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# Pre-MELT Delivery Guide Train the Trainer Course

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MOBILE TRAINING TEAM MAY 2024



**DEFENCE INTERNATIONAL TRAINING CENTRE**  
*Friendship Through Understanding*





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## PRE-MELT

### SESSION 1

<b>COURSE:</b>	PRE-MELT
<b>SUBJECT:</b>	TEACHING VOCABULARY
<b>LESSON PLAN:</b>	PPP APPROACH
<b>DATE RAISED:</b>	March 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	120 min

### CONTENT

This session involves delivering and analysing a Present-Practice-Produce demonstration lesson at an elementary level. Salient points related to teaching vocabulary will be highlighted in the session: eliciting, meaning and phonology, written record.

### REFERENCES

1. Harmer How To Teach English Pearson Longman ch 5 Describing language ch 6 Teaching the language system
2. Gower et al Teaching Practice: a handbook for teachers Macmillan ch 6 section 2: vocabulary
3. Thornbury How To Teach Vocabulary ch 5

### RESOURCES

1. AV
2. whiteboard
3. 3 handouts – attached here
4. accompanying lesson materials (warm clothing)
5. PowerPoint





Resource	Procedure	Time
PPP lesson Warm clothing	<p>Tell students that it is getting cold in Melbourne (or another city of your choice) and that you are going to introduce a few words related to warm clothing.</p> <p><b>Follow the PPP procedure below:</b></p> <ul style="list-style-type: none"> <li>• Show the first picture and ask, “What’s this?”</li> <li>• Wait for students to reply and then model the word, “Listen, cardigan.”</li> <li>• Clarify the meaning by asking a simple question, <u>if needed</u>, e.g. “Does it have buttons?”</li> <li>• Ask, “Where is the stress?” Elicit that it is on the first syllable.</li> <li>• Model chorally and then individually.</li> <li>• Write up the word on the board and mark the stress.</li> </ul> <p>Repeat the steps above for the remaining words (sweater, mitten, beanie).</p> <p>Ask students to recall the steps for introducing/ reviewing vocabulary and establish the following steps: <b>Elicit-Model-Drill-Write</b></p>	20 minutes
Handout 1	<p>Establish that <b>eliciting</b> in general means getting students to provide information rather than telling them the answer. Encourage students to think of as many advantages of eliciting as they can think of. Distribute handout 1 for a summary of these points.</p>	20 minutes
Handout 2	<p>Elicit that you have used pictures to convey the meaning of the four words in this lesson and there are more <b>techniques for illustrating the meaning</b>. You can draw a tree on the board and mime playing an instrument and then elicit that sketching and miming are another two techniques used by teachers to convey the meaning. Ask students to think of more techniques. Distribute handout 2 for a summary of all techniques.</p> <p>Elicit that <b>writing the words on the board</b> is the last step and that teachers usually mark the stress on multi-syllable words.</p>	20 Minutes
Handout 3	<p>Tell students that it is time for them to practice the procedure <b>Elicit-Model-Drill-Write</b>. Each student will get <u>one picture</u> related to a clothing item, which they will have to elicit, model, drill and write with a partner. Tell students that a simple question may be needed after eliciting as is the case with ‘cardigan’, i.e. ‘does it have buttons?’. Ensure students have enough time to prepare by looking up the word and checking the pronunciation if needed.</p> <p>In pairs, students practise the procedure EMDW and then swap partners. If time permits, students choose three words to teach using different techniques to illustrate the meaning (e.g. miming, sketching, realia) and then practise the EMDW procedure in small groups (4-5 students).</p>	10 minutes  50 minutes





## PPP lesson- Warm clothing



A



B





C



D





**Possible concept-checking questions**

**A**

- 1) Is it usually made from wool?
- 2) Does it have buttons?
- 3) Is it usually worn over clothes?

**B**

- 1) Is it usually made from wool?
- 2) Does it have buttons?

**C**

- 1) Is it a type of glove?
- 2) Does it have a single part for 4 fingers?

**D**

- 1) Is it a hat made from wool?



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**PRE-MELT**

**handout 1**

**Teaching vocabulary at low levels:**

**ELICITING**

This is when the teacher illustrates the meaning of the new word or phrase (using one of the many possible techniques) and then pauses to see if any of the students can supply the word or phrase.

The value of ELICITING:

- ELICITING creates the need/mental space before the word supplied – so when the word IS supplied it has a mental ‘space’ to fit into. The new word might be more easily stored.
- ELICITING keeps students more mentally active than if they just listen to explanations.
- If some students DO know the word, ELICITING allows them to take part and to show this – this can avoid frustration on the students’ part.
- ELICITING gives the teacher feedback as to what vocab students know. Teacher can spend less time on this vocab and more on what is really new.
- ELICITING is often visual or concrete and so is more memorable than hearing an explanation.



## PRE-MELT

## handout 2

### Teaching vocabulary at low levels

#### Some techniques for illustrating and eliciting new vocabulary

- Picture (flashcard or on screen via ELMO or computer)
- Sketch – on board or prepared in advance as a flashcard
- Mime
- Gesture or facial expression
- Real thing /realia
- Exploit the actual context – *This is the wall, what's this? (pointing to the ceiling), I'm a teacher, you're .....*
- Describe a situation/tell a very short story eg for embarrassed. KEEP THE LANGUAGE SIMPLE.





**PRE-MELT**  
**Teaching vocabulary at low levels**

**handout 3**



lapel



brooch





shoe horn



bracelet



bangles





vest



trainers



jumper





skirt



dress



top





tracksuit



jersey





trunks



swimsuit



bathrobe





pyjamas



overcoat





## PRE-MELT

### SESSION 2

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	TEACHING VOCABULARY
<b>LESSON PLAN:</b>	PPP VERSUS TTT APPROACH
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	45 minutes

#### CONTENT

This session provides a sample lesson using the TTT approach to teaching vocabulary and encourages students to compare the two approaches (PPP and TTT) by analysing the stages of each approach.

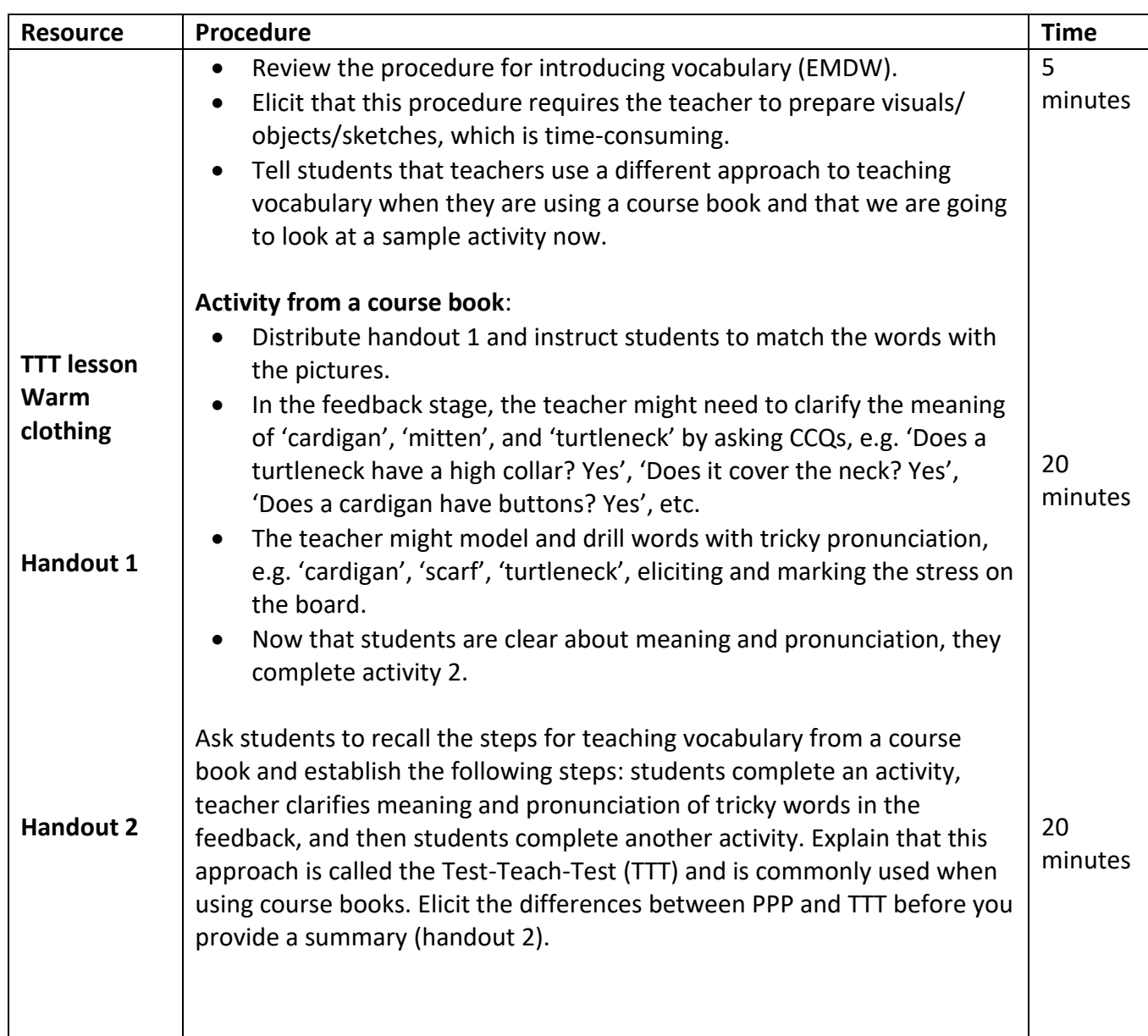
#### REFERENCES

1. Harmer How To Teach English Pearson Longman ch 5 Describing language ch 6 Teaching the language system
2. Gower et al Teaching Practice: a handbook for teachers Macmillan ch 6 section 2: vocabulary

#### RESOURCES

1. AV
2. whiteboard
3. 2 handouts – attached here









**PRE-MELT**  
**PPP versus TTT approach**

**handout 1**

**1. Match the words with the pictures.**

beanie	cardigan	mitten	sweater	scarf	turtleneck
--------	----------	--------	---------	-------	------------



A



B



C



D



E



F





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**2. In pairs, discuss the questions below.**

Which of these clothing items

{	do you like to wear in winter?
{	would you like to buy for yourself?
{	would you like to buy as a gift for someone?





PRE-MELT

handout 2

PPP versus TTT approach

PPP approach	TTT approach
<b>Present:</b> Teacher presents the vocabulary by following the procedure EMDW. Teacher deals with meaning and pronunciation at this stage.	<b>Test:</b> Teacher sets an activity for students to find out how well they understand/use the vocabulary. Students complete the activity while teacher monitors.
<b>Practice:</b> Students practise the vocabulary in a controlled manner, e.g. fill the gaps, complete the sentences, and match words with definitions.	<b>Teach:</b> In the feedback stage, the teacher assesses whether the students understand/ use the vocabulary accurately and appropriately and clarifies meaning/ pronunciation of any vocabulary that seem tricky for students.
<b>Produce:</b> Students practise the vocabulary in a more natural way, e.g. role-plays, debates, discussions.	<b>Test:</b> Teacher sets another activity for students to consolidate their ability to use the vocabulary in a more natural way, e.g. role-plays, debates, discussions.



## PRE-MELT

### SESSION 3

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	TEACHING VOCABULARY
<b>LESSON PLAN:</b>	TTT APPROACH (DEMONSTRATION LESSON)
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	60 minutes

#### CONTENT

In this session, the teacher delivers a sample vocabulary lesson using the TTT approach from an Elementary course book. This is followed by a discussion of the stages of the lesson and how meaning and pronunciation of tricky words can be clarified.

#### REFERENCES

4. Harmer How To Teach English Pearson Longman ch 5 Describing language ch 6 Teaching the language system
5. Gower et al Teaching Practice: a handbook for teachers Macmillan ch 6 section 2: vocabulary
6. Life, Elementary, National Geographic Learning, p.144.

#### RESOURCES

7. AV
8. whiteboard
9. lesson plan and materials attached here





Resource	Procedure	Time
<b>TTT lesson Exploring the Earth Lesson materials and lesson plan</b>	<ul style="list-style-type: none"><li>Review the stages of a TTT lesson: the students complete an activity, teacher clarifies meaning and pronunciation of tricky words in the feedback, and then students complete another activity.</li><li>Tell students that you are going to deliver a vocabulary lesson from an Elementary course book.</li></ul>	5 minutes
	Refer to lesson materials and lesson plan for guidance. At the end of the lesson, elicit what happened at each stage (Test-Teach-Test), focusing on how meaning and pronunciation were dealt with at the feedback stage and eliciting the role of context in clarifying the meaning. Hand out Lesson Plan for students' reference at the end of the session.	55 minutes





Match each picture to the correct place in the article.



A



B



C



D



E





## Unit 12: Exploring the Earth

# EXPLORING THE EARTH

We think humans have travelled everywhere on the Earth. But here are five places where no human has ever been.

**The Black Hole of Andros** is on an island in the Bahamas in the Atlantic Ocean. The hole is 47 metres deep, and the water is 36 °C and very black. Nobody has ever swum in it.

**Mount Dinernalason** is east of the Himalayan mountains. It's 6,135 metres high so it isn't the highest mountain (Mount Everest is 8,848 metres) but nobody has ever climbed it.

**Lake Vostok** in Antarctica is 25 million years old and 14,000 square kilometres. Unfortunately, you can't see the lake because it's frozen under a glacier.

**The Merume Mountains** are at the end of the Mazaruni River in Guyana. The journey by boat is dangerous so nobody has explored many of these mountains.

**The Foja Mountains** in Papua New Guinea are 8,100 square kilometres of tropical forest. Nobody has ever made a map of the region.





Exercise 1a:

Complete this table with words from the article.

areas of water	areas of land
sea	desert
<b>o</b> .....	<b>i</b> .....
<b>l</b> .....	<b>f</b> .....
<b>r</b> .....	<b>m</b> .....





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Exercise 1b:

**Discuss the questions with a partner.**

**What is**

- the largest ocean in the world?
- the highest mountain in the world?
- the longest river in the world?
- the hottest desert in the world?
- the largest forest on Earth?
- the largest island in the world?





## MICRO TEACHING LESSON PLAN

<b>Students' Level:</b> Elementary
<b>Number of students expected:</b> 12
<b>Lesson length:</b> 50 minutes
<b>Lesson aim(s) (How will students benefit?):</b> For students to understand the meaning of a set of vocabulary words related to geographical places and pronounce them accurately. For students to start using these words in a meaningful oral context. <b>Secondary aim:</b> For students to practice reading for simple detail.
<b>Working on your own teacher talk (What particular aspect of <u>your own</u> pronunciation or classroom language are you focussing on?):</b> <i>Accurate pronunciation of consonant clusters</i>
<b>Coursebook Reference (author, name, publisher, pages):</b> Life, Elementary, National Geographic Learning, p.144.
<b>Materials and resources:</b> coursebook, board, AV.
<b>Assumptions (What are you assuming that students already know?):</b> Students are familiar with the meaning of the following words "mountain", "sea", "lake"
<b>Anticipated problems and solutions:</b> <b>Problem:</b> Students might be familiar with such words as 'lake', 'river', 'sea', 'ocean' but may not know the exact difference between them. <b>Solution:</b> In the feedback stage, CCQ these words to help students understand the exact meaning.  <b>Problem:</b> Pronunciation of many words might be hard due to tricky sounds or word stress, e.g. 'desert', 'ocean', 'island', 'mountain' <b>Solution:</b> Model and drill the words in the feedback stage, highlighting word stress and any tricky sounds for the students.





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### Vocabulary preparation sheet(s)

Vocabulary item	Part of speech	Pronunciation: Sounds and stress	Pronunciation: anticipated difficulties	Concept (in this context)	How I will check the concept (for this context). Include all questions.
sea	N	/si:/	-----	the salty water that covers a large part of the surface of the earth.	
ocean	N	/ˈəʊ.ʃən/	consonant sound in the middle	a very large area of sea.	<i>Which is larger, sea or ocean? ocean Can you name three seas? Red, Black, South China sea. Can you name three oceans? Pacific, Atlantic...</i>
desert	N	/ˈdez.ət/	word stress	an area, often covered with sand or rocks, where there is very little rain and not many plants.	<i>Do deserts have a lot of plants? No, they have a lot of sand. Does it rain a lot in deserts? No, very little.</i>
island	N	/ˈaɪ.lənd/	/s/ is silent	a piece of land completely surrounded by water.	<i>Is Thailand an island? No, it is not surrounded by water from all sides. Is Phuket an island? Yes</i>
lake	N	/leɪk/	-----	a large area of water that is not salty and is surrounded by land.	<i>Show a picture if necessary.</i>
river	N	/ˈrɪv.ər/	-----	a natural wide flow of fresh water across the land into the sea, a lake, or another river.	<i>Look at pictures A and B. Which one is a lake? Which one is a river?</i>
forest	N	/ˈfɒr.ɪst/	final consonant cluster /st/	a large area of land covered with trees and plants.	<i>Refer to the five pictures. Which of these places have a forest?</i>
mountain	N	/ˈmaʊn.tɪn/	second syllable /tɪn/	a raised part of the earth's surface, much larger than a hill, the top of which might be covered in snow.	<i>Can you name a mountain in your country?</i>





Stage and aim(s)	Procedure and instructions	Time
<b>Lead-in</b> To introduce the topic and engage students in the materials	Teacher shows a picture of Antarctica and elicits that it is a place that not many people visit due to its climate and geographical location.  “Look at the picture. What do you see? Yes, Antarctica. Do many people visit this place? No. Why? Because it is very cold and it is difficult to get there. All right, in a moment you are going to read about places that are difficult to visit.”	+/- 5
<b>Reading</b> For students to read for simple detail	Teacher asks students to match the five places to the pictures. “We are going to read about 5 places that are very hard to visit. Read the text quickly and match the places with the pictures. For example, the Black Hole of Andros is D because it there is a mention of deep hole and water. Now do the rest.”	+/- 10
<b>Vocabulary- Test</b> To test students’ knowledge of a set of words related to geography	Teacher gives the instructions on ex. 1a and does the first item as an example and then he gives students 5-10 minutes to complete the activity. “You will need to find geographical places mentioned in the text. Some are related to land and some are related to water. The first letter is provided to you. For example, “ocean” <i>Atlantic Ocean</i> . Now do the rest. You have 10 minutes.”	+/- 10
<b>Vocabulary- Teach</b> To clarify the meaning and pronunciation of these words	Teacher asks students to compare answers in pairs and monitors to see if there are any tricky items that he will have to deal with later.  When students finish, they take it in turn to share the answers with the group. Teachers writes the answers on the board and asks CCQs as appropriate. Teacher also models and drills the words, highlighting word stress and any tricky sounds for the students.	+/- 15
<b>Vocabulary- Test</b> To provide oral practice of these words in a meaningful context	Teacher asks students to discuss the sentences in ex. 1b after doing the first item as an example. When students finish, teacher shares the suggested answers with them.	+/- 10





**Suggested answers:**

Match each picture to the correct place in the article.



**A) Lake Vostok**



**B) The Foja Mountains**



**C) The Merume Mountains**



**D) The Black Hole of Andros**



**E ) Mount Dinpernalason**





Exercise 1a:

Complete this table with words from the article.

areas of water	areas of land
sea	desert
ocean	island
lake	forest
river	mountain

Exercise 1b:

Discuss the questions with a partner.

**What is** the largest ocean in the world? **Pacific Ocean**  
the highest mountain in the world? **Mount Everest**  
the longest river in the world? **The Nile**  
the hottest desert in the world? **The Sonoran Desert**  
the largest forest on Earth? **The Amazon Rainforest**  
the largest island in the world? **Greenland**





A



B







## PRE-MELT

### SESSION 4

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	TEACHING VOCABULARY
<b>LESSON PLAN:</b>	CONCEPT CHECKING
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	45 minutes

#### CONTENT

- What is concept checking?
- Procedure for writing concept checking questions (CCQs)
- Practise developing concept checking questions (CCQs)

#### REFERENCES

Harmer How To Teach English Pearson Longman ch 6 Teaching the language system

#### RESOURCES

10. AV
11. whiteboard
12. handout 1 – attached here
13. PowerPoint



Resource	Procedure	Time
PowerPoint	<p>Review the procedure for teaching vocabulary using PPP and TTT and elicit the need to ask questions to clarify the meaning.</p> <p><b>PPP approach</b></p> <ul style="list-style-type: none"> <li>• Illustrate meaning (use one or a few techniques e.g. mime, images, description)</li> <li>• Elicit word</li> <li>• <b>Concept check, if necessary</b></li> <li>• Model and drill</li> <li>• Written Record</li> </ul> <p><b>TTT approach</b>  <b>Test:</b> students complete a vocabulary activity.  <b>Teach:</b> in the feedback stage, teacher clarifies any tricky items and <b>asks concept checking questions</b>, if necessary, and then models and drills some words.  <b>Test:</b> students complete another activity to consolidate their ability to use the vocabulary accurately and appropriately.</p> <p><b>Explain that the session will cover:</b></p> <ul style="list-style-type: none"> <li>• What is concept checking?</li> <li>• Procedure for writing concept checking questions (CCQs)</li> <li>• Practise developing concept checking questions (CCQs)</li> </ul> <p><b>Activity from a course book:</b>  Start with some example CCQs that students have seen in a previous session. To ensure students fully understand the word 'cardigan', the following questions can be asked:</p> <ol style="list-style-type: none"> <li>1. Is it usually made from wool?</li> <li>2. Does it have buttons?</li> <li>3. Is it usually worn over clothes?</li> </ol> <p>Ask these questions and give students time to think:</p> <ol style="list-style-type: none"> <li>1. What are CCQs?</li> <li>2. What do you need to do to be able to write good CCQs?</li> </ol> <p>Share the answers with students from the PowerPoint and elicit the definition and steps they can take to write effective CCQs.</p>	5 minutes
		30 minutes





<p><b>Handout 1</b></p>	<p>“A concept checking question (CCQ) is a question used by language teachers to check students' understanding of the <b>vocabulary</b> or <b>grammar</b> structures being taught.”</p> <p><b>What do you need to do to be able to write good CCQs?</b></p> <ul style="list-style-type: none"> <li>• Look up the word in the dictionary;</li> <li>• Understand the <b>core meaning</b>;</li> <li>• Break the meaning down into its components;</li> <li>• Write simple questions.</li> </ul> <p>Elicit that CCQs are (1) simple questions (e.g. yes/no questions but they can be open-ended if appropriate); (2) grammar and vocabulary must be below the level of the students; (3) target language is not usually used in the CCQs except in the final question to personalise the concept. Distribute handout 1 so that students have a summary of these points.</p> <p>Tell students to write CCQs for three words (nephew, sightseeing, chop carrots), which are taken from three vocabulary activities that will be used in the next session. Students can work in pairs and they should follow the recommended steps (look up, understand, break the meaning down, write simple questions).</p> <p>Some possible CCQs that can be shared with students when they finish:</p> <p><b>nephew</b> Is nephew a boy? Yes Is nephew your son? No Is nephew the son of your brother? Yes Is nephew the son of your sister? Yes Do you have a nephew? What is his name?</p> <p><b>sightseeing</b> When you go sightseeing, do you visit interesting places? Yes Do you usually go sightseeing for work? No Do you usually go sightseeing when you are on holiday? Yes What places might you visit when you do sightseeing? Answers vary.</p> <p><b>chop</b> When you chop carrots, do you cut them into pieces? Yes Do you use a knife? Yes What else do we chop? Any vegetables, fruits, or wood.</p>	
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**PRE-MELT**

**handout 1**

**Teaching vocabulary – concept checking questions**

**Preparing to check the concept**

- Look up the word in the dictionary;
- Understand the **core meaning**;
- Break the meaning down into its components;
- Write simple questions and plan the answers.

**Example**

**cardigan:** a piece of clothing, usually made from wool, that covers the upper part of the body and the arms, fastening at the front with buttons, and usually worn over other clothes.

<https://dictionary.cambridge.org/dictionary/english/cardigan>

The main elements in meaning are:	CCQs:
<ol style="list-style-type: none"> <li>1. it is a piece of clothing</li> <li>2. it is made from wool</li> <li>3. it has buttons</li> <li>4. it is worn over other clothes</li> </ol>	<ol style="list-style-type: none"> <li>1. Is cardigan a piece of clothing? Yes</li> <li>2. Is it made from wool? Yes</li> <li>3. Does it have buttons? Yes</li> <li>4. Do you wear it over other clothes? Yes</li> </ol>

**Concept checking questions:**

- Are easy to answer eg Yes/No questions first
- Are expressed in language that is very easy for students at that level.
- Check the concept without just repeating the target language in the questions, unless when you personalise or relate to the concept to students' knowledge of the world.

**Task:**

In pairs, follow the steps above to write CCQs for these three words: **nephew**, **sightseeing**, **chop**.



## PRE-MELT

### SESSION 5

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	TEACHING VOCABULARY
<b>LESSON PLAN:</b>	STEP INTO TEACHING
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	120 minutes

#### CONTENT

In this session, students are provided with a vocabulary activity from an Elementary course book that they have to teach. Assuming there are 15 students, students are divided into three groups (A, B, C). First, they prepare how to teach the vocabulary in groups of 5 and then they re-group and teach each other in groups of 3.

#### REFERENCES

Life, Elementary, National Geographic Learning.

#### RESOURCES

14. AV
15. whiteboard
16. 3 handouts – attached here



Resource	Procedure	Time
Activities A, B, C	<p>Review the stages of a TTT lesson: the students complete an activity, teacher clarifies meaning and pronunciation of tricky words in the feedback, and then students complete another activity.</p> <p>Tell students that they will be given a vocabulary activity from an Elementary course book, which they have to prepare and teach later. They have to test (give students the activity) and then teach (deal with tricky meaning and pronunciation in the feedback stage).</p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Divide students into three groups (A, B, C).</li> <li>• Each group will prepare to teach a set of vocabulary provided by the teacher.</li> <li>• They need to plan how to deal with meaning and pronunciation of tricky words. These two questions might be a useful guide:</li> </ul> <ol style="list-style-type: none"> <li>1. Which words will be difficult for students to understand? Prepare CCQs.</li> <li>2. Which words will be difficult for students to pronounce? Check the dictionary and prepare to model and drill.</li> </ol> <p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>• In groups of 3 (A, B, C), students take it in turn to teach each other by setting up the activity first and then clarifying tricky words during the feedback.</li> </ul> <p>Encourage feedback on what went / did not go well at the end of the session.</p>	5 minutes
		45 minutes
		50 minutes





**Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?**

mother	father	uncle	aunt	niece	half brother
nephew	cousin	mother-in-law	parent	stepbrother	grandparent

men	women	both
	mother	

Life, Elementary, National Geographic Learning (p. 13).



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## Activity B

### Vocabulary

Complete the categories with these words.

camping	hiking	return	sightseeing
tour guide	tourist	single	souvenir

1. Type of holiday:..... / ..... / .....
2. Type of ticket:..... / .....
3. Something you buy on holiday:.....
4. Other people on a holiday:..... / .....

Life, Elementary, National Geographic Learning (p. 140).



## Activity C

### Cooking verbs

Complete the cooking instructions with these verbs.

chop	slice	mix	pour	put	spread
------	-------	-----	------	-----	--------

- 1.....the chicken with the rice.
- 2.....the onion into small pieces.
- 3.....the hot water onto the vegetables.
- 4.....the chicken in the oven.
- 5.....the butter on the bread with a knife.
- 6.....the bread with a knife.

Life, Elementary, National Geographic Learning (p. 42).



## PRE-MELT

### SESSION 6

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	CLASSROOM MANAGEMENT 1
<b>LESSON PLAN:</b>	FOUR VARIABLES
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	55 minutes

### CONTENT

In this session, students will:

develop their awareness of and practise planning and executing four classroom management techniques

- discuss the effectiveness and appropriateness of these techniques

### REFERENCES

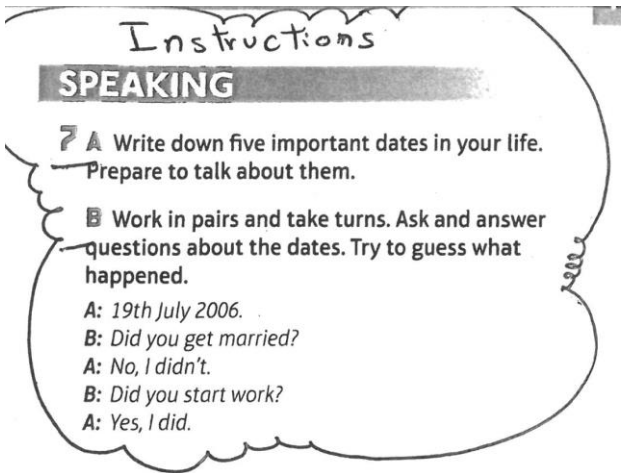
1. Harmer How To Teach English Pearson Longman ch 3
2. Gower et al Teaching Practice: a handbook for teachers in training Macmillan ch 2

### RESOURCES

1. AV
2. whiteboard
3. handouts – attached here
4. PowerPoint





Resource	Procedure	Time
<b>PPT Slides 1-4</b>	Introduce the topic and give students time to discuss with each other what they might know about classroom management (slide 3) before sharing the four variables with them in slide 4.  1.	5 minutes
<b>PPT Slides 5-6 + handout</b>	Show slide 5 and let students discuss the questions before they read the relevant section in the handout. Model proximity and movement. If time permits, get students to practice.	10 minutes
<b>PPT Slides 7-8 + handout</b>	Show slide 7 and let students discuss the statements before they read the relevant section in the handout. Model voice – too loud and too soft. Ensure that students understand that varied intonation is important in normal speech. If time permits, get students to practice.	10 minutes
<b>PPT Slides 9-10 + handout</b>	Show slide 9 and let students discuss what they know about clear instructions before they read the relevant section in the handout. Model giving clear instructions for activity 7 A from Speak out Elementary. Discuss the importance of giving an example or doing a demo before students complete the task. Tell students there will be a session on giving instructions later on.  	15 minutes
<b>PPT Slide 11 + handout</b>	Show slide 111 and let students read and then match the activities to the appropriate student groupings. Ask the students to recount the different groupings that have been used in the lesson so far – T-S, S, S-S ... Why? Chance to work on own and then check. Teacher giving important information to the whole class.  Brief whole class feedback followed by comments/ questions as needed.	10 minutes  5 minutes



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PRE-MELT

handout

Classroom management variables

If we want to manage classrooms effectively, teachers have to be able to handle the following variables:

1. The teacher's presence in the classroom
2. Using the teacher's voice
3. Giving clear instructions
4. Different student groupings

**(1) The teacher's presence in the classroom:**

The teacher's presence can play a large part in their management of the classroom environment. The following issues influence students' perception of teachers:

- a) **Proximity:** teachers should be conscious of how close they are to their students as some are uncomfortable if the teacher stands or sits close to them while others may see distance as a sign of coldness.
- b) **Appropriacy:** teacher's physical behaviour such as sitting on the edge of tables, standing behind a lectern, standing on a raised dais, etc. has an effect on the students and the relationship that teachers wish to create with them, which is important for managing the class effectively.
- c) **Movement:** most successful teachers move around the classroom to some extent. This allows them to retain students' interest if they are leading an activity or work more closely with smaller groups when they go to help a pair or group.
- d) **Awareness:** successful teachers have to be aware of what students are doing and, where possible, how they are feeling, which means carefully watching and listening to the students.



## (2) Using the voice:

How teachers speak and what their voice sounds like have a crucial impact on classes. Audibility and variety are two issues that can be considered when discussing the use of the voice in the management of teaching.

**Audibility:** teachers must be sure that the students at the back of the class can hear them just as well as those at the front.

**Variety:** it is important for teachers to vary the quality of their voices and the volume they speak at according to the type of lesson and activity.

## (3) Giving clear instructions:

It is very important that teachers give clear instructions as the best activity in the world is a waste of time if the students do not understand what it is they are supposed to do.

There are two general rules for giving instructions:

- Instructions must be kept as simple as possible.
- Instructions must be logical.

It is important that teachers check that the students have understood what they are being asked to do either by asking a student to explain the activity or by getting someone to show the other students how the exercise works.

## (4) Different student groupings:

Whatever the seating arrangements in a classroom, students can be organised in different ways: they can work as a whole class, in groups, in pairs or individually.

Teachers may work with the class as a whole group when presenting information or providing controlled practice such as drilling/ repetition. There are occasions, however, when whole-class teaching is less effective. When we want to encourage individual contributions and discussion, for example, we need to remember that speaking out in front of a whole class is more demanding than speaking in small groups.

Groupwork and pairwork have many advantages. Students tend to participate more actively, they become more independent, and it gives the teacher more opportunity to focus attention on particular students. Pairwork and groupwork are not without their problems. Students may not want to work without constant teacher supervision, and in any group one student may dominate while the others stay silent.

Solowork is beneficial as it allows students to work at their own speed and focus on their individual needs/ progress.



## PRE-MELT

### SESSION 7

<b>COURSE:</b>	PRE-MELT
<b>MODULE:</b>	METHODOLOGY
<b>INSTRUCTOR GUIDE:</b>	CLASSROOM MANAGEMENT 2
<b>LESSON PLAN:</b>	MONITORING
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	45 minutes

#### CONTENT

In this session, students will:

- **reflect on the purposes of monitoring**
- **consider the teacher's role while monitoring**

#### REFERENCES

Darn, S. Monitoring & conducting feedback

[www.teachingenglish.org.uk/article/monitoring](http://www.teachingenglish.org.uk/article/monitoring)

Gower et al., Teaching Practice: a handbook for teachers in training. Macmillan, ch 2

Harmer, How To Teach English. Pearson Longman, ch 3

#### RESOURCES

5. AV
6. whiteboard
7. 3 handouts – attached here
8. PowerPoint





Resource	Procedure	Time
<b>PPT Slides 1-3</b>	Introduce the topic and give students time to discuss with each other what they might know about monitoring (slide 3) before sharing the definition with them in slide 4.	10 minutes
<b>PPT Slide 5 + handout 1</b>	Elicit a few purposes of monitoring before showing the rest in slide 5. Ensure students understand each one by giving an example, if necessary, before distributing handout 1.	15 minutes
<b>PPT Slide 6 + handouts 2-3</b>	Students discuss the statements in handout 2 and share their opinions on whether these are effective/ ineffective practices. Then they read handout 3 to check their ideas.  Encourage comments/ questions from students at the end of the session.	20 minutes



## PRE-MELT Monitoring

## handout 1

### Monitoring

#### What do we mean by monitoring?

Monitoring is a classroom management technique loosely defined as listening to the learners for their accuracy and fluency, or checking to see whether activities are going to plan and that the learners are 'on task'.

#### What are the specific purposes of monitoring?

1. **Being aware of the whole class.** The teacher should always be aware of how the class is getting on, whether the pace is too fast or too slow, and which students may need individual attention.
2. **Listening for errors in the target language,** particularly during accuracy-based activities.
3. **Listening to ensure that learners are on task.** Some re-instruction, modelling of the activity or prompting may be required.
4. **Taking opportunities for micro-teaching to individuals or pairs** who have clearly not grasped the target language.
5. **Adding input.** Particularly in fluency activities, learners may not be able to sustain output. The teacher's role here is to feed in language and ideas when appropriate to keep the activity alive.
6. **Assessing the task.** Some activities work better with one class than another, others are being tried out for the first time. Monitoring offers the teacher the opportunity to assess the success of an activity and to get feedback from the learners.
7. **Planning.** Monitoring facilitates decision-making in terms of what to do next, whether to modify the original lesson plan, planning future lessons and giving feedback to students on their performance.
8. **Maintaining discipline.** Large groups may become restless and bored if some learners have finished a task before others. The teacher should have some short back-up activities for these learners, or could use the quicker learners as assistants to help slower groups.



**PRE-MELT**  
**Monitoring**

**handout 2**

**Read the statements below about the teacher's role while monitoring. Write "recommended" or "not recommended" next to each statement and then check your answers.**

1. After setting up a task, move round the class quite quickly and check that everyone is on the right track. Do this before you start monitoring students' work closely.
2. After you have asked students to start work, add instructions for some students if you feel they need more details.
3. While monitoring, speak to individuals or small groups in a loud voice.
4. If students are doing a speaking task and they prefer to talk to you (not their partner), then sit down and speak to them.
5. If students have a speaking task but one group has no ideas, ask them a relevant question and then say, 'Tell your partners.'
6. If students are working individually on a written task and you notice that several students are having trouble with question 5, mark this on your sheet and be ready to work with it more carefully.
7. If students are doing a written task and some students finish early, give them an early break.



**PRE-MELT**  
**Monitoring**

**handout 3**

**Monitoring**

**How can the teacher monitor effectively?**

Monitoring is an acquired skill which hopefully becomes a good habit. Less experienced teachers may feel that they need to monitor closely and maintain control of activities, while other teachers feel that they should be involved at all times. In either case, there is a danger of over-monitoring, interference, and a tense rather than relaxed, student-centred learning environment during less guided practice activities.

Close monitoring needs to be carried out sensitively, and an element of personal and cultural awareness is required.

Monitoring from in front of the learners can be distracting and sometimes intrusive, tending to interrupt the activity and shifting the focus onto the teacher. Unobtrusive monitoring is most effective, and is often best done from behind the learners.

**Monitoring student-centred tasks: some advice for teachers**

After setting up a task, move round the class quite quickly and check that everyone is on the right track. Do this before you start monitoring students' work closely.

Avoid adding instructions after you have asked students to start work. If you have forgotten something VITAL, then get everyone's attention again.

Monitor in a low key manner: speak to individuals or small groups in a low voice. Try to get around the whole class – You usually can't see or hear all of everyone's work but you can be interested and available.

When students are working on individual tasks or when you have organised pairs according to level, make the most of this opportunity to work with students at their own level: give the weaker students help with the basics; push the stronger students as far as possible.

If students are doing a speaking task but one or two students seem to prefer to talk to you, then say something like 'Very interesting. Find out if your partner agrees.' and walk away. Students need to realise that they can get good value from talking to other students.

Similarly, if students have a speaking task but one group has no ideas, ask them a relevant question and then say 'Tell your partners.'

Consider taking notes. For example if students are working individually on a written task and you notice that several students are having trouble with question 5. Mark this on your sheet





and be ready to work with it more carefully. If students are doing a speaking task, take some notes about language that could be focussed on in feedback.

Keep students busy. If students are doing a written task and some students finish early, give them something to do, e.g. check their work and indicate which questions they need to change; get them to compare their work with someone else who has finished; tell them what the related homework is and let them start that. If students are talking in pairs or groups and some finish early: get them to prepare their brief report to the class; change partners; join up the groups and ask them to compare their findings etc.



## PRE-MELT

### SESSION 8

<b>COURSE:</b>	PRE-MELT
<b>SUBJECT:</b>	TEACHING READING
<b>LESSON PLAN:</b>	DEMONSTRATION LESSON (WHAT FUTURE FOR THE FAMILY?) + ANALYSIS OF STAGES, SKILLS AND TECHNIQUES
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	240 minutes

### CONTENT

In this session, students take part in demonstration reading lesson that aims to help them:

- recognise the most commonly discussed reading sub-skills: skimming, scanning, reading for detailed comprehension;
- become familiar with the most common staging of reading lessons (before, during, after);
- distinguish between effective and ineffective techniques for teaching reading.

### REFERENCES

1. Gower et al Teaching Practice: A handbook for teachers in training. Macmillan. Chapter 5 section 3: Receptive skills p 94-99
2. Harmer 2007 How to teach English. Chapter 7
3. Grellet Developing reading skills CUP
4. Language Leader, Pre-intermediate, Pearson, p. 50.





## RESOURCES

9. AV
10. whiteboard
11. 5 handouts – attached here
12. Lesson plan + lesson materials





Resource	Procedure	Time
<b>LP –future for family</b>	Share the aims of the session with students, i.e. for them to see a demonstration reading lesson in action and discuss the different aspects.  Deliver the lesson “Germany: What future for the family?”	50 minutes
<b>Handout 1</b>	Elicit what happens throughout the lesson. Students use handout 1 for this.	20 minutes
<b>Handout 2</b>	Elicit the main stages of a receptive skills lesson and distribute handout 2.	10 minutes
<b>Handout 3</b>	Elicit the three major reading skills (skimming, scanning and reading for detail). Ask students to identify the reading skill required for each comprehension activity in the reading lesson.	15 minutes
<b>LP</b>	Distribute LP and give time for students to focus on the aims and stages. Encourage questions/ comments on the lesson.	15 minutes
<b>Handout 4</b>	Consolidate students’ understanding of the stages and skills by completing the activity in handout 4. Provide suggested answers after students have filled out the table and compared their ideas.	30 minutes
<b>Handout 5</b>	Students discuss the techniques in handout 5 and decide which ones are effective/ ineffective and explain why. Provide suggested answers after students have shared their ideas.	15 minutes





## Germany: What future for the family?

New figures showed yesterday that Germany has the highest percentage of childless women in the world. 30% of German women have not had children, and this figure rises to 40% among female graduates. Germany's Family Minister, Ursula von der Leyen, said that if the birth rate does not go up, Germany will die.

Germany's birth rate is one of the lowest in Europe, with an average of 1.37 children per woman, compared with 1.75 in Sweden and 1.74 in the UK. German mothers are also the oldest, with an average age of thirty when they have their first child – and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for Germany's low birth rate



*Ursula von der Leyen with her children. She wants fathers to help more with childcare.*

include poor childcare, a school day that ends at 1 p.m., and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leyen, a mother of seven, says that

another difficulty is that some women cannot find a suitable man. 'Uncertain' men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more children.

First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister's own political party, are unhappy with this last idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after the children while men go out to work.





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### Germany: What future for the family?

#### 1) Discuss these questions with a partner.

1. What are the advantages of being part of a big family?
2. What are the advantages of being part of a small family?
3. Which do you prefer, a big family or a small family? Why?

#### 2) Read the newspaper article and answer the questions.

4. What is the problem with Germany's birth rate?
5. What is the German government planning to do about it?

#### 3) Read the text again. Are these sentences true or false? Correct any false sentences.

1. Only 40% of German female graduates have had children.
2. German women have an average of 1.37 children.
3. Few parents have more than one child.
4. A university professor believes that German employers do not have modern attitudes.
5. The government will pay each parent 1,800 euros a month so the father can take time off work.
6. Ms Von der Leyen's ideas are not popular with everyone.

#### 4) Discuss these questions. (1) Does your country have a high or low birth rate? (2) Do you think the German government's plan would be good for your country? Why or why not?





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## LESSON PLAN

<b>Students' Level:</b> Pre-intermediate
<b>Number of students expected:</b> 15
<b>Lesson length:</b> 45 minutes
<b>Lesson aim(s) (How will students benefit?):</b> <b>Main aim:</b> For students to practice reading for simple and specific information and to understand vocabulary in context. <b>Subsidiary aim:</b> For students to practice speaking about the topic.
<b>Course book Reference (author, name, publisher, pages):</b> Language Leader, Pre-intermediate, Pearson, p. 50.
<b>Materials and resources:</b> course book, board, AV.
<b>Assumptions (What are you assuming that students already know?):</b> Students are able to extract simple and specific information from the reading as they have been trained in previous lessons. Students have some ideas about family life, which they can discuss with each other.





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### Vocabulary preparation sheet(s)

Vocabulary item	Part of speech	Pronunciation: Sounds and stress	Pronunciation: anticipated difficulties	Concept (in this context)
birth rate	N	/'bɜːθ ,reɪt/	middle consonant	the number of births that happen during a period of time in a particular place
childcare	N	/'tʃaɪld.keə/	first consonant	care for children, especially that provided an organization, or a person while parents are at work.
childless	Adj	/'tʃaɪld.ləs/	consonant cluster in the middle	without children





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Stage and aim(s)	Procedure	Interaction pattern	Time
<b>Lead-in</b> To establish familiarity with the materials and create interest in the topic of the lesson.	Teacher tells students they are going to exchange their opinions on big and small families.  Students discuss the questions in pairs.  Students share ideas with whole class.  Teacher tells students they are going to read about birth rate in Germany, a country in Europe. Explain the concept of 'high versus low birth rate' by telling them that the child rate in Cambodia was 2.30 as opposed to 1.70 in Australia in 2021, which means generally speaking Cambodian women had more babies than Australian women in that period.	T S  S-S  S S-S S  T S	+/- 10
<b>Reading 1</b> For students to practise reading for simple detail.	Tell students to read the news article about birth rate in Germany and answer the two questions in exercise 2. Set a time limit of 5 minutes.  Students read alone.  Students compare answers with each other, followed by feedback. <b>Suggested answers:</b> (1) Low birth rate. (2) Government will encourage people to have more children by helping them pay less tax and pay 1800 euro a month to men staying at home after the birth of a new child.	T S  S  S-S	+/- 10
<b>Reading 2</b> For students to practise reading for specific information.	Tell students to read the article again and mark the statements T/F in exercise 3. Do the first item as an example. Set a time limit of 10 minutes.  Students read alone.	T S  S	+/- 15





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	<p>Students compare answers with each other, followed by feedback. Ensure students refer to the evidence in the text when sharing their feedback with the class.</p> <p><b>Suggested answers:</b> (1. F, 2. T, 3. T, 4. T, 5. F, 6. T)</p>	<b>S-S</b>	
<p><b>Speaking</b></p> <p>For students to respond to the topic in a freer speaking activity.</p>	<p>In pairs, students speak about high/low birth rate in their country and the proposed plans in their context.</p> <p>Students share ideas with whole class.</p>	<b>S-S</b>  <b>S</b> <b>S-S</b> <b>S</b>	+/- 10





## Handout 1

Now you are going to analyse the reading lesson you took part in this morning.

Reading Lesson Model	Demonstration Reading Lesson
Arouse interest in the topic	How did the teacher stimulate interest in the topic?
Give any necessary background information about the text or the topic	What necessary information did the teacher give before asking students to read the text?
Pre-teach any vital vocabulary (i.e. items essential for gist and/or for the tasks to follow)	Did the teacher pre-teach any vital vocabulary? If so, what?
Set an achievable task for the first reading (often gist – but depends on the text etc.)	What was the first reading task?
Students read the text in order to complete the first task (see above)	
Students check their tasks in pairs	Why do students compare here?
Teacher goes over the task	How did the teacher provide feedback?
Teacher sets a more detailed comprehension task	What was the second reading task?
Students read	
Students check in pairs	
Teacher goes over the task	How did the teacher provide feedback?
Follow up activity – speaking and possibly writing.	What did the speaking task involve?





### Handout 1\_ suggested answers

Now you are going to analyse the reading lesson you took part in this morning.

Reading Lesson Model	Demonstration Reading Lesson
Arouse interest in the topic	<b>How did the teacher stimulate interest in the topic?</b> The teacher started with a familiar and, hopefully, interesting topic: big and small family and asked students to share their opinions.
Give any necessary background information about the text or the topic	<b>What necessary information did the teacher give before asking students to read the text?</b> The teacher introduced the topic of low versus high <u>birth rate</u> and tried to relate it to students' knowledge and experience by comparing the birth rate in two countries.
Pre-teach any vital vocabulary (i.e. items essential for gist and/or for the tasks to follow)	<b>Did the teacher pre-teach any vital vocabulary? If so, what?</b> The word birth rate is a key word, so pre-teaching it would be useful for understanding the text.
Set an achievable task for the first reading (often gist – but depends on the text etc.)	<b>What was the first reading task?</b> The first reading task asked students to read for simple detail (problem with birth rate and what the government planned to do about it).
Students read the text in order to complete the first task (see above)	
Students check their tasks in pairs	<b>Why do students compare here?</b> It provides the opportunity to share their ideas and clarify their answers to each other before sharing with the whole class.
Teacher goes over the task	<b>How did the teacher provide feedback?</b> The teacher nominated students and asked them to give the answer AND the evidence from the text. Teacher wrote the answers on the board.
Teacher sets a more detailed comprehension task	<b>What was the second reading task?</b> The second reading task asked students to read for detailed information (mark the statements T/F and say why).





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Teacher goes over the task	<b>How did the teacher provide feedback?</b> The teacher nominated students and asked them to give the answer AND the evidence from the text. Teacher wrote the answers on the board.
Follow up activity – speaking	<b>What did the speaking task involve?</b> The speaking task involved students sharing their opinions on birth rate in their country and the feasibility of the proposed plans in the text.





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## Handout 2

### Receptive Skills: Basic procedure for reading and listening lessons.

#### Before

- Arouse interest in the topic
- Give any necessary background information about the text or the topic
- Pre-teach any vital vocabulary (ie items essential for gist and/or for the tasks to follow)
- Set the scene for the actual text (reading or listening), i.e. give students necessary information to help them understand the text
- Set an achievable task for the first reading/listening (often gist – but depends on the text etc)

#### During

- Students read or listen to the text in order to complete the first task (see above)
- Students check their tasks in pairs
- Teacher goes over the task – ensuring that students finally see how all the answers are arrived at
- Teacher sets a further, more detailed comprehension task
- Students read or listen (recording may need to be replayed more than once)
- Students check in pairs
- Teacher goes over the task

#### After

- *possible language focus would be at this point*
- Follow up activity – generally speaking but may lead in to writing. This should be student-centred and involve some kind of response to the text but not necessarily involve further reading or listening.





### Handout 3

Reading sub-skills: SKIMMING; SCANNING; READING FOR DETAIL.

#### 1. Scan

We are looking for something in particular and we look quickly through the text until we find it.

#### 2. Reading for Detail

We read carefully, taking in information and perhaps making a mental note of some things to tell someone later.

#### 3. Skim

We read quickly through the text – probably not reading everything – to get a general idea of what it is about i.e. to get the gist.

**Match each reading sub-skill with an example task.**

- A. What is the article about?
- B. How many countries did the writer visit?
- C. How did the writer feel at different parts of the trip? Why?





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## Handout 4\_ news article

The West Australian

Tuesday, February 10, 2015

A 34-year-old man said yesterday that he believed police had overreacted by charging his wife and instead should have given her a warning after checking the children were not abused.

The man, who did not want to be named, said he and his wife had not yet decided whether to fight the charge when she faced court but she was embarrassed by the police intervention.

She slapped their son when he had a tantrum while she was shopping with him at a Perth shopping centre, his twin sister and their six-year-old son last month.

"The six-year-old has encouraged the four-year-old to pinch an apple off a shelf, have a bite and put it back\_ and he has," the man said. He said his wife paid for the apple and, as a punishment, refused to give it to either of the boys but gave it to their daughter. This had angered the four-year-old boy, who had a tantrum in front of shoppers.

"She has given him a slap on the face," the husband said. "She knows it's not right but it's a spur of the moment thing." The man said that his wife did not hit their son hard because she was suffering from arthritis. Police were called and stopped the 34-year-old as she drove out of the carpark.

One officer checked whether the children were injured, while his colleague warned the woman she could expect a visit from police or the Department for Child Protection and Family Support.

The father said that despite the fact his wife is feeling sorry, police arrived at their home and took her away in a paddy wagon. The man said that his wife was at first pleased that police had checked the children were safe, but the aftermath caused more damage to their family than the slap. "In the days afterwards, we didn't feel they were our kids," he said. "We felt like we were babysitting them and couldn't shout at them or discipline them."

The man said they had no previous interaction with child services and DCP had not yet contacted them.





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## Handout 4\_ activities

### A) What crime is this article about?

- a) slapping children
- b) stealing money
- c) fighting in the supermarket



graffiti



smacking children



texting while driving

### B) In pairs, discuss the questions.

1. Which of these is a crime in your country?
2. What is the punishment to these crimes in your country?

### C) Discuss the questions in small groups.

1. Do you think the mum should have given her son the apple? Why or why not?
2. Was it wrong for the mum to slap her child?





**D) Answer the questions about the article.**

1. What did the child do?
2. What did the mother do?
3. How did the police react?
4. Why did the husband complain?

**Task: examine the news article from “The West Australian” and fill out the table with the relevant information.**

Activity	Stage (before, during, after)	Aim	Reading skill if applicable
<b>First activity: B</b>	before	To activate students’ prior knowledge and stimulate interest in the topic.	NA
<b>Second activity:</b>			
<b>Third activity:</b>			
<b>Fourth activity:</b>			





## Handout 4

### Suggested answers

Activity	Stage (before, during, after)	Aim	Reading skill if applicable
<b>First activity: B</b>	before	To activate students' prior knowledge and stimulate interest in the topic.	NA
<b>Second activity: A</b>	during	For students to practice reading for the gist.	skimming
<b>Third activity: D</b>	during	For students to practice reading for specific information.	scanning
<b>Fourth activity: C</b>	after	For students to respond to the text by sharing their personal opinion on the issue.	NA





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## Handout 5

**Which of these techniques is effective when teaching reading in the classroom? Why?**

1. The teacher says 'Read the text and afterwards I will ask you some questions.'
2. The teacher sets the task and then students read to find the answers.
3. The teacher tries to teach all the words that the students don't know before they read the text.
4. The teacher deals with unknown vocabulary as needed.
5. The teacher asks the students one by one to read sections of the text aloud.
6. The teacher asks students to read silently.
7. The teacher reads the text aloud while the students follow it in their books.
8. The teacher asks students to read silently.





## Handout 5

### Suggested answers

1. The teacher says 'Read the text and afterwards I will ask you some questions.' NOT effective
  - It's always better if the teacher gives students a purpose for reading ie sets the task (which could be in the form of questions) before the reading.
  - Also we want students to read at their own pace, so each student should have access to the questions in writing – on board, on handout etc.
2. The teacher tries to teach all the words that the students don't know before they read the text. NOT effective

This suggests that it's necessary to know all the words in a text – whereas teachers should encourage students to try to get meaning from the text even when they don't know all the words etc.
3. The teacher asks the students one by one to read sections of the text aloud. NOT effective
  - We want students to be able to read silently
  - We want to encourage students to read faster than they can read aloud
  - Good readers often skip over easy/predictable words when reading silently
4. The teacher reads the text aloud while the students follow it in their books. NOT effective
  - This is a technique that can be effective at beginner levels to help students develop script and word recognition skills. At higher levels, though, students need a chance to read silently and at their own pace.



## PRE-MELT

### SESSION 9

<b>COURSE:</b>	PRE-MELT
<b>SUBJECT:</b>	TEACHER LANGUAGE - INSTRUCTIONS
<b>LESSON PLAN:</b>	INSTRUCTIONS LESSON PLAN ACTIVITIES AND WORKSHEETS
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	120 minutes

### CONTENT

In this session, students take part in a language of instructions session lesson that aims to help them:

- identify how to formulate instructions which are comprehensible;
- become familiar with the physical aspects of giving instructions: positioning, voice;
- distinguish between effective and ineffective techniques for giving instructions.

### REFERENCES

1. Ur, P A Course in English Language Teaching. Chapter 4 pp. 49-51.
2. Harmer 2007 How to teach English.





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## RESOURCES

1. AV
2. whiteboard
3. handouts – attached here
4. lesson materials





Resource	Procedure	Time
<b>Reading Demo Handout 1</b>	<p>Ask the students what they remember about the Reading Demo lesson. Show the text and questions – ask the students in pairs to remember/brainstorm what the teacher said to get the students to read. Give time for discussion and feedback.</p> <p>T. demo the instructions for the lead-in speaking task</p> <p><i>Lead-in</i> <i>To establish familiarity with the materials and create interest in the topic of the lesson.</i></p> <p><i>Teacher tells students they are going to exchange their opinions on big and small families.</i> <i>Think about big and small families</i> <i>Students discuss the questions in pairs.</i> <i>Talk to your partner about families</i> <i>Students share ideas with whole class.</i> <i>What do you think ...? What's your idea ...?</i></p> <p>T. demo the instructions for the first reading task the first reading task.</p> <p><i>Reading 1</i></p> <p><i>Tell students to read the news article about birth rate in Germany and answer the two questions in exercise 2. Set a time limit of 5 minutes.</i></p> <p><i>Students read alone.</i></p>	20 minutes





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<b>Handout 2</b>	<p>Read the news article. Answer the questions in exercise 2 Read alone. Which exercise? Exercise 2 With your partner? Alone</p> <p>Show the instruction on the slide and students in pairs practice giving each other the instruction. Discuss position – stand so all students can see you Voice – speak so that all students can hear you Sight – scan all of the students to judge if they are clear about the task</p> <p>Students into groups of 3-5. Turns to position themselves and give the reading instruction again focusing on: position, voice, and sight</p> <p>Practice 1 Look at Reading Task 3 3) <i>Read the text again. Are these sentences true or false? Correct any false sentences.</i></p> <p>Students individually and then in pairs write what they think the exact instruction is Read again and answer tasks in exercise 3. Decide if the sentences are True or False. Correct the false sentences.</p> <p><b>Giving Good Instructions</b> <b>Procedure:</b> Ask students in pairs to make a list of all of the points they have learnt about giving instructions. Then – look at Handout and compare lists.</p>	15 minutes
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	Feedback what did you get? What did you add?	
<b>Handout 3</b>	Introduce practice activity. Go through example together. Consider if you need to do #1 as an example. Decide if individual work, then pair work. Feedback on screen.	10 minutes
<b>Handout 4</b>	Distribute handout 4 and explain that these are ineffective instructions for different reasons. Put students in pairs and ask them to write clearer instructions. Do the first one as an example. When students finish, they can compare with other groups before you share the suggested instructions with the whole class.	20 minutes
<b>Handout 5</b>	Repeat the same procedure for the vocab. activities in handout 5.	30 minutes





## Handout 1

# Germany: What future for the family?

New figures showed yesterday that Germany has the highest percentage of childless women in the world. 30% of German women have not had children, and this figure rises to 40% among female graduates. Germany's Family Minister, Ursula von der Leyen, said that if the birth rate does not go up, Germany will die.

Germany's birth rate is one of the lowest in Europe, with an average of 1.37 children per woman, compared with 1.75 in Sweden and 1.74 in the UK. German mothers are also the oldest, with an average age of thirty when they have their first child – and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for Germany's low birth rate



*Ursula von der Leyen with her children. She wants fathers to help more with childcare.*

include poor childcare, a school day that ends at 1 p.m., and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leyen, a mother of seven, says that

another difficulty is that some women cannot find a suitable man. 'Uncertain' men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more children.

First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister's own political party, are unhappy with this last idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after the children while men go out to work.





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### Germany: What future for the family?

#### 1) Discuss these questions with a partner.

1. What are the advantages of being part of a big family?
2. What are the advantages of being part of a small family?
3. Which do you prefer, a big family or a small family? Why?

#### 2) Read the newspaper article and answer the questions.

1. What is the problem with Germany's birth rate?
2. What is the German government planning to do about it?

#### 3) Read the text again. Are these sentences true or false? Correct any false sentences.

1. Only 40% of German female graduates have had children.
2. German women have an average of 1.37 children.
3. Few parents have more than one child.
4. A university professor believes that German employers do not have modern attitudes.
5. The government will pay each parent 1,800 euros a month so the father can take time off work.
6. Ms Von der Leyen's ideas are not popular with everyone.

#### 4) Discuss these questions: (1) Does your country have a high or low birth rate? (2) Do you think the German government's plan would be good for your country? Why or why not?





## Handout 2

### Giving Good Instructions

#### Do

- Give instructions in front of the class so students can see
- Make sure everyone is listening to the instructions – wait if you have to
- Give all the instructions and check them before handing out any worksheets

#### Include:

- what the task is, with an example or demonstration if necessary
- who is to do the task (individually, in pairs etc.)
- whether it is written or spoken
- a time limit or limit of things they must reach (e.g. write 5 adjectives in 3 minutes)
- check all parts of the instruction with simple questions that require short answers

#### Avoid

- **Modal verbs** e.g. What might this be? = 'What is it?'
- **Phrasal verbs** e.g. What did you come up with? = 'What's the answer' or 'What do you think?'
- **Long questions** e.g. Do you know what the answer is? = 'What's the answer?' 'Could you tell me what she likes?' = 'What does she like?'
- **Polite forms** e.g. I was wondering if anyone know the answer to 'a'?
- **Difficult language** e.g. If you were on holiday, what would you take? = 'You're going on holiday. What do you take?'

#### Use

- Short forms e.g. Please stop.
- Simple language, especially present simple
- Direct questions





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### Handout 3

#### Classroom Language Task

#### Can you see any problems with the instruction below?

“Now everyone can you please look at Exercise 3 in your textbook. I want you to answer the questions first of all on your own. After you do them on your own, you will check them with your partner and then we will check them as a class. Ok?”

#### A better way:

#### Break them into separate instructions:

- Look at Exercise 3 – show Ex. 3 in book or on screen
- Answer the questions.
- Work alone

#### Check:

- Which exercise? 3
- Work together or alone? Alone.

#### Students do activity

- Now check your answers with your partner
- Now we will check the answers

#### Commentary:

See how too much teacher language is confusing. One long instruction became 5 short instructions delivered when the students needed to do the activity. Remember to plan your instructions and to keep them short. Remember to check them. Remember also to start the activity and then see that the students are doing the right activity, you might need to re-give your instruction to some students.





## Handout 4

### Instructions Activity

Make the following instructions better

	Bad Instruction	Better Instruction
1	Now actually I would really like it if you could now stand up everyone please.	
2	It's the unit on travel somewhere it's near the middle, page 35 and 36, can you find that? Have you got it, no, not that one, the next unit, and take a look at the introduction, read it through quickly and write down the answers to the questions at the top of the page over there by the picture.	
3	If I were to ask you your opinion on smoking, what do you think you might say to me in your reply?	
4	Would you like to tell everyone the answer you were thinking of again because I don't think they heard it when you spoke so quietly, and I'm sure we'd all be interested in hearing it if you could please?	
5	Well that wasn't really what I was hoping you'd say when I asked that question. I was actually looking for the name of the verb tense not an example sentence, but what you gave me was fine only does anyone I wonder have the answer I'm looking for?	





Suggested answers:

	Bad Instruction	Better Instruction
1	Now actually I would really like you if you could now stand up everyone please.	Stand up (or use gesture)
2	It's the unit on travel somewhere it's near the middle, page 35 and 36, can you find that? Have you got it, no, not that one, the next unit, and take a look at the introduction, read it through quickly and jot down the answers to the questions at the top of the page over there by the picture.	<ul style="list-style-type: none"><li>• Page 35 – wait until students have found the page</li><li>• Read these questions – show in book or show on screen</li><li>• Read this – show text in book or on screen</li><li>• Write your answers.</li></ul>
3	If I were to ask you your opinion on smoking, what do you think you might say to me in your reply?	What do you think about smoking?
4	Would you like to tell everyone the answer you were thinking of again because I don't think they heard it when you spoke so quietly and I'm sure we'd all be interested in hearing it if you could please?	Louder.
5	Well that wasn't really what I was hoping you'd say when I asked that question. I was actually looking for the name of the verb tense not an example sentence but what you gave me was fine only does anyone I wonder have the answer I'm looking for?	What's the name of the tense?





## Handout 5

Look at these activities from the Vocabulary Demonstration Lesson

Write the instructions for the activities

### Activity A

#### Vocabulary family

Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

mother	father	uncle	aunt	niece	half brother
nephew	cousin	mother-in-law	parent	stepbrother	grandparent

men	women	both
	mother	

Life, Elementary, National Geographic Learning (p. 13).

#### Instructions:





## Activity B

### Vocabulary

Complete the categories with these words.

camping	hiking	return	sightseeing
tour guide	tourist	single	souvenir

1. Type of holiday:..... /..... /.....
2. Type of ticket:..... /.....
3. Something you buy on holiday:.....
4. Other people on a holiday:..... /.....

Life, Elementary, National Geographic Learning (p. 140).

### Instructions:





### Activity C

#### Cooking verbs

Complete the cooking instructions with these verbs.

chop            slice            mix            pour            put            spread

- 1.....the chicken with the rice.
- 2.....the onion into small pieces.
- 3.....the hot water onto the vegetables.
- 4.....the chicken in the oven.
- 5.....the butter on the bread with a knife.
- 6.....the bread with a knife.

Life, Elementary, National Geographic Learning (p. 42).

#### Instructions:





## PRE-MELT

### SESSION 10

<b>COURSE:</b>	Pre-MELT
<b>INSTRUCTOR GUIDE:</b>	TEACHING GRAMMAR
<b>LESSON PLAN:</b>	DEMONSTRATION GRAMMAR LESSON + ANALYSIS OF STAGES AND TECHNIQUES
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	240 min

#### CONTENT

In this session, students take part in demonstration grammar lesson that aims to help them:

- recognise the importance of context in presenting new language;
- become familiar with the most common staging of a text-based grammar lesson;
- identify effective techniques for dealing with the meaning, form, and phonology of the target language.

#### REFERENCES

1. Harmer How To Teach English Pearson Longman ch 6 Teaching the language system
2. Gower et al Teaching Practice: a handbook for teachers in training Macmillan ch 6 Presenting and practising language
3. Thornbury How To Teach Grammar Pearson Longman





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## RESOURCES

1. AV
2. whiteboard
3. handouts – attached here
4. Cutting Edge, Elementary, Pearson, p. 125.
5. Empower, Elementary, Cambridge University, p. 122
6. LP + lesson materials





Resource	Procedure	Time
	Share the aims of the session with students, i.e. for them to see a demonstration grammar lesson in action and discuss the relevant aspects.	
<b>Cutting Edge Elementary</b>	Deliver the lesson “Keep in touch” from Cutting Edge Elementary. See lesson plan and materials below.	60 minutes
<b>Handout 1</b>	Elicit what happens throughout the lesson. Students use handout 1 and teacher shares suggested answers when they finish.	30 minutes
<b>Handout 2</b>	Elicit the main stages of a text-based grammar lesson and distribute handout 2.	15 minutes
<b>LP</b>	Distribute LP and give time for students to focus on the aims and stages. Encourage questions/ comments on the lesson.	15 minutes
<b>Handout 3 Empower Elementary</b>	In small groups, students examine materials from Empower Elementary and discuss how they would deal with the meaning, form and phonology of the target language in this lesson. Students mingle with other groups and share their ideas.	75 minutes
	Teacher shares suggested answers with the whole group and demonstrates how meaning, form and phonology of ‘should/shouldn’t’ can be dealt with.	45 minutes





## Grammar focus 1

### Present perfect (unfinished time)

- 1 Read the comments from a social networking site and answer the questions.

- How many people are talking about writing something?
- How many people are talking about reading something?

**friendsconnect**

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**Elaine Massey** I've had the most boring weekend ever so far! I hope it changes but nothing has happened at all ... The highlight so far: watching *Central Hospital* on TV!! @ 7 people like this

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**Aaron Jakes** I know how you feel! I've made five phone calls to my bank so far today ... and I've spent at least three hours on hold listening to stupid music!! Really annoying!

**Johnny Dee** *Central Hospital* ... that's rubbish! My sister has watched 12 (!!!) episodes of *Central Hospital* so far this weekend. She hasn't done anything except watch TV all weekend!

**Chrissie Leaning** Poor you! My weekend hasn't been exactly exciting either, but I'm pleased because I've written 1,000 words of my end-of-term assignment ... only another 3,000 words to go! @

**Leo Taylor** Why don't you get a Kindle and read a good book! I love my new Kindle! It's great ... I'm going to read lots of classic books. I've downloaded *War and Peace* ... but I haven't read any of it!

**Jayne Michaels** No sympathy! I've been at work all weekend ... and I'm still here!

*Write a comment ...*

- 2a Complete the sentences with *have*, *haven't*, *has* and *hasn't*.

- I \_\_\_\_\_ had the most boring weekend ever so far!
- My sister \_\_\_\_\_ watched 12 episodes of *Central Hospital* so far this weekend.
- She \_\_\_\_\_ done anything except watch TV all weekend.
- I \_\_\_\_\_ downloaded *War and Peace* ... but I \_\_\_\_\_ read any of it!
- I \_\_\_\_\_ been at work all weekend ... and I'm still here!

- b Read the comments again and check your answers.

### GRAMMAR

- Look again at the sentences in exercise 2a. Choose the correct answers to complete the rules below.
  - We use the Present perfect to describe actions that started in the past and are **finished** / **not finished** at the time of speaking.
  - With the Present perfect, we **say** / **don't say** the exact time.
- We often use these words/phrases to talk about the time period.
 

so far	so far this weekend	this afternoon
today	this morning	
- We form the Present perfect with *have/has* + past participle. Look again at the sentences in exercise 2a and find two regular past participles and two irregular past participles.
- Look again at the comments in exercise 1 and underline more examples of the Present perfect.

### PRACTICE

- 1a Complete the sentences with the correct form of the verb in brackets and make them true for you.

- I \_\_\_\_\_ (make) \_\_\_\_\_ phone calls so far today.
- I \_\_\_\_\_ (send) \_\_\_\_\_ text messages so far this week.
- I \_\_\_\_\_ (spend) \_\_\_\_\_ hours on my computer so far this week.
- I \_\_\_\_\_ (write) \_\_\_\_\_ letters so far this month.
- I \_\_\_\_\_ (watch) \_\_\_\_\_ DVDs this week.
- I \_\_\_\_\_ (read) \_\_\_\_\_ books this year.
- I \_\_\_\_\_ (receive) \_\_\_\_\_ emails today.
- I \_\_\_\_\_ (take) \_\_\_\_\_ photos today.

- b Work in pairs and compare your sentences.

Unit 14, Study & Practice 1, page 164







## MICRO TEACHING LESSON PLAN

<b>Students' Level:</b> elementary
<b>Number of students expected:</b> 15
<b>Lesson length:</b> 60 minutes
<b>Lesson aim(s) (How will students benefit?):</b> To develop learners' understanding of the form and use of the present perfect; to review form and use of the past simple. <b>Subsidiary aim:</b> To provide practice in scanning the text.
<b>Coursebook Reference (author, name, publisher, pages):</b> Cunningham, S., Crace, A. (2014). <i>Cutting Edge Elementary</i> . UK: Pearson Education Limited
<b>Materials and resources:</b> course book, board, AV.
<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>Most learners have learned the past simple and can use it appropriately to describe past actions.</li> <li>This is the last unit in the textbook, so I am expecting learners to have a reasonable amount of vocabulary and grammatical knowledge that will allow them to engage well with the materials in this lesson.</li> </ul> <p><b>Anticipated problems and solutions:</b></p> <p><b>Potential problem:</b> Most, if not all, learners do not have the equivalent to the present perfect in their first language, so they will find it challenging to distinguish between the use of past simple and present perfect. Rules 1 &amp; 2 in the Grammar Spot (p.125) are useful but are not clear enough for my learners.</p> <p><b>Solution:</b> When dealing with the use of the present perfect, I will ask clear CCQs to ensure that students understand <u>two main differences</u> between past simple and present perfect, i.e. (1) the past simple refers to a specific time in the past (implicitly or explicitly) whereas the present perfect refers to an indefinite time (some time in history, some time in my life, some time in the last two weeks); (2) the present perfect is used with unfinished periods of time (e.g. today, this morning, this week) whereas the past simple is used with finished periods of time (e.g. yesterday, last Christmas)</p> <p><b>Potential problem:</b> learners may find it hard to construct the grammatical structure of the present perfect (subject + have/ has (not) + past participle).</p> <p><b>Solution:</b> Elicit the positive and negative form from students and provide a clear written record of the structure on the board.</p> <p><b>Potential problem:</b> learners may not be aware of the contracted form of 'have' in the present perfect so they may not hear it in spoken language.</p> <p><b>Solution:</b> Highlight the contracted form and model and drill it.</p>





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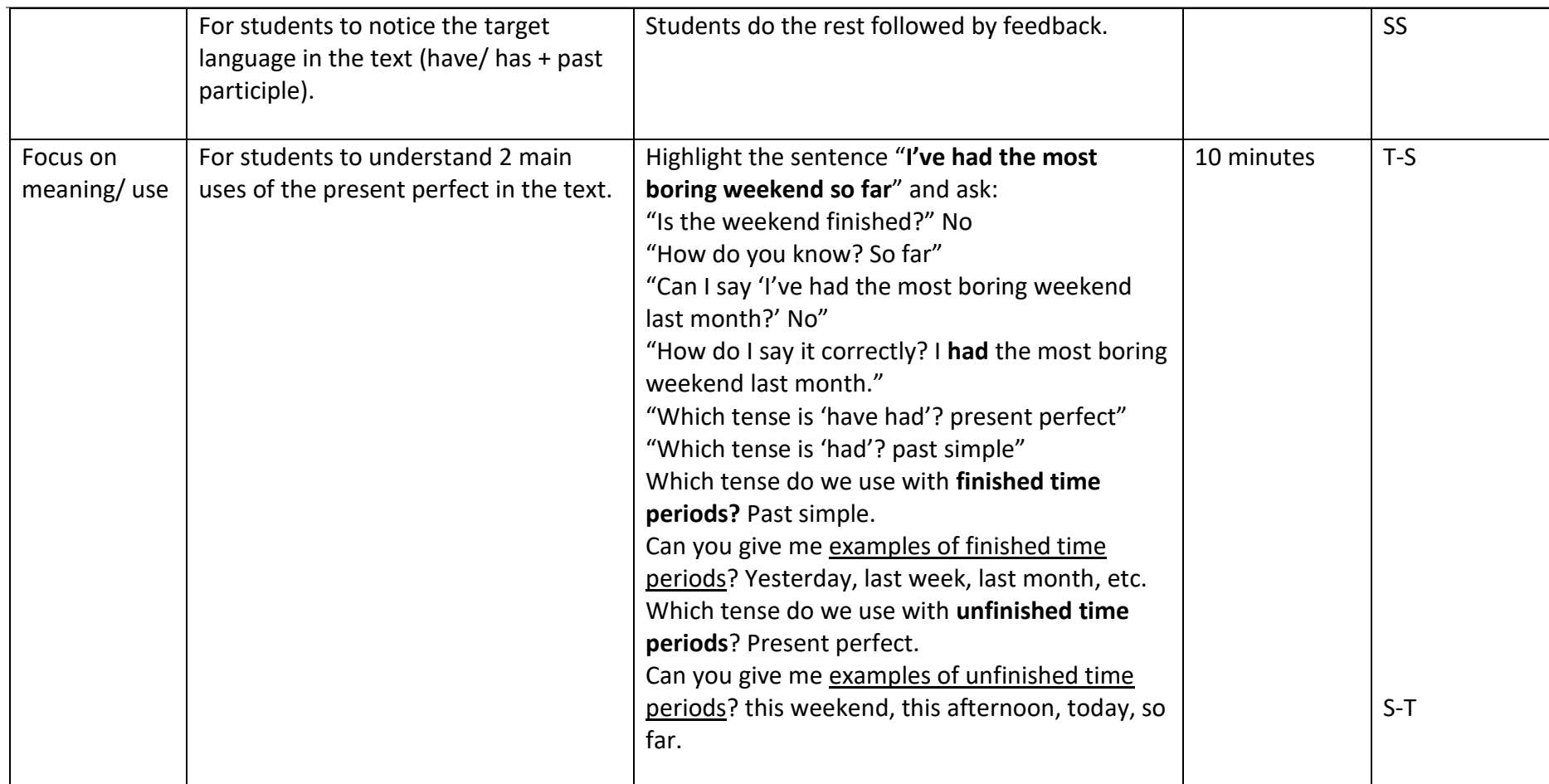
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### Lesson plan (60 minutes)

Stage	Aim/s	Procedure	Timing	Interaction
Lead in	To create interest in the subject and to activate students' prior knowledge associated with the text.	Ask students two questions <b>"The most common social network is Facebook. How often do you use it?"</b> <b>"What do you use it for?"</b> Give students time to share their thoughts with a partner and elicit that many people share their opinions/ experiences on social networking sites like FB and FriendsConnect.	5 minutes	T-S  SS
Reading	For students to read for specific information.  For students to see the target language (present perfect) in context.	Tell students that they are going to read comments from a social networking site about how people have spent their weekend.  Tell them that one person talks about writing something while another one talks about reading something. Ask students to read and find out who. Students compare answers.  Elicit that Chrissie talks about writing (written 1000 words) and Leo talks about reading (got a kindle and read good books)- Kindle is a device that allows you to download books and read them on the computer.	10 minutes	T-S  SS  S-T
Reading and filling out the gaps	For students to scan the text.	Tell students to complete ex. 2a. Do the first item as an example "I've had the most boring..."	5 minutes	T-S









		<p>Highlight another sentence “<b>I’ve downloaded the book</b>” and ask: “Do we know the exact time for downloading the book? No”</p> <p>“What if I say ‘yesterday’, can I say ‘I’ve downloaded the book yesterday?’” No, it should be “I downloaded the book yesterday.”</p> <p>“In which tense do we mention an exact time? Past simple”</p> <p>“Do we mention an exact time in the present perfect? No”</p>		
Focus on form	For students to become familiar with the form of the present perfect.	<p>Highlight the following two sentences “<b>I’ve had the most boring weekend so far</b>”</p> <p>“<b>She has watched TV</b>” and elicit the form: Subject + have/ has + past participle (regular/irregular)+ rest of the sentence.</p> <p>Elicit the negative Subject + have/ has + not + past participle+ rest of the sentence.</p> <p><b>Ask students for more examples:</b> Potential examples:</p> <ul style="list-style-type: none"> <li>• We have learned about the present perfect today.</li> <li>• We have asked lots of questions in this session.</li> </ul> <p><b>Contrast this with the past simple:</b></p>	15 minutes	<p>T-S</p> <p>S-T</p> <p>S-T</p>





		<ul style="list-style-type: none"><li>• We learned about reading skills last week.</li><li>• We asked lots of questions yesterday.</li></ul>		
Focus on pronunciation	For students to be aware of the strong and weak form of “have” and to practise saying it in a sentence.	Read the two sentences “I have downloaded the book” and “I’ve downloaded the book” and elicit the contracted form of “have”. Model and drill “I’ve downloaded the book” and “She’s watched TV” chorally and individually.	5 minutes	T-S  SS
Practice	To provide semi-controlled practice in using the present perfect.	Students complete exercise 1a. Do the first item as an example. “I’ve made 2 phone calls so far today” <b>OR</b> “I haven’t made any phone calls so far today”. Students do the rest and compare answers when they finish.	10 minutes	T-S  SS





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## Handout 1

1. What is the context, i.e. the topic?

.....

2. Before students get to grammar, what skills do they practise (e.g. reading for specific detail/ listening for specific information)?

.....

3. **Meaning/ use** of the target language

What did the teacher do to make the use of the present perfect clear? What did the students do?

.....

4. **Form** of the target language

What did the teacher do to make the form of the present perfect clear? What did the students do?

.....

5. **Phonology** of the target language

What phonological aspect did the teacher focus on here? What did the students do?

.....

6. What did students do to practise the target language?

.....





## Handout 1\_ suggested answers

1. What is the context, i.e. the topic? **People describing their weekend on a social networking site.**
2. Before students get to grammar, what skills do they practise (e.g. reading for specific detail/ listening for specific information)? **Students read a text and look for specific information.**

3. **Meaning/ use** of the target language

What did the teacher do to make the use of the present perfect clear? What did the students do? **The teacher used examples from the text and asked CCQs which students answered.**

**“I’ve had the most boring weekend so far”**

“Is the weekend finished?” No

“How do you know? So far”

“Can I say ‘I’ve had the most boring weekend last month?’ No”

“How do I say it correctly? I **had** the most boring weekend last month.”

“Which tense is ‘have had’? present perfect”

“Which tense is ‘had’? past simple”

Which tense do we use with **finished time periods**? Past simple.

Can you give me examples of finished time periods? Yesterday, last week, last month, etc.

Which tense do we use with **unfinished time periods**? Present perfect.

Can you give me examples of unfinished time periods? this weekend, this afternoon, today, so far.

**“I’ve downloaded the book”**

“Do we know the exact time for downloading the book? No”

“What if I say ‘yesterday’, can I say ‘I’ve downloaded the book yesterday?’ No, it should be “I downloaded the book yesterday.”

“In which tense do we mention an exact time? Past simple”





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“Do we mention an exact time in the present perfect? No”

4. **Form** of the target language

What did the teacher do to make the form of the present perfect clear? What did the students do? The teacher chose two sentences from the text, elicited the rule from students and wrote it on the board. The teacher also asked students to give some examples of the present perfect and past simple and wrote them on the board.

Subject + have/ has + past participle (regular/irregular)+ rest of the sentence.

“I’ve had the most boring weekend so far”

“She has watched TV”

**Ask students for more examples:**

Potential examples:

- We have learned about the present perfect today.
- We have asked lots of questions in this session.

**Contrast this with the past simple:**

- We learned about reading skills last week.
- We asked lots of questions yesterday.

5. **Phonology** of the target language

What phonological aspect did the teacher focus on here? What did the students do? The teacher focussed on the contracted form of ‘have’. The teacher read out the two sentences “I have downloaded the book” and “I’ve downloaded the book” and elicited the contracted form of “have”. The teacher then modelled and drilled it and wrote it on the board.

6. What did students do to practise the target language? Students completed activity 1a to practise using the present perfect in a personalized manner.





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## Handout 2

**Here are the stages of a typical grammar lesson.**

1. Warmer or lead-in
2. Context (reading and/or listening)
3. Clarifying meaning/ use of the target language (in some books this is presented in the grammar spot box)
4. Analysing form of the target language (board work is necessary for this stage)
5. Modelling and drilling relevant phonological features
6. Practice of the target language





### Handout 3

#### Why not go travelling?

In 2003 Troy sold everything, packed a small bag and left his home in Australia to travel abroad. He was 30. Ten years and 15 countries later, he's still travelling and he says he isn't ever going to go back home. Last year he arrived in Portugal. To earn money, Troy works as an English teacher. He's also a DJ in some local nightclubs.

**TROY SAYS:** *You can use English in most places, but you should try to learn the local language too.*

Like many students, Cerys finished university in her home town of Swansea in Wales and decided to have a long holiday. She stayed in cheap hotels and with friends in different countries. Five years later she is still enjoying that holiday. When she was in Australia, she learned how to dive. She loved it and she decided to do a course and learn to teach other people how to dive. Now she works all over the world teaching tourists to dive.

**CERYS SAYS:** *It's a big, wide world out there. I don't want to spend my life in just one place.*

Oliver and Kirsten Foster left the UK in 2009. In three years they travelled to Mexico, Peru, the USA, Thailand, China, Dubai and Germany before arriving at their latest home in Egypt. They're both photographers, so they can work anywhere in the world. They now have a three-year-old daughter, Liona, so they have to make plans more carefully. But they don't want to change their lives. Next year they are going to live in Ecuador and then South Africa.

**OLIVER SAYS:** *I love meeting new people, but you shouldn't forget your family back home. I phone my mum every week.*

**KIRSTEN SAYS:** *You should live like the local people and try to make friends with people from the country.*



**a. Look at the sentences. Underline the correct words. Then check in the texts.**

1. You should/ shouldn't try to learn the local language too.
2. You should/ shouldn't forget your family back home.
3. You should/ shouldn't live like the local people.





### Handout 3

Examine the lesson “Why not go travelling?” The target language is ‘should/ shouldn’t’.

In small groups, plan how you would deal with the meaning, form and phonology of the target language.

#### Meaning/ use of the target language

What would you do to make the use ‘should/ shouldn’t’ clear? Think of effective CCQs.

#### Form of the target language

What would you do to make the form of ‘should/ shouldn’t’ in sentences clear? Think of the best way to elicit the form and write it on the board.





Australian Government

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**Phonology** of the target language

What phonological aspect would you focus on here? How would you model and drill?





### Handout 3\_ Suggested answers

- Meaning is dealt with in part b in the textbook below but the teacher might want to ask more questions to make the use very clear, e.g. “You should learn the local language”, yes it’s a good idea but is it necessary? No. Is it up to you to learn the language? Yes. Is this advice? Yes.

**b** Choose the correct answer to complete the rules.

*You should* means:

a you have to do it      b it’s a good idea.

After *should* and *shouldn’t* we use:

a *to* + infinitive      b infinitive without *to*.

**c** **3.81 Pronunciation** Listen to sentences 2 and 3 in 3a.

- 1 Is there a // sound in *should* and *shouldn’t*?
- 2 Is the vowel long or short?

**d** Now go to Grammar Focus 12B on **p.158**

- The teacher might also want to make the form very clear by eliciting the structure below.

**Subject + should/ shouldn’t + infinitive + rest of the sentence**

You	should	study	hard.
She	shouldn’t	use	her phone in class.
He	should	have	some rest.



## PRE-MELT

### SESSION 11

<b>COURSE:</b>	PRE-MELT
<b>SUBJECT:</b>	TEACHING PHONOLOGY
<b>LESSON PLAN:</b>	IMPORTANT ASPECTS OF PHONOLOGY
<b>DATE RAISED:</b>	April 2024
<b>AUTHOR:</b>	Defence International Training Centre
<b>DURATION:</b>	120 min

#### CONTENT

In this session, students will:

- become aware of the 5 phonological areas (sounds, words stress, sentence stress, intonation, contraction as a feature of connected speech);
- reflect on the importance of teaching phonology;
- become familiar with the phonemic chart and discuss its benefits;
- become aware of some word stress tendencies;
- review the procedure for teaching new words, including word stress.

#### REFERENCES

1. Gower et al Teaching Practice: a handbook for teachers in training Macmillan ch 6 section 3 Pronunciation
2. British Council. (2017). Young Learners and the Phonemic Chart.  
<https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/young-learners-and-phonemic-chart>

#### RESOURCES

1. AV
3. whiteboards and board pens
4. handouts attached here
5. pictures (carrots, potatoes, broccoli, cauliflower) for the group practice
6. PowerPoint



Resource	Procedure	Time
<b>PowerPoint Slides 3-6</b>	<p>Tell students that the session will cover the basic concepts of teaching phonology in the classroom.</p> <p>Go through slides 1-6 in the PowerPoint and ensure that students have enough time to discuss the questions in slides 3 and 5 before you share your ideas with them. Students can work in pairs or small groups when discussing the questions.</p>	20 minutes
<b>PowerPoint Slides 7-8</b>	<p>After defining the phonemic chart and discussing its benefits, go through the 44 phonetic symbols and model and drill them as they will need them to check pronunciation of new words (important for listening comprehension and speech) but that they do not need to teach all phonemic symbols. Ensure that students are aware of the three categories (consonants, vowels and diphthongs).</p>	30 minutes
<b>PowerPoint Slides 9-12</b>	<p>Go through slides 9-12 in the PowerPoint. Discuss the importance of teaching word stress when teaching vocabulary as well as the importance of checking word stress in the dictionary if needed. Elicit two general rules/ tendencies for word stress: (1) there are certain words in the English language that can be used as either nouns or verbs. Put stress on the first syllable when saying a noun. Put stress on the second syllable when saying a verb; (2) two-syllable nouns, adjectives, and adverbs are usually stressed on the first syllable.</p>	20 minutes
<b>PowerPoint Slides 13-14</b>  <b>Pictures of carrots, potatoes, broccoli, cauliflower</b>	<p>Review the procedure for teaching new vocabulary, including word stress.</p> <ul style="list-style-type: none"> <li>• illustrate (show picture, object, etc.);</li> <li>• elicit the word (what is this?);</li> <li>• model the word (say it clearly and accurately);</li> <li>• ask “Where is the stress?”;</li> <li>• drill chorally;</li> <li>• drill individually</li> <li>• write up the word and mark the stress.</li> </ul> <p>Students take in in turn to teach each other the words in the pictures, focussing on word stress.</p>	30 Minutes
<b>Handout 1</b>	Provide a handout summarising the main points in this session.	



## Teaching Phonology

### Importance of teaching phonology:

- Pronunciation is very important for two reasons: (1) to help students understand the spoken English they hear; (2) to help them make their own speech more comprehensible.
- Speakers from different language backgrounds might struggle with certain sounds, making it difficult for them to understand others and make themselves understood.
- Poor pronunciation habits are almost impossible to fix later. It is important that teachers include pronunciation work from the beginning.

### Importance of Phonemic chart:

**Phonemic chart** is a set of symbols that represent the 44 sounds in spoken English.

#### Benefits of using the phonemic chart:

- It provides a standard from which to teach and learn pronunciation.
- It enables the students to better use their dictionaries.
- It gives the teacher a fast and effective tool for teaching pronunciation and for correcting errors.
- The students can use it in their notes to help learn the correct pronunciation of new vocabulary.

### Two general rules/ tendencies for word stress:

- (1) There are certain words in the English language that can be used as either nouns or verbs. Put stress on the first syllable when saying a noun. Put stress on the second syllable when saying a verb, e.g. present, progress, record, produce, address, conflict.
- (2) Two-syllable nouns, adjectives, and adverbs are usually stressed on the first syllable.

### The procedure for teaching new vocabulary, including word stress.

- illustrate (show picture, object, etc.);
- elicit the word (what is this?);
- model the word (say it clearly and accurately);
- ask "Where is the stress?";
- drill chorally;
- drill individually
- write up the word and mark the stress







## PRE-MELT

### SESSION 12

**COURSE:** PRE-MELT

**SUBJECT:** PRACTICE ACTIVITIES

**LESSON PLAN:** TWO TYPES OF PRACTICE

**DATE RAISED:** April 2024

**AUTHOR:** Defence International Training Centre

**DURATION:** 120 min

#### CONTENT

In this session, students will:

- become aware of the two types of practice activities;
- discuss the advantages of both types;
- become familiar with the most common sequence of practice activities;
- become familiar with general characteristics of practice activities.

#### REFERENCES

1. Thornbury and Watkins, The CELTA course, CUP Trainee's book, Chapter 8.
2. Murphy, Essential Grammar in Use for elementary students.
3. Murphy, Essential Grammar in Use for intermediate students.

#### RESOURCES

1. AV
4. whiteboards and board pens
5. handouts attached here
6. PowerPoint



Resource	Procedure	Time
<b>PowerPoint Slides 3-9 + Handout 1</b>	Tell students that the session will cover two types of practice activities, advantages, common sequence, and general characteristics of practice activities.  Go through slides 3-9 in the PowerPoint and ensure that students have enough time to discuss the questions before you share your ideas with them. Students can work in pairs or small groups when discussing the questions.	30 minutes
<b>PowerPoint Slides 10-12 + Handout 2</b>	Go through slides 10-12 in the PowerPoint and elicit the correct order of the practice activities.	20 minutes
<b>PowerPoint Slides 13-16+ Handout 3</b>	Go through slides 13-16 in the PowerPoint. Allow enough time for students to complete the two activities. Have students reflect on them by answering the questions in handout 3.	50 minutes
<b>Handout 4</b>	Provide a handout summarising the information in the session. Encourage students to ask questions/ make comments.	





## Handout 1

Which practice activities are controlled? Which are free? Why?

A

19.3 In these sentences the verbs are underlined. Are they right or wrong? Correct the verbs that are wrong.

- |  |       |                  |
|--|-------|------------------|
| 1 Tom <u>arrived</u> last week.                        | RIGHT | .....            |
| 2 <u>Have</u> you <u>seen</u> Pam last week?           | WRONG | Did you see..... |
| 3 I <u>have finished</u> my work.                      | ..... | .....            |
| 4 I <u>have finished</u> my work at 2 o'clock.         | ..... | .....            |
| 5 When <u>have</u> you <u>finished</u> your work?      | ..... | .....            |
| 6 George <u>has left</u> school three years ago.       | ..... | .....            |
| 7 'Where's Ann?' 'She's <u>gone</u> to the cinema.'    | ..... | .....            |
| 8 Napoleon Bonaparte <u>has died</u> in 1821.          | ..... | .....            |
| 9 Have you ever <u>been</u> to Britain?                | ..... | .....            |
| 10 I <u>haven't seen</u> you at the party on Saturday. | ..... | .....            |
| 11 The weather <u>has been</u> very bad last week.     | ..... | .....            |

B. Work in groups. Discuss the following statements about work and jobs. Do you agree or disagree with them? Give reasons.

- Education should be free for everyone.
- Teachers should be paid higher salaries for their hard work.
- University students should receive financial help from the government.

C. Write a paragraph in which you describe your daily routine and use the present simple.

D

12.3 Write questions. Use **was/were -ing**.

- |   |   |
|---|---|
| 1 (what / Tim / do / when you saw him?) | What was Tim doing when you saw him.....? |
| 2 (what / you / do / at 11 o'clock?)    | What .....?                               |
| 3 (what / she / wear / yesterday?)      | .....?                                    |
| 4 (it / rain / when you went out?)      | .....?                                    |
| 5 (where / you / live / in 1981?)       | .....?                                    |

E. In pairs, talk about your favourite movie. Describe the story, the actors and the scene.





## F

15.1 Look at the pictures. What has happened?

- |   | before | now |  |
|---|--------|-----|--|
| 1 |        |     | (he / clean / his shoes)<br><u>He has cleaned his shoes.</u> |
| 2 |        |     | (she / close / the door)<br>She .....                        |
| 3 |        |     | (they / go / to bed)<br>.....                                |
| 4 |        |     | (it / stop / raining)<br>.....                               |
| 5 |        |     | (he / have / a bath)<br>.....                                |
| 6 |        |     | (the picture / fall / down)<br>.....                         |

## G

11.2 Put in **am/is/are/was/were**. Some sentences are present and some are past.

- Last year she was 22, so she is 23 now.
- Today the weather ..... nice, but yesterday it ..... cold.
- I ..... hungry. Can I have something to eat?
- I ..... hungry last night, so I had something to eat.
- Where ..... you at 11 o'clock last Friday morning?
- Don't buy those shoes. They ..... too expensive.
- Why ..... you so angry yesterday?
- We must go now. It ..... very late.
- This time last year I ..... in Paris.
- We ..... tired when we arrived home, so we went to bed.
- Charlie Chaplin died in 1978. He ..... a famous film star.
- 'Where ..... the children?' 'I don't know. They ..... in the garden ten minutes ago.'





## Handout 2

Put the activities in the right order, from the simplest to the most complex.

A

Complete the sentences about the people in the pictures. Use:

eat go live play play sleep



- 1 He plays the piano.
- 2 They in a very big house.
- 3 a lot of fruit.
- 4 tennis.
- 5 to the cinema a lot.
- 6 seven hours a night.

B

Complete the sentences with the correct form of the verb (positive or negative) and make them true for yourself.

1. I (wake up)..... really early.
2. I (eat).....a lot of fruit.
3. I (watch).....TV in my free time.
4. My friend (do).....a lot of sport.
5. My neighbour (have).....a lot of children.

2.

C

Write these verbs with -s or -es.

- 1 (read) she reads
- 3 (fly) it
- 5 (have) she
- 2 (think) he
- 4 (dance) he
- 6 (finish) it



### Handout 3

**A. Find someone who has been to these places: Melbourne, Siem Reap, Bangkok, Hanoi.**

Question	Name
Have you ever been to Melbourne?	Yes, I have. No, I haven't
Have you ever been to Siem Reap?	
Have you ever been to Bangkok?	
Have you ever been to Hanoi?	

**B. In pairs, talk about a trip that you recently went on. Where did you? Who did you go with? What did you do/ see? etc.**



## Handout 4

**Controlled practice** describes exercises that are designed to re-enforce a specific language point and require a particular answer such as gap-fill activities or rearrange the words to make correct sentences. Controlled practice helps students with their accuracy.

### Advantages of controlled practice activities:

- They allow students to focus on the new grammar or vocabulary slowly and gradually.
- There is usually one possible answer, making it easier for the teacher to provide feedback.
- There is usually one new language item to focus on, reducing the language and cognitive burden on students.

**Free practice** describes activities that are designed to allow the students to practice the language point in an unrestricted manner, usually including the use of previously learnt language. Examples of free practice activities include class debates, role plays and class surveys. Free practice helps students with their fluency.

### Advantages of free practice activities:

- Students have the opportunity to personalise the language.
- Students will inevitably incorporate learned vocabulary and grammar to achieve the task.
- Students need to use relevant language in a natural way, leading to higher rates of retention.

### Sequence of practice activities:

In general, students start with simple controlled practice activities that become increasingly challenging, allowing them to consolidate their understanding of the target language. Later students use the target language more freely to personalise it and have more meaningful communication with other students.

### Characteristics of practice activities:

Useful practice activities tend to have one or more of these characteristics:

1. The activity allows students to use the TL on several occasions.
2. The activity allows students to communicate (speak and listen to what is said)
3. The activity allows students to personalise the language.
4. The activity is fun.



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## ASSESSMENT INSTRUCTIONS – FORMATIVE MICROTEACHING TASK

### Reading (Receptive)

#### Student Handout

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#### Assessment Task:

- You will teach a lesson which has reading as the main focus.
- The lesson will probably also have secondary objectives e.g. speaking, language.
- You will be told which material to use for the lesson. You can adapt or supplement this material as appropriate. Think carefully about the kind of preparation that students need before they read (information, language, motivation, purpose).
- Look at your materials carefully. You will be using the reading section from a longer, integrated lesson. If this is the case, you may need to add a post-reading activity such as speaking.
- You will teach this lesson to a small group of your peers but the lesson material is for pre-intermediate level students and so the lesson needs to be taught in a manner appropriate to the level of the materials.
- Each of you will spend 15-20 minutes on their section. Remember to be prepared to adapt your lesson on the spot if necessary. However, we realise that your peers will work through the tasks more quickly than students at the lower levels.

#### Main (Critical) Assessment Criteria:

- \* Give clear instructions and explanations
- \* Use appropriate questioning techniques
- \* Use accurate and fluent English in lesson delivery
- \* Use reading tasks effectively
- \* Sequence a receptive skills lesson appropriately



**Receptive skills (Reading)**  
**Thursday May 23<sup>rd</sup>, 2024**

	<b>Group ALPHA GO 1</b>	<b>Group BRAVO GO 2</b>	<b>Group CHARLIE GO 3</b>
<b>A Thurs 23/05</b>	<b>Teacher 1</b>	<b>Teacher 1</b>	<b>Teacher 1</b>
<b>Text: Language Leader Pre-intermediate Unit 1.2 Ex. 1-2a (p. 8)</b>			
<b>B Thurs 23/05</b>	<b>Teacher 2</b>	<b>Teacher 2</b>	<b>Teacher 2</b>
<b>Text: Language Leader Pre-intermediate Unit 1.2 Ex. 2b (p. 8)</b>			
<b>C Thurs 23/05</b>	<b>Teacher 3</b>	<b>Teacher 3</b>	<b>Teacher 3</b>
<b>Text: Language Leader Pre-intermediate Unit 1.2 Ex. 2c (p. 8) + a speaking task to respond to the text.</b>			
<b>D Thurs 23/05</b>	<b>Teacher 4</b>	<b>Teacher 4</b>	<b>Teacher 4</b>
<b>Text: Language Leader Pre-intermediate Unit 2.2 Ex. 1-2b (p. 16)</b>			
<b>E Thurs 23/05</b>	<b>Teacher 5</b>	<b>Teacher 5</b>	<b>Teacher 5</b>
<b>Text: Language Leader Pre-intermediate Unit 2.2 Ex. 2c-3b (p. 16)</b>			





### Overall Comments and Lesson Evaluation:

240423 - Booklet - Train the Trainer Course (TTT) - Sessions



## **ASSESSMENT INSTRUCTIONS – FORMATIVE MICROTEACHING**

### **Language Practice – Grammar**

#### **Student Handout**

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#### **Assessment Task:**

- In pairs, you will teach a 60-minute lesson which has a grammar focus.
- You will be told which material to use for the lesson.
- You will use your allocated materials to introduce/revise the new language and to provide at least one guided practice activity.
- The focus of assessment in this lesson is the meaning, form and phonology of a given grammatical point.
- You will teach this lesson to a small group of your peers.

#### **Main (Critical) Assessment Criteria:**

- \* Plan instructions for activities
- \* Give clear instructions and explanations
- \* Apply techniques for illustrating and checking the concept or function of language for learners
- \* Apply techniques for analysing the form of grammatical or functional language examples for learners
- \* Use practice activities for grammar and function appropriately
- \* Plan appropriate interaction patterns
- \* Manage learner grouping



**Introducing and practising new language – Grammar**  
**Thursday May 30<sup>th</sup>, 2024**

	<b>Group ALPHA GO 1</b>	<b>Group BRAVO GO 2</b>	<b>Group CHARLIE GO 3</b>
<b>A Thurs 30/05</b>	Teacher 1	Teacher 1	Teacher 1
Text: Language Leader Elementary Unit 2.1 (Present simple) Ex. 3-5 pp. 14-15			
<b>B Thurs 30/05</b>	Teacher 2	Teacher 2	Teacher 2
Text: Language Leader Elementary Unit 2.1 (Present simple) Ex. 6-8 p. 15 + pp. 124-125			
<b>C Thurs 30/05</b>	Teacher 3	Teacher 3	Teacher 3
Text: Language Leader Elementary Unit 10.2 (have to/ don't have to) Ex. 3-4 p. 86			
<b>D Thurs 30/05</b>	Teacher 4	Teacher 4	Teacher 4
Text: Language Leader Elementary Unit 10.2 (have to/ don't have to) Include form analysis and phonology Ex. 5 p. 86 + pp. 140-141			
<b>E Thurs 30/05</b>	Teacher 5	Teacher 5	Teacher 5
Text: New Cutting Edge Elementary Unit 10 (Present continuous) Ex. 1-2 p. 89 + Ex. 1a p. 90 + p. 156 Include form analysis and phonology			





**PRE-MELT COURSE  
FEEDBACK SHEET  
MICROTEACHING 2 (Grammar)**

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**Name:** ..... **Date:** .....

**Overall Comments and Lesson Evaluation:**

**Observer's Signature:** .....