

semester

2

English - II

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

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





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Syllabus

ENGLISH II

ENGLISH II

Year and semester

Year 2, semester 3

Duration

3 credits, 48 class hours

Prerequisites

Successful completion of semesters 1 and 2

Course description

This is the second English course for Student Teachers in ADE/B.Ed. (Hons) programs. It aims to develop skills for effective communication and presentation using clear and appropriate English. The course comprises five units that focus on developing effective communication strategies, making oral presentations, understanding intonation patterns and their role in determining the meaning of a message or text, and how to present information in speech and writing. The first five weeks are devoted to developing the Student Teachers' language confidence and interpersonal skills. This is followed by task-based projects that incorporate all four language skills in order to develop the Student Teachers' proficiency in English language.

Course outcomes

After completing this course, Student Teachers will be able to:

- use English confidently and independently
- discriminate between formal and informal language use
- communicate effectively in speech and writing with different audiences for a variety of purposes
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations
- identify the main stylistic features of descriptive, narrative, persuasive, and argumentative texts.

Learning and teaching approaches

To make the Student Teachers independent users of language, it is essential to involve them in the learning process. The course requires an integrated approach to language teaching, which enables learning of all the four skills of language (i.e. listening, speaking, reading, and writing) in natural settings. The learning and teaching approach should be balanced so that Student Teachers learn about language and how to use English in different contexts. They are encouraged to respond through group and pair work as well as active learning strategies such as role plays, debates, presentations, and brainstorming.

Although the Student Teachers may lack the necessary background at the beginning of the course to communicate in English, Instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, Instructors will use alternative strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

Semester outline

1 UNIT 1: Effective communication (3 weeks, 9 hours)	
	The first unit aims at building Student Teachers' confidence and understanding of the factors that lead to communicating a thought, idea, or message clearly and effectively. From sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and nonverbal elements and also calls on individuals' interpersonal skills. However, various factors can lead to unclear oral and written communication. These factors are explored in depth in this unit.
Week #	Topics/themes
1	Effective communication <ul style="list-style-type: none"> • Communicating effectively • The communication cycle and process • Practicing written and verbal communication
2	Language development of English Language Teachers <ul style="list-style-type: none"> • Understanding English-language teaching as a self-directed learner • Developing language skills through CLT activities
3	Organizing a message <ul style="list-style-type: none"> • Grammatical accuracy in speech and writing • Coherence and clarity • Writing an effective paragraph

2

UNIT 2:

Making oral presentations (2 weeks, 6 hours)

	This unit draws the Student Teachers' attention to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language, and rapport with the audience. With an understanding of these requirements, the Student Teachers should be able to develop sufficient confidence to handle the various tasks required to make a clear and cogent oral presentation.
Week #	Topics/themes
4	<p>Effective presentations</p> <ul style="list-style-type: none"> • The ingredients of an effective presentation • Using visual displays to present key facts, figures, charts, and graphs • Steps to preparing an effective presentation
5	<p>Presenting in a logically organized and interesting manner</p> <ul style="list-style-type: none"> • Developing and evaluating your presentation • Preparing to present • Delivering and evaluating five-minute presentations

3

UNIT 3:

Sound patterns, tone, and purpose (4 weeks, 12 hours)

	In this unit, Student Teachers' will be given a one-week refresher to relearn and articulate basic sounds (consonants and vowels) and sound patterns of English language through practical activities. The unit, furthermore, suggests some critical awareness of intonation patterns in listening and reading texts and how the meaning changes with variation in tone.
Week #	Topics/themes
6	<p>Sound patterns and tone</p> <ul style="list-style-type: none"> • Vowel and consonant sounds and clusters • Phonemes and syllables • Stress and intonation
7	<p>Modes of communication</p> <ul style="list-style-type: none"> • Audience and purpose • Identifying purpose and audience in different texts • The language of the media: Differentiating between audience and purpose
8	<p>Audience-specific communication</p> <ul style="list-style-type: none"> • Writing for different audiences • Presenting informally versus formally • Communication styles
9	<p>Understanding the purpose</p> <ul style="list-style-type: none"> • Reading for meaning • Descriptive texts versus narrative texts • Argumentative texts versus persuasive texts

4

UNIT 4: Persuading an audience (3 weeks, 9 hours)

Once the purpose and goal of a message have been identified, the major task is to ensure the audience follows the thought presented. By giving practice through various modes of communication such as formal speeches, public announcements, news broadcasts, and presentation of a CV, this unit offers opportunities for Student Teachers to become familiar with the needs of modifications in language and structure according to the requirements of the audience. It also incorporates a section on writing persuasively to make requests and compose applications or letters.

Week #	Topics/themes
10	Public speaking <ul style="list-style-type: none"> • Speech/presentation: Extemporaneous and prepared • Public announcements • News broadcasts
11	Being interviewed <ul style="list-style-type: none"> • Résumé/CV • Interview skills • Interviewing for a job or internship
12	Persuasive writing <ul style="list-style-type: none"> • Writing persuasively • Applications • Letters of advice and direct requests

5

UNIT 5: Collecting and presenting information (4 weeks, 12 hours)

Student Teachers will practice collecting and synthesizing information using common study skills. They will read information presented in graphs (and possibly other charts and diagrams) and present it. They will consider which type of presentation formats to use for what type of information and then conduct their own short data collection and presentation project.

Week #	Topics/themes
13	Collecting information <ul style="list-style-type: none"> • Power reading and speed reading • Note-taking and summarizing • Synthesizing information
14	Graphical information <ul style="list-style-type: none"> • Reading graphical information • Converting a report to a chart or graph • Summaries and outlines of information
15	Collecting and presenting data <ul style="list-style-type: none"> • Small-scale research project • Developing a questionnaire • Gathering data and presenting findings • Reporting results
16	Course conclusion <ul style="list-style-type: none"> • Project presentations • Course revision

Textbooks and references

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

D. H. Howe and L. Kilpatrick, *English for Undergraduates* (Oxford: Oxford University Press, 2008).

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

A. Thomson and A. Martinet, *A Practical English Grammar (Intermediate)* (Karachi: Oxford University Press, 1983).

Write Better, Speak Better (Reader's Digest, 1998).

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/>

Grading policy

A variety of assessments should be used to assess Student Teachers' learning. It is recommended that course work count toward at least 50 percent of the final grade. Instructors should advise Student Teachers about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid- and end-of-semester exams.

About the planning guide

The Planning Guide provides examples of what can be done with the course content. The writers have tried to provide alternatives because there is rarely one best way to plan and teach. Also, many faculty will prefer to create their own plans and will use the guide as an additional resource.

We encourage all faculty to accept the challenge of teaching in ways that promote active learning. For those who have not used active learning strategies, begin by experimenting with one or two ideas. Try a small change, such as asking Student Teachers to read something in advance and talk about it in small groups at the beginning of a session, and then note how it works.

The course is divided into five units to be taught during a 16-week semester.

Session plans are suggested for content in Units 1 and 2. For Units 3 to 5, an overview and ideas for teaching and learning are provided.

Many of the sessions require advance preparation by Instructors and Student Teachers. It is recommended that you read the course guide before you start so that you can plan ahead.

UNIT



EFFECTIVE
COMMUNICATION

Unit 1 Overview

The first unit aims at building Student Teachers' confidence and understanding of the factors that lead to clearly and effectively communicating a thought, idea, or message. From a sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and nonverbal elements and interpersonal skills. This unit is aimed at developing effective communication skills in prospective educators who will be teaching English EFL/ESL students in diverse situations and levels. In English I, the focus was on introducing Student Teachers to classroom language functions (but not in the rather rigid sense of functional/notional English syllabuses). Classroom Language Routines (CLRs) were considered more essential language tools for the Student Teachers than giving a more general functional language approach, which looks at functions such as 'asking for and giving directions', etc. It is assumed that the EFL/ESL teachers will develop this broader range of language functions during their teaching years or during the course of other language proficiency development opportunities.

Unit 1 of English II has adopted an approach that is intended to provide Student Teachers with opportunities to develop their communication skills in the four language areas: reading, listening, speaking, and writing.

To provide opportunities for meaningful communication and enhanced language proficiency, the Student Teachers of English may be given exposure to suitable materials by using cross-curricular themes. The basic aim within this view is to improve English Language Teachers' knowledge of the world in a broad communicative context. The hope is that, with language seen as a vehicle and not an end in itself, there will be more meaningful comprehension, enhanced communication skills, and insights into correct vocabulary and grammatical usage.

The tasks in these materials are intended to be interactive and communicative in nature. The Instructor's role is crucial in developing the communicative language skills of the Student Teachers. As language facilitators, they should thus provide Student Teachers with some additional language learning opportunities, such as reading a newspaper on a daily basis and discussing interesting news items every day. The Instructors may choose to use some other ideas for language enhancement throughout this course as long as the ideas and activities are in line with course objectives.

Week 1: Effective communication

- Communicating effectively
- The communication cycle and process
- Practicing written and verbal communication

Week 2: Language development of English Language Teachers

- Understanding English-language teaching as a self-directed learner
- Developing language skills through CLT activities

Week 3: Organizing a message

- Grammatical accuracy in speech and writing
- Coherence and clarity
- Writing an effective paragraph

Learning outcomes

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

- recognize elements that make oral and written communication meaningful and effective
- clarify, rephrase, explain, expand, and restate information and ideas for effective communication
- explore differences in messages conveyed by various resources and channels of information (e.g. in Urdu or English; radio or television or newspapers, etc.)
- use improved interpersonal communication skills.

Essential questions

- Which elements limit and prevent effective communication of a message?
- How can restating, rephrasing, and expanding a message resolve conflict?
- What are the differences in messages conveyed through different mediums?

Enduring understandings

- A clear connection between the sender and receiver of a message can help overcome gaps and barriers in communication.
- In the two-way communication process, conflicts can sometimes be resolved by giving clear details and rewording the message.
- Various modes of communication require variations in sending the same information or message, e.g. as linguistic elements, audience requirements, and transmission channels.
- The connection between the interlocutors, listening carefully, and contextual understanding of a situation help listeners grasp the essence of a message.

Practical grammar

- First- and second-person pronouns
- Simple and continuous present tense
- Use of modals and auxiliaries while giving suggestions
- Conditional structures
- Concise structures for preparing lists
- Compare and contrast structures

Resources for teachers and students

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

Rod Windle and Suzanne Warren, *Communication Skills*, chapter four.

➤ <http://www.directionservice.org/cadre/section4.cfm>

Communication skills

➤ <http://www.directionservice.org/cadre/section4.cfm>

List of interpersonal skills

➤ <http://www.myinterpersonal.com/list-of-skills.html>

Listening-comprehension skills

➤ <http://www.how-to-study.com/study-skills/en/good-listening-in-class.asp>

Sentence structure

➤ <http://faculty.washington.edu/ezent/imsc.htm>

The communication cycle

➤ http://www.cls.utk.edu/pdf/lis/Week1_Lesson7.pdf

Forms of communication

➤ <http://notesdesk.com/notes/business-communications/types-of-communication/>

Resources for developing additional topics in the unit

Effective communication

➤ <http://www.directionservice.org/cadre/section4.cfm>

Interpersonal communication process

➤ <http://www.myinterpersonal.com/communication-process.html>

Practice online quiz on the communication process

➤ http://wps.prenhall.com/chet_quible_adminofficemgt_8/0,9618,1580085-content,00.utf8.html

Miscommunication

Cartoons can be pulled out from newspapers

Common language errors

- <http://www.vaughns-1-pagers.com/language/english-usage-errors.htm>

Spot the mistake

- http://downloads.bbc.co.uk/worldservice/learningenglish/teachingenglish/funkyphrasals/te_funky_phrasals_party_2.pdf

Jumbled sentences

- http://downloads.bbc.co.uk/worldservice/learningenglish/teachingenglish/funkyphrasals/te_funky_phrasals_travel_4.pdf

Bringing clarity to writing

- <http://thinksimplenow.com/clarity/pen-zen-bring-clarity-to-writing/>

Quiz on paragraphing

- http://juni.osfc.ac.uk/Extension/level_2_extension/English/lesson4/paragraphing_quiz.asp



Week 1

- ▶ Week 1, session 1: Communicating effectively

Introductions (10 minutes)

The Instructor briefly greets and introduces themselves to Student Teachers and asks them to introduce themselves.

The Instructor and Student Teachers discuss the syllabus of the current semester. They will discuss what communication is and what effective communication skills are.

Warm-up (10 minutes)

It is said that 'Laughter is the best medicine'. Bringing humour into your classroom will reduce any anxiety Student Teachers might have at the start of the course. Click on the link below on the website 'English Central' to watch this video.

Do You Speak English?

- <http://www.englishcentral.com/video/11836/do-you-speak-english>

Play the video a couple of times so that Student Teachers are able to understand the dialogue. Invite groups to share their responses.

What are communications skills? (35 minutes)

In advance of the session, print the following articles at

➤ http://www.helpguide.org/mental/effective_communication_skills.htm

- What is effective communication?
- Listening
- Nonverbal communication
- Managing stress
- Emotional awareness

Ask Student Teachers for examples of ineffective communication and their consequences.

Now ask Student Teachers for examples of effective communication and their consequences.

Discuss their ideas and use their responses to explain the concept of communication skills.

Divide Student Teachers into five groups for jigsaw reading. Assign one article to one group and ask them to read it. Allow 15 minutes for this task. Encourage Student Teachers to help each other understand the article.

Now reform the groups with one person from each group (so that in the new group there are five people and each person has read one article). Ask members of each group to share their understanding of the article they have read with others. (You will need to adjust this task according to the numbers in your class.)

Whole-class discussion (5 minutes)

Discuss: what have Student Teachers learned about effective communication from the articles?

▶ Week 1, session 2: The communication cycle and process

Grapevine (5 minutes)

Arrange Student Teachers in a circle (standing or sitting). Ask one person to whisper a short phrase or instruction (in English) to the next Student Teacher. That person then passes the message to the next person and so on until it reaches the last person in the circle. Invite the last person in the circle to say the message they heard and then compare it with the message the first person shared.

Whole-class discussion (10 minutes)

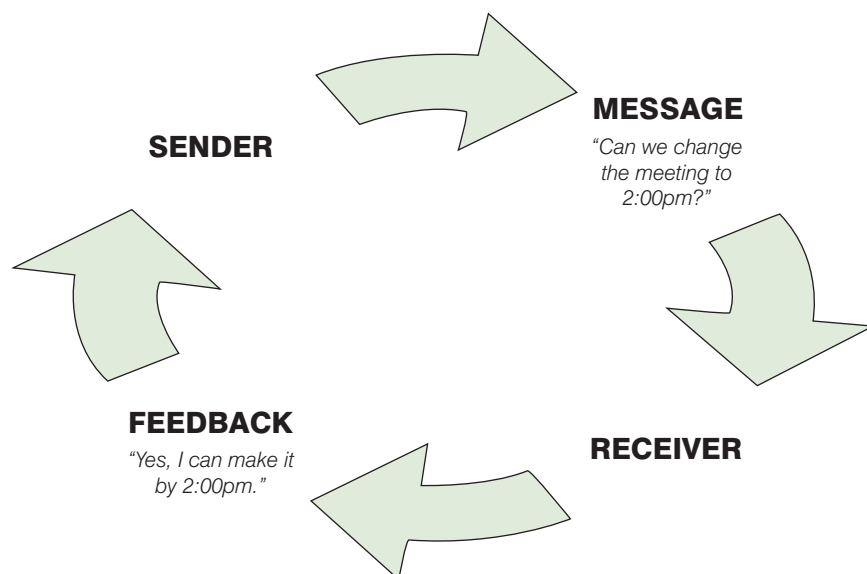
Discuss the following questions:

- What happened? Did everyone listen carefully and thus communicate the message correctly?
- To what extent do messages and information change in real life? When is this acceptable and when is it not acceptable?

Discuss the sender and receiver's role in conveying and receiving the message clearly. Explain that feedback is an essential part of effective and meaningful communication as it reconfirms and reassures that the message has been received and clearly deciphered. Explain that as teachers, we need to be aware of communication. We need to be active and involved listeners, and we need to pay attention to what our words mean.

The communication cycle (5 minutes)

Share the following diagram of the communication cycle to Student Teachers and relate it to the discussion in the previous activity. How does the sender know that her message has been received?



The communication cycle

Giving and following instructions (30 minutes)

Ask Student Teachers to work in pairs as A and B. Ask them to sit with their backs to each other on chairs or desks. Explain that A is a speaker and B is a listener. Distribute sketch A sheet to A and a blank sheet to B. Ask the speaker to draw a picture, and as he or she is drawing, the speaker should give instructions to the listener to make the same drawing. The speaker should describe or give instructions to the listener using imperatives. For example:

- Draw a circle at the right top corner of your page
- Draw another circle in the centre of the page and join it with dotted lines from the left bottom corner of the page.
- Carry on drawing the dotted lines, going across the centre of the middle circle and touching the bottom of the top right circle.

Explain that the listener cannot talk or ask questions but should concentrate on listening as carefully as possible to the speaker's instructions. Neither the speaker nor the listener should look at each other's sketch.

When each sketch is completed, ask Student Teachers to compare their drawings with the originals. Have the partners exchange roles. Try the exercise again with different sketches on sheet B.

Whole-class discussion (10 minutes)

Invite Student Teachers to evaluate their efforts as speakers and listeners.

Ask: 'Did you give effective instructions? How do you know your instructions were effective? Did you follow the instructions easily? If not, why not?'

► Week 1, session 3: Practicing written and verbal communication

Introduction (5 minutes)

Ask Student Teachers to discuss what they know about different types of communication in pairs for a couple of minutes, then invite a few of the pairs to share points from their discussion.

Explain that communications can take three forms: verbal, nonverbal, and written.

Invite Student Teachers to share examples of all three types of communication.

Select one of the following activities. (If time allows, you could do the other activity later.)

Practicing written communication (45 minutes)

Ask Student Teachers to work individually and to select one or two of the following tasks:

- You are planning to attend an education seminar in another city. Write a brief note to the principal to persuade her to allow you to take a week off from college to attend.
- You are a teacher. Your class is going on a picnic. Write a note to inform parents.
- You are a hotel manager. You need to tell guests what to do in the event of an emergency. Write a brief set of instructions to explain.

Circulate among Student Teachers to give feedback and advice as needed.

When they have completed the task, invite them to share their notes with each other for review and feedback.

Practicing verbal communication (45 minutes)

Explain to the Student Teachers that they will perform a role play. A role play is a short skit that is prepared quickly by a small group of people.

Divide Student Teachers into groups of four or five.

Share the scenario for the role play:

Your school has decided to organize its annual sports day. Your role is to welcome and give directions to the guests on how to reach the gymnasium/sports ground. Before going to the event venue, the guests must register, as well. Prepare your verbal welcome and directions by working in pairs.

Invite Student Teachers to prepare their role plays. Explain that they have 5 to 10 minutes to prepare a two- to three-minute role play. Move from group to group to help them prepare. When groups are ready, ask them to share their role plays with the rest of the class.

Whole-class discussion (10 minutes)

Ask Student Teachers to think about the type of communication they were engaged in while they completed the previous activities. Was it written or verbal? Did they use any other types of communication?

Ask: What barriers to communication might be encountered communicating that way? What are the advantages of written communication over verbal communication?

For example, in a brief note, there is a limit to how much explanation can be provided; in verbal communication, there is often more chance of miscommunication.



Week 2

- ▶ Week 2, session 1: Understanding English-language teaching as a self-directed learner

In advance of this session

Prepare copies of the short article ‘What Is Self-Directed Learning?’ by Dana Skiff (2009) available at <http://www.selfdirectedlearning.org/what-is-self-directed-learning>. Or you could select another article on the same topic that better suits the Student Teachers you work with. Identify new or difficult vocabulary in the article.

Reading (15 minutes)

Introduce the article. Write new or difficult vocabulary on the board and discuss the meaning of the words.

Divide Student Teachers into pairs and give each pair a copy of the article ‘What Is Self-Directed Learning?’

Ask them to read the article. While they are reading, move around the class to assist and check understanding of the article.

Generating questions (40 minutes)

Ask Student Teachers to work with their partners to generate a set of questions about the article. For example, ‘What are the key features of self-directed learning?’

Once they have generated five questions, ask them to exchange their questions with another pair.

Ask them to try to answer each other’s questions. Ask them also to suggest ways to improve each other’s questions.

Move between pairs and groups to assist with this activity.

Whole-class discussion (5 minutes)

Ask Student Teachers what they think about self-directed learning (SDL)? Do they enjoy it? What types of SDL might Student Teachers engage in for this course?

► Week 2, sessions 2 and 3: Developing language skills through CLT activities

NOTE FOR INSTRUCTORS: Communicative Language Teaching (CLT) emphasizes interaction as both the means and the ultimate goal of study. You can read more about CLT in the article ‘Communicative Language Teaching: An Introduction and Sample Activities’ by Ann Galloway (June 1993) available at <http://www.cal.org/resources/digest/gallow01.html>. You could also share this link with Student Teachers so that they can read about CLT.

The two activities that follow illustrate aspects of Communicative Language Teaching. Try to complete both activities because they both illustrate a different feature of CLT: the first task is an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; the second task provides opportunities for learners to focus not only on language but also on the learning process itself.

Organize the activities over two sessions and use out-of-class time as needed for the reading by Ann Galloway.

Sharing stories (45 minutes)

Explain that Student Teachers are going to work in pairs.

One Student Teacher will interview their partner about something interesting that happened to them. Explain that the interviewer should ask questions and the interviewee should respond to the questions. The interviewer must collect enough information to write a short account of what happened. Then they swap roles.

When the interviews are finished, they should write up their accounts and then share them with another pair for review and feedback.

Whole-class discussion (5 minutes)

Ask Student Teachers: ‘What was the motivation to interact and communicate, for both the interviewer and the interviewee? How does motivation and the need to interact help develop language skills?’

KWL: Know/want to know/learned (45 minutes)

In advance of this activity, select a news story or article that you think will interest Student Teachers. Prepare a 5- to 10-minute lecture or presentation based on the content.

Introduce the topic of your story. Working in pairs, ask Student Teachers to discuss:

- What they already know about the topic.
- What would they like to know about that topic.

Give the lecture or presentation. Now ask pairs to discuss:

- What they learned about the topic.

If needed, pairs can record their responses to the three questions in a table as follows:

What do you know already?	What do you want to know?	What have you learned?

Whole-class discussion (5 minutes)

Ask Student Teachers: 'How did the structure of this task help (or hinder) communication and develop language skills? How would this task have been different if you hadn't used the three questions?'

Week 3



► Week 3, session 1: Grammatical accuracy in speech and writing

This session is intended to increase Student Teachers' awareness of English structures and to give them practice in using some of the more problematic grammatical structures. The aim is to increase Student Teachers' control of grammar and their level of accuracy in speech and writing. The Instructor will need to support the Student Teachers and encourage them to use English as accurately as possible.

Joining sentences (25 minutes)

In this activity, Student Teachers consider the conjunctions and, or, and but.

Ask Student Teachers to look at the three conjunctions in these sentences (you can write them on the board):

Faridah is intelligent **and** talented.
 Would you like tea **or** coffee?
 He's a good player **but** he's not fully fit.

Explain that we can use a conjunction to join two simple sentences together to make one longer sentence. The result is called a *compound sentence*.

Share the following examples (you could prepare these in advance in a PowerPoint slide or on charts or on the board):

I was watching television. (simple sentence)
 The programmes weren't very interesting. (simple sentence)
 I was watching television, **but** the programmes weren't very interesting.
 (compound sentence)

You can feel sorry for yourself. (simple sentence)
 You can transform your life. (simple sentence)
 You can feel sorry for yourself, **or** you can transform your life.
 (compound sentence)

You are a person with a bright future. (simple sentence)
 You will go far in life. (simple sentence)
 You are a person with a bright future, **and** you will go far in life.
 (compound sentence)

Explain that the three conjunctions are called *coordinating conjunctions* because they join together two main clauses.

Ask Student Teachers to look at these sentences (again, these should be prepared on a PowerPoint slide or on a chart or board):

If you play the guitar, I'll sing.
When we lived in Clifton, we used to go to the beach every weekend.
 I like sailing **because** it's full of surprises.

Explain that in each of the sentences above, we have two parts (or clauses). Draw attention to the fact that clauses beginning with *if*, *when*, or *because* cannot stand on their own as a sentence.

If you play the guitar, ...
 When we lived in Clifton, ...
 Because it's full of surprises, ...

Explain that a clause which cannot stand on its own as a sentence is called a *subordinate clause* and that we have to join a subordinate clause to a main (or independent) clause to make a complete sentence. Subordinate clauses begin with words such as *if*, *when*, *because*, *as*, *while*, *although*, etc. These words are also conjunctions. However, because they do not join together the *same* type of words such as two adjectives, two nouns, or two simple sentences (as coordinating conjunctions do), we call them subordinating conjunctions.

Show Student Teachers the examples below (on a pre-prepared chart or PowerPoint slide). Note that the subordinating conjunctions are in bold.

I always sing loudly main clause	when I take a shower. sub. clause
If you go to the beach, sub. clause	take some sunblock with you. main clause
When the going gets tough, sub. clause	the tough get going. main clause
That teacher treats us main clause	as if we were aliens from Mars. sub. clause

Explain to Student Teachers that they should not use two conjunctions when joining two clauses. For example, these statements are incorrect:

Explain that only one conjunction is required in these sentences.

Although we tried hard *but* we didn't win.
Even though I wasn't feeling well, *but* I still went to school.

Although we tried hard, we didn't win.

or

We tried hard, **but** we didn't win.

Even though I wasn't feeling well, I still went to school.

or

I wasn't feeling well, **but** I still went to school.

Assign the following two exercises for practice out of class or find similar exercises in the books you use for English language teaching.

Exercise 1

Add your own original words to create compound sentences using *and*, *or*, and *but*. The first one has been done for you as an example.

Did you go out last night or *did you stay at home?*

I enjoy playing cricket but _____

Shall we go to the shopping mall or _____?

Ali dived into the river and _____

I'd like to buy you a big box of chocolates but _____

Islamabad is a fine city but _____

Send me an email or _____

Asmah likes baking cakes but _____

Exercise 2

Use one of the following subordinating conjunctions to join these pairs of sentences together: *if*, *although*, *since*, *as*, *as if*, *when*, *while*, *after*, *even though*, *because*. The first answer has been done for you.

Khadijah went to bed early. She was feeling tired.

Khadijah went to bed early because she was feeling tired.

Maqsood has lived in Lahore for 10 years. He doesn't speak a word of Punjabi.

Sara has lots of friends. She takes a real interest in everyone she meets.

You don't brush your teeth regularly. You will have lots of cavities.

Saima was waiting at the bus stop. A thought came into her head.

We lived in Gilgit. We enjoyed walking in the mountains.

Osman bought a drum kit. His neighbours started complaining.

Yasmeen and Ibrahim don't have much money. They are happy.

The lecturer knows a lot about teaching methodology. She has many years of experience.

Ayesha is quite pretty. She doesn't have much acting talent.

Strange signs (30 minutes)

Share the following signs written in English. You can do this on pre-prepared PowerPoint slides or charts.

Ask Student Teachers to rewrite each text so that it communicates the message correctly and effectively.

Ask Student Teachers to share the rewritten signs with each other and to give feedback on whether or not their version communicates the message more correctly and effectively.

Circulate while they are doing this task to provide guidance and feedback.

In a hotel

Is forbidden to steal hotel towels please. If you are not a person to do such thing is please not to read this notice.

In an office

The lift is being fixed for the next day. During that time we regret that you will be unbearable.

In a zoo

Please do not feed the animals. If you have any suitable food, give it to the guard on duty.

At a railway station

Passengers are expected to complain at the office between the hours of 9 and 11 a.m. daily.

On a sign at a tailor's shop

Ladies may have a fit upstairs.

Also on a sign in a tailor's shop

Order your summer suit now. In big rush we will execute customers in strict rotation.

► Week 3, session 2: Coherence and clarity

NOTE FOR INSTRUCTORS: This session deals with a variety of activities to help Student Teachers improve their understanding and control of written discourse, especially with regard to enhancing the clarity and connectedness of their written texts. Instructors may need to provide the Student Teachers with more exercises than are given in the materials to ensure they understand the need for clear thinking in their reading and clear organization in their writing. Several activities are suggested. Depending on the abilities of Student Teachers, you may not get through all of them.

Making sense of text (10 minutes)

Show the following text on a PowerPoint slide or chart to Student Teachers. Ask them to read the text.

Can you raed tihs? Olny srmat poelpe can. I cdnuolt blveiee taht I cluod aulacty uesdnatnrd waht I was raednig. The phaonmneal pweor of the hmuan mnid! Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oreldr the ltteers in a wrod are; the olny iprmoatnt tihng is taht the frist and lsat ltteer souhld be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? Yaeh and I awlyas tghuhot slpeling was ipmorantt! If you can raed tihs psas it on.

Ask Student Teachers to discuss with a partner why they can make sense of the text and then invite their responses. Explain that we can make sense of the text because of our knowledge of language and how it is structured.

Making sense of text: What's the title? (10–15 minutes)

Ask Student Teachers to read the following text.

The procedure is actually quite simple. First, you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. The next step is to simply put those things into a suitably sized machine. It is important not to overdo things. That is, it is better to do a few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another routine thing that you do every day. It is difficult to predict any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then they can be put in their appropriate places. Eventually they will be used once more and the whole cycle will have to be repeated.

Ask Student Teachers to suggest a title for the text. What do they think is being described here? Invite their ideas.

After discussing their ideas, share the following suggested titles is ‘Washing clothes’ or ‘Doing the laundry’. Discuss how this exercise shows us how knowing a title before reading can help the reader develop a schema (i.e. draw on our background knowledge to construct a relevant context), which in turn will help make meaning of the text.

Reordering sentences in a written text (10 minutes)

Show Student Teachers the following sentences on a pre-prepared PowerPoint slide or chart. Ask them to place the sentences below in the most coherent order.

1. After shouting at my boss, I walked out the door and went home, fully expecting to be fired for it.
2. At the end, I was simply ready to quit—and I blew up.
3. Several years ago, I spent the better part of a year involved in a team project that was filled with almost every flavour of poison you can imagine in a workplace.
4. To put it frankly, every single day in that environment was a nightmare.
5. There was gossip, tension, missed deadlines, sucking up to supervisors, secret meetings that only included some of the group.

Once again, ask Student Teachers: ‘Why were you able to successfully reorganize the sentences?’

Discuss the way we bring our own prior experiences to make meaning from text, in addition to knowledge about language itself.

Cohesion in a text (10 minutes)

Explain that this task follows from those Student Teachers completed last week. Ask Student Teachers to read the text below (show it on a pre-prepared PowerPoint slide or chart).

My father once bought a beautiful Swiss-made clock. He did it by saving every penny he could. It was a really fabulous clock with a cuckoo that popped out every hour. That clock would be worth a fortune nowadays. However, he sold it to help pay for my education. Sometimes I think I’d rather have the clock.

Now ask Student Teachers to look at the italicized words in the same text below and identify the words that link ideas together. Explain that these are called *cohesive ties*. Check Student Teachers’ work as they complete the task.

Examples

1. He (sentence 2) and my father (sentence 1) refer to the same person.
2. It (sentence 2) = buying the clock in sentence 1.
3. Nowadays (sentence 3) contrasts with once (sentence 1).
4.
5.
6.

My father once bought a beautiful Swiss-made clock. *He did it* by saving every penny *he* could. It was a really fabulous clock with a cuckoo that popped out every hour. *That clock* would be worth a fortune *nowadays*. However, *he* sold it to help pay for *my* education. Sometimes *I* think I'd rather have *the* clock.

Coherence (10 minutes)

Explain to Student Teachers that some spoken texts do not have any cohesive ties, but we can still understand them by using our knowledge of the world. We can call these texts coherent but not formally cohesive.

Show the following example:

A: That's the phone.

B: I'm cooking.

A: OK.

Explain that we can understand this text in the following way:

A: That's the phone. (The phone is ringing. Please answer it.)

B: I'm cooking. (I can't answer the phone because I am cooking.)

A: OK. (Because you can't answer the phone, I will.)

Conclude by giving the following exercise to Student Teachers to complete out of class.

The following texts have no cohesive ties, but we can understand them because they are coherent. Explain the meaning of each dialogue by filling in the missing semantic links in each one.

A: Have you seen Jim?

B: There's a blue Toyota outside Mary's house.

A: I have a bad headache.

B: There's a supermarket round the corner.

A: Are you going to the party tonight?

B: I have an exam tomorrow.

► Week 3, session 3: Writing an effective paragraph

NOTE FOR INSTRUCTORS: This session is aimed at developing Student Teachers' formal writing skills. In going through the suggested materials, it is essential to take the Student Teachers through the process of how to write effective topic sentences at the beginning of each paragraph. It is important for Student Teachers to become aware of their purpose in writing as well as the intended audience.

Explain that writing is not an easy thing to do in one's own language, let alone in a foreign language. This session is intended to help Student Teachers get started in writing meaningful, accurate, and effective paragraphs.

Brainstorming, listing, clustering, and forming questions (30 minutes)

Ask Student Teachers work in pairs. Ask them to think of an interesting topic and brainstorm ideas to include in a written paragraph about the topic. For example:

- The benefits of travelling by train
- Following the latest fashions is a waste of time and money
- Mobile phones have destroyed family communication
- Taking regular exercise is overrated and can be harmful

Brainstorms should be quick, so after a few minutes, when Student Teachers have generated enough ideas about their chosen topic, ask them to cluster, or organize, the ideas they listed in the brainstorm. Encourage them to identify the big ideas and the sub-ideas.

Demonstrate another way of generating ideas. Ask Students Teachers to keep the same topic. They should write the topic or subject at the top of the page and list the following questions down the left margin of the page, leaving room for responses.

Who? What? Where? When? Why? How?

Ask Students Teachers to think about their topics and respond to the five questions.

Planning to write your first paragraph (30 minutes)

Discuss these writing devices with Student Teachers:

- Topic sentence
- Supporting sentences
- Concluding sentence
- Grammatical accuracy
- Cohesion and clarity

For further detailed information about writing a paragraph, visit the following links.

- <http://lrs.ed.uiuc.edu/students/fwalters/para.html#formal>
- <http://adulteracytutor4.blogspot.sg/>

Provide Student Teachers with examples of various text types, such as from different sections of a newspaper or magazine, and help them identify the opening or topic sentence and key words and theme of a paragraph.

Out-of-class assignment

Ask Student Teachers to use their notes on the topic they selected to write a paragraph on their own. When they have finished, they should swap their work with a partner and give comments on each other's paragraphs. You should plan to collect and review the paragraphs they wrote and give feedback.

UNIT



MAKING ORAL
PRESENTATIONS

Unit Overview

This unit draws the Student Teachers' attention to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language and rapport with the audience. With an understanding of these requirements, the Student Teachers should be able to develop sufficient confidence to handle the various tasks required in giving a clear and cogent oral presentation.

Week 4: Effective presentations

- The ingredients of an effective presentation
- Using visual displays to present key facts, figures, charts, and graphs
- Steps to preparing an effective presentation

Week 5: Presenting in a logically organized and interesting manner

- Developing and evaluating your presentation
- Preparing to present
- Delivering and evaluating five-minute presentations

Learning outcomes

By the end of Unit 2, Student Teachers will:

- be aware of the ingredients needed for a successful presentation
- know how to use graphs and charts to present information
- have an understanding of how to use PowerPoint when giving a presentation
- be aware of how to design and plan an interesting talk
- have had practice in giving short presentations to their colleagues and lecturer
- will have had practice in giving feedback on an oral presentation.

Essential questions

- What are the most important features of an effective presentation?
- How much groundwork is necessary to make successful presentations?
- How can PowerPoint be used for attracting and creating audience interest?

Enduring understandings

- Features that contribute to an effective presentation involve the presenter's confidence, grasp of subject, and sufficient planning and practice.
- Having a sound knowledge of the topic and sufficient practice with the presentation material give the presenter confidence and help when addressing an audience.

- Various features of PowerPoint can make a presentation attractive and inspiring.
- Establishing eye contact and rapport with the audience is significant in putting across one's point of view.

Practical grammar

- Present, past, and future tenses
- Explanatory language for presenting facts, figures, and related visual aids
- The language of humour

Resources for teachers and students

Five presentation tips

- http://www.roadtogrammar.com/dl/R2Gpres_tips.pdf

Presentation tips accompanied with listening texts

- <http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/1opening.shtml>

Listening to people about presentation tips

- <http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/4tips.shtml>

Tips for using PowerPoint

- http://www.thinkoutsidetheslide.com/articles/ten_secrets_for_using_powerpoint.htm

PowerPoint tutor

- <http://www.actden.com/pp/>

Create your first PowerPoint

- <http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

PowerPoint tutorials

- <http://www.actden.com/pp/print.htm>



Week 4

► Week 4, session 1: The ingredients of an effective presentation

This session aims at getting the Student Teachers to think carefully about the ingredients of a good presentation and to focus on the differences between an unsuccessful presentation and a successful one..

What makes a good presentation (30 minutes)

Ask Student Teachers to think about the presentations that they've attended. Ask them to write down on piece of paper what they consider to be the most important piece of advice they could give a teacher to help him or her give a good presentation.

Ask them to pin their ideas on a wall or board when they have finished (remind them to write in large letters).

Show the following suggestions for giving effective presentations on a pre-prepared slide or chart. How does their list compare with this list?

1. A big smile and warm body language will give you a good start.
2. Work hard to win over the audience early on.
3. Physically connect with the audience.
4. Involve the audience with activities.
5. Create interest early.
6. Be expressive.
7. Make it personal.
8. Speak from the heart.
9. Put high points into your presentation.
10. Don't make the audience work too hard.
11. Leave space for your personality to shine through.

One-minute presentations (30 minutes for the complete activity)

Ask Student Teachers to prepare a one-minute presentation. This is an individual activity.

Explain that they should plan to speak for only one minute. They should make sure they introduce the topic clearly and then make two or three points about the topic. They should end with a few summary sentences.

Divide Student Teachers into groups of six. Ask group members to present to each other. (You might want to ask groups to go to different rooms or outside to do this.)

Ask group members to make notes about what they like about the presentations and to make suggestions for improvements.

Bring the whole group back to class for a discussion after they've shared their presentations.

Ask them to discuss features of the presentations they liked. Was this task easy? Why? What would have helped them make a better presentation?

Probably most Student Teachers will say that more preparation and time to plan would have helped. Explain that in the next few sessions, they'll be learning how to make good presentations.

► Week 4, session 2: Using visual displays to present facts, figures, charts, and graphs

In this session, Student Teachers use language to discuss charts and graphs when giving a presentation. They will also think about the advantages of using graphs and how to present facts and figures in a presentation.

Dealing with facts and figures in your presentation (20 minutes)

Explain to Student Teachers that presentations often involve numbers. They have to be able to quickly read and use numerical information in their presentations.

Ask them to work with a partner to read the following. They should do it as quickly and accurately as possible. (You can present this on a pre-prepared slide or chart.)

1/2	$5 + 7 = 12$	$A > B$ = A is greater than B	$6 \times 3 = 18$	80 kmh
1/4	$35 - 21$	$A < B$ = A is less than B	$7 - 3 = 4$	50 mph
3/4	7×3		$21 + 9 = 30$	\$3.50
2/3	$8 \div 4$		$P < Q$	67%
5/6			$32 \div 8 = 4$	1:10

Circulate around the room to check and give feedback.

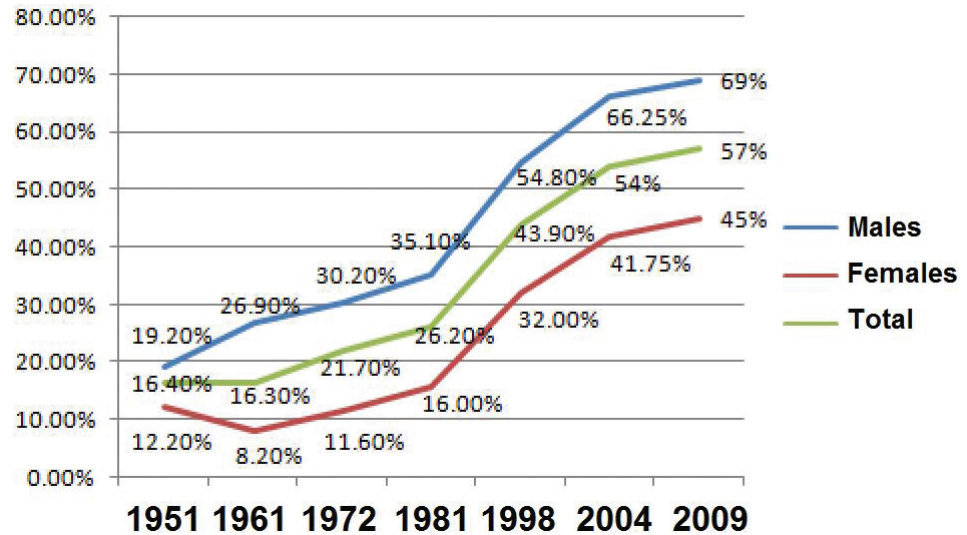
Ask Student Teachers to write one sentence that includes three of the above abbreviations or symbols. Ask them to read their sentences aloud to their partners.

Using graphs in presentations (40 minutes)

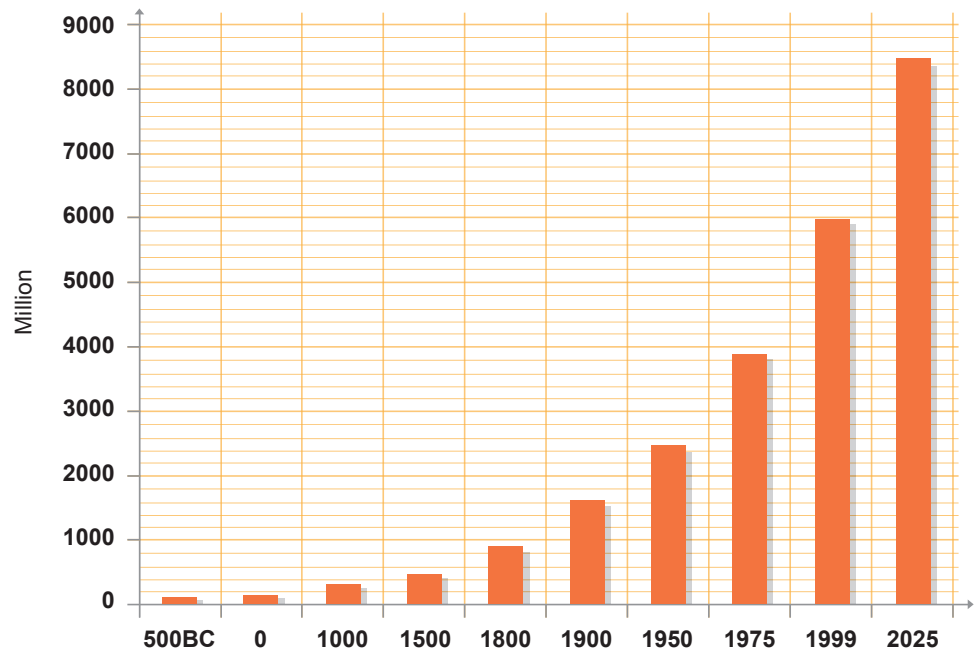
Ask Student Teachers to use the graph on the next page to write a paragraph on the increase in the literacy rate in Pakistan between 1951 and 2009. (Show the graph on a pre-prepared slide or handout.)

When they have completed the paragraph, discuss with the whole class: 'What would be the most effective way to present this information in an oral presentation? Would you show the graph or would you share the information you wrote?' Discuss the benefits of visuals such as graphs to convey information.

Literacy Rate Pakistan (1951 - 2009)



Now ask Student Teachers to look at the following graph (on a pre-prepared slide or handout).



Rise in world population (500BC to 2025) Image description: A bar graph containing the recorded and projected rise in population from 500BC to 2025AD. The graph shows a rise from approximately 200 million in 500BC to 8.7 billion in 2025.

Ask Student Teachers to work in small groups (of three or four) to think about how they would present this rise in world population if they were asked to give a presentation on this topic. They should think of four key ideas they would use to guide the presentation and write one sentence explaining what they would say about each idea.

End the session by inviting groups to share their ideas for the presentation.

► Week 4, session 3: Steps to preparing an effective presentation

This session discusses the stages a presenter goes through to give a successful presentation.

Short lecture on three steps in preparing a presentation (5–10 minutes)

Give a short lecture on the three parts of preparing for a presentation. Include the following information:

- Step 1: Planning
Before a presentation, Student Teachers will need to consider:
 - o The purpose. (Why are you making the presentation? What do you hope to achieve?)
 - o The type. (Is it an informative presentation? A persuasive presentation? An inspirational presentation?)
 - o The length. (You will need to plan the presentation within the time limit you have been given.)
 - o The audience. (Who will you be speaking to? People you know? People you don't know? Children or adults? A general audience or a specific specialized group?)
 - o The place. (A large hall or a small room? Is there a microphone? Will there be a projector?)
- Step 2: Researching your information. Where will you get information from?
- Step 3: Brainstorming and focusing your ideas

Brainstorming and focusing ideas (20 minutes)

Explain to Student Teachers that they are going to practice the third step using several common topics.

Share six topics. Here are some examples, but choose those you think will interest Student Teachers:

1. How to stay fit and healthy
2. Teaching in a rural school
3. The food of Pakistan
4. School Management Committees
5. Cricket in South Asia
6. The perils of fast food

Divide Student Teachers into six equal groups. Assign one topic per group.

Ask Student Teachers to work individually. Ask them to take several pieces of scrap paper and write down all the ideas that come into your head about their topic, however silly they might seem. They should write one idea on each piece of paper.

Ask them to stop after 5 to 10 minutes and read what they have written.

Explain that they are now going to organize their ideas. They should organize the ideas they jotted down in the brainstorm into clusters, or groups of similar or linked ideas. For example, if they selected 'how to stay fit and healthy', these two ideas go together:

- Take regular exercise
- Take the stairs instead of the lift

They should move the ideas around until they are satisfied with the groupings.

Short lecture and discussion on the use of PowerPoint in presentations

(15 minutes)

Ask Student Teachers about using PowerPoint presentations. What are the pros and cons for the presenter and the audience?

Present and discuss the following information with Student Teachers.

If they wish to use a PowerPoint presentation, they should keep the following advice in mind:

- Don't put too much text on each slide.
- Use an easily readable size of font for your text.
- Don't have too many slides in a short presentation.
- Do not simply read the text on the slides. (If you do that, you could simply give everyone a handout to read!) Keep the big ideas for slides and add the detail as you speak.
- Face the audience, not the screen.



Week 5

- ▶ Week 5, session 1: Developing and evaluating your presentation

Preparing to give a presentation (10 minutes)

Present and discuss the following stages of a presentation on a pre-prepared slide or chart.

The introduction

How will you grab the audience's attention? How will you introduce the topic and give it focus in an interesting way?

The main body

How will you present and support your argument? What data will you use? What visual aids will you use?

The conclusion

What do you want to leave the audience thinking about?

Designing a way to evaluate a presentation (50 minutes)

Explain to Student Teachers that they are going to design a tool to evaluate presentations.

Divide Student Teachers into groups. There were six presentation topics, so arrange groups of six, with one member presenting on each topic.

Now set the task.

Student Teachers should try to recall what they said about the features of a good presentation last week. Using those and other ideas, ask them to design a form to record observations and score a presentation. They will use it in the next session to judge each other's presentations.

Explain that they should think about:

- What will they judge?
- How will it be scored? (Out of 10, on a scale of 1–4, with smiley faces?)
- Will there be space for comments?
- Will there be a final score?
- Can it be filled in easily and quickly?

An example is given on the following pages, but avoid showing this to Student Teachers. This is for your information, and you can use it to share ideas.

Student Teachers should draw up their tool on chart paper so that it can be presented in the next session.

► Week 5, session 2: Preparing to present

Presenting tools for evaluating presentations (20 to 30 minutes)

Ask groups of Student Teachers to present the evaluations they designed and to give each other feedback to make improvements.

Ask the team to prepare the final document in Microsoft Word or Excel or to make it by hand on a piece of A4 paper, and then make 36 copies before the next lesson.

Preparing presentations (the remainder of the lesson)

Invite Student Teachers to begin preparing their presentations. Remind them that the presentation is for five minutes only.

Ask them to finish preparations out of class. They will need to come to the next session ready to give their presentation.

► Week 5, session 3: Delivering and evaluating five-minute presentations

Explain to Student Teachers that in this session, they will be giving their five-minute presentations and they will be asked to evaluate the presentations by other classmates using an evaluation form.

NOTE: If many Student Teachers have designed PowerPoint slides to use with their presentation and you only have one projector, you will need to change the way this activity is organized.

Divide Student Teachers into their mixed topic groups (six Student Teachers, each presenting on a different topic).

Remind them to distribute the evaluation forms they designed among group members.

Remind Student Teachers to balance their comments when they evaluate each other; try to be positive and supportive as well as offering suggestions for improvement.

Avoid having more than one group in one room. Arrange for other groups to present to each other in other spaces.

After all six group members have presented, they should discuss each other's presentations using the data they recorded on the evaluation form.

Example presentation evaluation form

Name of presenter:

Topic:

Scoring: 4 = excellent, 3 = good, 2 = fair, 1 = poor

Content	1	2	3	4
Effective opening and closing.				
Presentation supports introduction; main ideas are effectively supported with facts, vivid details, examples, research, and sources.				
The content is interesting and meaningful.				
Presenter has clear pronunciation; excellent control of volume, speaking rate, and pauses.				
Speaker is able to engage the audience successfully.				
Presenter maintains eye contact with audience and effectively uses facial expressions and gestures.				
Presenter answers questions confidently and completely.				
Visual aids effectively enhance the presentation.				

Assignment

Share the assignment with Student Teachers. Explain that they are to imagine that they have been asked to give a presentation on 'The Value of Music/Art/Literature in Today's World' (they can choose one of the three). They should think of three different dynamic ways of introducing the topic that will grab the audience's attention and design two or three PowerPoint slides for each of the audience-grabbing introductions.

UNIT



SOUND PATTERNS, TONE, AND PURPOSE

Unit Overview

In this unit, Student Teachers will be given a one-week refresher course to relearn and articulate the basic sounds (consonants and vowels) and intonation patterns of English through practical activities. The unit, furthermore, suggests raising the Student Teachers' critical awareness of intonation patterns in listening and reading texts and how meaning can be changed through variation in tone.

Week 6: Sound patterns and tone

- Vowel and consonant sounds and clusters
- Phonemes and syllables
- Stress and intonation

Week 7: Modes of communication

- Audience and purpose
- Identifying purpose and audience in different texts
- The language of the media: Differentiating between audience and purpose

Week 8: Audience-specific communication

- Writing for different audiences
- Presenting informally versus formally
- Communication styles

Week 9: Understanding the purpose

- Reading for meaning
- Descriptive texts versus narrative texts
- Argumentative texts versus persuasive texts

Learning outcomes

At the end of the unit, Student Teachers will:

- be aware of the sound system of English, syllable structure, and how stress and intonation contribute to the meaning-making process
- know how to draw on a large range of skills and strategies when reading and comprehending a text
- understand that texts are constructed for different audiences and purposes, and identify ways in which texts differ according to their purpose, audience, and subject matter.
- recognize how the grammatical features work to influence readers' and viewers' understanding of texts.

Essential questions

- How do stress and intonation patterns vary according to purpose and audience?
- How can the underlying purpose of a text be identified?
- How do the grammatical features and structure of a text vary according to the writer's purpose?

Enduring understandings

- A knowledge of sound patterns contributes to an understanding of intonation patterns.
- The meaning and style of a text can be identified and modified through the use of different discourse features.
- Establishing contact and rapport with the audience can be significant in communicating one's point of view.

Practical grammar

- Verb phrases in the present tense
- Adjectives and adjective clauses (i.e. relative clauses)
- Adverbial clauses
- Grammatical features of compare and contrasts
- Signal words
- Conjunctions
- Features of a persuasive style

Resources for developing additional topics in the unit

Learning to pronounce

- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>
- <http://www.learnenglish.de/pronunciation/phoneticpage.htm>

Online quiz

- http://juni.osfc.ac.uk/Extension/level_2_extension/English/lesson1/audience_quiz.asp

Presentation and layout

- http://juni.osfc.ac.uk/Extension/level_2_extension/english/lesson2/paragraph_comparing.asp

Week 6



- ▶ Week 6, sessions 1, 2, and 3: Sound patterns and tone

Suggested activities

Have Student Teachers practice making sounds after listening to a CD, cassette, or their Instructor.

Give out a list of mispronounced words and sentences. Ask Student Teachers to work out correct pronunciation, correct stress, and intonation patterns.

Explain how dictionaries communicate the pronunciation of a word. Have Student Teachers try to correctly pronounce words using dictionary instructions.

Show Student Teachers a list of everyday words and ask them to articulate them.

Using examples in video clips or stories, ask Student Teachers to point out the type of intonation used by the speakers in an utterance and its effect on the meaning of the utterance.

Week 7



- ▶ Week 7, session 1: Audience and purpose

Suggested activities

Through various visual texts (e.g. pictures or video clips), the Instructor elicits a discussion on how the purpose of a talk and the audience type will affect the speaker's preparation for a presentation.

- ▶ Week 7, session 2: Identifying purpose and audience in different texts

Suggested activities

The Instructor could bring in some advertisement clips or pictures from print media and ask Student Teachers to comment on the language structure, the pictures and colours, and the general tone of the advertisements to point out their purpose and intended audience.

Encourage Student Teachers to critically evaluate the advertisements and make them aware of any features that have not been included by them.

Bring in a selection of elementary-grade textbooks and help the Student Teachers evaluate how the text style, fonts, colour, paper type, size, etc., change as the academic level changes.

- ▶ Week 7, session 3: The language of the media: Differentiating between purpose and audience

Suggested activities

Have Student Teachers write a paragraph comparing the presentation and layout of a small selection of texts (two or three). Try to identify at least two presentational devices in each text and remember to comment on why they are effective.

Encourage Student Teachers to use the following words and phrases as they make the comparison.

When comparing (looking at similarities)

- Similarly
- Whereas
- Both

When contrasting (looking at differences)

- While
- Just as in
- However
- On the other hand
- In contrast to



Week 8

- ▶ Week 8, session 1: Writing for different audiences

Suggested activities

Ask Student Teachers to imagine they work for an advertising agency and have been assigned the task of marketing a new fruit drink. They should decide on a name and slogan for the drink for a target audience of:

- Teenage boys
- Girls between the ages of 5 and 10

Now ask them to imagine that they are a journalist who has to write the headline for an article about how the same drink has extremely high sugar content. The article will appear in a magazine aimed at:

- Men in their 30s
- Health professionals

Ask Student Teachers to think about how their language and style changed to suit the different audiences and purposes in the activities above?

► Week 8, session 2: Presenting informally versus formally

Suggested activities

Have Student Teachers look at a range of different non-fiction texts (posters, magazines, newspapers, and advertisements) and consider their presentation and layout. Choose a text that you think is presented in a striking way and discuss how its presentation style helps to convey its message.

Student Teachers will need to give examples of particular words, phrases, or sentences that are interesting or persuasive and to explore the techniques writers have used to create these effects.

► Week 8, session 3: Communication styles

Suggested activities

Ask Student Teachers to imagine they are about to write an application for a job or a place in a college. Ask them to make a list of six statements that show themselves in a positive light. Two should be factual (e.g. I will be taking exams this year), two should be opinions (e.g. I am the best runner in my year group) and two should be opinions presented as facts (e.g. my teachers consider me to be well-organised).

Week 9



► Week 9, session 1: Reading for meaning

Suggested activities

Help Student Teachers uncover the different layers of meaning in the texts through 'close reading'. You will need to choose a text appropriate for Student Teachers in your class, but to find out more about 'How to do a close reading', go to:

➤ <http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>

► Week 9, session 2: Descriptive texts versus narrative texts

Suggested activities

Brings in different kinds of reports; for example, narrative account of a victim, of a patient, narration of a drama, description of what the heart is, an adventure story, a vacation trip, or a crime report in the newspaper.

In groups, have Student Teachers go through the various documents and identify the text differences.

Ask Student Teachers to write two paragraphs from two different perspectives.

- One, as a student writing about borrowing books from the library (narrative).
- Second, as the librarian who looks after the college library (descriptive).

► Week 9, session 3: Argumentative texts versus persuasive texts

Suggested activities

Ask Student Teachers to convert an argumentative text into a persuasive one.

Example assignment:

You work for an advertising agency and have been asked to develop an advertising campaign to sell a new type of mobile phone. Although the selling price of the phone is lower than other phones and it comes in many attractive colours, it can operate only within an area of 10 miles. That means that if you want to call someone 11 miles away, it won't work. Clearly this is a major disadvantage, but it is your job to create a marketing campaign to sell the phone. You will have to think of ways of marketing this phone to make it seem attractive to customers. Design a full-page advertisement outlining the advantages in order to convince customers that the new phone is a good buy.

UNIT

4

PERSUADING AN AUDIENCE

Unit Overview

Once the purpose and goal of a message have been identified, the major task is to ensure the audience follows the argument that is being presented. By giving practice through various modes of communication such as formal speeches, public announcements, news broadcasts, and presentation of a CV, this unit offers opportunities for Student Teachers to become familiar with how the type and needs of an audience determine the choice of language and structure. The unit also incorporates a section on writing persuasive requests and composing letters of application.

Week 10: Public speaking

- Speech/presentation: Extemporaneous and prepared
- Public announcements
- News broadcasts

Week 11: Being interviewed

- Résumé/CV
- Interview skills
- Interviewing for a job or internship

Week 12: Persuasive writing

- Writing persuasively
- Applications
- Letters of advice and direct requests

Learning outcomes

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

- vary rate and level of their speech to aid the listener's understanding
- use correct intonation when asking questions or making statements
- use a range of strategies to participate cooperatively in small-group discussions, e.g. taking turns, asking questions to gain more information, and adding to the group's ideas
- exchange information in writing and in conversation on a variety of common topics.

Essential questions

- What knowledge helps persuade an audience to support a given topic?
- How can good spoken interaction be developed with minimal language errors?
- How can direct requests be made persuasively in writing?

Enduring understandings

- Thorough understanding of the content gives confidence as it helps to vary intonation and expand information while presenting.
- To participate in an interview or transaction, having sound knowledge of tense usage helps the speaker to switch rapidly between ideas during the transaction.
- Persuading a reader to agree to one's request requires a particular style and format

Practical grammar

- Present, past, and future tenses
- Use of connectors
- Concise and factual information presentation
- Appropriate, accurate sentence structures in writing

Resources for teachers and students

Lesson plan for interview skills

Try an Internet search for 'lesson plan for interview skills'. There are several good ideas online.

Job interview skills

➤ <http://iteslj.org/Lessons/Blake-JobInterview.html>

Unit 4: Teaching ideas

Week 10

- ▶ Week 10, session 1: Speech/presentation: Extemporaneous and prepared



Suggested activities

Ask Student Teachers to prepare a brief speech on a given topic and present it before the class individually (in three to five minutes). You should decide on the format of presentation. Student Teachers can be asked to give talks with or without preparation time.

► Week 10, session 2: Pubic announcements

Suggested activities

Ask Student Teachers to arrange a seminar/talk show/another event and make announcements for the various events in the programme.

Arrange a talk show on current affairs, celebrations, social issues, etc. Give each Student Teacher an opportunity to speak.

► Week 10, session 3: News broadcasts

Suggested activities

Assign news items to Student Teachers and ask them to read out the item to the whole class as if they were professional news readers.

This could also be treated as a project, where Student Teachers act as news reporters and collect different news items from the college or university about latest updates, student achievements, some new construction, change of teachers, transfer of a teacher, etc. They then prepare the news and broadcast the items to the college through the PA system.



Week 11

► Week 11, session 1: Résumé/CV

Suggested activities

Have Student Teachers compose a document using different fonts and styles (you may want to do this in a computer lab where all Student Teachers can have access to a computer).

Ask Student Teachers to prepare a one-page CV that includes name, address, contact details, educational background, accomplishment, achievements, projects, interests, hobbies, etc.

Give each Student Teacher one sheet of paper. One Student Teacher sits at the front of a room. He or she describes a person and the rest of the class draws the person being described. (It is more interesting if the person being described is known by everyone. Once the Student Teacher has finished describing that person, then that person is revealed, and each Student Teacher shows their drawing.)

It is a good idea to encourage questions to the Student Teacher about who they are describing.

► Week 11, session 2: Interview skills

Suggested activities

Tell Student Teachers that they are the owners of a café and they have to choose a new server from a list of four applicants for the job.

The Instructor's preparation involves thinking of four personality adjectives for each applicant. Give the applicants a name and a colour. One applicant should be ideal for the job, two neutral, and the other totally unsuitable. After preparing the list, the Instructor writes each adjective on a separate card using a different coloured pen for each applicant. With four applicants, you will need four differently coloured pens and 16 cards for the 16 adjectives

The next step is to arrive at work early before the Student Teachers and hide the cards in 16 different places around the classroom.

When the class starts, explain the activity by telling the Student Teachers their aim is to decide which applicant is best for the job. There are four applicants, each with their own colour coding, and a total of 16 words. The pair that finds all the words and chooses the best applicant first are the winners. But first they have to find the cards!

Pair the Student Teachers off. Student Teacher A stays put while Student Teacher B searches for the hidden words. When a word is found, B must read it (without alerting the other searchers), then return to A and quietly say the word. A then writes down the word, keeping words of the same colour together. If B forgets the word or the correct spelling, he or she has to return to the word. A and B should swap roles after a number of words have been found.

At the end of the activity, stick all the words on the board, in their colour groups, under the correct name. All the Student Teachers can then discuss why the applicants are or are not suitable for the job.

The job could be changed depending on what sort of adjectives you would like to focus on, as could the number and difficulty of the adjectives.

For more information about this game go to: <http://iteslj.org/games/>

► Week 11, session 6: Interviewing for a job or internship

Suggested activities

Student Teachers are divided into groups of four, with three interviewers and one interviewee. This should be done in such a manner that all Student Teachers get a chance to be interviewed. This process could take extra time, which the Instructor would have to arrange.

Each Student Teacher presents their CV on a slide or PowerPoint and introduces themselves. The panel of interviewers asks one question each to find out the applicant's suitability for the job.

► Week 12, sessions 1, 2, and 3: Persuasive writing

Suggested activities

Using the following format, assign Student Teachers the task of writing letters in the direct-request format during each class in the week. The last class could be used for some form of assessment.

Paragraph 1: Begin with the request directly (a request for a place at a college or university, or a request for a scholarship, job, or some information). Give a reason why are you writing this.

Paragraph 2: Give details of the request. The letter might use bullets or a paragraph for each point.

Paragraph 3: State by when you want this information and give the reader your contact details.

Assignment

Write a letter of application to the principal for a vacant teaching position at an academically renowned school in your area. Give three good reasons why you would be an excellent candidate for the vacant post. Include a copy of your CV with the application letter.

UNIT



COLLECTING AND
PRESENTING INFORMATION

Unit Overview

Student Teachers will practice collecting and synthesizing information using common study skills. They will read information presented in graphs (and possibly other charts and diagrams) and present it. They will consider which type of presentation formats to use for what type of information and then conduct their own short data collection and presentation project.

Week 13: Collecting information

- Power reading and speed reading
- Note-taking and summarizing
- Synthesizing information

Week 14: Graphical information

- Reading graphical information
- Converting a report to a chart or graph
- Summaries and outlines of information

Week 15: Collecting and presenting data

- Small-scale research project
- Developing a questionnaire
- Gathering data and presenting findings
- Reporting results

Week 16: Course conclusion

- Project presentations
- Course revision

Learning outcomes

- At the end of the unit, Student Teachers will be able to:
- use different parts of a text to access information
- use different reading strategies to comprehend different texts and different purposes
- interpret and comprehend maps, charts, graphs, diagrams, photographs, and other still and moving graphics
- collect information through questionnaires and report findings.

Essential questions

- How can I improve the way I collect information and take notes?
- What is power reading and speed reading?
- What's the most effective way to present a particular piece of information?
- How do I change information in a graph or chart to written information and vice versa?

Enduring understandings

- There are many ways to present information, and it is important to select the method appropriate for the type of information and the audience.

Practical grammar

- Present and past tenses
- Conciseness
- *Wh-* questions
- Connectors

Resources for this unit

Study skills

- <http://www.nwlincs.org/mtlincs/pilotproject/studyskills/stress.htm>
- <http://www.how-to-study.com/>

Unit 5: Collecting and presenting information

Week 13



- ▶ Week 13, session 1: Power reading and speed reading

Suggested activities

Discuss the difference between power reading and speed reading. Discuss the advantages and disadvantages of power reading and when to use—and not use—the technique.

Provide news articles (or passages of text of similar length) and ask Student Teachers to use power reading to quickly identify key ideas, figures, and issues.

- ▶ Week 13, session 2: Note-taking and summarizing

Suggested activities

Discuss methods Student Teachers use to make notes during a lecture. Do they try to write everything down or do they have a different approach? If so, what is it?

Ask Student Teachers to watch a short documentary video and take notes. Discuss: Do they all take notes the same way? Do they record the same information? Why? Why not?

Have Student Teachers use the Internet to develop written guidance on taking notes during a lecture.

▶ Week 13, session 3: Synthesizing information

Have Student Teachers review news articles. Ask them to summarize the content of each article in two or three sentences.

Practice synthesizing information with the whole class: give everyone the same text, identify important ideas as a class, and invite Student Teachers to share their synthesis with a partner. Discuss when it is useful and appropriate to synthesize a text.



Week 14

▶ Week 14, sessions 1 and 2: Reading graphical information and converting a report to a chart or graph

Suggested activities

Using a graph (such as a bar graph), ask Student Teachers to describe in two paragraphs the meaning of the graph.

Begin with what the graph is about, what information it represents, and the general trends it denotes. Advise Student Teachers not to give extra information but to focus on the data. The main points should be cohesive and clear; the organization of ideas should be consistent.

Have Student Teachers try this the other way round. Have them convert information in a report into a graph or chart.

▶ Week 14, session 3: Summaries and outlines of information

Suggested activities

Bring in articles from various sources and ask Student Teachers to give an outline of it and then summarize the information.

The summary could be task-based, e.g. asking students to write the summary in three sentences, or in 50 or 75 words.

Week 15



- ▶ Week 15, sessions 1, 2, and 3: Collecting and presenting data

Suggested activities

Treat this as a small-scale project, in which the Student Teachers in groups collect information through a questionnaire. Possible topics: asking fellow Student Teachers about their choice of future profession, their views about social issues, their favourite types of entertainment, favourite sports, etc.

Ask the Student Teachers to develop a questionnaire with some factual and some opinion questions. Encourage them to keep the questionnaire limited to close-ended responses. They should collect data from their class fellows or other suitable respondents.

Ask them to calculate percentage responses and present their findings in the form of charts, tables, graphs, etc.

Week 16



- ▶ Week 16, session 1: Project presentations

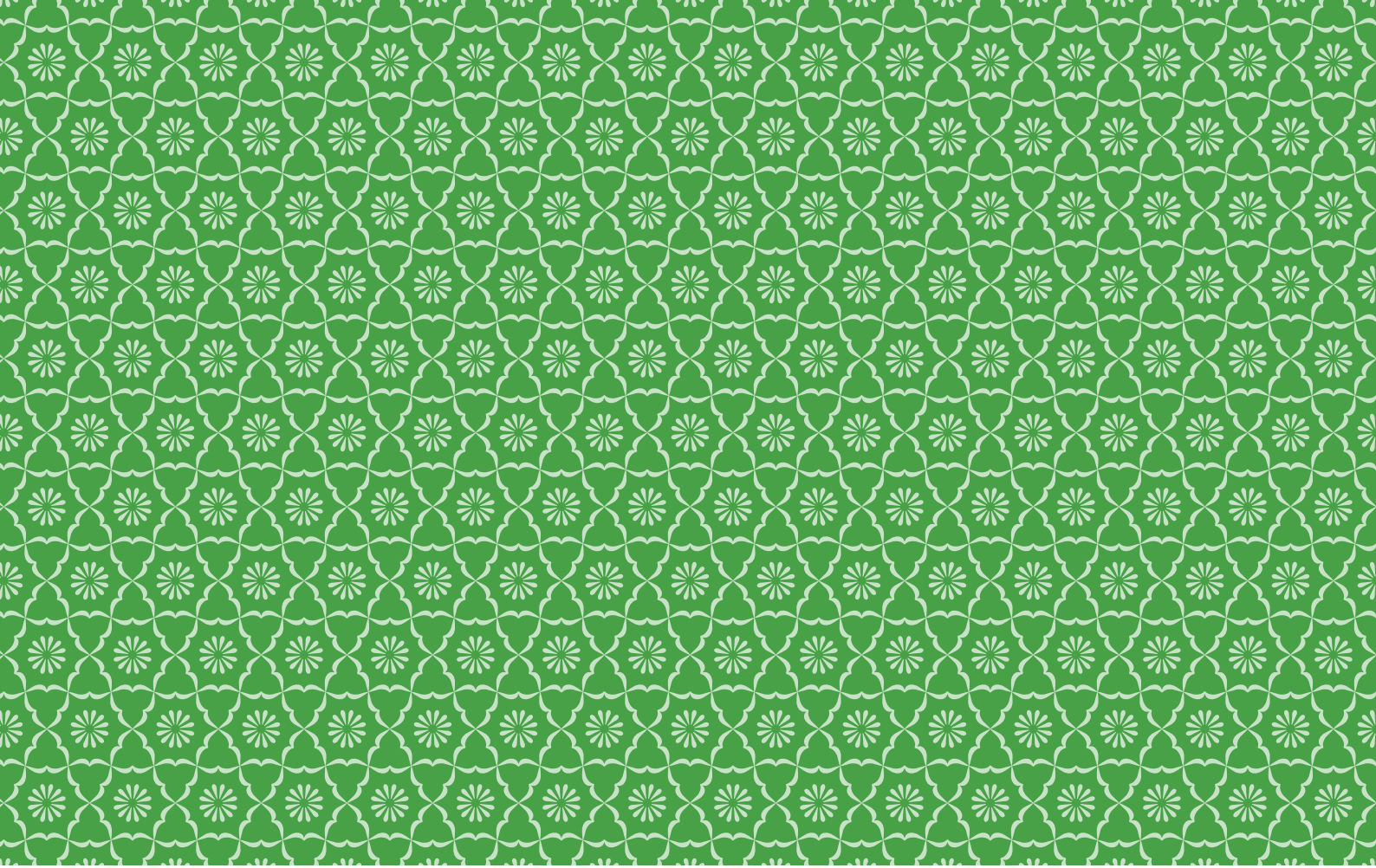
Suggested activities

Invite Student Teachers to present the data they collected as part of the project they were assigned in week 15.

- ▶ Week 16, sessions 2 and 3: Course revision

Suggested activities

Use the remaining sessions to review selected course content to prepare for end-of-semester assessment.



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