## Contents

<table>
<thead>
<tr>
<th>Session</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Training day structure</td>
<td>5</td>
</tr>
<tr>
<td>Session: Introduction: Book walkthrough and orientation</td>
<td>6</td>
</tr>
<tr>
<td>Session: Lesson planning for the communicative classroom</td>
<td>10</td>
</tr>
<tr>
<td>Session: Multi-level classes: How to manage them effectively</td>
<td>15</td>
</tr>
<tr>
<td>Session: Integrated skills: Reading and listening – the receptive skills</td>
<td>18</td>
</tr>
<tr>
<td>Session: Integrated skills: Speaking and writing – the productive skills</td>
<td>22</td>
</tr>
<tr>
<td>Session: Assessment and testing in EFL</td>
<td>27</td>
</tr>
<tr>
<td>Session: Motivating and getting the best from large classes</td>
<td>34</td>
</tr>
<tr>
<td>Appendix A Example lesson plan structures</td>
<td>38</td>
</tr>
<tr>
<td>Appendix B Correction symbols for marking work</td>
<td>41</td>
</tr>
<tr>
<td>Round-up quiz</td>
<td>43</td>
</tr>
</tbody>
</table>
Introduction

Welcome to the English for Iraq 2014 training sessions! This manual contains key points from each training session, along with supplementary teaching resources and space to make notes and prepare for group activities. It is both a point of reference for you during the week, and a useful resource to take away with you.

The manual supports the training sessions, but it does not replace them: most of all, this week presents a very valuable opportunity to learn from your trainer and your fellow teachers. We hope that you will enjoy making the most of this opportunity, and that you have a week full of stimulating discussion. Please note that the manual does not contain copies of the slides from the sessions; these will be made available to you at a later date.

Let’s think about our students!

Teaching students at these levels involves dealing with a number of factors that we need to integrate into our thinking. The key points are outlined below; you should keep them at the back of your mind as you explore English for Iraq over the coming days:

1. The degree of intellectual maturity varies a lot at this age. You should try to get an idea of this for each student as early on in the school year as you can.
2. Students at 1st Intermediate are beginning to worry about what their peers think of them, and to this extent they fear speaking English in public. Pairwork, groupwork and a gradual progression to the public ‘stage’ can ease this anxiety.
3. Students have little sense of progress in the language and can also have an exaggerated sense of failure.
4. The way that you – the teacher – approach feedback and correction has a greater psychological influence on students than with, say, adults or very small children. Supportive and constructive feedback is needed.
5. Project work and familiar content/topics that students are interested in can help them with tasks; sometimes they even forget they are speaking in English!
6. You need to work hard at motivating the students. They will often see English as boring, so you need to show them that it isn’t!
7. With grammar, students often feel that they are making the same errors again and again. We need to provide reassurance that they are progressing.
8. Grammar can seem very difficult, so it is important not to scare them with complex labels.
9. Be aware that you may be discussing grammatical concepts that are unknown to your students in Arabic. This can be very confusing.
10. Remember that English is not a priority for your students – unless you make it one!
Rules for the sessions
- Mobile phones should always be switched to silent
- No photos or video photography during sessions
- Photos only to be taken at the end of the day
- Return on time after breaks

Etiquette for discussions
- Contributions are welcome
- Discuss with your group first
- Listen to your colleagues
- Stay on topic
- Save other opinions for the end of the session

Training day structure

<table>
<thead>
<tr>
<th>Time</th>
<th>1st Session: Part A</th>
<th>2nd Session: Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>10.15</td>
<td>14.45</td>
</tr>
<tr>
<td>10.15</td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>12.15</td>
<td>13.30</td>
</tr>
<tr>
<td>12.15</td>
<td>13.15</td>
<td>Prayer and lunch</td>
</tr>
<tr>
<td>13.15</td>
<td>14.30</td>
<td>2nd Session: Part A</td>
</tr>
<tr>
<td>14.30</td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>14.45</td>
<td>16.00</td>
<td>2nd Session: Part B</td>
</tr>
</tbody>
</table>
Session: Introduction: Book walkthrough and orientation

A. Individual goals
Think about what you want from the training week. Write your ideas here.

B. Objectives for the week
- To make you feel comfortable with the new books
- To help you to excel as a teacher when you use the course

C. Sessions for the week
- Introduction: Book walkthrough and orientation
- Lesson planning for the communicative classroom
- Multi-level classes: How to manage them effectively
- Integrated skills: Reading and listening – the receptive skills
- Integrated skills: Speaking and writing – the productive skills
- Assessment and testing in Efl
- Motivating and getting the best from large classes

D. Component functions
- SB
  - Language and skills work
• AB
  – Development, consolidation and practice of SB material

• TB
  – Introduction to the course
  – Unit summaries: aims, language
  – Detailed lesson plans

• Audio
  – Songs, rhymes, texts and cartoon story texts (1st Int.)
  – Conversations, lectures, pronunciation models (4th Prep.)

E. Find examples
Find an example of each of the following items and write the relevant page references. Remember to include ‘SB’, ‘AB’ or ‘TB’ in the reference.

1st Intermediate
Round up lesson
Project lesson
Review unit
Wordlist
Transcript

4th Preparatory
Link to Grammar and Functions
Reference from a Language box
Round up lesson
Homework task
End-of-unit test
Photocopiable role play
F. Teacher’s Book
What is the purpose of a teacher’s book? Mark each statement below (T) true or (F) false. Then discuss your opinions with your group.

1. A teacher’s book should contain all the activities you will need for your lesson. __________
2. A teacher’s book should show the overall structure of the course. __________
3. Students should only be taught the things the teacher’s book recommends. __________
4. A teacher’s book should do your lesson planning for you. __________
5. A teacher’s book is for occasional reference only. __________
6. A teacher’s book should show the resources you will need for each lesson. __________

G. Questions
Where in the SB can you find the following? Give the page numbers.

1st Intermediate
1. A text about birds in Iraq __________
2. A poem about the months __________
3. Images of Indonesia __________
4. A postcard from Japan __________
5. A familiar ‘crying wolf’ story __________

4th Preparatory
1. A school’s web page __________
2. An interview with a teacher __________
3. A timetable of flights __________
4. An article about wedding customs __________
5. A talk about healthy eating __________

Use the transcripts in the SB or TB to find the audio section numbers for the following listening texts.

1st Intermediate
6. A weather forecast for __________
   23 February __________
7. A father/son conversation __________
   about pocket money __________

4th Preparatory
6. A weather forecast __________
7. A talk about satellites __________
Use the AB to find an example of each of the following types of activity. Give a page reference and the letter of the activity.

1st Intermediate

8. Joining sentences with:  
   and, but, or

9. Adding words to a wordtree

10. Solving a wordsearch

11. Multiple-choice questions

<table>
<thead>
<tr>
<th>4th Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Marking sentences true or false</td>
</tr>
<tr>
<td>9. Matching beginnings and endings of sentences</td>
</tr>
<tr>
<td>10. Completing sentences or paragraphs by filling in missing words</td>
</tr>
<tr>
<td>11. Multiple-choice questions</td>
</tr>
</tbody>
</table>

**H. Presentations**

In groups, write a presentation about the course. Make any notes below.

- The course has 3 book components.
- The audio...

**I. Homework**

Read the Introduction in the Teacher's Book. Think again about the *true* or *false*? statements in section F. Do you think they apply to Efl?
Session: Lesson planning for the communicative classroom

A. Everyday communication
Think about your communication today:

What?

Who?

How?

B. Communicative Language Teaching (CLT)

All language practice should have:

- **Sender and Receiver**  — Students working in pairs or groups
- **Content**  — What information are we exchanging?
- **Method**  — Face to face, phone, email, etc.
C. Why pairwork?
There are three main benefits of pairwork:
- It facilitates some of the basic principles of CLT, as outlined in the session.
- It helps maximize student talking time (STT). Your aim as a teacher is to maximize the amount of time that your students speak for: find and use every opportunity you can for them to talk.
- It allows you to monitor student performance and to individualize feedback and support. The more individualized your feedback and correction is, the more valuable it is.

D. CLT: Key features
- There needs to be an ‘information gap’. In other words, information needs to be exchanged for students to really be communicating. Interaction is both a means and an end in CLT.
- There is a degree of uncertainty as to how activities will progress. How the lesson progresses depends on how students interact with each other, and how the teacher reacts.
- Activities should reflect real life in their content and purpose as far as possible. They should have a believable context which is relevant to students.
- CLT is student-centred: the classroom is guided by the teacher but revolves around the students. The role of the teacher is to:
  - set up and demonstrate how the activities work
  - monitor language and skills work and make notes
  - intervene or make individualized corrections if necessary
  - feed back to the whole group at the end of the activity

E. Find examples
What examples of CLT activities can you find in the SB and AB?
F. Lesson planning
The TB does much of the lesson planning for you, but you need to understand the basic principles. You will be shown a basic lesson structure, and the trainer will outline the purposes, the classroom dynamics and the roles of the teacher and the student for each section. You can adapt this structure as you wish.

Try to think about the class as a group of individuals and to cater for all of them and for the three learning styles as much as you can. Keep successful lesson plans and parts of lessons and reuse them to save time. You will also save time by sharing lesson plans with your colleagues and by planning lessons collaboratively.

Students need to know the lesson objectives and what is expected of them as learners. When you are planning your lessons, you need to keep at the forefront of your mind what students need to do to meet these objectives. Students will also be much more motivated if their learning is personalized in some way, so when you plan a lesson, try to allow space somewhere for students to express themselves.

G. Design a lesson
Design a simple lesson plan structure with your colleagues.
You can find some example lesson plan structures in Appendix A.
Key points

- Basic lesson structure:
  1. Presentation
  2. Controlled practice
  3. Free practice

- Core lesson content:
  - Grammar
  - Integration of the four skills – some or all
  - Vocabulary
  - Pronunciation work
  - Learning to learn
  - Independent study
8. What does an asterisk (*) mean in the word lists?

Lesson planning

9. Name the essential components of communicative language teaching.

10. Suggest three activity types which conform to CLT methodology.

11. Name two benefits of classroom pairwork.

12. Name the main stages needed in constructing a lesson plan.

13. What are the three main styles of learning?

Multi-level classes

14. What is the best way to deal with multi-level classes?
Session: Multi-level classes: How to manage them effectively

A. Group discussion
Are your classes mixed-ability? How do these level differences show themselves?

B. What is differentiation?
- Split your class into mini classes:
  - Mini classes should be formed according to need, interest, ability
  - Mini classes work together as groups
- So different students have:
  - Different start and end points
  - Different tasks
  - Different measures of success

C. Multi-level classes: Practical ideas
You need to be scientific in the way you think about student level. What is ‘level’? Avoid the trap of being too simplistic; you need to use your ears and eyes to classify students and to identify weak and strong areas. Here are some tips:
• Profile students skill-by-skill: use a spreadsheet. This will make your levelling more sophisticated.

• Make sure you consider the following factors, which can make students appear to be ‘strong’ or ‘weak’:
  – learning styles
  – motivation
  – maturity
  – aptitude
  – interests

• Think of your classes in three core levels.
  – Try to relate the three-level structure to your actual classes and to picture individual students in these categories.

• Use text resources across a range of levels.
  – Try to think beyond the apparent ‘ease’ or ‘difficulty’ of a piece of text: make the text accessible and challenging for a whole class.
  – Plan how you will use each text for each of the three core student levels:
    – Have multiple tasks for each text.
    – Match each task to one of the three levels.

• Students can be made into same-ability and mixed-ability groups, depending on the activity.
  – When a class is divided into same-ability groups, the approach to correction will vary depending on the level of the group.
  – In groups, different roles can be used to ensure that all students are valued and that the class is cohesive overall. Possible roles include:
    – Timekeeper
    – Recorder
    – Reporter
    – Facilitator
  – Some students may become dominant or passive in certain roles, so make sure you rotate students within roles as you deem appropriate.

• Class cohesion is very important.
  – Make sure that all students are aware of the overall theme of the lesson, and that everyone ‘ends together’.

• Homework tasks can be differentiated in two different ways:
  – Complexity of task
  – Amount of time allocated (hard to ‘police’)
D. Use examples
Make notes on how you might use the example pages with multi-level classes.

E. Micro-teaching
In groups, use the TB to plan your section of one of the lessons below. Your trainer will allocate a lesson. Remember: the TB will tell you which pages you need from the SB and AB. You need to differentiate!

1st Intermediate
- U3 L2: Stages 2–4 (TB 65)
- U4 L1: Stages 1–3 (TB 81)
- U5 L7: Stages 1–3 (TB 101)

4th Preparatory
- U3 L4: Stages 1–4 (TB 66/67)
- U4 L1: Stages 2–5 (TB 83/84)
- U6 L7: Stages 4–6 (TB 132)

Make any notes below. You can find some example lesson plan structures in Appendix A.
Session: Integrated skills: Reading and listening – the receptive skills

A. The four language skills
There are four language skills: what are they? How can they be sub-divided?

1. 

2. 

3. 

4. 

B. Skills-based activities – find examples
Find and summarize at least two skills-based activities in the SB.
C. Integrated skills
In EFL, the four language skills are integrated. What does this mean?

The integrated skills approach may be quite new to you. The approach is motivated by real life: in real life, we integrate skills – that is, we use them together – all the time. Look back at your day so far: you will have used at least some of the skills together. The aim of the integrated approach is that the way skills are used in the real world should be reflected in the classroom. In other words, we want students to use the skills in a realistic way. It is also easier to monitor students’ skills if they are integrated.

D. Integrated skills - find examples
Can you find any examples of integrated skills activities in the SB or AB?

E. Reading and listening – key problems
There are a number of reasons why reading can be a challenge for our students. These include:
- Boredom
  - You are a bridge between the students and the text, and you need to make the text as relevant as you can.
- Insufficient vocabulary
  - Many students feel they can’t read/listen to a text if they don’t know some of the words.
  - Don’t expect students to know words you haven’t taught them.
  - Do encourage students to tackle texts containing unfamiliar words; help them as necessary, and praise them for their efforts; they will grow in confidence.
• Lack of self-confidence
  – Encourage students who lack in confidence, and praise them when they take risks.
• Length
  – Texts can appear to be too long: this can be intimidating, or exacerbate boredom if the text is unsuitable.
• Translation
  – Translating back into L1 is time-consuming and counter-productive, since it prevents students from thinking in English.
• Insufficient reading in L1
  – If students do not regularly read in their first language, they may have extra difficulties when it comes to English.
• Content
  – Motivation can be lost with unsuitable texts.
• Insufficient schema (background knowledge)
  – Some texts may be inaccessible to students if they don’t know about certain things, or haven’t thought about them before.
  – Try to integrate some topical learning into your activities, so that students can tackle a broad range of texts.
• Script problems
• Lack of a clear task
  – Texts will appear more unmanageable to students if they do not have a clear focus.
• Speed of comprehension
  – Students may panic if they feel they have too little time to understand written or spoken text.
  – You can help students here by making tasks very clear: students will be less likely to panic if they approach texts with a clear goal in mind.

F. Reading and listening sub-skills
• Guessing meaning from context
• Reading/listening for specific information
• Reading/listening for gist
• Summarizing
• Making notes
**G. Listening – find examples**

Find, analyse and present two listening activities.

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**H. Micro-teaching**

In groups, use the TB to plan your section of one of the lessons below. Your trainer will allocate a lesson. Remember: the TB will tell you which pages you need from the SB and AB.

**1st Intermediate**
- U1 L10: Stages 1–3 (TB 40/41)
- U4 L3: Stages 1–3 (TB 83)
- U5 L2: Stages 1–3 (TB 94)

**4th Preparatory**
- U2 L3: Stages 2–5 (TB 44)
- U3 L1: Stages 1–4 (TB 62)
- U7 L7: Stages 1–3 (TB 149/150)

Make any notes below.
Session: Integrated skills: Speaking and writing – the productive skills

A. Speaking – key problems

Speaking is the skill that students most commonly want to acquire and practise, but they often find it very difficult. These are some of the main problems:

- Lack of confidence can make students feel unable to speak
  - Fear of making errors – loss of ‘face’
    - This is especially pertinent with teenagers and in mixed gender classes.
  - Fear of public performance
- Being unsure what to say
  - Sometimes students cannot generate ideas: what do I talk about?
- Not enough language
  - Students may feel that their level of English is too poor to say what they want to.
- Boring or irrelevant subjects
  - If students are interested in a topic, they are more likely to talk!
- Pronunciation difficulties
  - Many students think their accent is poor, so they avoid the spoken language.
  - Students may fear being misunderstood.
- No time to think
  - The sheer speed of discourse can make speaking very difficult.

B. Pronunciation – discussion

What do your students find difficult about pronunciation? Think about specific Arabic/L1 issues!
C. Teaching pronunciation

What do I teach?

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual sounds</td>
<td>/ɪ:/ speak people three</td>
</tr>
<tr>
<td>Sentence stress</td>
<td>My sister is incredibly patient.</td>
</tr>
<tr>
<td>Word stress</td>
<td>in'terpreter</td>
</tr>
<tr>
<td>Common intonation patterns</td>
<td>Could you say that again?</td>
</tr>
<tr>
<td>Weak forms</td>
<td>Can you tell me when the self-access centre closes?</td>
</tr>
</tbody>
</table>

How?
- Regular
- Integrated into activities
- Small steps
D. Helping students to speak

- Create a supportive and fun atmosphere:
  - Praise students who try, and don’t criticize them for their mistakes. It is much better for students to speak and make a mistake than not to speak at all, so be positive!
  - Remind students that native English speakers make mistakes all the time.
- Use interesting topics and motivating tasks.
- Link each task to a taught language area.
  - Students should have a language area to focus on when speaking, so that they can track the ways in which they are improving, otherwise, they will feel that they are always making mistakes.
- Use pairwork and groupwork.
  - These are less public ways of practising speaking than whole-class discussion, and therefore less intimidating.
- Always try to build in time to think before speaking.
- Encourage pronunciation self-study.
  - Students will be more confident in class if they can practise in an environment where they are not exposed.
- Maximize opportunities to speak!

E. Writing – key problems

Students say:
- ‘Why should I do it?’
- ‘What can I write about?’
- ‘It’s boring!’
- ‘It takes so much time and effort.’
- ‘I don’t write in Arabic!’

Teachers say:
- ‘What do I correct? There are so many errors!’

F. Why teach writing?

- Supports overall language learning
- Necessary for taking exams
- Encourages home/autonomous learning
- A skill for life: necessary for many careers
G. Writing – product and process

The product approach:
- Focus is on what to write
- Uses examples and models

The process approach:
- Focus is on how to write
- Students learn the stages and techniques of writing

H. What do I correct?
- Have a clear correction policy.
  - What have you been teaching?
  - What do you want to focus on?
- Indicate example errors in focus areas.
  - Then encourage students to correct themselves.
- Aim to give a strategy for improvement.
  - Correct to help – not to discipline or criticize.
- Above all: under-correct!
I. Micro-teaching

In groups, use the TB to plan your section of one of the lessons below. Remember: the TB will tell you which pages you need from the SB and AB. Your trainer will allocate a lesson.

1st Intermediate
• U7 L2: Stages 1–3 (TB 129)
• U7 L8: Stages 1–3 and 6B (TB 136/137)
• U2 L8: Stages 1–3 (TB54/55)
• U3 Extra activities H and I (TB 78)
  – For activity I:
    – Read the text on SB 26
    – Cover the text
    – Then write the story in your own words, using the prompts
• U4 L7: Stages 1–3 (TB 87)

4th Preparatory
• U2 L9: Stages 1–5 (TB 53/54)
• U3 L10: Stages 3–4 and 7 (TB 78/79)
• U6 L10: Stages 1–2 (TB 135)
• U7 L3: Read the text and do Stages 4–5 (TB 144/145)
• U5 L5: Stages 1–3 (TB 107/108)

Make any notes below.
Session: Assessment and testing in *Efl*

A. Brainstorm your current testing and assessment.

What?

How?

When?

How often?

Good aspects

Bad aspects
B. Two approaches to assessment

Formative assessment (assessment for learning)
- Ongoing
- Teachers identify target areas for students
- Low stakes

Summative assessment (assessment of learning)
- Tests or tasks used to benchmark students
- Often high stakes

C. Find examples of tests

What types of test can you find in the books? How are the tests incorporated?

D. Testing in EflI

Overview – 1st Intermediate
- No formal progress tests in 1st Intermediate
  - Extra activities at end of units work as informal tests

Overview – 4th Preparatory
- End of unit tests:
  - Found in last lesson of each unit in AB
  - Test for:
    - Listening
    - Reading
    - Writing
    - Grammar
    - Vocabulary
• Tasks:
  – Reflect activities in the SB
  – Test what has been taught
• Marking
  – Mark allocation is open
  – Consistency of marking is critical
  – Keep good records!

E. Continuous assessment in EF1
• Build assessment into normal lessons.
  – It should be continuously ongoing – not just at the end of the semester!
• Assess five or six students in each lesson.
  – To deal with large classes, try assessing and noting students’ progress in chunks. This will also ensure that assessment is frequent.
• Assess effort as well as improvement.
  – Effort needs to be recorded and praised. This is a slightly less objective category than improvement, of course.
• Keep records skill-by-skill.
  – This will give you a more detailed and useful snapshot of each student’s abilities.
• Be transparent.
  – Give the students feedback!

F. Test writing
Teaching points
• Tests should measure:
  – Knowledge of language
  – Ability to use language
• Revision is needed
• Support your students!
  – Don’t test ability to read instructions

Common errors
• Testing memory, not language
• Testing the ‘wrong’ skills
• Testing on things students have not been taught
Questions to keep in mind

- What is each question worth?
  - If students do not know the weighting of the questions, they cannot plan their time accordingly.
- Does the test progress from easier to harder?
- Are all instructions completely clear?
- Are any of the questions ambiguous?
  - You should think about whether there might be more than one correct answer to a question. Is the question intended to be ‘open’, or should it be made more specific?
- Is there a range of question/task types?
  - Tests without variety will unfairly favour some students, and will bore everyone!

G. Writing multiple-choice tests

- Distractors should be:
  - Believable
  - Related to the objective of the question
- No trick questions
- Use answers of a similar length for any given question
- Avoid common knowledge answers
- Make sure all instructions are clear
- Assess, edit, reassess:
  - Pilot your tests: ask your colleagues to try them
  - Do they test what they are supposed to test?
  - Is the level right – not too hard, not too easy?

H. Examples of bad multiple-choice questions

What is wrong with these questions? Write down your ideas in the spaces provided.

I went / saw / have seen / speak your brother last week.
Have you ever talked to / spoken to / been to / jumped in London?

Every day I am get up / get up and get ready to go to school / getting up / am getting up at six o’clock.

Barack Obama is the king / president / prime minister / emperor of the USA.

I. Write tests for Efl

In groups, write a bank of tests for Efl 1st Intermediate or 4th Preparatory as outlined below. There is quite a lot to do, so divide up the work in your groups! For the text-based tasks, choose texts from the books and write new tasks.

Ten grammar points ~ multiple-choice
Ten vocabulary points – multiple-choice

One writing task
One piece of listening: use audio from the books; write new tasks. Use the transcripts at the back.

One piece of reading: use reading text from the books; write new tasks.
Session: Motivating and getting the best from large classes

A. Group survey

In groups, design a short questionnaire for teachers about large classes. Then ask your questions of colleagues in a neighbouring group and write down their responses.

Question prompts:
- Do you ...?
- How many ...?
- What are ...?
- How do you ...?

<table>
<thead>
<tr>
<th>Do you have large classes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 3</td>
</tr>
</tbody>
</table>
B. Practical ideas for teaching large classes

- Create groups within a class:
  - Use same- and mixed-ability groups.
  - Monitor and manage groups to make sure no one dominates or is left out.
  - Nominate ‘group leaders’ who:
    - Report back on groupwork
    - Collect and hand in written work
    - Exchange work for peer correction
  - Ensure group leaders understand their roles; remind them of their responsibilities at the start of a class or activity and make clear that you expect them to do their jobs without further prompting.
  - Reconfigure groups on a regular basis so that no one settles into a role for too long.
- Use pre-class registration as language practice:
  - Ask some students a question in English as you call out their name.
  - This will increase attention, and should reduce the amount of noise and chaos at registration.
- Use peer teaching:
  - Remember the pros and cons of peer teaching from the session on teaching mixed-ability classes.
- Have a private ‘surgery’:
  - This is a designated time when students can come to see you privately.
  - This might give you the opportunity to manage the needs of students who are struggling or shy: they won’t be so likely to drown in the crowd.
• Clearly define rules for good and bad behaviour.
  – Discuss and agree the rules with the class, so that they are clear from the beginning.
  – Enforce the rules in a fair and balanced manner.
• Have a system for fast distribution of handouts, homework, etc.
  – Allocate chores to students to minimize the amount of classroom time that is wasted by logistical issues.
• Think about your furniture layout.
  – Are you using your furniture in the best possible way?
  – Can you improve the way you use your space?

C. Activity ideas for large classes

Jigsaw texts

How to do it:
1. Students in groups of five or six.
2. One piece of text for each student.
3. Students summarize their piece of text to the group.
4. Group orders the pieces into a whole text.
5. Group compares with a neighbouring group.

Running dictation

How to do it:
1. Teacher puts a text on the wall.
2. One ‘messenger’ reads out the text.
3. Groups listen to their messenger and write the text.
4. Writers compare what they have written and help each other in groups.
5. Repeat the process line by line to check.

Choral drilling

How to do it:
1. You choose a piece of pronunciation (a word or phrase) you want to rehearse with the whole class.
2. You say the word or phrase and the students repeat it after you as a chorus.
3. Repeat as necessary.
Think, pair, share

How to do it:
1. You give groups a series of questions.
2. Each student chooses one and thinks individually about their answer.
3. Students share their answers in pairs.
4. Class level or inter-group feedback.

Dictogloss

How to do it:
1. You read students a text at a normal speaking pace.
2. They make notes of the key points as you read.
3. When the reading has finished, students try to reconstruct the text in groups. Depending on the student level and the length/difficulty of the text, students may be able to reconstruct the whole text, or just reproduce its structure.
4. You reread the text for students to check what they have done.

D. Notes
## Appendix A

### Example lesson plan structure

**Example 1**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines:</td>
<td></td>
</tr>
<tr>
<td>Present:</td>
<td></td>
</tr>
<tr>
<td>Practice:</td>
<td></td>
</tr>
<tr>
<td>Check:</td>
<td></td>
</tr>
<tr>
<td>Homework:</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives:**

---

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### Example 2

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Date:</th>
<th>Lesson length:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prior learning:**

**Learning objectives:**

**Vocabulary:**

**Materials:**

**Organization:**

*Organization:* any special classroom organization, e.g., for groupwork.
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activity</th>
<th>Students’ activities</th>
</tr>
</thead>
</table>

Rounding off:

Differentiation

Ideas for extension activities:

Ideas for support activities:
Appendix B
Correction symbols for marking work

You can use the following correction symbols in your marking, or use your own if you have a preferred system. Whatever symbols you use, make sure your students have a copy of a table like the one below, so that they know what each symbol means!

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Marked sentence</th>
<th>Corrected sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>WO</td>
<td>word order</td>
<td>Could you tell me where is the museum?</td>
<td>Could you tell me where the museum is?</td>
</tr>
<tr>
<td>\</td>
<td>add word/words</td>
<td>I like reading newspapers help me learn English.</td>
<td>I like reading newspapers to help me learn English.</td>
</tr>
<tr>
<td>WW</td>
<td>wrong word</td>
<td>I'm very angry about the exam next week.</td>
<td>I'm very nervous about the exam next week.</td>
</tr>
<tr>
<td>[through word(s)]</td>
<td>delete word(s)</td>
<td>When I was lived in Algeria, we couldn’t go to school by bus.</td>
<td>When I lived in Algeria, we couldn’t go to school by bus.</td>
</tr>
<tr>
<td>T</td>
<td>tense</td>
<td>When I get to the airport, I couldn’t get on the plane!</td>
<td>When I got to the airport, I couldn’t get on the plane!</td>
</tr>
<tr>
<td>prep</td>
<td>preposition</td>
<td>The Italian restaurant is in the next corner.</td>
<td>The Italian restaurant is on the next corner.</td>
</tr>
<tr>
<td>VF</td>
<td>verb form</td>
<td>Sami doesn’t likes ice cream.</td>
<td>Sami doesn’t like ice cream.</td>
</tr>
<tr>
<td>N/V</td>
<td>noun/verb agreement</td>
<td>Mahmoud and I am going to the cinema.</td>
<td>Mahmoud and I are going to the cinema.</td>
</tr>
</tbody>
</table>

(continued overleaf)
<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Marked sentence</th>
<th>Corrected sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>use singular</td>
<td>Can I have two roast chickens sandwiches, please? sing.</td>
<td>Can I have two roast chicken sandwiches, please?</td>
</tr>
<tr>
<td>pl</td>
<td>use plural</td>
<td>Astronaut can wear the same clothes as the y wear on Earth. pl.</td>
<td>Astronauts can wear the same clothes as they wear on Earth.</td>
</tr>
<tr>
<td>suff</td>
<td>suffix</td>
<td>The film was very bored. suff.</td>
<td>The film was very boring. suff.</td>
</tr>
<tr>
<td>S</td>
<td>spelling</td>
<td>I'm sure it's an interesting job. S.</td>
<td>I'm sure it's an interesting job. S.</td>
</tr>
<tr>
<td>P</td>
<td>punctuation</td>
<td>Uncle Adel is my mother's brother. P.</td>
<td>Uncle Adel is my mother's brother. P.</td>
</tr>
<tr>
<td>CL</td>
<td>use capital letter</td>
<td>A lot of Irish people live and work abroad. CL.</td>
<td>A lot of Irish people live and work abroad.</td>
</tr>
<tr>
<td>SL</td>
<td>use small letter</td>
<td>Why do You want to get a mobile phone? SL.</td>
<td>Why do you want to get a mobile phone? SL.</td>
</tr>
<tr>
<td>R</td>
<td>register</td>
<td>I'm going to acquire some lunch. R.</td>
<td>I'm going to get some lunch. R.</td>
</tr>
<tr>
<td>RW</td>
<td>re-write</td>
<td>The big and with red roof building, that is the museum. RW.</td>
<td>The big building with the red roof is the museum. RW.</td>
</tr>
</tbody>
</table>
Round-up quiz!

Book orientation

1. How many review units are there in Efl?

2. Name three scrapbook projects from the 1st Intermediate Student’s Book.

3. Name two songs in 1st Intermediate.

4. Name four of the main characters in 1st Intermediate.

5. In which component of 4th Preparatory can you find the end-of-unit tests?

6. Name the 4th Preparatory units with round-up lessons.

7. How many authors feature in the Literature Focus in 4th Preparatory? Name them.
8. What does an asterisk (*) mean in the word lists?

Lesson planning

9. Name the essential components of communicative language teaching.

10. Suggest three activity types which conform to CLT methodology.

11. Name two benefits of classroom pairwork.

12. Name the main stages needed in constructing a lesson plan.

13. What are the three main styles of learning?

Multi-level classes

14. What is the best way to deal with multi-level classes?
15. Name the criteria for profiling students’ level.

16. What is the ideal number of levels within one class?

17. Name three student roles that help to maintain cohesion in a large class.

**Reading/Listening**

18. What are the four language skills?

19. Give a real-life example of integrated skill usage.

20. Name three problems students may face with reading.

21. What are the main sub-skills associated with reading and listening?
Speaking/Writing

22. Name three problems students may face with speaking.

23. Suggest three ways to facilitate speaking in class.

24. Name three problems students may face with writing.

25. What are the two approaches to writing?

Assessment

26. What are the two terms that describe assessment?

27. What should tests measure?

28. What shouldn’t they measure?
29. Name three challenges teachers face with large classes.

30. Suggest three strategies for dealing with large classes.

31. Name three activities that work well in large classes.

32. What is the teacher’s role in these activities? Name three.

33. What are the four most important messages, ideas or new concepts you have come across during the training this week?

Goodbye and good luck! You have been brilliant!