaving prompts on board to help participants practise conversation in pairs.

Freer practice: Set up role play. Divide participants into customers and shop keepers. Customers write 3 things they want to buy. Shop keepers write 6 things they have for sale, colour, size and the price. e.g. *blue jacket, medium, 500 Rs*. Line up shop keepers. Customers visit shops to buy all their things. Monitor and write down errors for delayed error correction.

Delayed error correction: stop half way through activity. Write and underline errors on board Participants correct then continue role play.

1.2 ANALYSING THE SPEAKING LESSON

Aims: For participants to analyse what was done at each stage of the speaking lesson



10 mins

Materials and preparation : PN

- h) Ask participants to work in pairs, discuss what was done at each stage of the demonstration lesson and complete the table. Answer the first one together as a demonstration.



Answer key

| Stage | What was done |
|---------------------|---|
| Set context | Used the picture(s) to discuss what they could see. |
| Present vocabulary | Used picture(s) to elicit vocabulary. Model and drilled. Wrote on board. Marked stress. Recorded. |
| Presenting phrases | Ordered conversations. Model and drilled. |
| Controlled practice | Practised dialogues in pairs |
| Freer practice | Role play between shopkeepers and customers |

2.1 ERROR CORRECTION

Aims: To get participants think about who should do error correction and when.



5 mins

Materials and preparation: PN

- Tell participants to read task and answer true or false.
- Discuss answers as a class

Answer key

- FALSE. Accuracy activities need to be corrected immediately but fluency activities should not be interrupted.
- TRUE see 1.
- FALSE. This could be demotivating.
- FALSE Students can also peer correct or self correct
- TRUE see 4
- TRUE see 4

2.2 HOW CAN WE DO ON THE SPOT ERROR CORRECTION? SHOUTING DICTATION

Aims: To input information about on the spot error correction in a fun way



10 mins

Materials and preparation: PN Script for Participants A and B

- Ask participants to brainstorm ways to do on the spot error correction. They should have seen the trainer doing this in TASK 1
- Set up the shouting dictation. Participant B's notes are at the end of the worksheet. Pair participants. Stand

them in two lines at each end of the class facing their partner. Participants shout the sentences to each other and fill in the gaps.

2.3 PRACTISING ON THE SPOT ERROR CORRECTION TECHNIQUES

Aims: To practise on the spot error correction techniques



10 mins

Materials and preparation: PN

- Pair participants and tell them to take turns being the student making the mistake and the teacher who corrects it.
- Demonstrate what to do with a participant.
- Monitor

3.1 DELAYED ERROR CORRECTION

Aims: To input information on how to do delayed error correction



5 mins

Materials and preparation: PN

- Remind participants when to do delayed error correction
- Participants reorder the stages
- Do the first one as a demonstration

Answer key

2, 1, 3, 5, 6, 5, 7

4. PLANNING SPEAKING ACTIVITIES FROM THE TEXTBOOK

Aims: To give participants opportunity to use their understanding of tasks and stages to plan a speaking lesson from the class book.



20 mins

Materials and preparation

You may wish to select text book lessons that are suitable for this activity in advance.

If you choose one of the alternatives below, you will need to make copies of the resources.

- Put participants into groups according to which grade they teach. Tell them to work as a group and decide on:



- A suitable lesson for controlled and freer practice
 - The context and how to input the language.
 - they then plan at least one controlled speaking activity and one freer practice activity. Tell participants to note their activities in the table in the PN.
- b) When finished pair participants from different groups to share information.

Alternative activities

1. Download 2-4 suitable lesson plans from the British Council website:
<https://www.teachingenglish.org.uk/teaching-teens/resources/lesson-plans>
 - Allocate a different plan to each group.
 - Ask Ps to identify the controlled speaking and freer speaking activities.
 - Then discuss if the plan is suitable or could be adapted for their class.
 - Rearrange the groups. Ps share their ideas in the new group.

OR

2. Select 2-4 lessons from the Empower Course Book that Ps used in Phase 1.
 - Make photocopies of the lessons.
 - Allocate a different lesson to each group.
 - Ask Ps to identify the controlled speaking and freer speaking activities.
 - Then discuss if the lesson or activities are suitable or could be adapted for their class.
 - Rearrange the groups. Ps share their ideas in the new group.

3. REVIEW /REFLECTION

If you have time, use the glossary to revise key words from the two sessions. Add a few more words of your own, if you wish.

ANNEX

FOR LEAD IN ACTIVITY

| | | |
|---------------------|----------------|--------------------------|
| controlled speaking | freer speaking | meaningful activity |
| accurate | fluent | delayed error correction |
| onion ring | mingle | role play |

Warmer. Speaking terminology pelmonism

| | | |
|---|--|--|
| Teacher knows what student will say | Student chooses what to say | An activity that gives a real reason to speak |
| Getting everything right | Speaking without hesitating | Correcting mistakes after the activity |
| Students stand in two circles facing each other | Students walk around the class talking to each other | Students pretend to be doing something or pretend to be someone else |



FOR 1.1 (SPEAKING DEMONSTRATION)

Conversations

Copy and cut these up into strips of paper for ordering

Conversation 1: In a shoe shop

C = customer

SA = shop assistant

- SA : Good morning. Can I help you?
C : Yes please. Could I try these shoes?
SA : Yes of course. What size are you?
C : I'm not sure. Could you check, please?
SA : Certainly. Please take a seat.
C : How much are they?
SA : That pair is 5000 rupees. [check price]
C : Oh no, that's too expensive. Can you give me a discount?
SA : Yes, we have a special offer this month. You can get 30 % off.
C : That's wonderful, thanks.

Conversation 2: In a clothes shop

- C : Good afternoon.
SA : Good afternoon. Can I help you?
C : Yes, I like that jacket.
SA : The blue one?
C : Yes, could you tell me the price?
SA : Yes, it's er 2500 rupees. [check price]
C : And what size is it?
SA : It's medium.
C : That's great. I'll take it. Could you put it in a bag for me?
SA : Yes, of course. Here you are.

Photo resources



"Photos taken from <http://flickr.com/eltpics> used under a CC Attribution Non-Commercial license, <http://creativecommons.org/licenses/by-nc/3.0/>"



WRITING

| | |
|------------------|--|
| Outcomes | <p>By the end of these sessions you will :</p> <ul style="list-style-type: none"> • Have a better understanding of the sub skills of writing • Be able to identify some of the key features of written English in order to use them in planning and teaching • Be able to follow the product and process models for planning writing lesson • Be able to select, adapt, design and deliver selected writing tasks and activities (controlled, guided and freer) in the basic English curriculum • be able to identify errors and correct students' written language using a range of techniques |
| Resources | Session 1- activity 2- do the activity as a jig saw- make enough copies for each pairs or group, then cut up the sentences. |

PLAN SUMMARY

| Stage | Activity | Time |
|----------------------------------|---------------------------------------|--|
| Session 1 | | |
| What is writing? | | |
| 1. | Lead in | Comparing speaking and writing Why writing diff? What makes it effect? 20' |
| 2. | Developing writing skills | When what how teacher writing Grading writing tasks 20' |
| 3. | What is communicative writing? | Text book extracts- features table 30' |
| 4. | What is scaffolding? | Reading + scaffolding for an activity 20' |
| | Total | 90' |
| Session 2 | | |
| Writing lesson frameworks | | |
| 1. | What are communicative writing tasks? | Activities around the room Controlled or freer 30' |
| 2. | Writing as a process | Match stages of process writing lesson 25' |
| 3. | A Product approach | A model lesson 15' |
| 4. | Correcting learners' work | Error codes 20' |
| | Total | 90' |
| Session 3 | | |
| Writing in action | | |
| 1. | Demo lesson | A writing lesson 30' |
| 2. | Adapting the text book | Planning scaffolding activities 45' |
| 3. | Reflection | 15' |
| | Total | 90' |

PROCEDURE

1. OUTCOMES

Read out all the outcomes of writing section.

2. LEAD IN



20 mins

Use think, pair share for the table activity and the follow up questions.

Finally elicit the three words for the diagram.

Make sure you check Ps have learned the word *audience* with the meaning of the reader(s) of a text the writer is aiming at.

Also check the word *purpose*.

Tell Ps to keep in mind the acronym APT (Audience, Purpose, Topic)

Answers and feedback

| Speaking | Writing |
|---|---|
| 1. Usually temporary. There is usually no record of conversation. | It stays on the page. It doesn't disappear. |
| 2. There is immediate feedback from the listener through nodding, facial expressions and body language. | Not usually immediate feedback. Often has no visual support. |
| 3. The message is expressed through intonation, stress and pitch. | Uses punctuation and capital letters to show sentences. punctuation |
| 4. Sentence can be incomplete and may be ungrammatical. Repetition is fine. | Usually well-organised: sentences are complete, follow one another in a logical sequence and are linked to previous or following sentences. Topics are usually separate from one another. |
| 5. The speaker and listener can interact in 'real' time. | See point 2 above |
| 6. The listener is usually a specific person (s) | The reader or <i>audience</i> for the text may be specific e.g. writing an email to a friend. However the audience for an article or blog on a website may be much broader. |



Why is writing difficult for learners?

Having a clear meaning means the writing must have a purpose, the message must be understood. In other words it is communicative.

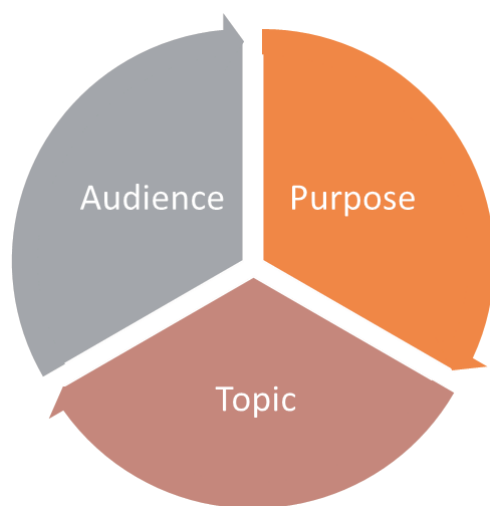
Additional points:

- The grammar is usually more complex
- The vocabulary may be more complex
- They may not be good writers in L1
- It is an individual (solitary) task often given for homework and so unsupported
- The topic may not be motivating
- Too much feedback / correction can be confusing

What makes writing effective?

Additional points:

- Having a reader in mind (audience)
- Knowing the difference between formal and informal writing (register)
- Logical flow of information
- Paragraphs focussed on a single subject
- Using a range of structures and vocabulary
- Good planning
- Editing and proof reading



3. DEVELOPING WRITING SKILLS



20 mins

This activity aims to raise the participants' awareness of the different stages involved in developing writing skills.

- Put the participants in pairs. They answer the questions in their workbooks.
- When do you teach writing?
- What activities do you do when teaching writing?
- How do you develop writing in upper primary?

Notes/Feedback

When do you teach writing?

This answer will vary among the participants but a guide is that writing is the last skill to be taught. The natural process of language learning is listening, speaking, reading and then writing. It also depends on the age of the pupils – it would not be expected that pupils would be writing in English before they are writing in the first language. If the children are literate in the L1 they will start writing in English much more quickly.

What activities do you do to teach writing?

This depends on the first language. If the first language has a different script to English and a different directionality then we must start with orienting the pupils with the direction and patterns of English. The younger the pupils, the more of this must be done. Start with tracing, copying letters, handwriting, spelling, punctuation and using the correct words on a sentence level. Then the development is moved into more creative and freer tasks with greater focus on meaning and form and personal expression.

How do you develop writing in upper primary?

Begin with word-level tasks, then sentence, and then text-level tasks. Start with controlled tasks and move on to freer tasks and then creative tasks. It is important to look at different types of text/writing for different audiences.

Use Ps answers to assess and give feedback on if they tend to use:

- Mainly mechanical writing exercises
- Freer writing activities (perhaps without sufficient scaffolding)

Set the ranking activity for discussion in pairs or groups.

If you prefer you can make enlarged copies of the ranking activity and cut out the strips of paper for Ps to put in the correct order.

After feedback, ask:

Which of the 11 activities do you use most in class?

What other writing activities do you use in class?

Where would they go in the ranking order?

Answers

The order of writing activities:

The order can vary. But in general the following order (from easiest to most difficult) may apply: position and grip, directionality, tracing, copying, spelling, word level, controlled practice, sentence level, freer practice, creative writing, text level.

Remember there are no absolute right or wrong answers.

Have they experienced any of these types of tasks so far in this workshop?

Yes, the review activity was a freer practice task. Learning outcomes activity was a word level, highly controlled practice task.

1. Text level
2. Creative writing
3. Freer practice
4. Controlled practice
5. copying
6. Sentence level
7. Word level



8. Spelling
9. Directionality
10. Tracing
11. Position and grip

4. WHAT IS COMMUNICATIVE WRITING?



25 mins

- Refer Ps to the texts in Annex in PN.
- Set the first task and go through the examples.
- Make sure Ps understand they write notes on three texts of their choice only.
- Encourage Ps to select different texts from their partner.
- When you give feedback, point out that if Ps set similar writing tasks the student output would need to be simplified.

Answers

| Text no. | Type of text | APT | Key features |
|----------|--------------|--|---|
| 1. E.g. | Biography | A= history students or similar P= to give facts T=The first president of Nepal | Main events of a person's life Use of past tense Use of third person pronoun |
| 2. | Poem | A= general or students P= for pleasure T= nature | Rhyming words Short sentences which can be ungrammatical Uses of imagery (e.g. the moon, like a flower) |
| 3. | Conversation | | Minimum two characters Clear beginning and ending (e.g. greeting) Questions and responses |
| | | | |
| | | | |

5. WHAT IS SCAFFOLDING?



25 mins

- Focus on the question: What does the analysis of the texts tell you about teaching writing?
- Elicit answers:
 - › We need to teach students the features required for each writing task
 - › We need to make sure the APT for each task is clearPractising these features and the APT provides the scaffolding for the main activity.
- Ps read the information about scaffolding. Ask a few questions to check understanding but the meaning should become clearer during the next activity.
- Focus on the 'favourite hobby task'.
- Point out the activity is not communicative. It doesn't have an audience or purpose. It doesn't have a text type.
- After Ps have worked in pairs for a few minutes, elicit ideas.

Feedback and answers

Accept reasonable answers – this is a possible example:

Rewrite the activity so it has APT:

Write an email to your friend. Tell him or her about your favourite hobby.

Scaffolding activities could focus on:

- Ideas on what to write (when you started hobby, how much time spent on it, cost of hobby etc)
- Informal language
- Organisation and layout of emails
- Vocabulary for hobbies
- Simple present tense to give facts or habits about the hobby



WRITING LESSON FRAMEWORKS

1. WHAT ARE COMMUNICATIVE WRITING TASKS?



25 mins

This activity aims to increase the participants' awareness of how writing tasks can be scaffolded in different ways

- Remind Ps of the meaning of *scaffolding* in a learning context
- Put up the ten writing tasks from Annex around the walls at eye level, with enough space between them to allow the participants to gather round each piece of paper.
- Put the participants in pairs. The pairs move around the room and look at the tasks on the wall. They must read each one and decide whether it is a controlled, freer or creative writing task. They must also note the different ways in which the activity has been scaffolded, if at all. They make a note in their workbook.
- Feedback as a class by eliciting the answers from the pairs.

Notes/Feedback

| Activity | Creative/ controlled / freer | How it has been scaffolded |
|-------------------------------|------------------------------------|---|
| 1. Animals | controlled | Scaffolding is done through the questions and the sentence starters. The picture of the animal also helps the learners. |
| 2. Billy's bucket | freer | Support in this activity is through the story the learners read. They have to transfer their learning from reading (words, spelling, order) to a writing task. Further support can be provided by asking the learners to list all the things first and then arrange them in the alphabetical order. |
| 3. Grandma Lakshmi | freer | Support is given through the mind-map and the adjectives listed in it. It gets the learners to think about the topic in different ways. It can help the learners with paragraphing later. |
| 4. The Magic Box | creative | The only support provided is through the pictures that show what's in the magic box. The learners have to use their imagination to link them up. |
| 5. Mr. Sharma's English Class | creative | Scaffolding done in the form of a series of pictures |
| 6. Facts | controlled | A lot of support given through the pictures and the sentences describing the animals. |
| 7. Where are you from? | controlled | Support provided through the three examples that the learners do before writing their own answer. Spelling support is also provided in the form of anagrams. |

| Activity | Creative/ controlled / freer | How it has been scaffolded |
|-----------------------------|------------------------------------|--|
| 8. Finding your way | freer | The picture of a map supports the learners in the writing task. The picture also limits the amount of writing required. If learners are asked to write directions from the school to their real home, then the output would be unpredictable and perhaps too difficult for the learners to handle. |
| 9. Interview your classmate | freer | Support given in the form of the grid and an example. Learners will tick the columns first. This will make it easier for them to construct sentences later. |
| 10. The alien in my bedroom | creative | Except for the picture of an alien, there is minimal support. The task only mentions the target audience (readers of the school magazine). |

2. WRITING AS A PROCESS



25 mins

Check Ps understand the task and go through any words or phrases they may find difficult, in particular explain the meaning of 'model text.'

Elicit and revise the meaning of APT from sessions 1 (Audience, Purpose, Topic)

Ps work in pairs.

| Activity | How it has been scaffolded |
|-------------------|--|
| 1. Lead in | <p>Teacher:</p> <ul style="list-style-type: none"> • Uses pictures to develop interest in the topic • Finds out what the learners know about the topic • Sets the task and focuses clearly on APT. <p>Learners:</p> <ul style="list-style-type: none"> • Tell the class what they know about the topic • Are prepared and ready to do the task. |
| 2. Brain storming | <p>Teacher:</p> <ul style="list-style-type: none"> • Focuses on useful language models (word choice, structures, text features) • May give learners a model text for reference. <p>Learners:</p> <ul style="list-style-type: none"> • Refer to the model text to check the structure and layout • Use mind-maps to write their ideas |
| 3. Planning | <p>Teacher:</p> <ul style="list-style-type: none"> • Encourages learners to focus on APT and helps them if necessary. <p>Learners:</p> <ul style="list-style-type: none"> • Discuss who's going to do what • Write an outline. |



| Activity | How it has been scaffolded |
|---|--|
| 4. Drafting | Teacher: <ul style="list-style-type: none">• Monitors learners as they write• Gives feedback while they are working. Learners: <ul style="list-style-type: none">• Write individually or in pairs and groups• Focus on APT. |
| 5. Editing | Teacher: <ul style="list-style-type: none">• Gets learners to peer-correct• Gets learners to make corrections based on feedback from peers• Monitors and may highlight more corrections to be made. Learners: <ul style="list-style-type: none">• Peer-correct work• Make corrections and rewrite based on feedback• Add design features if necessary. |
| 6. Final text shared with class and teacher | Teacher: <ul style="list-style-type: none">• Tells the learners to share their texts (e.g. put them up on the walls of the classroom)• Conducts whole class feedback-praises learners and may do some error correction. Learners: <ul style="list-style-type: none">• Share their text with the class• Read each others' texts• Take part in some error correction. |

3. WRITING AS A PRODUCT



15 mins

- Give Ps a couple of minutes to read the text book extract.
- Ask them to think about:
 - › How to make it a more communicative task
 - › What scaffolding students would need

Now ask Ps to read the teacher's description of the lesson.

Then use think, pair, share for the questions.

Summarise by saying many teachers use a mixture of the process and product approaches together.

Answers and feedback

What exactly did she do for each stage of the flow chart below?

Wrote a communicative model text in style of article.

Are there any stages missing in the flow chart?

Lead in – pictures, controlled practice

In what ways is it similar to the process approach in activity 2?

Most stages the same except process starts with brainstorming and making notes etc.

In what ways is it different?

In process, Ss may not see a model text at all, or not see it till later.

Could you use this writing activity with your class? Why (not)?

4. CORRECTING LEARNERS' WORK



15 mins

- During the course of the activities, encourage participants to avoid correcting every mistake. Discuss the reasons for this if necessary, e.g.
 1. It's impossible for students to write perfectly.
 2. It's very hard to correct every mistake.
 3. It's discouraging to see the teacher's red pen all over your work.
 4. It's always better to praise students for work done well rather than to look for things they have done wrong.



WRITING IN ACTION

1. DEMO LESSON



30 mins

This activity aims to demonstrate how simple writing tasks can be scaffolded to make writing less stressful for learners. Your lesson plan is in annex.

- Tell the participants that they are going to take part in a demonstration of the warmer and presentation stages of a lesson which involves writing tasks. They must take part in the lesson as learners. Later they will have time to take notes.
- Demonstrate the warmer and presentation stage of the lesson plan in Annex.
- Be very careful to follow the lesson plan exactly. When you have finished, the participants work individually and make notes in the table, and then move into groups to share their notes.
- Ask the participants to look at the practice and closing stages of the lesson plan. In groups, they consider how the writing task was scaffolded in this lesson.
- Feedback as a class by going over the ideas.

Notes/Feedback

How are the warmer and presentation linked to scaffolding the writing tasks?

- A simple writing task was scaffolded in many different ways at all stages of the lesson.
- The teacher first elicited all the relevant vocabulary and wrote it on the board so that learners could refer to it. It was also written as a spidergram so that learners had a visual representation of the writing they would do.
- Flashcards were used to clarify meaning.
- The teacher drilled a lot of target language so that the learners had experience of the language before they had to write it.
- Learners were given a chance to listen to and speak in the target language first before being asked to write.
- Learners were required to write words/phrases first and then sentences.
- Learners were made to feel comfortable by writing in groups first and then individually.
- The teacher gave examples about herself to make the learners comfortable.

2. ADAPTING THE TEXT BOOK



45 mins

This activity helps the participants to link what they have learned in the workshop to lessons in their textbooks.

- Put the participants into groups of about five. Give out the textbooks.
- Tell them to look through the book to see if the writing tasks are scaffolded or not.

- Individually the participants choose one writing activity in the textbook and plan how they would scaffold the task and manage the activity in their class. Refer to the example in their workbooks.
- The participants prepare to present their choice to the group by answering the questions:
 - What is the activity? (standard, page number etc.)
 - Why did you choose this activity?
 - What are your aims?
 - How would you scaffold the writing?
 - What instructions will you give?
 - Why would your way be better?
 - Monitor, support and give guidance.

3. REFLECTION



15 mins

This activity encourages the participants to think about how they can apply what they have learnt in the workshop and make action plans.

- Individually the participants choose one top tip that they found most useful from the workshop.
- They write it in the space provided. They give a reason for their choice.
- The participants complete the next four questions in their workbooks. They must think about their own classroom while answering. Give them about ten minutes.
- Tell the participants to share their answers with a partner. Ask a few participants to share their ideas with the whole class.
- The participants continue working in pairs. They complete the action plan in their workbooks.
- Monitor and support them. Make sure they suggest ways in which they will adapt the activities for their learners. They can also list the materials they would need.
- If you are delivering an extensive course remind them that these action plans will be discussed in the next workshop.
- Ask the participants if they have any final comments or questions



LESSON PLAN

[go back to source CiPELT India developing writing skills for correct numbering etc]

[Make sure this is same plan as PN]

| LESSON PLAN – Developing writing skills | |
|---|--|
| Lesson Time: 30 minutes +15 minutes extension | |
| Target language: Revision of 'wh-' question words: who, how, when, where, what; Used with the present continuous tense 'going to' to talk about future plans. | |
| Skills focus: Writing | |
| Learning objectives: By the end of the lesson pupils will have/be able to: <ul style="list-style-type: none">• Ask 'wh-' questions about future plans• Talk about holiday plans• Write simple sentences using basic punctuation about holidays and holiday plans. | |
| Assumed knowledge of pupils: Concept: Holidays Recycled language: Activities: Climb; swim; play; sightsee; explore; visit a museum; take (photos). Transport: plane; boat; bus; train; car; horse and cart. Things to take on a holiday: suitcase/bag; torch; ball; cat's port shoes, toothbrush, clothes, camera. Other vocabulary related to holiday destinations and travel. | |
| Language support resources: Flashcards, Sheets of A4 paper | Preparation: Draw the table below on a large sheet of paper. |

| Stages and Timing | Teaching procedures and teacher's language | Learner activities and language | Interaction |
|-----------------------------|---|---|-------------|
| Starter/ Warmer 5mins | <ol style="list-style-type: none"> 1. Show the learners the flash card of a family With their bags. Ask the learners what they see (man, woman, boy, girl, children, bags). Point to the picture and say, <i>'This is me. This is my husband/wife. These are my children.'</i> Ask, <i>'What are we doing?'</i> Accept all answers until someone says <i>'Going on holiday'</i>. Write <i>'Going on holiday'</i> in a circle In the centre of the board. You are going to Build up a spidergram on the board. 2. Continue showing the same picture and ask, <i>'Where are we going?'</i> Write 'Where' on the board and draw a line from the circle to the word where then let the learners guess. Write down their answers on the board around the word 'where' (names of places, to the beach, to the mountains etc.). When learners have run out of ideas, show them the picture of the TajMahal and elicit the name of the place. Add 'Agra' to the list and stick the flashcard next to it. 3. Continue showing the first picture and ask, <i>'When are we going?'</i> Write 'when' on the board and all the learners' guesses around it. When learners have run out of ideas, show them the picture of a calendar and elicit the date. Write the date on the board and stick the flash card next to it. 4. Repeat the same process for the other questions, using the remaining flashcard. <ul style="list-style-type: none"> • <i>'Who is going to go with me?'</i> (Show the First picture of the family.) • <i>'How are we going to get there?'</i> (Show the picture of the plane with the family on top.) • <i>'What are we going to take with us?'</i> (Show the picture of an open suitcase.) • <i>'What are we going to do there?'</i> (Show the picture of the camera.) | Listening Speaking Reading Train/plane/boat/car/On holiday Climb a mountain/swim/play/go sight seeing/visit a museum/explore/take photos/go to the beach/family, friends, children suitcase, clothes, camera, torch, tickets... Where/when are you going? How are we going to get there? Who are you going to go with? What are you going to take with you? What are you going to do there? | Whole class |



| Stages and Timing | Teaching procedures and teacher's language | Learner activities and language | Interaction |
|--------------------------------|---|--|--|
| Presentation activity 8mins | <ol style="list-style-type: none"> 1 Point to the word 'where' on the board and cue the class to repeat after you. Say, <i>'Where are you going?'</i> Drill the question. Ask the question to one particular learner. Cue the learner to say, <i>'I am going to...'</i> Cue the class to repeat the answer. Drill the answer. 2 Repeat the same procedure for all of the other questions and answers. Each time, ask a different learner to give you answers. 3 Put the learners in groups of four. Give each group a piece of paper. 4 Show the groups the table you have prepared. Fold the poster so that only the first two columns are visible. Put it upon the board so that everyone can see it. Make sure it does not hide the other board work. 5 Say, <i>'Copy this table into your books.'</i> 6 Ask the groups to imagine they are going on a holiday. Ask them to fill in the first column with details about themselves. They must write the information as a group. 7. Monitor and make sure learners have understood the task. | Listening Speaking Writing Where/when are you going? How are you going to get there? Who are you going to go with? What are you going to take with you? What are you going to do there? I am going to/with/in/on... | Whole class Individual learners Groups of four |
| Practice activity 10mins | <ol style="list-style-type: none"> 1. Go back to your example on the board. Say, 'I am going on a holiday. I am going to...' and cue the learners to complete your sentence. Say, 'I am going on/in..., I am going to Agra with...' and soon. 2. Say, 'Now write sentences about your group.' 3. Check instructions. Ask, <ul style="list-style-type: none"> • 'Do you write about me?' (No) • 'Do you write the questions?' (No) • 'What comes at the beginning of a sentence?' (Capital letter) • 'What comes at the end of a sentence?' (Full stop) 4. Monitor and provide support, if necessary. 5. Ask groups to swap their answer with another group. 6. Ask a few groups to read out their answers. Use a lot of praise. | Listening Speaking Writing I am going to / with / in / on... | Group of four |

| Stages and Timing | Teaching procedures and teacher's language | Learner activities and language | Interaction |
|------------------------------|---|--|--------------------------------------|
| Closing activity 7mins | <ol style="list-style-type: none"> 1 Put learners in groups of six. They will play consequences or pass the paper. 2 Give each learner a piece of paper. 3 Ask learners, 'Where are you going? Write your answer on the piece of paper .Don't show it to anyone.' 4 Ask them to fold the piece of paper and pass it to the learner on their right. <p>Demonstrate this step so that they get it right.</p> <ol style="list-style-type: none"> 5 Say,'When are you going? Write your answer on the piece of paper. Fold the paper. Passiton.' 6 Continue till all the six sentences have been written. 7 Ask the learners to unfold the piece of paper. Ask a few learners to read out their pieces.They may be funny. | Listening Speaking Reading Writing I am going to/with/in/ on... | Groups of six Individual learners |
| Extension activity 15mins | <ol style="list-style-type: none"> 1 Unfold the poster so that all columns are visible. Ask the learners to draw the full table in their workbooks. 2 Point to the first column and say, 'Fill in the First column about you.' 3 Point to the other columns and say, 'Go around the class. Talk to five different people. Write their answers in the other spaces.' 4 Check instructions. Ask, <ul style="list-style-type: none"> • 'How many people will you talk to?' (Five) • 'Will you ask them questions?'(Yes) • 'Where will you write the answers?' (In the columns) 5 When learners have finished, ask them to write sentences about their findings/write sentences about anyone person. 6 Collect the notebooks for marking. | Listening Speaking Reading Writing Where/ when are you going? How are we going to get there? Who are you going to go with? What are you going to take with you? What are you going to do there? I am going to / with / in / on... | Individual learner Wholeclass |



WRITING TASKS

1. WRITE ABOUT THE ANIMAL.

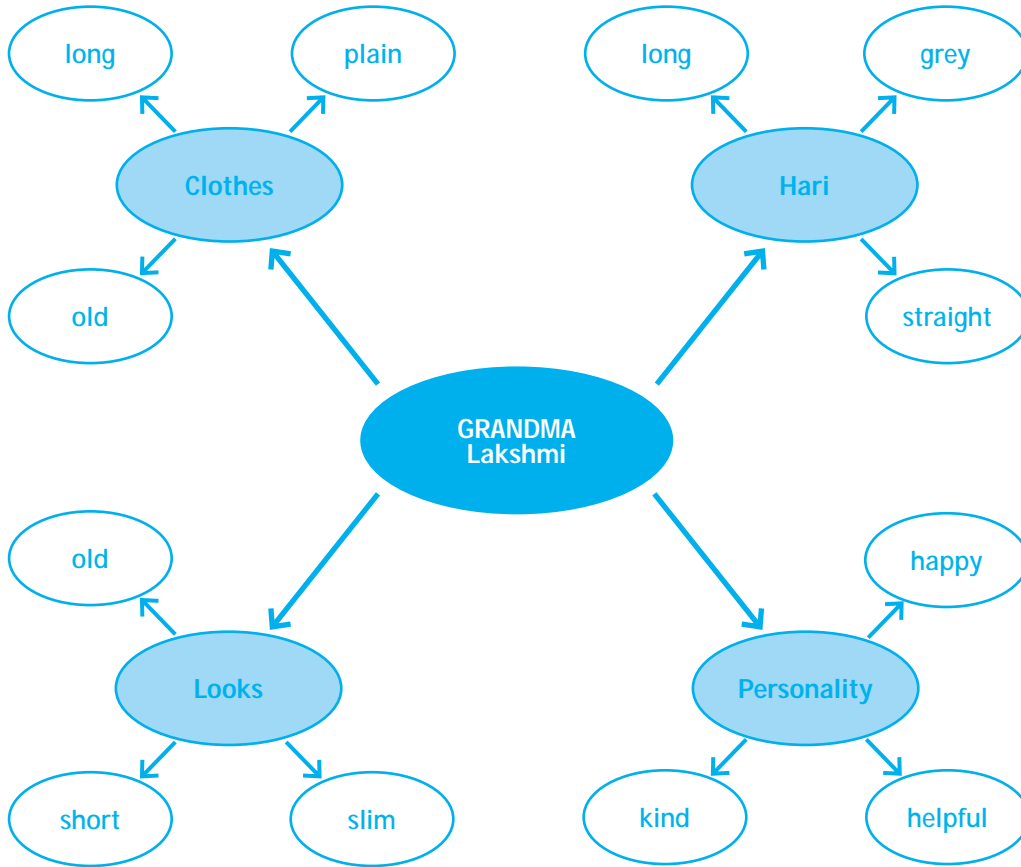


| Question | Language |
|-------------------------|------------------------------------|
| What animal is it? | This animal is a ... |
| What does it look like? | It has ... |
| Where does it live? | It lives in ... |
| What does it eat? | It eats ... |
| What does it drink? | It drinks ... |
| How does it move? | It walks and... .. It can also ... |
| What does it do? | It likes to ... |

2. We have just read the book 'The Bucket'. Write a list in alphabetical order of everything that Bhanu put into his bucket.



3. GRANDMA LAKSHMI – WHAT IS SHE LIKE?



This is grandma, Lakshmi. Write about her and then draw a picture of her. You can change the describing words if you wish.

4. THE MAGIC BOX

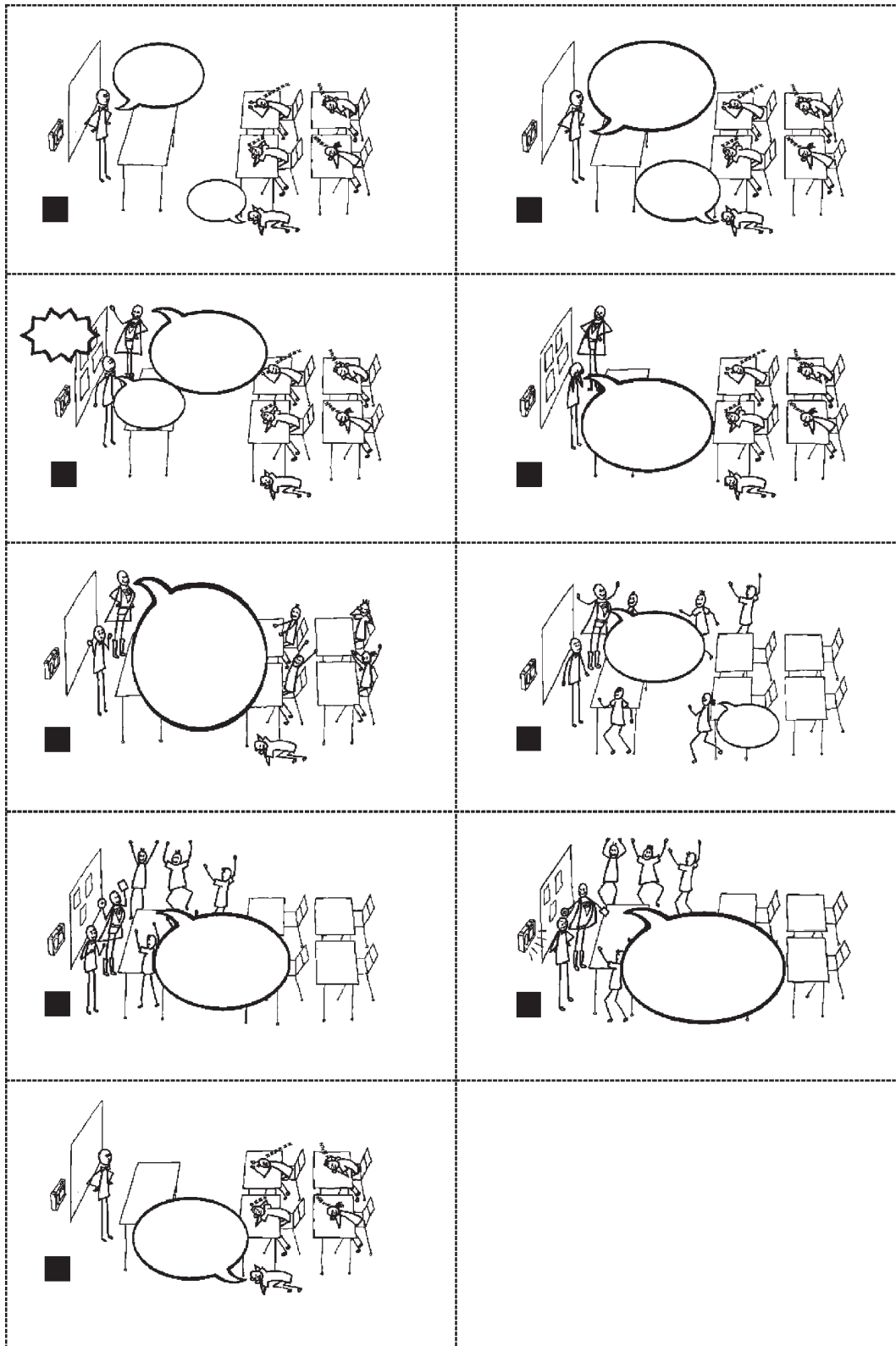


Finish the story:
Kartik opened the box very carefully and found...



5. MR SHARMA'S ENGLISH CLASS.

Look at the comic strip and write what you think they are saying in the speech bubbles.



6. FACTS

The fastest animal in the world is the cheetah. It can run at speeds of 113 kilometres per hour.



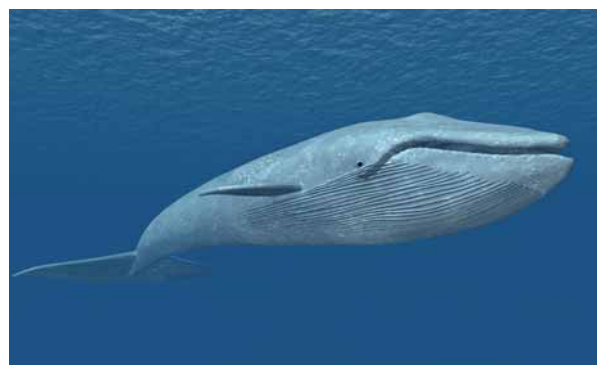
The longest animal in the world is the ribbon worm. One was found that was 60 metres in length.



The tallest animal in the world is the giraffe. Giraffes can grow up to six metres tall.



The heaviest animal in the world is the blue whale. It can weigh 190,000 kilograms. That is the same as 38 elephants!



Answer the questions.

1. How tall is the tallest animal in the world?
2. How fast is the fastest animal in the world?
3. How long is the longest animal in the world?
4. How heavy is the heaviest animal in the world?
5. Which animal is the slowest in the world?



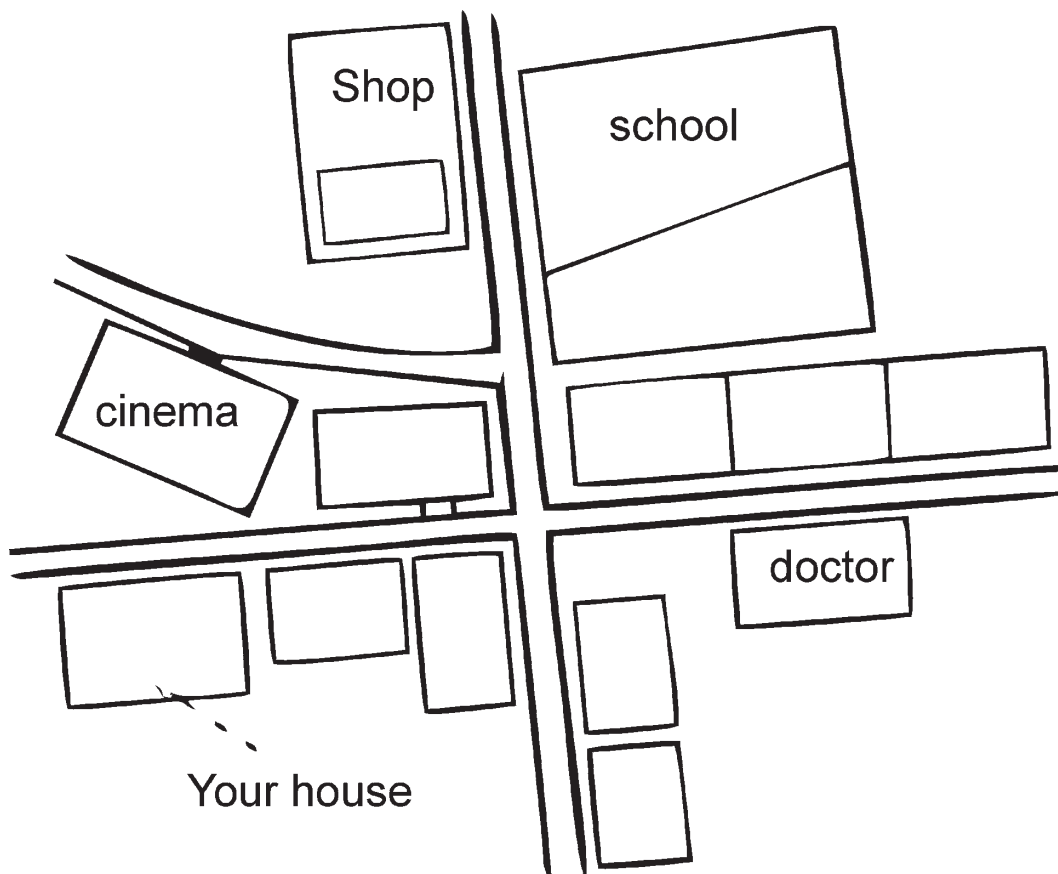
7. WHERE ARE YOU FROM?

Write where the children are from.

- Srikanth is from _____ EAKRLA
- Sarita is from _____ BJPANU
- Mahesh is from _____ BARHI
- Where are you from? _____

8. FINDING YOUR WAY

Your friend is coming to visit. Write directions from school to your house for them to follow.



9. INTERVIEW YOUR CLASSMATES

| |  | | |  | | |  | | |  | | |
|--------|---|-------|-------|---|-------|-------|--|-------|-------|---|-------|-------|
| Name | always | often | never | always | often | never | always | often | never | always | often | never |
| Suresh | | ✓ | | ✓ | | | | ✓ | | | | ✓ |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Now write about what your friends do in their spare time.

10. THE ALIEN IN MY BEDROOM

Write a report for the school magazine about what happened.





INTEGRATING SKILLS AND LANGUAGE

OVERVIEW

| | |
|------------------|--|
| Outcomes | <p>By the end of these sessions, you will:</p> <ul style="list-style-type: none"> • Be able to use integrated skills activities in their own lessons • Have explored the advantages and challenges of integrated skills activities • Have investigated the classroom management of integrated skills and project activities • Participated in groups tasks which integrate the four language skills • Created an integrated skills activity and lesson plan |
| Resources | <p>Session 1 outcomes: gapped sentences for information gap. See Annex 1. Session 2 activity 1. Adapt the matching activity to a jigsaw. Session 2- lesson plan – see annex</p> |

PLAN SUMMARY

| Stage | Activity | Time | |
|---|------------------------------|--|-----|
| Session 1 | | | |
| What are integrated skills activities? | | | |
| 1. | Outcomes | Gapped sentences for info gap activity | 10' |
| 2. | Lead in | Match title and activity | 20' |
| 3. | More integrated skills tasks | Info gap / class survey | 20' |
| 4. | Advantages and challenges | Statements + comments | 20' |
| 5. | Tips | Add to list | 20' |
| Total | | 90' | |
| Session 2 | | | |
| What are projects and why are they useful? | | | |
| 1. | Project work | Project web, matching advantages | 25 |
| 2. | Choosing a project | Project activities | 15 |
| 3. | Managing a project | Challenges and solutions table | 20 |
| 4. | Demo lesson | Teaching an Integrated skills activity | 30 |
| Total | | 90' | |
| Session 3 | | | |
| Let's try it out! | | | |
| 1. | Review | A survey | 15' |
| 2. | Adapting the Text Book | Finding a suitable text book activity | 15' |
| 3. | Planning the activity | Writing the stages | 15' |
| 4. | Micro teaching | Teaching part of an integrated skills lesson | 30' |
| 5. | Sharing and reflection | Share ideas in groups | 15' |
| Total | | 90' | |

SESSION 1: WHAT ARE INTEGRATED SKILLS ACTIVITIES?

PROCEDURE

1. OUTCOMES



10 mins

Aim: to introduce Ps to an information gap (integrated skills) activity which they can adapt for the final lesson planning activity in the previous session.

- Do the outcomes as an information gap activity. Divide the class into pairs, A and B.
- Give each students the correct gapped outcomes given in annex. Make sure you give clear instructions as this is an important part of today's sessions. In pairs they ask and answer to complete the outcomes.

Feedback

Briefly discuss the activity:

- What's this activity called? (information gap)
- What did you think about it?
- What skills did you need? (all four)
- What language did you need to complete the sentences? (e.g. *Let's look at the first / second / next outcome; What's the word after / before...? How do spell that? Etc*)
- Could you do a similar activity with your class?

2. LEAD IN



20 mins

The aim of this activity is to elicit ways in which teachers currently integrate linguistic skills within tasks in a lesson.

- The participants identify the four linguistic skills:
Answers: listening, speaking, reading, writing
- Ps individually list all the games / activities they use in their lessons which they think integrate linguistic skills.
- In groups of four, the participants share what they have written with their group members
- The participants do the matching activity.
- The participants match the name of the game / activity with the linguistic skills that are required to complete it.
- Elicit answers and give feedback.
- Ps tick any activities they mentioned in the earlier list.
- Focus Ps on the 'skills used' table and go through the example.
- Ps complete individually then compare answers.
- Go through the answers and discuss why number 6 is different (it is a solitary writing skill).



Answers

| Activity/game | Skills used |
|---|--|
| 1. Bingo (g) The learners draw a table. They write a word/phrase in each box. The teacher reads out the words/phrases in random order. The learners cross out the ones they hear. The learner who crosses all the boxes first is the winner. | L, R, W |
| 2. Text-correction (f) The learners read a text which has errors in it. They correct the errors. | R, W (also L&S if learners compare ans in pairs.) |
| 3. Memory check (b) Word cards are put in front of learners. They try to remember what is on them. The word cards are taken away. The learners write the names of all the words. | R, W (also L&S if learners compare ans in pairs.) |
| 4. Poster presentation (c) The learners are put in groups. They are given a topic. They design a poster about it. They present their posters to the class. | L, S, R, W |
| 5. True or False? (d) The learners are given a set of statements. They make them correct or incorrect | R, W (also L&S if learners compare ans in pairs.) |
| 6. Essay writing (a) The learners write a long text about a topic. This is usually an individual activity. | W |
| 7. Picture dictation (e) The learners work in pairs. One learner draws a picture and then describes it to their partner. He or she draws it without looking at the original picture. The learners compare the pictures and say what is the same and what is different. | L, S, W(drawing) |

3. MORE INTEGRATED SKILLS TASKS



20 mins

Aim: to introduce Ps to a different type of information gap activity using two different texts on a connected topic; to introduce Ps to another integrated skills activity- surveys.

- Set the information gap task carefully. Divide the class into pairs and make sure they are all covering the relevant text.
- Monitor.
- Go through the follow up questions under the texts.
- Ask:

What skills does each activity involve?

Answers: information gap – all four skills. Survey can involve all four skills if Ss write the questions themselves and make notes of answers.

- Set the task for thinking of more ideas for information gap activities and surveys. You can remind Ps of the Phase 1 Language development sessions. They may be able to remember some examples from the lessons.
- Elicit ideas.
- Ask: *What language do ss need to complete the task? What is the teacher doing the main activity?*

Answers and feedback

Accept all reasonable answers. Here are some suggestions for possible answers.

Information gap activities

- Instead of the same biography text, each student can read a biography of a different person.
- Instead of biographies, students can exchange information about countries or places, customs and festivals, hobbies or interests, events etc
- Surveys
- These can be on a variety of topics e.g. hobbies, time spent watching TV / playing sport/ using mobile phone etc.
- Input can be through texts, or graphs and graphic organisers (to give students ideas and vocabulary for survey).
- Students can be asked to write about their findings or to put them in a graph or table.

4. ADVANTAGES AND CHALLENGES OF INTEGRATED SKILLS TASKS



20 mins

- Ps discuss each statement in pairs.
- Monitor and check Ps understand each statement.
- Then elicit ideas. There may be some disagreement about some of the points- that's fine but encourage Ps to give reasons.
- Now discuss how Ps can overcome the challenges- but try not to pre-empt next activity on 'tips'

Answers

These are suggested answers- accept alternatives if Ps have a reason. For example, using real world language could be a challenge if Ss do not have the language to participate



| Using integrated skills tasks in the classroom | Advantage or challenge | Ways to overcome |
|---|------------------------|---|
| They use real world language. | A | |
| They need planning and preparation. | C | You get quicker at doing the planning and preparation the more you do these activities. Try to prepare activities than can be used with more than one class. Swap plans and resources with other teachers- build a resource bank Look online for lesson plans on integrated skills e.g. British Council Teaching English |
| They encourage the learners to interact naturally. | A | |
| The classroom can become noisy! | C | Warn other teachers Can the activity be done outside? Move Ss on to writing about their results if necessary. |
| The teacher may not be able to monitor and assess every learner in one lesson. | C | Make a note of students you've monitored in each session so that over a term you don't miss anyone out. |
| The teacher can assess the learners' progress in many skills while they do the task. | A | |
| They mirror real life and prepare the learners to communicate in the real world. | A | |
| They are motivating and a lot of fun! | A | |
| If the learners don't know how to do surveys and information-gaps, they may not talk to each other and communicate. | C | |
| They take time to set up and complete. | C | |

5. TIPS FOR USING SURVEYS AND INFORMATION GAPS



20 mins

- Divide the Ps into pairs to discuss the tips and add two more.
- Then invite the pairs to share their ideas with the class.

Feedback

Other tips

- When you choose topics for surveys, make sure it is one where students don't know the answers. For example, if students know each other very well, they may already know each other's hobbies or interests, so there's no point in doing a survey about them!
- Surveys and gap fills are a good opportunity to differentiate- discuss with Ps ways you could do this. i.e. shorter or longer texts for information gaps depending on whether you need to support or challenge the students
- Practise the language students need to complete the task e.g. in a survey: *My first question is ...The next question is ...That's an interesting answer. etc*



WHAT ARE PROJECTS AND WHY ARE THEY USEFUL?

1. PROJECT WORK: WHAT AND WHY?



20 mins

- Begin by telling Ps that project work is another method of integrating skills in the classroom.
- One of the key features of a project work is that students decide together what to do to complete a project. The teacher's role is to support.
- Ps read the definition then ask for reactions.
- T's make a list of themes or topics that would be of interest to their learners.
- Ps spend a few minutes reading the project web. Give help with anything that is not clear.
- Ps discuss the questions.
- Elicit ideas but do not pre-empt the next activity. It's enough to point out here that the diagram shows that project work can be a rich source for language work. However, you would not expect to cover all the areas mentioned in the project web but select ones relevant to your class.
- Set the matching task. Ps work in pairs.
- This is quite a difficult activity so be prepared to prompt or give the first 2-3 answers as examples. It may be easier if you copy and jigsaw the activity.

Feedback

Other advantages might include:

- Development of interpersonal relations through group work
- There is an end product (the finished project work)
- Learners often get help from parents and so involves the parent in the child's learning.
- They can be a break from the routine.

Answers

| Advantages of project work | Description |
|---|---|
| a. A project is a piece of work that integrates skills. | 6. Project work draws on ALL of the learners' skills, e.g. intellectual, physical/motor skills and social skills. It also encourages personal and emotional development |
| b. Projects help to develop the whole child. | 7. Project work involves experiential learning. Knowledge of the language and language skills are all used in a natural way to complete the project |

| Advantages of project work | Description |
|--|--|
| c. Projects integrate language knowledge and language skills. | 8. Grammatical awareness can be built into project work. As the learners get older they are able to be more analytical. They can recognise grammatical and lexical patterns |
| d. Projects encourage learner independence. | 3. Project work helps the learners to make choices and take responsibility for their own work. |
| e. Projects are good for mixed-ability classes. | 1. Within project work there are often opportunities for different learners to make different contributions depending on their ability. |
| f. Projects can be used flexibly. | 9. A project can be as short as one lesson or it can cover several lessons. |
| g. Project work helps the learners to develop self-esteem. | 4. Project work provides an opportunity for personal ownership as it reflects ideas, interests and opinions. Projects can be displayed to others. This helps to develop the learners' confidence |
| h. Project work uses the learners' own knowledge and experiences. | 2. Project work can give the learners an opportunity to use their own knowledge of the world and/or knowledge gained from other subjects in the school curriculum. |
| i. Project work provides opportunities for the learners to experiment with and take risks with language. | 5. A project involves a series of interesting, meaningful activities which are linked. The activities allow the learners to find out, do things and communicate the results to the class |

2. CHOOSING A PROJECT



15 mins

Divide the class into groups. Check they understand the task. Explain any of the suggested activities Ps might find difficult to understand.

After the discussion elicit ideas on what activities the Ps would or wouldn't choose.



Feedback and further discussion

Which ones did the Ps reject? Why? If for lack of resources how could it be adapted?

What other reasons do Ps have for rejecting?

Can Ps suggest other activities for a project on films? E.g. making a film of a scene from a book they have read, writing film reviews and sharing with the class

3. MANAGING A PROJECT



20 mins

Ps work in groups.

Elicit ideas and go through the feedback below. Encourage Ps to suggest solutions to the challenges.

Possible answers and feedback

| Challenges | Suggestions for dealing with these challenges |
|---|--|
| 1. Ss use L1 | Make sure activity is at the right level and that Ss are well prepared for the task |
| 2. Some learners do nothing | Assign roles to each member of group |
| 3. Groups work at different speeds | Remind group it is their responsibility to fill the time allocated. Discuss ways they could extend their work. |
| 4. Ss used to a more controlled lessons might find it hard to adapt to freer activities | Start with short projects and build to longer ones |
| 5. Difficult to manage projects in large classes | Plan carefully and match the project to the size of the class and the resources. Some of the project work could be done at home. |

Focus on the question what tips would you give?

Ps discuss in pairs or groups.

Elicit ideas.

Feedback

Time: establish deadlines for the project and the amount of time in class that will be devoted to the project.

Students produce a work plan at the beginning – this should include timings.

Space: tell learners the display space for the project e.g. wall space or corner of classroom. Then they will know how much material is needed to fill space.

Materials and resources: provide ss with materials they might need e.g. card, scissors, glue etc. Or ask ss to bring from home. Ss can use computers to research information but make sure they have a list of specific information to find so they don't waste hours 'surfing.'

Presentation: ss need to show or present their projects at the end.

Evaluation: use a simple form to evaluate each project in key areas such as content, design, language, presentation

4. DEMONSTRATION LESSON



30 mins

The lesson is based on integrated skills and could lead to a project activity. You could do the demo lesson at the beginning of this session if you prefer.

It is quite a long lesson plan so only do the stages you have time for, allowing time for discussion and feedback.



LET'S TRY IT OUT!

1. REVIEW



15 mins

Aim: for Ps to have a clear example of what a survey activity is and the instructions for it.

- It's important to do this activity as it is scaffolding for the planning session.
- Keep an eye on timing throughout this session or there won't be time for the final microteaching activity.
- You can adapt the statements or use questions instead if you prefer.
- Set the activity and monitor while Ps are carrying it out.
- Give feedback.

2. ADAPTING THE BOOK



15 mins

The instructions assume a large group of participants (25) so will have 2 x Group A, 2 X Group B etc
You can adapt the organisation of the task if you wish and simply let Ps choose the integrated skills activity they want to do in order to match a text book activity.

It will save time if you can identify suitable text book activities for adaptation in advance.

Monitor and give help where necessary.

3. PLANNING THE ACTIVITY



15 mins

Make sure the lesson plan isn't too ambitious or too long as there won't be enough time to teach it.

Ps should write the instructions and the main stages only- there won't be time for a detailed plan. Tell Ps they can do this after the session.

Again, monitor and give help where necessary.

4. MICRO TEACHING



30 mins

Monitor during the micro teaching then give feedback.

5. SHARING AND REFLECTION



15 mins

Aim: by the end of this activity, Ps will have resources they can share.

Encourage Ps to share any problems they faced during the teaching, but also encourage them to have another attempt with their own classes.



ANNEX

Information gap activity

Make enough copies for each pair of participants. Cut out each text and give one to each participant.

Participant A

Ask your partner questions and complete the missing words.

By the end of these sessions, you will:

- Be able to use ...skills activities in their own lessons
- Have ... the advantages and challenges of integrated skills activities
- Have investigated the classroom of integrated skills and ... activities
- in group tasks which integrate the four language skills
- Created an integrated skills activity and ...

Participant B

Ask your partner questions and complete the missing words.

By the end of these sessions, you will:

- ... use integrated skills activities in their own lessons
- Have explored the ... and of integrated skills activities
- Have ... the classroom management of integrated skills and ... activities
- Participated in ... which integrate the four language skills
- ... an integrated skills activity and lesson plan

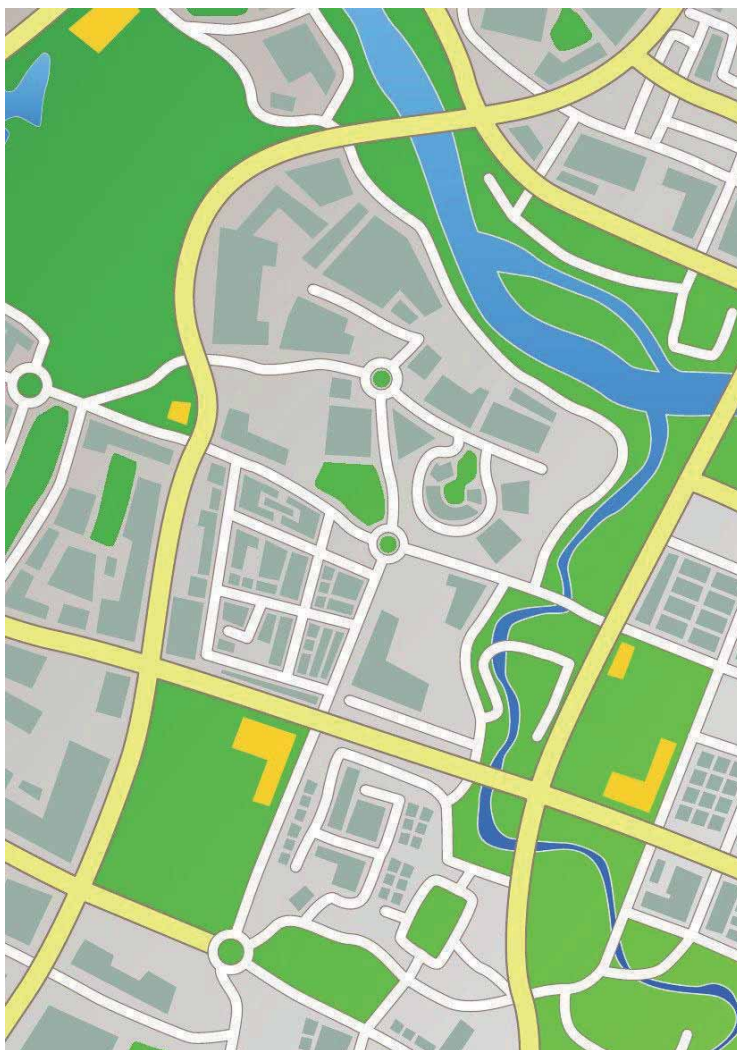
LESSON PLAN

| LESSON PLAN – Integrating skills through tasks | |
|---|---|
| Lesson Time: 45 minutes (can be split into two lessons) | Standard: 5/6 |
| Target language: Places in a town, expressing opinions | |
| Learning objectives: By the end of the lesson, the learners will be able to: <ul style="list-style-type: none"> • Work in groups to produce a poster. • Make short presentations to the class. • Peer-assess presentations. | |
| Assumed knowledge of learners: Concept: Maps; presentations Recycled language: Places: <i>park; playground; football pitch; school; mosque; temple; church; shops (clothes, supermarket, sweet shop, toy shop, mall)</i> Opinions: <i>We'd like to ...; We think that ...</i> | |
| Language support resources: Poster Cut-out pictures Magazines (optional) Scissors Glue Coloured pencils Rulers | Preparation: Produce a large map or use the example map provided Copy batches of 'place' pictures. |



| Lesson stages and timing | Instructions for the teacher | Learner activities and language | Interaction |
|------------------------------|--|---|--------------------------|
| Starter/ Warmer 5 mins | <ol style="list-style-type: none"> Greet the learners, e.g. <i>'Good morning class.'</i> The learners respond, <i>'Good morning Ma'am/Sir.'</i> Put up the basic map on the wall and ask: <i>'What's this?'</i> (Answer – Map) Ask: <i>'What is it a map of?'</i> and try to elicit: <i>'A town/ city/ village.'</i> Say: <i>'Is it a real city or an imaginary city?'</i> (Answer – Imaginary) Check their understanding of the word <i>'imaginary'</i>. Use the first language if necessary. Elicit some places they would find in the town. Decide on a name for the town. | Listening Speaking <i>imaginary shops school hospital park etc.</i> | Whole class |
| Task 15 min | <ol style="list-style-type: none"> Divide the class into groups. There should be five to six learners in each group. Say: <i>'In your groups, draw a map of your imaginary town. Here are some pictures of places you can stick onto your map or you can draw them on the map paper. Here are some magazines if you want to cut things out of them and stick them onto the map. When you have finished, you will present your map to the class.'</i> Ask one member from each group to collect the map, pictures and magazines. If you don't have pictures, ask the learners to draw the objects. Say: <i>'You will have to work together and agree on what you will have in your town. You will need to tell the rest of the group what you want in your town.'</i> Write on the board: <i>I think that... I'd like a... We need a... We should have a...</i> You are now a facilitator. Monitor and help the students if necessary. Make sure they are using the appropriate phrases to complete the task. Keep track of time and let the learners know how much time they have left. | Listening Speaking <i>I think that... I'd like a... We need a... We should have a...</i> | Whole class in groups |

| Lesson stages and timing | Instructions for the teacher | Learner activities and language | Interaction |
|----------------------------|---|---------------------------------------|-------------------------------|
| Presentation 15 min | <ol style="list-style-type: none"> 1. Say: <i>'Now in your groups you will present your town to the class. You have five minutes to prepare your presentation.'</i> 2. Write these points on the board: In your presentation you must: <ul style="list-style-type: none"> • introduce your group • say where your town is • tell us what is in your town • tell us why you want to live there. 3. Give the groups five minutes to prepare and decide on the order of presentations. 4. Say: <i>'It's time to present now!'</i> Elicit the 'golden rules' of presenting. Write them on the board. Some examples can be: <ul style="list-style-type: none"> • practise what you are going to say • look at the class • speak slowly and clearly • smile 😊 Tell the learners that when a group is presenting, they must pay attention and not be practising their own presentations! 5. While a group presents, the others mark them on the criteria listed above. You can make simple categories such as: <i>Excellent, Good and Okay</i> for each criterion or use numbers. 6. The groups present and then put their posters up on the wall to display. 7. While the groups are presenting, make notes on good points and areas for development. Make sure the other groups are paying attention and assessing too. | Listening Speaking Reading Writing | Groups observing other groups |
| Language review 10 mins | <ol style="list-style-type: none"> 1. Congratulate the learners. 2. Elicit the scores/feedback. Encourage learners not to be too critical. 3. Review the language from the presentation and give examples of good language. 4. Point out some common errors from the group work and presentations. 5. Point to your watch/clock and say: <i>'It's time to finish. Thank you class. Goodbye.'</i> 6. Class stands up and says: <i>'Goodbye Ma'am/ Sir.'</i> | Speaking Listening Reading | Whole class |



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British Council

PO Box 640

Lainchaur

Kathmandu

Phone: +977-1-4237700



Government of Nepal

Ministry of Education, Science and Technology

Center for Education and Human Resource Development

Sanothimi, Bhaktapur