

semester

1

Functional English - I

COURSE GUIDE

Associate Degree in Education/
B.Ed. (Hons) Elementary

2012



Higher Education Commission

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Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programs.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programs like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College-Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI,
Executive Director,
Higher Education Commission,
Islamabad.

How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The following faculty were involved in designing this course guide: Sardar Nasim Akhtar Khan, GCET (M) Rawalakot; Safina Rouf, GCET (F) Muzaffarabad; Humaira Abbasi, University of AJK; Shumaila Azmat, BoC Balochistan; Talat Jahan Ara, GCE Quetta; Ghulam Mustafa, GCE Uthal; Asima Idrees, Sardar Bahadur Khan Women University, Quetta; Syed Muhammad Aamir, RITE (M) Peshawar; Shehla Sheikh, Gomal University, DI Khan; Tarranum Kehkasan, RITE (F) Kohat; Uzma Dayan, IER University of Peshawar; Iazaz Ali, IER University of Peshawar; Habib Elahi Sahibzada, Hazara University, Mansehra; Maria Bint Shahid, Fatima Jinnah Women University, Rawalpindi; Sajid ul Islam, Allama Iqbal Open University, Islamabad; Sadia Mubeen, GECE (F) Hussainabad, Karachi; Muhammad Hasil Pato, GECE Mirpurkhas; Maqsood Ahmed Sahito, GECE (M) Mithi; Rasheed Channa, GECE (M) Hyderabad; Syed Saleha Shah, BoC Sindh; Ayaz Ali Mughal, University of Sindh, Hyderabad; Abdul Sattar Gopang, University of Sindh, Hyderabad; Imtiaz Ahmed, University of Karachi; Dr. Mussaret A. Sheikh, Fatima Jinnah Women University, Rawalpindi.

Subject experts guiding course design: Dr. Hina Ashraf, AIR University, Islamabad;
Dr. Graeme Cane and Shaista Bano, Aga Khan University, Centre of English
Language, Karachi

Date of NCRC review: 3 March 2012

NCRC Reviewers: Ms. Qaisera Sheikh, Beacon House University; Mr. Allah Noor
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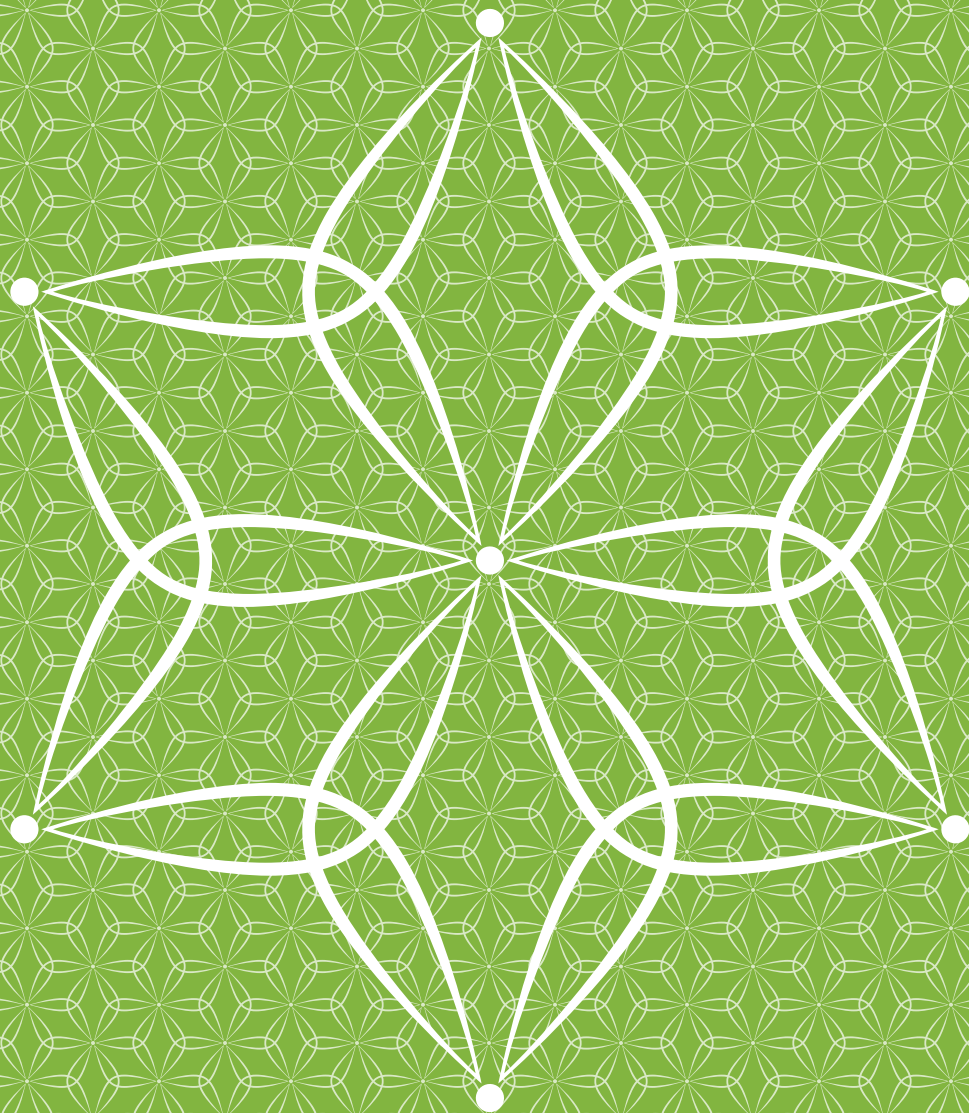


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Syllabus

ENGLISH I

ENGLISH I

Year/semester

Year 1, Semester 1

Duration (hours)

48 hours (16 weeks)

Credit value

3 credits

Prerequisites

None

Course description

The purpose of this course is to develop the English-language proficiency of prospective elementary school teachers and to help them become confident in reading, writing, speaking, and listening to the English language.

Instead of teaching grammar in isolation and only at sentence level, this course is based on developing the language abilities of Student Teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading, and writing skills. With a focus on social interaction, the course draws specific attention to the accurate use of structures, improvement of pronunciation, and development of active vocabulary in descriptive, narrative, and instructional texts.

Course outcomes

After completing this course, Student Teachers will:

- have improved their listening and reading skills in English
- be able to communicate in written and oral English with peers and teachers
- rely less on their first languages and increase their use of English in formal and informal situations
- have a deeper understanding of correct English structures in descriptive, narrative, and instructional texts.

Learning and teaching approaches

The course uses an integrated approach to language teaching that teaches all of the four language skills—listening, speaking, reading, and writing—in natural settings. Both Instructors and Student Teachers are encouraged to respond through pair and group work and active learning strategies, such as role play, debates, presentations, and brainstorming. Instructors and Student Teachers are encouraged to use online

resources in conjunction with the course guide and make the best use of interactive exercises on various websites. This course links learning approaches with assessment tasks to provide Student Teachers with the opportunity to accept responsibility for their own learning.

Even if Student Teachers begin the course unable to communicate fluently in English, Instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem communicating to them, you will use alternative strategies, such as slowing down, repetition, asking others to explain, or using simpler vocabulary.

Textbooks and references

T. K. Carver and S. Fortinos-Riggs, *Conversation Book II – English in Everyday Life* (New York: Pearson Education Limited, 2006).

J. Eastwood, *Oxford Practice Grammar* (Karachi: Oxford University Press, 2005).

J. Swan, *Practical English Usage*, 3rd ed. (New York: Oxford University Press, 2005).

A. J. Thomson and A. V. Martinet, *A Practical English Grammar (Intermediate)* (New York: Oxford University Press, 1986)

Allama Iqbal Open University, *Compulsory English 1* (Code 1423) (Islamabad: AIOU Press).

BBC. (2013) *Learning English*.

➤ <http://www.bbc.co.uk/worldservice/learningenglish/>

British Council. *Learn English*.

➤ <http://learnenglish.britishcouncil.org/en/>

British Council and BBC. *Learn English*.

➤ <http://www.teachingenglish.org.uk/>

Grammar software free download: *3D Grammar English*.

➤ <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-English-portable/>

Reading materials and other resources are attached in the resource booklet developed with this guide.

Grading policy

Instructors use a variety of assessments in this course to assess learning. It is recommended that course work count toward at least 50 per cent of Student Teachers' final grades. Instructors will advise which course work assignments will be graded. The remainder of the grade will be determined by mid-semester and end-of-semester examinations.

Semester outline

1

UNIT 1: Introductions (3 weeks, 9 hours)

	This first unit will provide Student Teachers with an opportunity to interact with one another in oral and written forms. It will serve to introduce them and help them develop conversations through suggesting simple words and phrases to describe people, preferences, and other conversation topics in a logical sequence.
Week #	Topics/themes
1	Making introductions <ul style="list-style-type: none"> • Making effective self and peer introductions • Taking useful introductory notes
2	Expressing requests and enquiries <ul style="list-style-type: none"> • Forming appropriate requests and enquiries • Responding to enquiries • Requests versus commands
3	Practicing practical classroom English <ul style="list-style-type: none"> • Using different classroom language routines and functions for effective classroom management • Developing effective classroom language by following provided examples • Demonstrating and practicing practical classroom language routines

2

UNIT 2: Social interaction (4 weeks, 12 hours)

	This unit is aimed at developing Student Teachers' social interaction in English and expanding their interpersonal skills. Through class activities, they actively converse in formal and informal contexts to congratulate, express gratitude, make invitations, and respond to speakers in oral and written contexts.
Week #	Topics/themes
4	Greetings <ul style="list-style-type: none"> • Greeting friends and family on different occasions and for different reasons • Responding to a positive event • Using formal greeting expressions appropriately
5	Gratitude <ul style="list-style-type: none"> • Using formal and informal expressions of gratitude appropriately • Reading a story that uses expressions of gratitude • Writing a formal letter to say thanks to a teacher, parent, or friend
6	Invitations <ul style="list-style-type: none"> • Demonstrating the use of formal and informal expressions of invitation • Developing verbal and written skills for invitations • Responding to invitation requests by accepting or declining
7	Regrets <ul style="list-style-type: none"> • Expressing regrets orally and in writing appropriately • Saying sorry and accepting apologies

3

UNIT 3: Giving and following directions (3 weeks, 9 hours)

	In this unit, Student Teachers learn how to follow directions from a map as well as how to give directions to search for a location or specific information. They learn how to follow and provide clear instructions.
Week #	Topics/themes
8	<p>Following and giving directions</p> <ul style="list-style-type: none"> • Following directions from a map • Giving directions to a location in oral and written forms • Reaching a destination
9	<p>Giving clear instructions</p> <ul style="list-style-type: none"> • Carrying out instructions • Structuring instructions • Writing clear instructions
10	<p>Designing instruction manuals</p> <ul style="list-style-type: none"> • Comparing the logical order of their format and the language of instruction for developing a critical understanding of the essentials of a manual, guide, or prospectus • Designing an instruction guide for new students enrolling in college

4

UNIT 4: Sharing experiences (3 weeks, 9 hours)

	In this unit, Student Teachers will engage with different meanings in a variety of written and visual texts through shared, guided, and independent readings of narratives in various genres. Instructors will encourage them to respond to the narrative and imaginative texts by composing stories and sharing them in written and oral form.
Week #	Topics/themes
11	<p>Sharing narratives</p> <ul style="list-style-type: none"> • Reading short stories • Reading excerpts, comic strips, interviews, and other common texts
12	<p>Sharing unique experiences</p> <ul style="list-style-type: none"> • Summarizing and narrating true stories • Solving word puzzles to develop language awareness • Reading short stories and completing exercises to test comprehension • Converting an event into a short story • Using pictures as stimuli for narrative creation • Using songs as examples of personal experience
13	<p>Imaginative texts</p> <ul style="list-style-type: none"> • Identifying imaginative texts • Developing imaginative texts by communicating engrossing stories and descriptions of scenes

5

UNIT 5: Types of writing (3 weeks, 9 hours)

	Student Teachers will learn how language works and how to critically evaluate texts in terms of effectiveness, meaning, and accuracy. This unit draws Student Teachers' attention to understanding how grammatical patterns change according to purpose and audience.
Week #	Topics/themes
14	<p>Writing styles</p> <ul style="list-style-type: none"> • Changing narration: Converting a dialogue into a report • Converting a story into a news report • Converting a graph or picture into a short report or story
15	<p>Writing mechanics</p> <ul style="list-style-type: none"> • Punctuation and structure • Sentences, sentence fragments, and run-on sentences • Subject-predicate and pronoun-reference agreement
16	End-of-course revision

UNIT

INTRODUCTIONS



Unit overview (3 weeks, 9 hours)

This first unit will provide Student Teachers with an opportunity to interact with one another in oral and written forms. It will serve to introduce Student Teachers and help them develop conversations through suggesting simple words and phrases to describe people, preferences, and other conversation topics in a logical sequence.

Week 1: Making introductions

- Making effective self and peer introductions
- Taking useful introductory notes

Week 2: Expressing requests and enquiries

- Forming appropriate requests and enquiries
- Responding to enquiries
- Requests versus commands

Week 3: Practicing practical classroom English

- Using different classroom language routines and functions for effective classroom management
- Developing effective classroom language by following provided examples
- Demonstrating and practicing practical classroom language routines

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- Introduce themselves to their peers and their Instructors
- Describe in connected speech and writing each other's personal information; for example, by using information gathered from a questionnaire or interviews
- Solicit information and make enquiries politely during a conversation
- Use appropriate classroom language routines to manage classes.

Essential questions

Unit 1 focuses on the following essential questions:

- What are the most interesting ways of making personal introductions?
- How can a demand be differentiated from a request?
- How can effective requests be formulated?
- What are classroom language routines?
- Can classroom language routines also be helpful outside the classroom?

Enduring understandings

Upon completing Unit 1, Student Teachers will understand that:

- language is a living phenomenon that can be learned most effectively by using language correctly
- using correct language structures and appropriate adjectives can make a simple description more interesting for an audience
- a politely formulated demand can be softened to become a request.
- listening carefully and understanding a situation contextually help develop receptive skills.

Practical grammar

Unit 1 teaches the following practical grammatical considerations:

- First-person and second-person pronouns
- Descriptive adjectives and adjective or relative clauses
- Simple and present continuous tenses
- Use of modals *can*, *could*, *would*, and *will*
- Conditional structures
- Use of *wh*- questions for interviewing

Suggested assessments

Use the following active learning strategies in assessing Student Teachers in Unit 1:

- Dialogues in role play and writing
- Listening comprehension
- A friendly note or letter stating a request or sending a reply
- Developing a questionnaire or set of questions for an interview

Resources for teachers and students

T. K. Carver and S. Fortinos-Riggs, *Conversation Book II – English in Everyday Life* (New York: Pearson Education Limited, 2006).

J. Eastwood, *Oxford Practice Grammar*. (Karachi: Oxford University Press, 2005).

EduJourney.com. PDF PowerPoint presentation: *Writing a Friendly Letter*:

➤ www.edujourney.net/Classroom/PowerPoint/FriendlyLetter.ppt

S. Setty (2007) *BBC Learning English Entertainment*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/entertainment/scripts/entertainment_shilpa_070717.pdf

Resources for developing additional topics in Unit 1

Making requests

BBC World Service. (2011) *Learning English*:

➤ <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv239.shtml>

Making enquiries

BBC World Service. (2011) *Learning English*:

➤ <http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/howto/>

Making suggestions

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1756_how_to_discuss/page2.shtml

Making a complaint

BBC World Service (2011) *Learning English: 6 Minute English: Complaint*:

➤ http://wsdownload.bbc.co.uk/learningenglish/pdf/2011/07/110720155157_110720_6_minute_english_complaining.pdf

Writing a friendly letter (also useful for developing listening skills)

Turner, L. *How to Write a Friendly Letter*. eHow:

➤ http://www.ehow.com/video_4983718_write-friendly-letter.html

How to use *wh*- questions

EC Language Schools. *How to Use 'Wh...' Questions*:

➤ <http://www.ecenglish.com/learnenglish/how-use-wh-questions>

Listening activity resources

S. Shetty, Shilpa Shetty. *BBC Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1555_entertainment07/page13.shtml

Listening to a story

British Council. *A Serious Case*:

➤ <http://learnenglish.britishcouncil.org/en/stories/serious-case>

Detailed Session Plans For Unit 1

All session plans are designed to last for 50–60 minutes.

Week 1, session 1: Making effective self and peer introductions



Introduction to the Course (5 minutes maximum)

Introduce yourself to your Student Teachers.

Give a very brief overview of the course and explain that its aim is to prepare Student Teachers to teach English in elementary grades as well as to develop children's English-language skills so that they can function independently as English users.

Activity 1: Introduction to the syllabus (15 minutes)

Hand out copies of the syllabus. Give Student Teachers an opportunity to read and consider the syllabus. Direct attention to the different sections of the syllabus.

Explain to them that the approach to teaching and learning that will be used in this course is interactive and will involve pair work, group work, and self-directed learning.

Activity 2: Brainstorming (10 minutes)

Ask the Student Teachers to discuss with each other their own strengths and weaknesses in English. Instruct them to consider the following questions:

- How do you think you can learn to function independently in English?
- What kinds of conversation can you easily take part in?
- Which of the four language skills do you find easiest: listening, speaking, reading, or writing? Which do you find difficult?
- What roles do family, culture, and environment play in using English for communication?

Take feedback from a few Student Teachers.

Activity 3: Getting to know each other questionnaire (30 minutes)

Introduce Activity 1 below and explain the instructions to Student Teachers. Divide the class into pairs or allow Student Teachers to find a partner with whom they are not very familiar. Distribute the questionnaire to pairs of them. Instruct them to fill in the questionnaire by asking one partner relevant questions.

The following sample instructions can be used to prepare Student Teachers for Activity 1:

Read the questionnaire 'Getting to know each other' carefully and choose all or at least eight questions that you would like to ask a partner. Choose someone from your class whom you do not know at all or whom you do not know very well. Next, enquire about that person's personal, professional, and childhood memories and take notes on any important points. You should then change partners and introduce the person you previously interviewed to your new partner. Continue changing partners and introducing yourself by giving your name and then introduce your first partner to as many people as you can. It will be fun to find that some participants already know you.

You will use the questionnaire to:

- Ask for information
- Make notes
- Introduce your partner to the whole class

The ideas suggested here help Student Teachers to become comfortable with one another before completing the activity. You may use some of your own original ideas to create a friendly and communicative atmosphere in your classroom.

Student Teacher Handout

Getting to know each other



Introduce yourself: 'My name is _____'

Seek permission for asking questions: 'Would you like to tell me about yourself?'

Ask the following questions:

- What is your name?
- Where are you from?
- Tell me one interesting or funny thing about the people who live in your neighbourhood.
- How many members are there in your family?
- How many languages can you speak? Which language or languages do you speak with your family?
- What is your favourite dish?
- Do you often listen to music?
- Is there any particular song that you love to listen to again and again?
- What is your zodiac sign?
- What are the alleged strengths and weaknesses of people born under your star sign?
- What is the strongest aspect of your personality?
- Which language do you speak with your students in class, or which language would like to speak with them?
- What polite expressions have you learned at home and at school?
- Do you believe that primary grade children who do not speak English as a first language can follow instructions in English? Is this your own belief or a learned reality?
- Have you attended this or any other teacher training course before?
- If you have, what was the course like?

- Why have you chosen to become a teacher?
- What do you like best about this profession?
- What is your reading preference: books, magazines, or the Internet?
- What latest books, newspapers, or magazines do you read?
- How many hours per day do you watch television?
- Which is your favourite television programme?
- Do you remember any story or characters from your favourite programme?
- Have you ever rung your neighbour's doorbell and then ran away?
- Have you ever secretly danced in your room wearing your parents' clothing?
- What is your favourite family occasion? Why?
- Which occasions or festivals did you enjoy most as a child?
- Do you still enjoy them?
- Were you ever scolded by your parents?
- If so, what were the main reasons for your being scolded?
- Do you have any other interesting childhood memories?



Week 1, sessions 2 and 3: Talk show

You might like to do the grammar practice activity and preparation for the role play in one session and have the actual role play in the second session.

Activity 1: Grammar practice: Using verbs in the present simple and present continuous tenses with adjectives

If Student Teachers in your class are likely to find this task easy, you could assign it for homework. If not, do the activity in class.

Distribute the handout titled ‘Using verbs in the present simple and present continuous tenses with adjectives’.

Explain to Student Teachers that they should use verbs in the present simple and present continuous tenses along with suitable adjectives to describe their personal qualities.

Share a few examples. They could write ‘People say that I am too *sensitive*’ or ‘I am quite a *confident* person in my work’.

This is an individual activity, but when Student Teachers have used all of the adjectives, invite them to share their work with a partner to review and check.

Circulate around the class during this activity to provide guidance and feedback.

Activity 2: Talk show (60–90 minutes)

The second part of Session 2 is a role-play activity called ‘Talk Show’.

Divide the class into groups. There should be six people in each group.

Explain to the groups that they are going to perform a role play of a talk show about career choices (make sure Student Teachers understand the term *career choices*).

Instruct Student Teachers to select one person to be the interviewer on the talk show.

The remaining five will be one of the following guests on the talk show:

- The winner of the ‘Teacher of the Year’ award in Pakistan
- A civil engineer who has built many roads and bridges in Pakistan
- The head of the Pakistan Red Cross
- The chief executive of a mobile phone company
- A chef in a big hotel in Lahore

Explain to each group that they should prepare a short role play. Allow 10 to 15 minutes for preparation. The interviewer should introduce the talk show guests and then ask questions to find out more about each profession and why all guests have chosen their particular profession.

After a few minutes of preparation, invite groups to perform their role play. Explain that you will be listening for the correct use of adjectives and personal pronouns.

Student Teacher Handout

Using verbs in the present simple and present continuous tenses with adjectives

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Use verbs in the present simple and present continuous tenses along with suitable adjectives to describe your personal qualities. For example, you could write, 'People say that I am too *sensitive*'. Choose appropriate words from the list to describe your personal and professional traits (such as 'I am quite a *confident* person in my work').

Assertive
Enthusiastic
Intelligent
Pleasant
Considerate
Friendly
Interesting
Romantic
Decisive
Happy
Kind
Sensitive
Confident
Honest
Loyal
Sincere
Emotional
Hospitable
Humorous
Quiet
Patient
Sympathetic
Tolerant
Polite

Apply the appropriate prefix if you want to make an adjective mean its opposite.
For example:

Without prefixes: A *confident*, *friendly*, and *patient* teacher is a *successful* teacher.

With prefixes: An *unconfident*, *unfriendly*, and *impatient* teacher is an *unsuccessful* teacher.



Week 2, session 1: Making requests and enquiries

Activity 1 (30 minutes)

Divide Student Teachers into pairs. Ask them to read the five dialogues below and to guess the different contexts in which the dialogues might occur. They should keep a record of their ideas. When pairs have completed the task, invite responses from the whole class. What was the context for dialogue 1, for example? Does everyone agree or are their differences of opinion?

Dialogue 1:

A: Can I see the menu, please?

B: Certainly, madam. Here you are. Would you like something to drink before you order?

A: Yes, please. Actually, I'm waiting for a friend to join me. But in the meantime, I'll have a glass of lime juice and some mineral water.

B: Chilled or room temperature?

A: Room temperature, please.

B: Thank you, madam. I'll bring your drinks right away.

Dialogue 2:

A: Excuse me, I'm sorry to bother you. Can you tell me the time?

B: I'm sorry, I'm not wearing my watch. But I guess it must be about 10 o'clock.

A: Thanks a lot.

Dialogue 3:

A: Good afternoon, sir. Welcome to the Hotel Costaplenty.

B: Good afternoon. I'd like a double room with an attached bathroom.

A: All our rooms have attached bathrooms, sir. How long will you be staying with us?

B: Three nights. How much is the room?

A: Eight thousand rupees per night.

B: Do you have anything cheaper?

A: I'm afraid not, sir.

Dialogue 4:

A: Could you tell us what you are doing at the moment, Ms Yaqoob?

B: I'm working for a travel agency in Lahore. I've been there for two years.

A: And what kind of work do you do there?

B: I deal with customers on a daily basis, and I am also the company representative for all our business with the UAE.

A: Sounds like an interesting job. So why are you interested in joining us?

Dialogue 5:

A: I'm sorry to bother you, madam.

B: Yes.

A: Would you like to give a contribution to the flood disaster fund to help people in need? I expect you've seen the terrible flooding on television.

B: Yes, I have. So many people have lost their homes and land, haven't they? Here you are.

A: Thank you, madam, for helping us to help others.

Activity 2: Language awareness points to note (10 minutes)

Explain to Student Teachers that when we are asking for information, we generally try to be polite in order to build up a good relationship with the person we are addressing. Explain that we can use phrases such as the following:

Excuse me (to begin talking to someone you don't know)
 I'm sorry to bother you
 May I borrow your pen/notes/eraser/laptop, etc.?
 Thank you for your help

Explain that when we are responding to enquiries and requests, we can use the following phrases:

Certainly, sir/madam
 I'll bring it right away
 Would you like anything else?
 No problem
 It's a pleasure
 I'm sorry, but ...
 I'm afraid not
 No, thank you

Activity 3: Jazz chant (5 minutes)

You can use jazz chants in a variety of fun ways. You can practice stress and rhythm with your class to help Student Teachers sound more natural when they speak English. Also, because each jazz chant focuses on different vocabulary and grammar, you can also use them to review important words and structures.

Share the following jazz chant with Student Teachers. Read the dialogue together, then with you as Mr Tall and Student Teachers as Miss Small. Then reverse roles. Then ask Student Teachers to practice with a partner.

Mr Tall: Excuse me, excuse me.
 Miss Small: Yes, Mr Tall.
 Mr Tall: I'm sorry to bother you.
 Miss Small: No trouble at all.
 Mr Tall: I've lost my wallet. I don't know where.
 Miss Small: I think I can see it, there under your chair.
 Mr Tall: Thank you, thank you, you're so kind, Miss Small.
 Miss Small: I'm happy to help. It's a pleasure, Mr Tall.

Activity 4: Missing words (10 minutes)

Ask Student Teachers to read the dialogue outline below and fill in the gaps with appropriate words (one word per gap). You will need to share the dialogue on a PowerPoint slide or in a handout.

At the Tailor's

A: G_____ morning.

B: G_____ m_____, sir. H_____ c_____ I help y_____?

A: I need a new p_____ of trousers.

B: W_____ colour a _____ y_____ looking for, sir?

A: Maybe something i_____ brown or blue. Could y_____ show m_____ w_____ you have?

B: Certainly, sir. What a _____ this material? It's wrinkle-free.

A: That's a bit t_____ dark. Do y_____ h_____ anything lighter?

B: W_____ about this shade, sir? This ma _____ just came in l_____ week f _____ Italy. It's v _____ smart.

A: Yes, that's q _____ nice. It should b _____ fine.

B: An excellent c _____, sir. I'll just t _____ your measurements.

A: When w _____ the t _____ be ready?

B: We will take about a w _____, sir. Would that be all r _____?

A: Yes, that should be fine. Thank you.

B: Thank you, sir. Would you like to b _____ some shirts as well?

A: Not today, thank you.

Week 2, session 2: More practice making requests



Activity 1: Making a request more effective (5 minutes)

Review content from previous sessions. Ask Student Teachers for things that can say or do to make a request more effective (e.g. showing respect for the other person by using expressions such as please, excuse me, thank you, etc. to soften a request). What else?

Activity 2: Writing a dialogue (30 minutes)

Divide Student Teachers into groups of three.

Ask them to write a dialogue of 6–10 lines in which Mr and Mrs Saleem order a meal at a new pizza restaurant in Sydney. They should write the dialogue for three speakers: Mr Saleem, Mrs Saleem, and the young Australian waiter. Circulate between groups to guide the task.

When they have finished writing the dialogue, invite them to practice it aloud with their group members. Invite a few groups to share their dialogues with the whole class.

Activity 3: Acting out commands and requests (15 minutes)

Write a list of actions in the imperative on a sheet of paper.

Invite one Student Teacher to the front of the class and silently point to one of the commands on the list. Ask the Student Teacher to act out the command without speaking. Other members of the class have to guess what the action is. Here are some sample commands for the list you prepare:

- Put on your sweater
- Ride a bicycle
- Change a light bulb
- Climb a tree
- Catch a butterfly
- Post a letter
- Give a speech (silently!)
- Buy a carton of milk
- Plant some flowers in a pot

Explain that in the next session, Student Teachers will be learning about the difference between commands and requests.



Week 2, session 3: Requests versus commands

Activity 1: What are the differences between a demand and a request? (15 minutes)

Ask Student Teachers to read the following three dialogues (displayed on a pre-prepared chart or handout, or on a PowerPoint slide) and suggest who the speakers and listeners might be.

A: When you've finished typing the monthly report, bring me the sales figures for the last six months.

B: Yes, sir.

A: When you've finished your drawing, do the first two exercises on page 17.

B: (no verbal response)

A: Smith, take the back of the house. Jones, take the left side. Thomson, take the front with me. Let's go!

B: (no verbal response)

Explain that as the dialogues show, a demand can be made only by someone who has some authority over someone else, such as the managing director over a junior employee. With a demand, speakers often use the imperative form of the verb (*bring, open, take, go, etc.*) and there is little verbal attempt to be polite and respectful to the subordinate. The imperative is the base form of the verb without a subject (e.g. *go! not you go*). For the negative form, place *don't* in front of the main verb.

Sometimes fast, direct communication is essential. When going into battle, for example, military officers have no time to use *please, excuse me, or would you like* when giving orders to their soldiers.

Explain that in addition to their use in commands, imperatives also serve other purposes. They can be used to give suggestions:

Try not to worry.

Take it easy.

Enjoy yourself.

Or to make an offer:

Have a drink.

Try one of these cakes.

Have some more rice.

Or to invite someone to do something:

Please **come** to my party.

Come and **join** us at the school picnic tomorrow.

Or when giving instructions:

Take two tablets with meals three times a day.

Shake well before using.

Or to advertise a product:

Make the most of your holiday abroad and learn to scuba.

Discover beautiful Thailand

Learn French in two months

Enjoy the wonders of Turkey

Try Toothbrite Xtra today

Activity 2: Using modal auxiliaries to change an imperative statement into a polite request (20 minutes)

Explain that there are nine modal auxiliaries: *can, could, must, may, might, shall, should, will, and would*.

Unlike other verbs, modal auxiliaries have only one form. It is not possible to add *-s, -ing, or -ed*.

Share the following five sentences containing verb phrases (in bold) with modal auxiliaries.

Fatima / **can speak** / Arabic very well.
 modal head
 aux.

You / **might win** / a fabulous prize.
 modal head
 aux.

The drummers/ **will give** / two concerts here next month.
 modal head
 aux.

Shall / I / **help** / you?
 modal head
 aux.

May / I / **borrow** your ruler? (may more polite than 'can')
 modal head
 aux.

Ask Student Teachers to write the correct form of a suitable modal auxiliary (*can, could, shall, etc.*) in the following sentences. (Display these on a pre-prepared chart, slide, or handout.)

1. My hands are really dirty. I _____ wash them before we eat.
2. _____ you like to come with us?
3. You _____ take an umbrella. It _____ rain this afternoon.
4. We're twenty minutes late already. We _____ hurry.
5. I speak a little French, but I _____ like to learn more.

6. Ahmed didn't do very well in yesterday's exam. He _____ have studied harder.
7. _____ I open the door for you?
8. _____ you like us to give you a hand?
9. The CEO told us he _____ not set up a meeting until Tuesday.
10. I'm not sure what Omar's plans are yet. He _____ be able to join us tomorrow.

Activity 3: Becoming more polite (15 minutes)

Ask Student Teachers to change the imperative forms to more polite request forms in the following sentences. (Display these on a pre-prepared chart, slide, or handout.)

1. Come to my party.
2. Sit down over there.
3. Put more effort into your work
4. Don't feed the animals.
5. Don't worry about what other people think.
6. Don't waste so much time.
7. Leave me a message.
8. Eat healthier food.
9. Take two tablets three times a day.
10. Get plenty of exercise and drink lots of water.

Activity 4: Imperative jokes: Please laugh ... don't cry! (5 minutes)

Share these jokes with Student Teachers. Ask them to tell you the imperative verbs in each joke. The imperative verbs are printed in bold.

Patient: Doctor, doctor, I keep thinking I'm a pack of playing cards.
 Doctor: **Sit** over there and I'll deal with you later.

Patient: Doctor, doctor, I keep thinking I'm a fly.
 Doctor: **Come** down off the ceiling and I'll see if I can help you.

Patient: Doctor, it's an emergency. Please help me. I think I'm shrinking.
 Doctor: **Don't worry**. You'll just have to be a little patient.

Colin: My brother thinks he's a hen.
 Ismail: That's terrible. **Take** him to see a doctor immediately.
 Colin: We would do, but we need the eggs.



Week 3, session 1: Language for classroom routines

The following activities are designed to help course participants practice Classroom Language Routines (CLRs). They invite Student Teachers to think more critically about what they already know and what other alternative language expressions you may be able to add to those given here. Adjust the organization and time for each activity according to the needs of the group.

Activity 1: Brainstorm various CLR situations (10 minutes)

Begin with a brainstorm. Explain the concept of Classroom Language Routines. Ask Student Teachers: ‘What Classroom Language Routine situations might you encounter?’ Share a few examples to get started if needed: introducing yourself, entering the classroom, leaving class.

Activity 2: Introducing yourself to children in your class (10–15 minutes)

Ask Student Teachers: ‘How will you introduce yourself to students whom you are meeting for the first time?’

Invite them to share their responses. Here are suggestions for you, the Instructor, to mention if they are not raised by Student Teachers.

- Greet your students according to the local tradition. Greet your students every day as a norm as it creates a comfortable, friendly environment in the classroom. *Assalaam aleikum, hello, how are you today?, and how are you doing today?* are some acceptable routines for all language classrooms.
- Tell your full name or ask the students to guess your first name by giving them the first and last letters of your name; for example, S____a (Salma). This activity will give the teacher and students a chance to develop confidence and reduce the stress of meeting for the first time. You should not give your students more than 30 seconds to guess your name.
- Inform students about your qualifications and teaching experience, what you like about your profession, why language teaching is an interesting job. etc.
- Share some personal information. For example, you could say where you are from or something about the food you like and dislike or what you like to read.

Activity 3: More Classroom Language Routines (30 minutes)

Divide Student Teachers into groups of three or four. Assign each group a scenario for a CLR. (You can have more than one group working on a particular scenario depending on the number of Student Teachers.)

<i>Entering the classroom</i>	<i>Inviting children into a classroom</i>	<i>Starting the class</i>
<ul style="list-style-type: none"> • Let's go inside • Let's go into the classroom • Go on in • Come on, let's go in • Go in and sit down • Please go in • 	<ul style="list-style-type: none"> • Please come in and take your seats • Come in and take your seats • In you come everyone! • Don't rush! • Close the door behind you properly, please. • You can leave the door open • Don't bang the door! 	<ul style="list-style-type: none"> • One more minute to settle down everyone • Try to hurry, please • Are you with me? • Is everyone ready for the lesson? • Can I have everyone's attention?

Invite groups to share the list of phrases they developed for their Classroom Language Routine.



Week 3, session 2: More Classroom Language Routines

Activity 1: More CLR practice (30–40 minutes)

Ask Student Teachers to work again in small groups (with no more than three per group) to add related phrases and sentences to each of the scenarios listed below. These will need to be prepared on a handout in advance of the session. They should try to add as many suggestions as they can think of to as many scenarios as possible. Ask one group member to be the scribe and write down suggestions. Move around the classroom to check work and provide guidance.

Activity	Phrase
<i>Sequencing tasks and giving instructions</i>	First, have a look at the text.
<i>Checking lesson progress</i>	Where are you up to?
<i>Checking the time</i>	We have five more minutes.
<i>Setting homework or assignment</i>	Don't forget your homework.
<i>Stopping work</i>	It's time to stop.
<i>Making announcements</i>	Can I have everyone's attention, please?
<i>Saying good-bye</i>	See you all again on Monday.
<i>Clearing the class</i>	Remember to take all your things with you.

You could also have one group share with another group their CLR's.

Activity 2: Missing dialogues (20 minutes)

Divide Student Teachers into pairs. Share the three classroom scenarios with Student Teachers on a PowerPoint slide or pre-prepared chart. With their partner, they should try to work out the missing dialogue. When pairs are ready, have a few of them act out the dialogues and ask other pairs to listen carefully to check that the missing dialogue is appropriate.

Dialogue 1

You are late. Where have you been?

Missing dialogue: _____

That's alright, but please tell me next time you think you will be late. Let's get on with the lesson.

Dialogue 2: Taking attendance

Where's Sara this morning? Has anybody seen Sara today?

Missing dialogue: _____

Thanks for telling me, Maqsood. I hope she is feeling better soon.

Dialogue 3

Take out your reading books. Where is your book, Noor?

Missing dialogue: _____

You can share with Ayesha today. Remember to bring it tomorrow.

Week 3, session 3: Role play



Share the following classroom scenarios on a PowerPoint slide or pre-prepared chart or handout. Ask Student Teachers to role-play each scenario. They can take turns playing the part of the language teacher. Encourage them to use some of the CLRs they have been learning this week. Move around the class to listen to the role plays and provide advice and guidance on the CLRs.

Invite a few groups to act out their role plays. Invite other Student Teachers to listen carefully to the language being used.

Scenario A

It's Monday morning, and it's raining heavily. Your first lesson is about to begin. You are in the corridor outside your classroom. Most of the students are already in the classroom. Nuzhat arrives, and you greet her. She is carrying her school bag and a football. Her locker is in the corridor, so you suggest that she doesn't take the football into the classroom. Shahid arrives wearing a very wet T-shirt, which you don't want in your classroom; tell him what to do. You notice two or three students who are still hanging about in the corridor.

Scenario B

You want to start the lesson, but first you have to get the students' attention. Ghani is chatting with Aamir; Marrya's desk is open; and Munir is busy reading his chemistry textbook. At that moment the door opens, and Tanveer comes in. He explains that he fell asleep on the school bus and no one woke him up. You just want to get on with the lesson, but you make it very clear that he mustn't be late again.



UNIT

SOCIAL INTERACTION

Unit overview (4 weeks, 12 hours)

This unit is aimed at developing Student Teachers' social interaction in English and expanding their interpersonal skills. Through class activities, Student Teachers actively converse in formal and informal contexts to congratulate, express gratitude, make invitations, and respond to speakers in oral and written contexts.

Week 4: Greetings

- Greeting friends and family on different occasions and for different reasons
- Responding to a positive event
- Using formal greeting expressions appropriately

Week 5: Gratitude

- Using formal and informal expressions of gratitude appropriately
- Reading a story that uses expressions of gratitude
- Writing a formal letter to say thanks to a teacher, parent, or friend

Week 6: Invitations

- Demonstrating the use of formal and informal expressions of invitation
- Developing verbal and written skills for invitations
- Responding to invitation requests by accepting or declining

Week 7: Regrets

- Expressing regrets orally and in writing appropriately
- Saying sorry and accepting apologies

Learning outcomes

At the end of this unit, Student Teachers will be able to:

- Use informal and formal social expressions appropriately in English
- Express gratitude, congratulations, and regrets in social interaction
- Invite people to functions by sending letters or invitation cards and through oral communication.

Essential questions

Unit 2 focuses on the following essential questions:

- Why is it essential to learn appropriate social exchanges in English?
- How do various forms of social interaction differ in their respective colloquial and written forms?

Enduring understandings

Upon completing Unit 2, Student Teachers will understand the following:

- Good interpersonal skills demand appropriate responses in various social situations. The acquisition of common interpersonal expressions in English helps non-native English speakers to develop English conversational skills.
- Using appropriate expressions for an occasion helps in building strong ties and developing effective interpersonal relationships with colleagues and others.

Practical grammar

Unit 2 teaches the following practical grammatical considerations:

- First-person and second-person pronouns
- Present tense and past tense, simple and progressive aspects
- Use of modals can, could, and would
- Tag questions
- Prepositions and sentence structure
- Expressing past regrets using wish plus the past perfect

Suggested assessments

Use the following active learning strategies in assessing Student Teachers in Unit 2:

- Dialogues, in role play and in writing
- Listening comprehension
- Friendly invitations through creating invitation letters or cards
- Friendly letters to accept or decline invitations

Resources for teachers and students

T. K. Carver and S. Fortinos-Riggs, *Conversation Book II – English in Everyday Life*. (New York: Pearson Education Limited, 2006).

J. Eastwood, *Oxford Practice Grammar* (Karachi: Oxford University Press, 2005).

Listening comprehension skills

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how_to_news/page2.shtml

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how_to_news/page3.shtml

Making polite invitations

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page4.shtml

Sample story of gratitude

P. P. Sacristan, *The Unlucky Merchant*. Full Online Books.com:

➤ <http://fullonlinebooks.com/read/book/gakd/title/the-unlucky-merchant>

Making informal invitations

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page3.shtml

Declining an invitation

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page5.shtml

Expressing regrets and wishes

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/922_grammar_challenge5/index.shtml

BBC World Service. (2011) *Learning English: Grammar Challenge*

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/5_wish_expert.pdf

Grammar practice quizzes

BBC World Service. (2011) *Learning English: Wish + past perfect*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/5_wish_practice.pdf

Saying sorry and responding

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page3.shtml

BBC World Service. (2011) *Learning English: How to ... Saying Sorry*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/howto/howto_071023_saying_sorry.pdf

Resources for developing additional topics in Unit 2

Saying congratulations: guidelines and audio files with transcripts

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how-to_news/page2.shtml

Responding to bad news: guidelines and audio files with transcripts

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how-to_news/page3.shtml

Story expressing regret

E. A. Poe, *The Fall of the House of Usher*. *EnglishClub*:

➤ <http://www.englishclub.com/reading/story-house-of-usher.htm>

Making polite invitations

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page4.shtml

Writing a letter to a teacher

R. Silverman, *How to Write a Thank-you Note to Teachers: 9 Things to Remember*:

➤ <http://www.drrobysilverman.com/parenting-tips/how-to-write-a-thank-you-note-to-teachers-9-things-to-remember/>

Informal invitations

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page3.shtml

Declining an invitation

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page5.shtml

Saying sorry

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page3.shtml

Accepting apologies

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page4.shtml

Listening activity resources

Expressing regret

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/922_gramchallenge5/

Saying sorry

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page3.shtml

Accepting apologies

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page4.shtml

Suggested activities for Unit 2: Social interaction



Week 4, session 1: Greetings

Through dialogues or role play, help Student Teachers develop situations in which to express various greetings for both formal and informal settings. This can be done through group or pair work.

Instruct Student Teachers to write one formal and one informal letter of congratulations. Contrast the possible greetings for both types of letter.

For homework, direct Student Teachers to listen to the audio files provided in the following link. You could prepare an activity sheet for them to complete based on the content.

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how_to_news/page2.shtml



Week 4, session 2: Responding to a positive event

Instruct Student Teachers to write a letter of thanks for receiving an award.

Lead Student Teachers through role play or dialogue to enact a scene in which a positive event has taken place.

Have Student Teachers send an informal note, letter, or email responding to a letter from a friend congratulating them on a getting a new job.



Week 4, session 3: Writing a formal letter of congratulations

Distribute to Student Teachers the handout provided in the link below and instruct them to complete it. You could also modify it to teach appropriate expressions for responding to good news.

BBC World Service. (2011) *Learning English: How to ... react to someone's good news*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/howto/reacting_good_quiz.pdf

Using a formal letter format, ask Student Teachers to write a formal letter of congratulations. This letter could be addressed to a senior, a relative, or to someone in the college.

Week 5, session 1: Expressing gratitude to friends



Using a role-play approach, ask Student Teachers to develop scenarios in which they have to thank a friend for paying for lunch, lending a book, lending their library card, sharing lecture notes, or another common kindness requiring thanks.

Instruct Student Teachers to send a thank-you note to each other using an informal note, email, or online social network. Emphasize the importance of using some creativity in their language for this exercise.

Week 5, session 2: A story of gratitude



Tell Student Teachers to read the anonymous story on gratitude provided in the link below and discuss a situation in which some form of help or support would be especially useful and appreciated. The story reading could be followed by comprehension and vocabulary exercises. You should design meaningful comprehension exercises, focusing clearly on the aim to be achieved through the story.

If the level of difficulty of the story below does not match Student Teachers' aptitude, you are encouraged to use a suitable alternative text.

P. P. Sacristan, *The Unlucky Merchant*. Full Online Books.com:

➤ <http://fullonlinebooks.com/read/book/gakd/title/the-unlucky-merchant>.

Week 5, session 3: Saying thanks



Ask Student Teachers to plan a thank-you letter carefully. Ask them the following questions to help them draft their letters:

- *Think of one or two very specific instances* in which your teacher helped you to understand something difficult or to think about something in a new way.
- *Tell the story of at least one of these instances*. Did you initially lack confidence? Were you unruly? Shy? What did your teacher do to help you improve your attitude, and how did you show your gratitude to your teacher? What positive qualities did your teacher display? Write a short note about your goals and how the teacher encouraged you to identify them and then achieve them.
- *Conclude* by thanking the teacher for his or her guidance, support, and understanding.

Ask Student Teachers to work in pairs and design a thank-you card and write a formal letter of thanks to a current teacher or to a teacher who helped them in the past.



Week 6, session 1: Planning a celebration

Ask Student Teachers to write about an event that they would like to celebrate at the beginning of the semester. This could be a short paragraph that would help them work out the event's significance and how they would like to plan the event.

Next, ask the Student Teachers to design an invitation card for the event. The card should include the event title, time, venue, name of invitee, and any special instructions if required.

Once the card is ready, ask them to prepare two lists. The first is a list of guests in order of priority. The second list is for the items that they would like to purchase for the celebration.

At the end of the exercise, instruct Student Teachers to assess and reflect on the language skills they developed as a result of this activity.



Week 6, session 2: Extending invitations over the phone and through a letter

These activities could be derived from the event planned in the last session. Ask Student Teachers to select a few guests that they would like to invite over the phone and those they would have to send letters to. Encourage them to distinctly state reasons for making this selection.

As a class activity, ask Student Teachers to work in pairs as the host and the guest for the event and role-play the telephone invitation. Point out polite expressions of invitation that they could use. You can find helpful information for this activity from the following link:

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page4.shtmlh

Explain that as homework, Student Teachers could write a formal letter of invitation formally to a friend they would like to invite to the party. The friendly letter format is to be followed for the letter. Encourage Student Teachers to use polite expressions of invitation for the letter.

You can use the follow-up quiz provided in the link below to help Student Teachers understand the grammatical structures and appropriate expressions used in this activity:

BBC World Service. (2011) *Learning English: How to ... make informal invitations: Quiz*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/howto/howto_invitations_ex.pdf

Week 6, session 3: Accepting and declining invitations



For help in instructing Student Teachers to discuss expressions used to accept and decline invitations, see the link provided below:

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page5.shtml

Instruct Student Teachers to work out brief, informal letters for accepting an invitation. Direct them to express joy and an intention to come to the party.

Next, instruct Student Teachers to work out brief letters of regret for declining an invitation. Explain that they should be able to state a reason that sounds valid and express wishing good luck for the event.

Direct Student Teachers to accept or decline invitations in the form of a dialogue or role play. Guide the activity by suggesting appropriate expressions.

Week 7, session 1: Expressing regret



This suggested activity comprises a story reading followed by comprehension questions. A sample story is provided in the link below:

E. A. Poe, *The Fall of the House of Usher*. *EnglishClub*:

- <http://www.englishclub.com/reading/story-house-of-usher.htm>.

However, if you find the level of difficulty too high for Student Teachers or the context irrelevant to your lesson, substitute the story with an alternative. Design comprehension activities for the story provided or the alternative story of your choice, keeping the clear learning objective that Student Teachers should be able to express regrets in mind.

Next, select a story from a newspaper about an unfortunate event to read to Student Teachers. Instruct them to write an account or give a verbal account to a partner about the event. Encourage them to incorporate dialogue into the account using expressions of regret.

Week 7, session 2: Saying sorry and accepting apologies



From the reading pack provided, use the attached handout on expressions for apologizing, saying sorry, and accepting apologies. Help Student Teachers understand how to respond to different situations in English.

Download the listening activities from the links below and play them for Student Teachers. Then have them complete the follow-up activities provided.

BBC World Service. (2011) *Learning English*:

- www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_how-to_feedback/page3.shtml

Through role play or dialogue, instruct Student Teachers to enact scenes in which they use expressions of apology and of accepting apologies.

Next, direct Student Teachers to write a letter of apology to a friend or peer about a misunderstanding in class or at a recent social event. Then instruct them to draft a reply letter accepting the apology.



Week 7, session 3: Expressing past regrets

From the links provided below, distribute the handout on expressing past regrets and using wish plus a past participle. Help Student Teachers understand how to respond to different situations in English. Also use listening activities and pre-prepared worksheets to supplement the lesson.

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/922_gramchallenge5/index.shtml http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/5_wish_expert.pdf

Once Student Teachers have learned the correct structures, have them complete the quizzes provided in the link below to reinforce their understanding of this session.

BBC World Service. (2011) *Learning English: Grammar Challenge*:

'Wish' + past perfect:

- http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/5_wish_practice.pdf

Assignment

Share this assignment with Student Teachers at the end of Unit 2.

You are given the chance to meet someone who helped you in a very special way at some point in your life. This may be somebody with whom you have now lost contact. Imagine you have a conversation with that person today after many years. Write a dialogue in which you meet this person by chance and you talk together about the time the person helped you. Express your gratitude, explaining how this person help changed your life in some way. Imagine what the person would say to you in return. Write at least four conversational exchanges for each person in the dialogue.

UNIT



GIVING AND FOLLOWING
DIRECTIONS

Unit overview (3 weeks, 9 hours)

In this unit, Student Teachers will practice following directions from a map as well as how to give directions to search for a location or specific information. They will learn how to structure clear instructions and practice following instructions.

Week 8: Following and giving directions

- Following directions from a map
- Giving directions for a location in oral and written forms
- Reaching a destination

Week 9: Giving clear instructions

- Carrying out instructions
- Structuring instructions
- Writing clear instructions

Week 10: Designing instruction manuals

- Comparing the logical order of their format and the language of instruction for developing a critical understanding of the essentials of a manual, guide, or prospectus
- Designing an instruction guide for new students enrolling in college

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- Follow written and oral instructions for familiar products and services
- Follow and express detailed directions, messages, and other information (such as directions from a map, guide, or brochure)
- Compare and contrast the language of formal academic documents
- Develop a simple instructional guide from cover page to conclusion.

Essential questions

Unit 3 focuses on the following essential questions:

- What makes it difficult to follow instructions and directions?
- How can oral directions be communicated effectively?
- What makes an instructional guide functional and comprehensible?

Enduring understandings

Upon completing Unit 3, Student Teachers will understand the following:

- Clarity of language and structure is necessary for someone following directions or instructions.
- To extract specific information from oral instructions or directions, it is essential to ensure clarity of language and vocabulary and the high audible quality of the message.
- A study guide or prospectus can only be functional if it is comprehensible, with clearly described instructions. The guide's layout; formatting of fonts, language, figures, and diagrams; and logical information need to be clearly presented for the guide to be useful.

Practical grammar

Unit 3 teaches the following practical grammatical considerations:

- Present tense in simple, habitual, and progressive aspects
- Using the imperative for instructions
- Vocabulary related to transitions
- Clarity of sentence structure

Suggested assessments

Use the following active learning strategies in assessing Student Teachers in Unit 3:

- Listening comprehension
- Giving and following instructions through dialogues
- Designing a working guide

Resources for teachers and students

T. K. Carver and S. Fortinos-Riggs, *Conversation Book II – English in Everyday Life* (New York: Pearson Education Limited, 2006).

J. Eastwood, *Oxford Practice Grammar* (Karachi: Oxford University Press, 2005).

Directions

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.shtml

Listening comprehension skills

BBC World Service. (2011) *Learning English: How to... Describe a Process 2*:

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/howto/how_to_080827_process2_activity.pdf

Following directions (activity and wordlist)

English Grammar 4 U Online:

➤ <http://www.ego4u.com/en/cram-up/vocabulary/directions>

Giving and following directions

Yada Yada English:

➤ <http://yadayadaenglish.com/directions/>

Giving instructions

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page7.shtml

Practice quiz, ordering out-of-sequence instructions

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page6.shtml

More information on planning and developing guides can be explored on the Internet. Prospectus samples can be downloaded from authentic websites of well-known universities or other institutions.

Resources for developing additional topics in Unit 3

Asking for and giving directions

- <http://www.englishexercises.org/makeagame/viewgame.asp?id=1434>

Giving instructions

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page7.shtml

Language used for giving directions

BBC World Service. (2011) *Learning English: How to ... Describe a Process 2*:

- http://downloads.bbc.co.uk/worldservice/learningenglish/howto/how_to_080827_process2.pdf

Sequence in instructions

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page6.shtml

Listening activity resources

Giving and following directions

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.shtml

Describing a process

- http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page6.shtml

Suggested activities for Unit 3:

Giving and following directions



Week 8, session 1: Following directions from a map

Using the handout provided in the link below, instruct Student Teachers to discuss the expressions in English used for following and giving directions.

BBC World Service. (2011) *Learning English: How to ... Asking for and giving directions:*

➤ http://downloads.bbc.co.uk/worldservice/learningenglish/howto/how-to_ask_directions_script.pdf

You could further elicit relevant examples of giving instructions from Student Teachers, such as about their route to college.

Download the listening text from the link provided below and play it in class for Student Teachers to become familiar with the language used for giving and following directions. The transcript of the dialogue is attached in the folder. If Student Teachers are unable to download it, encourage them to read the text aloud in class, or you can ask two Student Teachers to role-play the transcript.

Once the Student Teachers have heard the text, encourage them to listen to the audio material also provided in the link below. Instruct them to fill in the route on the map provided. The map is attached as an activity in the folder provided.

BBC World Service. (2011) *Learning English:*

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.shtmlhttp://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_inst



Week 8, sessions 2 and 3: Giving directions to a location

In pairs, have Student Teachers draw maps of their home location or a familiar local place and ask them to follow directions based on the map. Encourage Student Teachers to give directions to their home addresses. Instruct their partners to draw the map to their homes.

Bring in a street map and ask Student Teachers to provide directions to different destinations. Instruct the rest of the Student Teachers to guess the route on the map from the directions.

Here are some other activities you can consider using in Week 8 sessions 2 and 3..

Download material from the following link or take Student Teachers to a computer laboratory and allow them to take part in the online activity provided in the link by answering comprehension questions, true-false questions, and vocabulary exercises.

English Exercises.org. *Asking and giving directions:*

- <http://www.englishexercises.org/makeagame/viewgame.asp?id=1434>

From the lesson plan provided in the link below on following and giving directions, instruct Student Teachers to gather inspiration for their own lesson plans. They could start off with a warm-up discussion about expressions used for directions to find out whether their students are familiar with them.

Yada Yada English.com

- <http://yadayadaenglish.com/directions/>

You could instruct Student Teachers to enact in class the dialogue in the lesson plan handout from the link above. You could ask them to give a summary of the dialogue in order to give them some more speaking practice.

Next, using the pair-work discussion activity ideas in the handout, instruct Student Teachers to construct a similar dialogue of their own.

Week 9, session 1: Carrying out instructions



Working in pairs consisting of an attentive listener and a speaker, have Student Teachers imagine that they are standing outside the speaker's front door. Have the speaker verbally assign the attentive listener an imaginary errand to do. Instruct the speaker to carefully explain to the attentive listener how to go into the house, walk to the bedroom, and, once there, give hints about where to find a special treasure hidden somewhere in the room. Direct the speaker to tell the attentive listener a story about why the treasure to be retrieved is special. Then ask the speaker to verbally explain how to walk back to the front door to bring the special treasure to where the speaker will be waiting.

This improvisational speech exercise encourages confidence in Student Teachers' ability to describe a sequence of events. The journey from the front door to the bedroom is to be followed by the speaker as well as the attentive listener. The speaker may discover in discussing this exercise afterwards that he or she imagined the house clearly and 'saw' more detail than was mentioned. Explain that telling a folk tale involves a similar process. The teller imagines the landscape of the tale and guides the attentive listener on a mental journey.

For more information on this communicative process, consult the following link:

Story Arts Online:

- www.storyarts.org

Next, ask Student Teachers to write out a set of instructions for completing a

household task, e.g. washing dishes or sweeping the floor. You will need to ensure that Student Teachers use the imperative and clear language for this purpose. Ask them to list the instructions instead of writing them in paragraphs. They can write instructions for such tasks as changing a tyre, setting up a printer, making tea, or serving breakfast.



Week 9, session 2: Structuring instructions

Based on a listening text, prepare a lesson for Student Teachers about giving instructions for a process. Follow the link below for further information.

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page7.shtml

You could also base the lesson on a recipe, instruction manual, or television programme centred on tasks such as cooking, teaching swimming, or setting up a printer.

Using the handout provided in the link above, clarify to Student Teachers how instructions are to be structured. Draw attention to the significance of sequencing and the use of words that draw attention to sequence such as *first*, *then*, *next*, and *after*.

Again using the link provided above, instruct Student Teachers to download the instructions included and fill in the activity sheet provided. You could also take them to a computer laboratory to listen to the set of instructions and fill in the activity sheet.



Week 9, session 3: Writing clear instructions

Ask Student Teachers to write a set of instructions for a process. This could be for such tasks as setting up a printer, installing a device on a computer, making a cup of tea, designing a document in a word processor, or applying to a university. If you offer Student Teachers more than one topic for putting together the instructions, you could distribute a list of topics in class for a follow-up activity. You could later assess how they completed the assignment on the basis of language structure and practicality.

Using the quiz on giving instructions provided in the link below, ask Student Teachers to write out the correct sequence from the out-of-sequence instructions.

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page6.shtml,



Week 10, sessions 1–3: Instructional guides (3 hours)

Begin with a review of the material covered in Unit 3 and then distribute the handout on giving instructions from the following link.

BBC World Service. (2011) *Learning English*:

➤ http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page7.shtml

This handout shows how to reinforce communication for more effective instructions. This would also be useful as follow-up to the class assignment in the previous session to lend more clarity to Student Teachers who would benefit from revision.

Bring in teacher guides, manuals, and different academic prospectuses and ask Student Teachers in advance to bring an instruction manual from home. Ask them to go through the materials and in groups discuss the way instructions are presented in the materials. Review ways in which written instructions are different from other types of writing. Compare the difference between prospectuses (information about something) and instructional guides or manuals.

Divide Student Teachers into small groups (of three Student Teachers) and direct them to review the instructional guides and other materials based on the guides' use of vocabulary and jargon, their clarity, and their structures. Invite Student Teachers to draw comparisons between the guides on the basis of the strengths and weaknesses in each. Next, have groups present their findings and work out a strategy for bringing further clarity to the guides.

Invite them, still working in small groups, to design an instruction guide for new students enrolling in college. They should think first about what information to include and then about how to present it. This activity will need to be completed out of class.



UNIT

SHARING EXPERIENCES

Unit overview (3 weeks, 9 hours)

In this unit, Student Teachers will engage with different meanings in a variety of written and visual texts through shared, guided, and independent readings of narratives in various genres. You will encourage them to respond to the narrative and imaginative texts by composing stories and sharing them in written and oral form.

Week 11: Sharing narratives

- Reading short stories
- Reading excerpts, comic strips, interviews, and other common texts

Week 12: Sharing unique experiences

- Summarizing and narrating true stories
- Solving word puzzles to develop language awareness
- Reading short stories and completing exercises to test comprehension
- Converting an event into a short story
- Using pictures as stimuli for narrative creation
- Using songs as examples of personal experience

Week 13: Imaginative texts

- Identifying imaginative texts
- Developing imaginative texts by giving engrossing stories and descriptions of scenes

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- understand the structure and content of narrative texts
- reflect on the kinds of stories they like and why they like them
- understand multi-modal texts and the effect of modality on the way a story is told and interpreted
- summarize the main content of a narrative text
- understand the differences between a narrative text and a descriptive text
- understand the differences between function words and lexical words
- write their own short narratives and descriptive texts.

Essential questions

Unit 4 focuses on the following essential questions:

- What kinds of narratives interest individuals?
- What are the different forms of narratives?
- What makes a narrative interesting?
- How can I use vocabulary, clauses, and structures to create meaningful narrative and imaginative texts?

Enduring understandings

Upon completing Unit 4, Student Teachers will understand the following:

- Extensive exposure to various narrative texts helps people understand what kinds of reading materials could interest them.
- A text consists of various levels of meaning.
- Narratives exist in stories, reports, autobiographies, interviews, and many other writing formats.
- The plot, characters, setting, and narration of a narrative contribute in varying degrees to making a text powerful.

Practical grammar

Unit 4 teaches the following practical grammatical considerations:

- Descriptive and narrative style
- Simultaneous use of reporting speech and reported speech
- Use of relevant vocabulary, adjective clauses, and adverbial clauses
- Use of past tenses

Suggested assessments

Use the following active learning strategies in assessing Student Teachers in Unit 4:

- Comprehension and vocabulary exercises
- Listening comprehension and visual comprehension
- Task-based summaries

Resources for teachers and students

Short story with online activities

British Council. *Beginner's Luck*:

- <http://learnenglish.britishcouncil.org/en/stories/beginners-luck>

Short story online resources

Rong Chang. *100 free short English stories for ESL learners with listening, grammar, comprehension, dictation exercises, and crossword puzzles*:

- <http://www.rong-chang.com/qa2/>

Story expressing regret

E. A. Poe, *The Fall of the House of Usher*. *EnglishClub*:

- <http://www.englishclub.com/reading/story-house-of-usher.htm>

Imaginative stories

E. A. Poe, ed. R. Giordano. *Poe Stories*:

- <http://www.poestories.com/>

Listening activity resources

British Council. *Stories and Poems*:

- <http://learnenglish.britishcouncil.org/en/stories-poems>

Story Arts Online:

- www.storyarts.org

Suggested activities for Unit 4: Sharing experiences



Week 11, session 1: Reading and discussing short stories

The following activities are intended to motivate Student Teachers to think about why people like to read and listen to narratives, or stories, and to investigate their own reading and listening interests. This session also introduces some simple stories and explores their meaning, structure, language, and impact on the reader. The activities below are addressed directly to Student Teachers in order to involve them as much as possible in the learning process.

Deciding whether you find a story enjoyable and meaningful or not is fundamentally a matter of personal choice, and Student Teachers should be encouraged to express their reactions to the stories provided in Unit 4 and to share their personal reading preferences. If you wish to use narrative texts that you think will be more successful in class, please do so—provided you keep the learning objectives of this unit clearly in view while you are teaching.

Activity 1: What kind of stories do you like? (15 minutes)

Ask Student Teachers to work individually to select their top three reading choices from the list below. Display the list on a pre-prepared chart or PowerPoint slide.

- Religious stories
- Stories that teach us something about life
- Love stories
- Stories about people who lived many years ago
- Science fiction stories
- Stories about sports
- Horror stories
- Fantasy stories
- Animal stories
- True stories
- Other _____

Now work with Student Teachers to add together the results of the survey above across the whole class. Based on the class survey, what are the top three choices for story types?

Pose the following question in a brief, whole-class discussion: ‘Why do you think human beings have always liked to hear stories?’

Activity 2: What is a story? (15 minutes)

Ask Student Teachers to read the following text. Display the text on a pre-prepared chart or PowerPoint slide.

Omar got up early this morning. He washed his face, put on his clothes, and had breakfast. After saying good-bye to his mother, he went to school. After school, he came home again.

Ask: 'Is this a story? What components are necessary in order to classify a text as a story?'

They should briefly discuss their ideas with a partner and then invite responses back in a whole-class discussion. Possible responses include:

- Stories should have a beginning, middle, and an end.
- Stories should have some emotional effect on the reader.
- By the end of the story, some change should have taken place in the main characters.

Now ask Student Teachers if they think the following text could be considered a story. Again, display the text on a pre-prepared chart or PowerPoint slide. They should discuss their views with a partner and then report back in a whole-class discussion.

Mr Brown, Mr Green, and Mr White work in the same building. One is a banker, one is a lawyer, and one is a dentist—but not necessarily in that order. The dentist, who is Mr Green's friend, is the youngest of the three. Mr White is older than the lawyer.

Ask Student Teachers: 'Does a cartoon tell a story? How is it different from a story told completely in words?'

Activity 3: Different versions of a story (30–45 minutes)

Ask Student Teachers to read the following text displayed on a pre-prepared chart or PowerPoint slide.

Claudio and Maria lived in the same street in a small town in Italy. Claudio loved Maria, but she never even looked at him. One day, she decided to leave their town to become a dancer in the circus. Claudio followed her. He couldn't dance, so he learned to be a clown. Every day, he laughed and laughed for the circus audience, but deep inside, he was crying with his love for Maria.

(Adapted from Storybuilding by Jane Spiro, Oxford University Press, 2006).

Ask them what they think is going to happen next. They should discuss their ideas with a partner.

With their partners, they should also reflect on the following questions:

- Do you think you that, as a person, you are more like Claudio or more like Maria?
- Do you think Claudio was very loving or very stupid?
- Do you think Maria was hard-hearted or realistic?

Now ask Student Teachers to read the ending to the story, which follows (again, displayed on a pre-prepared chart or PowerPoint slide). Ensure that everyone understands the word trapeze.

One day, Maria fell from the high trapeze. She was taken to hospital but died the next day. From that day, Claudio the clown could not laugh anymore. He lost his job because he could no longer be a clown.

Ask Student Teachers: 'Did you guess this outcome, or did you predict a different ending?' Briefly discuss how different interpretations and expectations about what will happen contribute to the pleasure of reading or listening to stories. Endings are unpredictable and can be created by anyone.

Assign the following task to Student Teachers. This should be an individual task. You will need to prepare the task on a chart, slide, or handout in advance.

1. In your opinion, which of the adjectives in the list apply to Maria?

(Underline your choices.)

uncaring / ambitious / talented / brave / loving / selfish / loyal / unrealistic
foolish / unreliable / cruel / pretty / kind / unattractive

2. In your opinion, which adjectives in the list below apply to Claudio?

(Underline your choices.)

uncaring / ambitious / talented / brave / loving / selfish / loyal / unrealistic /
foolish / unreliable / cruel / handsome / kind / unattractive

3. Why did Claudio become a circus clown?

4. What was the reason that Claudio was eventually unable to laugh?

5. Do you think this story is interesting or not? Briefly explain your views.

Explain to Student Teachers that what happens in a fictitious story depends on the writer's imagination and intention.

Now share another version of the story about Maria and Claudio on a pre-prepared chart or slide. Check their understanding of any new vocabulary.

Claudio and Maria lived in the same street in a small town in Italy. Claudio loved Maria, but she never even looked at him. One day, she decided to leave their town to become a dancer in the circus. Claudio followed her. He couldn't dance, so he learned to be a clown. Every day, he laughed and laughed for the circus audience, but deep inside, he was crying with his love for Maria. However, she continued to pay no attention to Claudio.

The circus manager liked Maria, and he asked her to join the group of trapeze artists called the Flying Angels in their high-wire act. One of the trapeze artists, a handsome young man named Pablo, taught Maria how to swing through the air, high above the ground, and how to jump from one trapeze to another. The most exciting part of their act was when Maria swung from one trapeze through the air and was caught by Pablo, hanging by his legs on another trapeze.

Ask Student Teachers: 'What do you think is going to happen next?' They should discuss their ideas with a partner.

Now ask them to read the ending on another pre-prepared slide or chart.

One evening, during the Flying Angels' performance, Maria swung gracefully from her trapeze through the air toward Pablo, high above the circus crowd watching below. He moved to catch her, but somehow she slipped through his fingers and started falling toward the ground. Claudio the Clown, in his baggy, padded clown suit, ran across the circus ring, holding out his arms. As he reached the centre of the ring, Maria fell into his arms, knocking the clown hard to the ground. Both lost consciousness and were immediately taken to hospital. After two days, Maria awoke and asked about Claudio. A doctor told her that the clown had died a few hours after being taken to the hospital.

Ask Student Teachers: 'Does the following sentence apply to Version 1 or Version 2 of the story?'

The clown lost his job after the dancer died.

Now, ask them to summarize Version 2 of the story in one or two sentences. Briefly ask the whole class to discuss: 'Which version of the story do you prefer? Why?'



Week 11, session 2: Reading and discussing short stories, continued

After being exposed to a selection of very short stories and exploring their meaning and structure, in this session Student Teachers are asked to create their own versions of the clown and dancer story. They are also given some more short narratives and asked questions relating to the language used in these narratives. You will need to help Student Teachers with explanations about word usage, grammatical structures, and discourse meaning where necessary.

Activity 1: Creative writing activity (20 minutes)

Divide Student Teachers into groups of three. Ask them to work with group members to write their own new versions of the clown and dancer story. They should consider the following paragraph (shown on a pre-prepared slide, chart, or handout) as the beginning to their versions of the story:

Claudio and Maria lived in the same street in a small town in Italy. Claudio loved Maria, but she never even looked at him. One day, she decided to leave their town to become a dancer in the circus. Claudio followed her. He couldn't dance, so he learned to be a clown. Every day, he laughed and laughed for the circus audience, but deep inside, he was crying with his love for Maria.

Activity 2: A story from Japan for you to read and discuss (10 minutes)

Read the following story aloud to the whole class twice.

A Cup of Tea

Nan-in, a Japanese Zen master, received as a guest a university professor who had come to him to learn about Zen. The professor was, like many people of his profession, rather arrogant and proud of his own knowledge. They began to talk, and the professor told Nan-in his views about religion and life. After some time, Nan-in served tea. He poured his visitor's cup full and then kept pouring. The professor watched the cup overflow until he could no longer restrain himself.

'The cup is already full', said the professor. 'No more will go in'.

'Like this cup', Nan-in replied, 'you are full of your own importance and opinions. How can I show you Zen unless you first empty your cup?'

Now ask Student Teachers to work individually to answer the following questions, displayed on a pre-prepared slide or chart.

1. Circle two adjectives in the list below that you think describe Nan-in and two which describe the university professor.

hospitable / understanding / highly educated / patient /
conceited / self-aware / forgiving / unfriendly / humble /

2. What do you think this story is trying to teach us? Explain your views in one sentence.
3. Do you think the story is successful in conveying its meaning? Why or why not?

Activity 3: Late for school (20 minutes)

You should either read this story aloud or display it on a pre-prepared slide or chart.

The new family in the neighbourhood overslept, and their six-year-old daughter missed her school bus. The father, though late for work himself, had to drive her. Because he did not know the way, he asked his daughter to direct him to the school. They drove several blocks before she told him to turn left, and then several more before she told him to turn right. This turning right and left went on for 20 minutes or so, but when they finally reached the school, it proved to be only a short distance from their home. The father, much annoyed, asked his daughter why she had led him around in such a circle. The child explained, 'That's the way the school bus goes, Daddy. It's the only way I know'.

Now, share the following questions with Student Teachers:

1. Why didn't the father know the way to his daughter's school?
2. Why did their journey to school take so long?
3. Underline all the verbs in the past tense (for example, *overslept*).
4. Which two sentences are in the form of direct speech?
5. What would you say is the genre (text type) of this text? Is it descriptive, narrative, or persuasive?

You could either discuss the questions with the whole class or ask Student Teachers to work individually and then have a whole-class discussion.



Week 11, session 3: Reading excerpts and interviews

In this session, Student Teachers are asked to read a longer text, an interview with a famous actor. They are then asked to examine the language used in the interview and to devise some questions they would ask someone famous. They are then asked to role-play an interview with their partner.

Activity 1: Interviews (30 minutes)

For this activity, you will need to find an interview in a magazine or newspaper article. You will need to make copies of the interview, enough for one copy per pair of Student Teachers.

Ask Student Teachers to read the interview with a partner. One partner can be the interviewer, and the other can be the interviewee. Then they should change roles and read the interview again.

Ask questions about the interview to check comprehension. (You will need to prepare these in advance.) Also include the following questions:

- What are two differences between a narrative text and a conversation or interview in the telling of someone's personal story?
- Is it easier to read and understand an interview or a narrative text? Give two reasons to support your views.

When pairs have discussed their responses together, review responses in a whole-class discussion.

Activity 2: What's your favourite food? (20 minutes)

Ask Student Teachers to write down five questions they would ask their favourite actor, singer, athlete, or writer if they were able to interview the celebrity.

Now ask them to work with a partner and to ask their questions. Their partner should pretend to be the famous personality. Then ask the partners to exchange roles.

Select two or three of the Student Teachers' interviews for partners to perform in front of the whole class.

Activity 3. Text as a puzzle (5 minutes)

Finish the lesson with a puzzle for Student Teachers to solve. You can write the puzzle on the board.

Two fathers and two sons went fishing. Each fisher caught one fish, but only three fish were caught. Please explain.

Ask Student Teachers to be ready with an answer in the next class.

Week 12, session 1: Exercises to develop language awareness and thinking skills: puzzles, riddles, and jokes



In order to develop Student Teachers' awareness of how English is used in the world, in this session ask Student Teachers to solve some word puzzles with group members. Finally, in this session you will give them some printed jokes to read and interpret.

Activity 1: Puzzles to solve (10 minutes)

Share the suggested answer to the puzzle given in the previous session: A grandfather, a father, and a son (which are technically two fathers and two sons) went fishing.

Now present Student Teachers with six more puzzles to solve with a partner.

1. There was a plane crash. Every single person died but two people survived. How is this possible?
2. A taxi driver is driving along a one-way street in the wrong direction. A police officer sees the taxi driver but says nothing. Why?
3. What gets wet as it dries?
4. What can travel around the world but always stays in one corner?
5. Can you understand the following poem?

YYUR
YYUB
ICUR
YY4ME

(Clue: the first line is read 'Too wise you are'.)

Discuss their answers and share the answers as follows:

Answers

1. The two people who survived were married (not 'single').
2. The taxi driver was walking.
3. A towel.
4. A stamp on a letter.
5. Too wise you are / Too wise you be / I see you are / Too wise for me

Activity 2: Which path? (15 minutes)

Share this riddle with Student Teachers on a pre-prepared slide or chart.

Riddle

You are in a remote, desolate, mountainous area—far away from any town. You are walking up a lonely mountain road, and you find that, at one point, the road divides into two paths. One path leads to the other side of the mountain, and the other path will make you lost forever. Two identical twins know the path that leads to the other side. You can ask them only one question, but one twin always lies, the other one always tells the truth, and you don't know which is which.

Ask: 'What question do you ask the twins so that you can choose the correct path?'

Allow a few minutes for Student Teachers to think about their answers and then invite their responses.

Explain that the question you should ask is 'Which path would your brother say was the correct path?' Why? Let us say the correct path is on the left side. So you ask the liar, 'What would your brother say?' The liar would know his brother was honest, and so his brother would say the left side. However, because the liar always lies, he would say the right. If you asked the honest twin the same question, he would say the right path because he knows his brother will lie. Therefore, you would know that the correct path was the left.

Conclude by asking the difference between a puzzle and a riddle.

Activity 3: Story jokes (30 minutes)

Share these jokes on pre-prepared handouts, slides, or charts.

Ask Student Teachers to read them and to decide which they think is funniest and why. Circulate around the class to check their understanding and to ask which jokes they find the funniest and why.

First joke

Nabeel was walking down the road one morning when he met his friend, Hamza.

'Morning, Hamza. Why are you wearing a glove on one hand and none on the other?'

'Yes, well, I heard the weather forecast this morning, you see.'

'The weather forecast?'

'Yes, the weather forecast. The forecaster said, "On the one hand, it might be fine, but on the other hand, there might be some rain".'

Second joke

One day, a rabbit walked into the butcher's shop and asked the butcher, 'Do you have any carrots?'

The butcher replied, 'No, I'm sorry, sir, this is a butcher's shop. We don't sell vegetables in here. Go to the greengrocer at the other end of the street. I'm sure he's got some carrots'. The rabbit thanked the butcher and left the shop.

The next day the rabbit went into the butcher's shop again. 'Good morning! I'd like some lettuce and some carrots, please'.

'Look, I'm sorry, sir! I told you yesterday—we don't sell any vegetables in here, only meat'.

'Okay, I see', said the rabbit, and he left the shop.

On the third day, the rabbit walked into the shop again and said, 'Hello, could you give me some carrots and a cabbage, please?'

This time the butcher was very angry. 'I told you yesterday and the day before. We don't sell any vegetables in here. No carrots, no lettuce, no cabbage, and no onions. Do you understand? The next time you come in here and ask for vegetables, I'm going to take a hammer and I'm going to nail your ears to the floor!'

The next day, the rabbit was in the butcher's shop again. 'Good morning!' he said. 'Do have any nails?'

'No', said the butcher, 'I don't have any nails'.

'Do you have a hammer?' asked the rabbit.

'No, I don't', the butcher replied.

'Good', said the rabbit, 'Then can I have some carrots, please?'

Third joke

The manager of a large office asked a new employee to come into his office. 'What's your name?' was the first thing the manager asked.

'John', the new employee replied.

The manager scowled. 'Look, I don't know what kind of place you worked at before, but I don't call anyone by their first name! It breeds familiarity, and that leads to a breakdown in authority', he said. 'I refer to my employees by their last names only—Smith, Jones, Baker—that's all. Now that this is clear, what is your last name?'

The new employee sighed and said, ‘Darling. My name is John Darling’.

The manager said, ‘Okay, John, the next thing I want to tell you ...’

Now ask Student Teachers to work individually. They should choose one joke and summarize in writing what takes place in that joke using one or two sentences. Invite them to read their summaries to the whole class.



Week 12, session 2: Personal responses

After soliciting Student Teachers’ own solutions to the puzzles and, if necessary, helping them to find the right answers, the main focus of this session for you will be encouraging them to write a story that is inspired in some way by one of the pictures provided.

Activity 1: Stories from pictures (50–60 minutes)

Share the pictures below with Student Teachers on a pre-prepared slide, or you can create your own selection of photos to share.

Discuss each photograph and the way that an image inspires ideas for writing.

Discuss the difference between writing about an image and using the image as a starting point or stimulus for an idea that is not literally about the image. For example, the last photograph might inspire ideas about two sides of an argument, while the photograph of the shark might inspire an idea for a story about fear.

Ask Student Teachers to choose one of the pictures and write a short story or account based on the picture.

Once they have finished their stories, Student Teachers should share their stories with a few others for feedback. Remind them to note down feedback and then allow time for them to use the feedback to improve their story.

Close the session by inviting a few Student Teachers to read their stories out loud to the class.





Week 12, session 3: Thinking about song lyrics

This session uses popular songs as a source for sharing personal experiences.

Activity 1: Song lyrics (50–60 minutes)

In advance of the lesson, search the Internet for the lyrics of the popular song ‘What a Wonderful World’ by Sam Cooke (search ‘what a wonderful world’ plus ‘lyrics’) and ‘Where Do the Children Play?’ by Yusuf Islam (search ‘where do the children play’ plus ‘lyrics’). Share a copy of the lyrics with Student Teachers.

Play the song ‘What a Wonderful World’ and ask Student Teachers to follow the lyrics.

Ask Student Teachers to discuss the lyrics and their meaning with a partner and then to write two or three sentences summarizing the main ideas of this song. Invite them to share their summaries with the rest of the class and comment on the accuracy and succinctness of each summary.

Now look at the lyrics of the song ‘Where Do the Children Play?’ by Yusuf Islam (formerly known as Cat Stevens).

Play the song and ask Student Teachers to follow the lyrics.

Again, ask Student Teachers to discuss the lyrics and to write two or three sentences summarizing the song’s main ideas.

To conclude the sessions, group two pairs of Student Teachers together to discuss which lyrics they prefer and why. In a whole-class discussion, invite them to share their preferences.



Week 13, session 1: More practice using lyrics and images as a stimulus for writing

This session also provides popular song lyrics and asks Student Teachers to write their own verses.

You may prefer to use alternative lyrics. Then you will ask Student Teachers to use a picture as a stimulus for descriptive writing.

Activity 1: Write your own lyrics (20 minutes)

Remind Student Teachers about the lyrics in the two songs they considered in the previous session. Ask them to work with a partner to add another verse to either of the songs. Below is an example, for the song 'What a Wonderful World'. Once they have completed their verses, they should read or sing them aloud to other groups in the class.

*Don't know much about Shakespeare's plays,
The teacher's talking but my head's in a daze.
Don't know much about United Nations
I've got no clue about punctuation.
But I do know that my words are true
And I know that if you love me too,
What a wonderful world this would be.*

Activity 2: Writing from photographs (40 minutes)

Share the photographs below or two similar photographs of your choice. Ask Student Teachers to select one photograph and write a paragraph about it. Encourage them to use interesting, descriptive words. Share and discuss the following questions before Student Teachers begin writing:

- What do you see in the picture?
- Which season is it? How can you tell?
- Did you notice the way the light is shining? Do you see any special reflections? If so, describe them.
- Imagine you were present at the time this photograph was taken. Complete the similes: 'The air smells like ...' and 'The wind rustles through the leaves like ...' Use your other senses to describe how and what you feel.
- What does the photograph make you feel like doing?
- Does it inspire any emotions in you? If so, describe the emotions.
- Do you have any other thoughts about the photograph?





Week 13, session 2: Language structures

This session provides practice using language structures which may prove problematic to English learners. You will need to provide support and your own examples of these structures in real contexts to your Student Teachers. Do not forget to discuss the assignment with Student Teachers.

Activity 1: Phrases with two meanings (5 minutes)

Using a pre-prepared slide or chart, show Student Teachers the joke below. Explain that 'take her flowers' can have two different meanings. Ask Student Teachers to explain the two meanings.

Jill: Where did you get those flowers?

Jack: From your mother's garden.

Jill: What? Are you crazy?

Jack: Why? It was your idea.

Jill: No, I asked you to take her flowers.

Jack: That's what I did!

Jack took *her* flowers.
(He stole the flowers belonging to her.)

Jack took *her* flowers.
(He brought some flowers to her.)

Activity 2: Eat your words: The language of food and drink (20 minutes)

Provide the following activity to Student Teachers to complete. You could prepare a worksheet in advance or pre-prepare the exercise on a chart or on the board.

If Student Teachers are not familiar with these expressions, provide the missing words so that they can select where to insert them in the list.

1. Grammar is just not my cup of _____.
2. She is the _____ of his eye.
3. The twins are as alike as two _____ in a pod.
4. It was as easy as taking _____ from a baby.

5. Dan Brown's new book is selling like _____.
6. The mistake has left the government with _____ on its face.
7. He is a couch _____. He just watches television all day long.
8. Despite the pressure, she seemed as cool as a _____.
9. There is no use crying over spilt _____.
10. They pay me very little in this job; I'm working for _____.

Answers:

1. tea 2. apple 3. peas 4. candy 5. hot cakes 6. egg
7. potato 8. cucumber 9. milk 10. peanuts

Now ask Student Teachers to practice using these expressions. Ask them to prepare three short paragraphs using three of the food-related expressions.

Activity 3: How to use *in case* (15 minutes)

You will need to prepare the sentences used in this activity in advance on charts, worksheets, or on a PowerPoint slide.

Ask Student Teachers to examine the following sentences, all taken from the writing of Pakistani speakers of English:

1. *In case* you see Anisa, please give her this book.
2. Communication can completely break down *in case* of total ignorance in this area.
3. *In case* you want some samosas from the shop, please send me a text message.
4. *In case* I fail the exam, I will have to repeat the course.

Explain that in standard British, American, Canadian, and Australian English, *in case* is generally used when people are talking about doing something as a *precaution*.

5. I always take a book to bed with me *in case* I can't sleep.
6. Bond put a pistol in his coat pocket *in case* he needed it later on.
7. Let's take some sandwiches with us *in case* we get hungry.

Therefore, in the sentences above (1–4), speakers would say:

If you see Anisa, please give her this book.

Communication can completely break down *if* there is total ignorance in this area.

If you want some samosas from the shop, please send me a text message.

If I fail the exam tomorrow, I will have to repeat the course.

Note that *if* is used rather than *in case*.

Now compare and discuss the following pairs of sentences. How are they different?

- People telephone the fire brigade *if* their house catches fire.
People insure their house *in case* it catches fire.
- *If* it is raining tomorrow, I will take my umbrella.
Only *if* it's raining will I take my umbrella.
- I will take my umbrella tomorrow *in case* it rains.
I will take my umbrella regardless so that I am prepared *in the event* that it rains.

Provide the following practice exercise to Student Teachers. They should indicate whether the following sentences are correct or not.

1. I'll ask Mehnaz to bring the drinks just *in case* you can't come to the picnic.
(Correct.)
2. *In case* you see Anjum, tell him to phone me immediately. (Incorrect: It should be 'If you see Anjum, tell him ...')
3. We can have lunch together tomorrow *in case* you are free. (Incorrect: It should be 'if you are free ...')
4. *In case* of fire, break the glass and press the alarm button. (Correct.)

Activity 4: Function words versus lexical words (10 minutes)

Again, you will need to prepare PowerPoint slides, worksheets, or charts with the texts and exercises for this activity in advance of this session.

Explain to Student Teachers that we can make a distinction between function words, which have only grammatical meaning (such as *the, for, because, in, or and*) and lexical words, which refer to things in the real world around us (such as *chair, blue, run, or quickly*.)

Show the following story. Explain that the lexical words have been deleted from the text. Ask Student Teachers: 'Can you make any sense of the text?'

... .. were ... on a A ... came ... and ... the (and only ...) ... each.
 'I ... I was with my ... and ...', ... the and, in a, he ... back ...
 'I ... I was ... with my', ... the and he also
 'It's very ... here now', ... the 'I ... my were here with me'.

Now show the same story, but this time with only the lexical words provided. There are no function words. Ask: 'Why is this text easier to understand?'

Three men ... stuck remote desert island. ... fairy came offered ... men
 one (... .. one) free wish
 '... wish back home family ... friends', said ... first man ..., flash, ...
 disappeared home.
 '... wish back family ...', said ... second man disappeared.
 '... .. lonely', said ... third man. '... wish ... two friends'

Invite Student Teachers to work with a partner and use the two texts to construct the complete story.

Assignment

Explain to Student Teachers that they should ask a family member (such as their grandmother, father, uncle, or aunt) to tell them a true story about something that happened to the family years ago or an old, traditional story that is known in their area. Ask them to make detailed notes so that they can remember the story well enough to tell it in the next English class.

Week 13, session 3: Family stories



Divide Student Teachers into groups and explain that they will recount the family story they recorded for the assignment to group members. Then instruct them to share their written stories and solicit feedback on the stories from their classmates. You should show Student Teachers how to politely give positive and negative feedback and how to use feedback to write a more compelling text.

Activity 1: Retelling traditional and family stories (50–60 minutes)

Ask Student Teachers to refer to the assignment and notes they made on their family stories.

Organize Student Teachers into small groups and ask them to use their notes to tell other group members their family stories.

When all Student Teachers in a group have finished recounting their stories, ask them to work individually to write their stories, adding relevant descriptive words to give the stories more narrative power and interest to readers and listeners.

Invite Student Teachers to share written versions of their stories with a partner and to use their feedback to improve their stories.



UNIT

TYPES OF WRITING

Unit overview (3 weeks, 9 hours)

Student Teachers will learn how language works and how to critically evaluate texts in terms of effectiveness, meaning, and accuracy. This unit draws Student Teachers' attention to understanding how grammatical patterns change according to purpose and audience.

Week 14: Writing styles

- Changing narration: Converting a dialogue into a report
- Converting a story into a news report
- Converting a graph or picture into a short report or story

Week 15: Writing mechanics

- Punctuation and structure
- Sentences, sentence fragments, and run-on sentences
- Subject-predicate and pronoun-reference agreement

Week 16: End-of-course revision

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- construct sentences effectively through becoming more aware of word order, the use of tenses appropriate to a text genre, the structure of noun phrases, and the use of appropriate punctuation (such as capital letters and full stops)
- write well-formed sentences using grammatical features that help to achieve the purpose of the text, such as reported and quoted speech in narratives, the structure of noun phrases in information reports, the use of past tense in recounts, the use of relating verbs in descriptions, and the use of modality in expository texts
- write consistently without major grammatical errors that distort communication.

Essential questions

Unit 5 focuses on the following essential questions:

- Which elements of grammar are needed to create meaningful texts?
- How do sentences become complete in themselves?
- What are the different strategies of converting one text genre into another; for example, converting a narrative into a report?

Enduring understandings

Upon completing Unit 5, Student Teachers will understand the following:

- Grammar accuracy in English can be achieved through intensive exposure to English-language texts.
- A complete sentence differs from a sentence fragment. A series of fragments and run-on sentences complicates the text and its meaning.
- With an understanding of the required structure in different text genres, we can transmit the same messages through different genres.

Practical grammar

Unit 5 teaches the following practical grammatical considerations:

- Descriptive and narrative style
- Sentence structure: identifying run-on sentences and sentence fragments in a text
- Subject-verb agreement
- Pronoun-reference agreement
- Punctuation
- Tense variation

Suggested assessments

Use the following active learning strategies in assessing Student Teachers in Unit 5:

- Writing assignments that require different types of writing
- Grammar exercises

Resources for teachers and students

Free grammar practice software

3-D Grammar English:

- <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>

Sentence fragments

Washington University: *Writing Complete, Grammatically Correct Sentences:*

- <http://faculty.washington.edu/ezent/imsc.htm#FRAG>

Punctuation

BBC World Service. (2011) *Learning English*:

- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv302.shtml>

Reported speech

BBC World Service. (2011) *Learning English: Grammar Challenge: Reported Questions*:

- http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc_44_reported_questions.pdf

Noun-verb agreement

BBC World Service. (2011) *Learning English*:

- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv358.shtml>

Resources for developing additional topics in Unit 5

Free grammar practice software

3-D Grammar English:

- <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>

Grammar quizzes

BBC World Service. (2011) *Learning English*:

- <http://www.bbc.co.uk/worldservice/learningenglish/quizzes/quiznet/quiz132.shtml>

More quizzes

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/quizzes/quiznet/archive_2003.shtml

Listening activity resources

Punctuation

BBC World Service. (2011) *Learning English*:

- http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtml
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv258.shtml>

Story arts

Story Arts Online:

- www.storyarts.org

Suggested activities for Unit 5: Types of writing



Week 14, session 1: Changing narration: Converting a dialogue into a report

Bring in a set of dialogues and ask Student Teachers to convert them into reported speech. You could also ask them to write dialogues of their own and then convert them into reported speech.



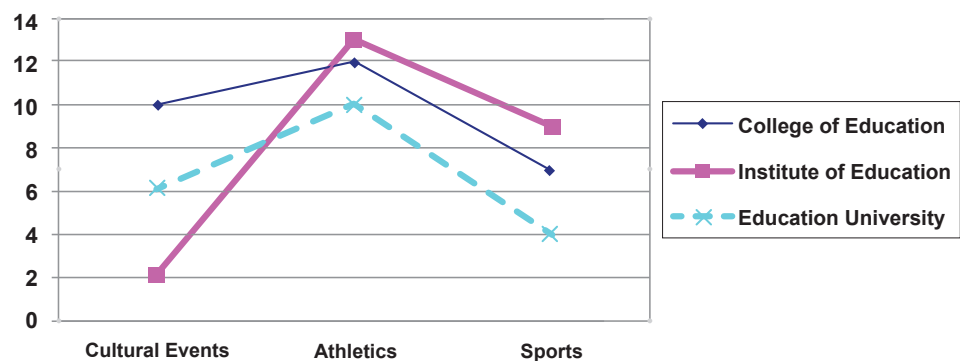
Week 14, session 2: Converting a story into a news report

Using the narratives Student Teachers produced in the previous unit's assignment, ask them to convert their narratives into news reports. The essential purpose of this exercise is to teach Student Teachers to make their writing more factual and objective. Their narrative style will thus change into a reporting style. The text they create through this exercise should be concise and concrete.

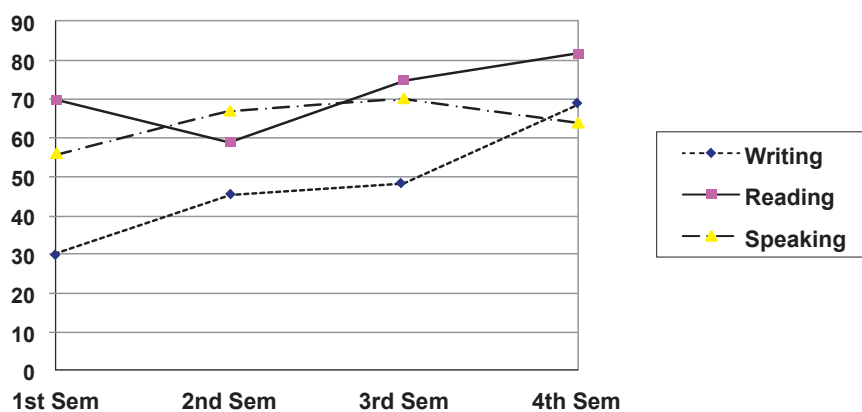


Week 14, session 3: Converting a graph or diagram into a short report

Show and discuss the graph below. It shows information about how many students at each of the three institutions won prizes in cultural events, athletics, and sports. Ask Student Teachers to present the same information in a report of 150 words.



Show and discuss the line graph below. On the y axis are average scores and on the x axis are semesters. The graph shows the student performance in English-language skills in the first four semesters. Ask Student Teachers to write a report in a paragraph of about 120 words to describe this information.



Week 15, sessions 1–3: Writing mechanics



In these sessions, you will teach Student Teachers how to differentiate a sentence from a sentence fragment. For example, ‘Though she could not leave’ is a sentence fragment, while a corresponding sentence would be ‘Though she could not leave, she managed to send a message via email’.

Show Student Teachers how to develop correct sentences with subject-verb agreement. For example, ‘they do’ is correct, while ‘they does’ is incorrect.

Also demonstrate the importance of pronoun-reference agreement. For example, ‘Sarwar is a hardworking man, and he knows how to manage his time’ is correct, while ‘Sarwar is a hardworking man, and they know how to manage their time’ is incorrect.

Give Student Teachers exercises to practice these two grammar considerations.

Give Student Teachers a list containing examples of sentences and sentence fragments. Instruct them to identify the complete sentences. You could follow this activity by providing Student Teachers with a set of sentence fragments and then instructing them to make complete sentences out of the sentence fragments.

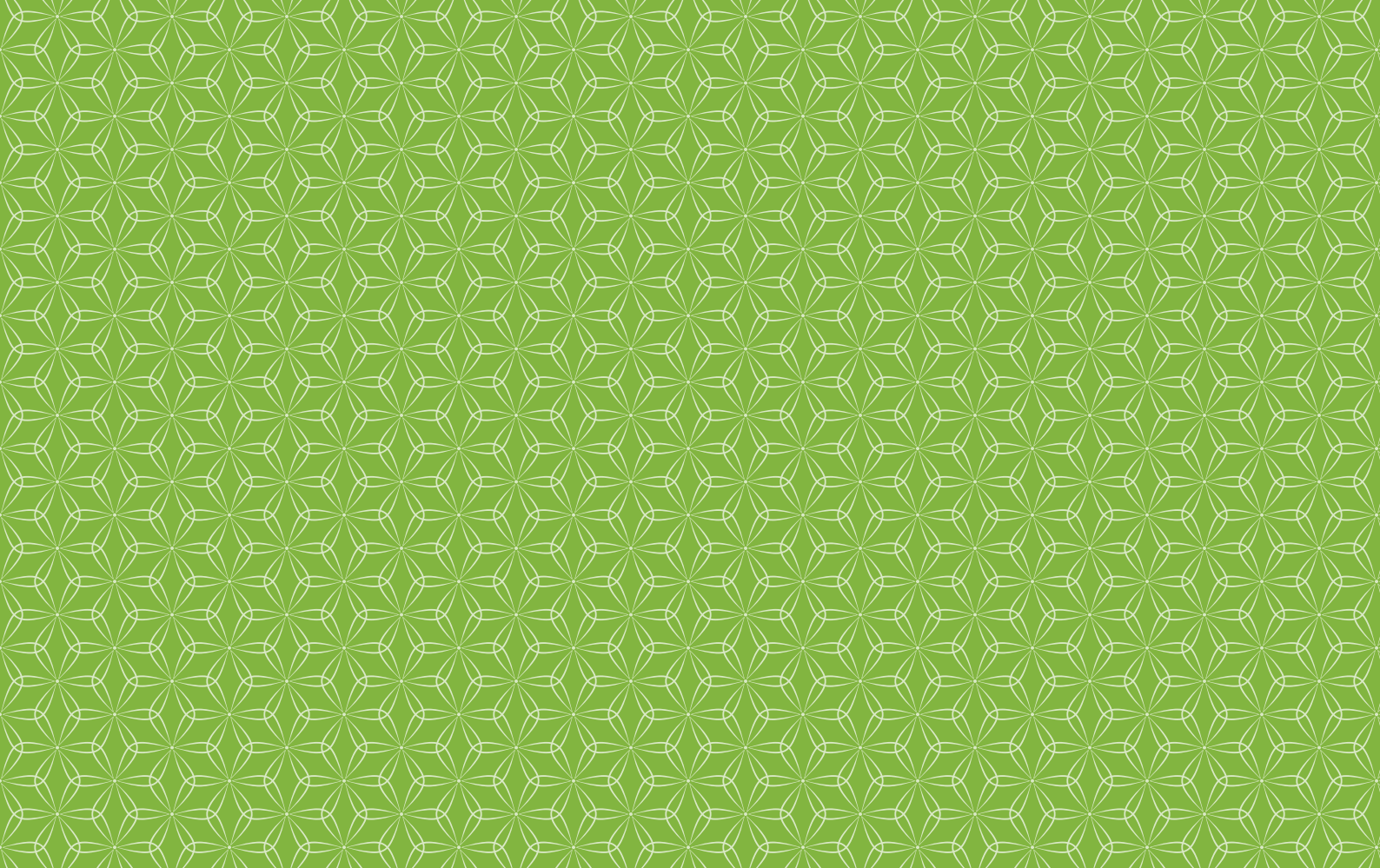
You could also give Student Teachers worksheets on subject-verb agreement as well as worksheets on pronoun-reference agreement so that they can point out what each pronoun refers to.

Most English-language textbooks provide practice exercises that support the grammar considerations described above.

Week 16, sessions 1–3: End-of-course revision



In the final week of the semester, review the contents of the course and practice English-language skills that Student Teachers continue to find difficult.



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