

EL-TEP trainer notes: Phase 1 language

TRAINER MANUAL

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Trainer Manual



Foreword

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

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

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

The objectives for EL-TEP are:

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

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

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

Vaishali Pradhan

Head of English and Education
British Council Nepal

Foreword

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

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

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

Centre for Education and Human Resource Development

Sanothimi, Bhaktapur



Contents

| | |
|--|------------|
| Foreword | iii |
| Foreword | iv |
| Overview | 7 |
| Day 1: People | 14 |
| Day 2: Work, study and daily life | 17 |
| Day 3: Food | 20 |
| Day 4: Places | 25 |
| Day 5: Clothes and shopping | 29 |
| Day 6: The good old days | 33 |
| Day 7: Sports | 37 |
| Day 8: Communication and technology | 41 |
| Day 9: Travel | 44 |
| Day 10: Entertainment | 46 |



Overview

Welcome to this exciting and practical course especially designed to help teachers in Nepal improve their English language and methodology skills.

Our intention for this trainer manual is to help you to understand the course goals and give you lots of practical ideas for achieving them. Many of the points in the introduction below will already have been covered in your orientation course so this is, hopefully, simply a reminder. We hope we have answered many of the questions you might still have before you start training, but if not, please contact a member of the taskforce who are always happy to help.

1 What resources are available for Phase 1?

Your main resources for Phase 1 are:

- The *Empower* (CUP) A2 Course Book (CB)
- The *Empower* (CUP) A2 Teacher's Book (TB)
- The *Empower* (CUP) A2 audio CD / DVD
- The Trainer Manual
- British Council online resources

2 What are the main goals I need to keep in my mind for Phase 1?

- Trainers need to use a *communicative approach* in order to:
 1. develop participants' own language knowledge and use
 2. to encourage participants to use a more learner centred, communicative approach in their own lessons.

The *Empower* CB and TB, the Trainer Manual and British Council resources all support these goals.

- In order to achieve a communicative approach, it might help to keep the following in mind:
 - › Keep activities learner centred as much as possible- use pair and group work
 - › Reduce TTT and increase STT- learner centred activities (see above) encourage this
 - › Use *discovery, problem solving, predicting, finding out what P's already know about topic/ language* etc rather than the trainer being the 'knower' all the time
 - › Meaning always comes first!
 - › Make texts and activities as close to real life ones as you can
 - › Consider Ps' learning needs when planning and implementing sessions

3 What approach to learning is *Empower* based on?

The syllabus is *communicative* and *multi strand* and therefore the lessons include:

- Activities based on a communicative approach
- Grammar taught inductively in context
- Individual skills and integrated skills
- Functional and situational language
- Activities to improve pronunciation
- Activities to understand and remember new vocabulary

Participants used to a more traditional, didactic approach to teaching and learning may need a day or two to adjust to the new methodology.

Participants will need guidance in adapting the activities used in Phase 1 to their own course books and classrooms and this is provided in all three phases of the course.

4 What else do I need to know about the *Empower (CUP)* course book?

Empower is published by Cambridge University Press, one of the most well-established and prestigious publishers in the world.

It is part of a series of General English course books aimed at adults and young adults in an international context. Participants may be more familiar with a learning context based on texts about Nepal and materials aimed at younger learners. Reassure participants that there will be opportunities for them to apply new language to the Nepali context and to personalise. This will usually be towards the end of a lesson.

5 Why was level A2 chosen?

According to the British Council Aptis tests given to the participants, this is the average level across all four skills of the group.

However it is recognised by the taskforce that the classes will be multi- level, so activities to support the trainer in this area have been provided. Therefore, in the notes for each day, *differentiation* activities for participants with a lower level of English are suggested under the heading *support*. Suggestions for participants with a higher level of English are under the heading *challenge*.

In addition, the trainer is given a choice for each day so that he/she can select appropriate activities to match the learning needs of the group.

Note that *Empower* TB also has suggestions for *Fast Finishers*.

See the following links for further information about levels:

<http://www.englishprofile.org/the-cefr>

<http://www.cambridge.org/us/cambridgeenglish/better-learning/deeper-insights/linguistics-pedagogy/cambridge-english-corpus>



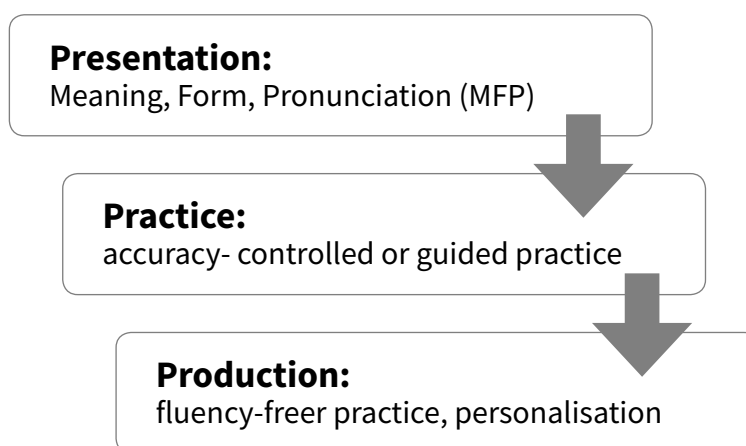
6 How much of *Empower* do I need to cover?

It is essential that trainers realise **they are not expected to cover all of the items** in the *Empower* book map. There will only be enough time to cover one area of each language point each day. This should act as a springboard for participants to study the other areas in their own time. For example, the trainer may cover the *first* and *second person affirmative* and *interrogative* forms only of *Present Simple* in class. *Third person* and *negative* forms would need to be researched and learned independently by the participants.

The document for each day suggests activities to select from, and the trainer is expected to prioritise according to his/her groups' needs and interests.

7 What is a typical framework for an *Empower* lesson?

Broadly *Empower* follows a PPP (Presentation, Practice and Production) framework. The meaning of a new language point or vocabulary is always covered first. Then the forms and pronunciation follow. This is also known as MFP. The Presentation stage of a lesson in *Empower* is often delivered with a reading text but a listening activity is often used too.



8 How important is the practice stage of the lesson?

“Practice is the activity through which language skills and knowledge are consolidated and thoroughly mastered. As such, it is arguably the most important of all stage of learning.” Penny Ur (2002) *A Course in English Language Teaching* CUP

As stated previously, there is not time in the course to cover every grammar point thoroughly. However it is important to demonstrate to the participants the importance of practice and to show different ways to practise the same language. Therefore select one language area from the daily ‘menu’ (it can be tense based, functional language or vocabulary) to practise thoroughly each day in class.

Remember also that giving plenty of practice provides the scaffolding for the freer practice which follows.

E.g. For a conversation focussing on target language in the CB (or other question and answer practice) Jim Scrivener suggests:

1. Do practice the normal way then check it
2. Do the same practice again- but with added challenge (e.g. hide some words)
3. Practise the same point again, but personalise it

For example, in *Empower*, the above procedure could be used with Unit 1A Ex 1d, Unit 1C Ex 2d

9 What about audio resources?

Playing the CD or DVD is used to:

- Develop listening and speaking skills
- Model pronunciation for speaking

The TB may suggest playing the CD more than once for an activity.

The advantages of using the CD are:

- Exposes teachers to a wider range of accents and ways of speaking in English
- Provides variety in the lesson
- More student centred in focus- reduces TTT (teacher talking time)
- Conversations and discussions are easier to follow as there will be more than one speaker

10 What support is there for teaching phonology?

The syllabus for *Empower* has a strand for phonology and the sound system of English is introduced step-by-step within the lessons. The TB gives very good guidance on how to deal with the pronunciation activities. Most activities are recorded on the CD and it is recommended you use this as much possible so that students become familiar with different voices.

Once again Ps may not be used to doing pronunciation activities but encourage them to see them as fun and to 'have a go' even if they are not very confident at first.

11 How does the Trainer Manual support the trainer?

There are notes for each day of the 10 days training for Phase 1. The activities selected are based on the ELTEP curriculum for Phase 1. It is recommended you also consult the curriculum and before delivering the course you look back in particular at:

- Section 4 Course content, outcomes and training competencies
- Section 6 Training Implementation procedure

The notes are divided into two main parts as follows:

Part A

- A menu of choices for lessons and activities based on Empower resources
- Optional activities with staging suggested to practise sub skills or to personalise

Trainers should select choices that give a good balance of grammar, vocabulary and skills, rather than, for example, only focussing on grammar.

Part B

- The focus is on Learner training, classroom language, and reflection activities
- More extensive notes and / or resources are provided in this section for these activities

We recommend that the last part of each day is dedicated to the activities in Part B and should encourage



participants to look back and reflect on the day's learning experiences.

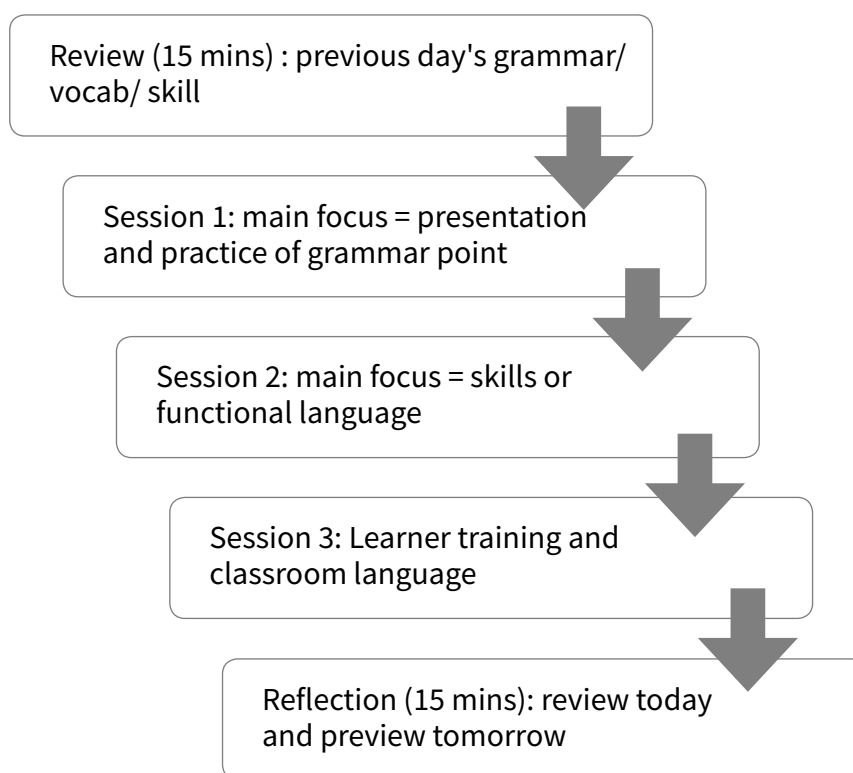
The aims here are to:

1. introduce participants to learning strategies in order to be more independent and reflective learners
2. ensure participants see learning a language as an ongoing process in their lives outside the classroom as well as inside
3. encourage participants to make language, techniques and experiences in Phase 1 relevant to their own classrooms

Detailed notes are given in the overview for each day, including step-by-step procedures where necessary.

12 So what does a typical training day look like?

A suggested framework is as follows:



Notes:

Review: it's important participants understand the importance of reviewing and recycling in order to move new language from short term to long term memory. The 15 minute timing should be flexible.

There are review activities at the end of each unit of *Empower* or simply use your own ideas.

Session 1: The 'A' and 'B' lessons in *Empower* generally present and practice new grammar in context.

Session 2: 'C' and 'D' lessons in *Empower* focus on functional language and skills, especially writing

13 How do I assess participants' performance in session activities?

Speaking: monitor during speaking activities and focus in particular on 2-3 different participants each time. Assess their performance e.g. fluency, accuracy, pronunciation and make notes.

Writing: you can monitor during writing activities (e.g. writing an email) in a similar way to that suggested for speaking.

Grammar: each unit of Empower has a Review and Extension page at the end. The exercises could be set as tests. **Vocabulary:** give 2-3 spelling tests during the course and collect results. Or provide definitions and Ps must supply the word.

14 Training Implementation Procedure

- a. The target group of this training are teachers teaching English at grades 6 to 8. Those who have completed two 10-days TPD training courses as per the previous TPD structure.
- b. An examination will be administered at the end of the training as per the TPD framework, 2072 and certification will be done as per the decision of Educational Human Resource Council dated 2074/05/06. Respective Educational Training Centres will provide training certificates to the teachers.
- c. Each trainee will have to consult the reference materials, be in contact with the experts and write the report while doing project work during the self-study section of the training. The trainers will have to guide the trainees on request via e-mail or phone or by meeting in person.
- d. The English trainers of ETCs will deliver the training sessions. Experienced people in the subject or the personnel from the relevant institution can be invited to deliver the training as per the content but the trainers should have attended and completed the TOT sessions of this module.

While facilitating training sessions, the trainers need to consider the way adults learn a language. The activities the trainers carry out should address the following features of second language acquisition:

- › learners need to have exposure to interesting and understandable listening and reading material
- › emphasis should be on meaningful interactions and communication and not on form
- › input needs to be at the right level for the learner, or just one level higher than the learner's own (comprehensible input)
- › create a safe, supportive learning environment free from anxiety as much as possible
- › encourage learners to notice grammatical features in listening and reading texts
- › give learners a purpose for learning
- › support learners in taking responsibility for their own learning.



Therefore, the training sessions should adopt the following methods to ensure better learning among the participants:

- modelling clear, accurate English
- scaffolded delivery building on teachers' previous knowledge and supporting learning of new ideas and skills
- logically sequenced, clearly sign-posted lesson stages and tasks
- group work, pair work and individual work relevant to the topic and task
- regular reflection on learning
- self-study exercises and project work
- regularly revising and practising language to consolidate learning

e. The facilitator should keep the following things in mind while delivering the sessions:

- This course takes a functional approach to language learning.
- The topics and examples provided under each section are suggestions only and the trainers can adapt them according to the needs of the trainees.
- The content suggested lays a foundation to improve the teachers' language proficiency. They will not be able to cover all the grammar points mentioned and will need to use a range of learner strategies to keep improving after the course.
- The topics and functions mentioned are suggestions and trainers do not need to complete all of them within the 10 days. They can prioritise the functions to focus on, remembering to support weaker participants but also catering to the needs of stronger students.
- The trainers need to remember that vocabulary needs to be revised and practised extensively.
- The suggested structure for each day is given below:
Session 1: Language input with some controlled practice of the target language
Session 2: Move to practising the skills with a follow up on the target language
Session 3: Freer practice of the target language with some learner training / development of learner strategies
- Every new day should start with revision and consolidation of the previous day's input.

Week 1

DAY 1

Topic / content: **People**

Language Function: **Asking and giving information**

Grammar: Present Simple: **Present simple Be**

Part A Empower resources / activities

Because this is the first unit of the course, it's a little easier than the others. If necessary, reassure participants that other units will be more challenging.

Introductions Orientation to Phase 1

- Briefly introduce yourself and find out the participants' (P's) names. Note that CB Unit 1 also suggests activities for introductions so if you intend to do any of them keep this phase brief for now.
- Give P's time to look through the key features of the course book and point out :
 - The book map- topics, grammar, skills
 - The units and the organization of lessons within them
 - The resources at the back of the book- grammar reference, vocabulary activities, tapescripts etc
- Explain there won't be time to cover all the lessons and activities grammar points etc in the CB. Teachers will therefore be given strategies and resources to follow up independently.

1A : I'm from France

See TB

- Use dialogue in **Ex1d** to present target language **in context** and give controlled practice.

1C : Everyday English – What's your surname?

See TB

- This is a more skills focused lesson (listening and speaking).
- Pronunciation- intonation in **Ex 2d** see *optional activity* and **Ex 4**.
- **Ex 1a**- adapt instruction about personality adjectives. Use 3-4 simple personality adjectives teachers probably know e.g. *happy, nice* etc
- **Ex 4** - very useful '*fixed phrases*' for checking understanding- encourage use of these phrases in



other lessons too.

Challenge- ask P's to suggest other phrases for checking understanding- e.g. *Can you repeat that, please?*

- **Ex 6** - information gap activity. This will need careful setting up. If necessary demonstrate the task with a confident participant- see TB p32.

Optional activity (Speaking- using polite intonation)

- Use the dialogue in **Ex 2d** to introduce the speaking sub skill of 'Polite' intonation:
 - › After exploiting the dialogue as suggested in TB, play the CD of the dialogue again and ask P's to notice the intonation of the speakers.
 - › Ask P's what they noticed (it is not flat, it moves up and down)
 - › Play the CD again, pause after each line for P's to repeat the line and copy the polite intonation. Use gesture to encourage intonation and perhaps model with a slightly exaggerated intonation yourself.
 - › Students then practice using polite intonation with the dialogue in pairs. Monitor for good pronunciation and give feedback.
 - › Encourage students to use polite intonation again in the role play activity in **Ex 6**

Support- give students the first letter of each word

Challenge- students much change three pieces of information in the conversation – time of class, type of class, room number

1D : Skills for Writing – I'm Carla and I'm from Italy

See TB

- This is a more skills focused lesson (writing a basic profile)
- Use Ex1 to focus briefly on identifying text types: forms, tables and teach these words
- Use the writing activity in **Ex 4** to:
 - › Identify text type (a profile for website)
 - › Practice writing proper nouns with capital letters
 - › Basic rules of punctuation

Support - give a gapped text for P's to complete

Challenge - at beginning of activity ask P's to write 8 sentences. Include at least one sentence each with *and, but*.

Part B additional resources / activities

Learner training

Recording vocabulary (1)

- Tell P's they will meet a lot of new words in the course
- Discuss ways to record new vocabulary e.g. in a special vocabulary notebook or folder, or pages at the back of their notebook
- Discuss if words should be organized in alphabetical order, by topics, or by unit of the book
- Refer back to Lesson 1A. Write two headings on the board: *countries*, and *nationalities*. Ask

participants to find the country and nationality words on the page.

- Tell P's they are going to start a vocabulary page now. They should list the words they have found under the correct heading in their notebooks or folders.
- Elicit a few other country/ nationality words for their region: *Nepal/ Nepali, Indian/ Indian*
- Ask P's to check for capital letters and spelling
- Ask P's to learn the words for homework.
- Give a short spelling test or review activity on Day 2.

Classroom language

- Ask P's to think about the classroom instructions they 'noticed' today. Give an example *Open your books, please!* Write the heading *classroom instructions* and the example instruction on the board.
- Divide P's into pairs or small groups. Ask them to make a list of any other instructions they can remember from the lesson or know already.
- If students struggle you can support by writing a list of verbs on the board:
 - *Look at...*
 - *Listen to ...*
 - *Ask ...*
 - *Write...*
- After 2-3 minutes, elicit further instructions from P's, Check everyone understands by demonstrating each instruction. Write each one on the board.
- Drill each instruction for pronunciation and accuracy.
- Divide the class into pairs. P1- gives an instruction, P2 – obeys the instruction. Then change roles.

Reflection

Introduce P's to the idea of writing a journal about their learning experience in Phase 1. The purpose is to reflect on

- experiences of being a 'student'
- language and methods, techniques etc they can take back to the classroom
- what they need to do outside class to become successful learners

Journals can be:

- A notebook or section of a folder, a blog or word document
- Private or shared with others if they wish
- Written in English, Nepali or L1

Share ideas for journal topics with P's. Allow some time in class for writing and discussion.



Week 1

DAY 2

Topic / content: **Work, study and daily life**

Language Function: **Describing habits, routines, facts, needs**

Grammar: Present Simple: **Positive, negative, questions**

Part A Empower resources / activities

There are two units in the course book that focus on the Present Simple. The menu below has a selection of activities across the two units. You will **not** be able to cover all the forms of the simple present today so make a careful selection from the items below. For example, you don't need to use both texts in 2A and 3A- select one you think is most relevant or useful for your class. You could ask P's to read the other text for homework.

Start today by reviewing Day 1 e.g.

- A quiz on the organization of the course book
- A spelling test or review activity of countries and nationalities (e.g. write the countries on the board, P's write the nationalities)
- Completing a grammar table of the forms of the verb 'be'

2A : She doesn't stop for hours!

See TB

Ex's 1,2,3 Follow the order of activities in the CB for an *inductive* approach to vocabulary and grammar i.e. teaching the target language in context (remember *MFP**)!

Optional activity (Pre-reading)

Reading sub skill focus: using co-text (headings, visual etc) to understand a text

1. Participants cover the main text
2. Focus on the heading and pictures. Elicit meaning of heading
3. Ask Ps what they think the text will be about
4. Explain this is a good strategy for predicting the context of an article

*MFP = Meaning first, then Form and Pronunciation.

3A: The family never eats together

See TB

See note for **2A** above for inductive approach to presenting grammar.

Optional activity (Freer practice to replace 5a)

Personalized speaking task: giving a short monologue about self

1. Ask teachers to think about their daily routines about their work or home
2. Participants work on their own to make notes of the key verbs or vocabulary
3. Remind teachers of adverbs of frequency and time expressions
4. Give time to practise quietly individually
5. Participants then share their daily routines with a partner and identify three similarities and differences between them
6. Give feedback

3C: Everyday English

See TB

Useful functional language for showing P's that learning English isn't only about grammar!

3D: Skills for writing

See TB

Personalized writing task- short informal emails inviting and replying .

Use context relevant to trainees e.g. teacher's meeting, coffee morning etc (see optional activity below)

Optional activity: Writing sub skill: starting and ending emails, using fixed phrases

1. Refer back to the model emails in CB and teach the word *informal*.
2. Write the informal way of starting and ending emails (*hi, love*) on the board
3. Give 1-2 more formal phrases more appropriate for communicating with colleagues: *Dear, Yours/ Best wishes*. Add these to the board and explain they are better phrases for people you know less well.
4. Refer back to **Ex 3d** and explain these are *fixed phrases*. P's should learn these as phrases and not worry about the meanings of individual words. Use the board to highlight the word order of the phrases and grammar such as *verb + infinitive with 'to'* (as in *I'd love to see you* etc)
5. Set the writing task as in **Ex 4** but replace **Ex 4a** with context relevant to trainees (see above). Encourage P's to use correct ways to begin and end emails and fixed phrases *hope to see you soon, it's good to hear from you etc*

Part B additional resources / activities

Learner training

Using grammar tables

1. Write key grammar terms from the lesson on the board e.g. *positive, affirmative, negative, auxiliary, main verb, pronoun, first person, third person*
2. Ask Ps to match these terms with sentences in Exercise 2a and 2b pg. 138
3. Elicit answers and check pronunciation
4. Elicit further examples if necessary e.g. give me a positive sentence in present simple, give me a third person negative sentence in present simple
5. Discussion questions -



- a. How can knowing these terms help you in developing your language and language research skills
- b. How can knowing these terms help you in supporting your students to study grammar (language presentation, error correction)

English outside the classroom

1. Brief discussion on what it takes to be a successful learner. Lead Ps to point that it needs maximum exposure to TL outside classroom as well as in. E.g. Try sending simple emails in English.
2. Participants reflect on the email writing activity from Unit 3D (or make reference to the personalise writing activity) and think of two people they can email in English and what message will be about.

Vocab- fixed phrases

1. Remind P's of what fixed phrases are and if they can remember some of them from the lesson.
2. Tell Ps that fixed phrases are a good way to build vocabulary and be able to communicate naturally in English.

Classroom language

- Review classroom instructions from Day 1.
- Ask p's if they noticed any new instructions in the lessons today.
- Write P's suggestions on the board and drill the phrases.

Reflection

Journals

- Review the purpose of journals as discussed yesterday.
- Ask Ps to write something about how they can increase exposure to English outside classroom.
- Ps make a note of other forms/ aspects of Present Simple they need to study further

Week 1

DAY 3

Topic / content: **Food (Empower Unit 4)**

Language Function: **Expressing quantity, Expressing likes and dislikes**

Grammar: **Countable and uncountable nouns, quantifiers**

Part A Empower resources / activities

Unit 4 in the course book focuses on *countable and uncountable nouns/use of quantifiers* to talk about *quantity*. The unit also tells us how to express our *likes and dislikes*.

The menu below has a selection of activities. You can carry out the activities suggested below but make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Optional review activity:

- Divide the class into two groups, **A** and **B**.
- Ps Write these words in their notebooks: *nurse, shop assistant, police officer, dentist, pilot, engineer, photographer*.
- Tell Ps that when you read a word, **Group A** should make a positive sentence and **Group B** transform the same sentence into negative as in the example given below:
A: He's a police officer.
B: That's not right/not correct./Sorry you're wrong. He isn't a police officer.
- Encourage shy participants in the activity.

4A: Try some interesting food!

See TB

4A1 Reading:

This text presents countable and uncountable nouns in context.

Remind Ps they do not need to understand all the text and also not on the first reading. Each reading activity will build their understanding in stages.

However you could ask some additional comprehension questions if you wish.

Optional activity:

Before doing the reading activities, ask the participants the following questions:

- a. Who buys things you need in your family?
- b. Where do you go to?
- c. Do you have supermarket in your locality?



- Make sure that Ps understand the meaning of 'supermarket'.
- Before Ps answer, you talk about yourself first.
- Follow 'Think, Pair, Share' technique when you ask Ps to do the activity.
- When all of them share their answers, tell them that they are going to read a text on different markets.

4A : (continued)

See TB

4A Grammar, vocabulary etc

Follow the procedure in TB for Ex's 2,3,4,5 and 6

Note that Ex's 3c and d are followed up in the Classroom language section below.

Exercise 6 is an information gap activity and will need clear instructions and careful setting up.

You may need to explain / revise the different uses of like as in:

I like cheese

I'd (would) like some cheese

I like cooking (like+ -ing)

Optional activity:

- Write these sentences on a newsprint beforehand, paste it on the wall
- Ask Ps read and find whether the bold words are countable or uncountable.
- Ps write number and either C or U.
 - a. The **children** are playing in the garden.
 - b. I don't like **milk**.
 - c. I prefer **tea**.
 - d. **Scientists** say that the environment is threatened by pollution.
 - e. My mother uses **butter** to prepare cakes.
 - f. There are a lot of **windows** in our classroom.
 - g. We need some **glue** to fix this vase.
 - h. The **waiters** in this restaurant are very professional.
 - i. My father drinks two big **glasses** of water every morning.
- When they finish, check their answers and lead them to the activities suggested for this section in TB.

4D : Skills for writing

Optional Activities

- Write the following structures on the board and **highlight the form like +ing**
I like/don't like eating
I like/don't like eating
- Use pictures in CB to elicit vocabulary: *cheese, chocolate* etc.
- Tell them the sentences: *I (don't) like cheese/chocolate* etc.

- Write the sentences on the board and ask them to look at the use of the word 'like': like, don't like.
- Then ask Ps to practise the following:
A: *Do you like cooking?*
B: Yes, I do/I like it a lot/It's okay./No, not very much/I don't.
- Ask Ps to work in pairs. A will ask and B will answer. They swap the roles. Move around the class and make sure that they are using the correct structures in asking and answering.

See TB 4 D.

Exercises 2 and 3

Sub skill for reading and writing: 'signpost language' for ordering information *first, then, next* etc

Reading- Ask Ps if they read blogs. Discuss some of the features of blogs: short, informal etc. Focus on the blog post in CB about stages of preparing a recipe or meal for friends (if necessary rewrite the text to suit the local context).

Complete activities a,b,c,d.

Writing- Elicit ideas on topics for writing a blog text explaining how to do something (similar to the one Ps have just read.) Ps could explain a recipe or a teaching activity.

Support: provide prompts for a Nepali recipe

Challenge: Ps should write 8 sentences

Part B additional resources / activities

Learner training

Ways of recording new vocabulary (2) file cards, example sentences etc

1. Remind Ps how important it is to revise new vocabulary in different ways in order to move from short term to long term memory. Introduce Ps to file cards (also called *record, library* or *revision* cards, or use same size pieces of card cut from boxes etc)
2. Select some vocabulary from one of the lessons. Select a mix of countable and uncountable nouns, verbs, adjectives. E.g. from 4A: *snack (n), vegetable(n), cook (v&n), potato (n), different (adj) cheese (n)*
3. Write one word with the part of speech(as shown above) on each card. Use lower case and large letters so the word can be read from a distance.
4. Choose a word and turn the card over. Show how the back of the card can be used for notes about the word e.g. for *cheese*:
 - Cheese- (translation)
 - Grammar -uncountable noun
 - Pronunciation – phonemic script or vowel sound rhymes with 'three'
 - Example sentence- *I like cheese and tomato sandwiches.*

Choose another word such as *cook* to show how Ps could write notes on word-building

Cook (v) *My husband usually cooks dinner in the evening.*

Cook (n- person). *My husband is a really good cook.*

Cooker (n) *The kitchen in my apartment only has a small cooker.*

5. If possible, handout a few file cards to each P. Ask them to select 3-5 words from today's



lessons and make a vocabulary card for each as suggested above. It's better if Ps do not all select the same words. Monitor and give help with writing example sentences etc.

6. Now demonstrate some games and activities to use with the cards.
 - Use as flashcards
 - Use to revise / test yourself on new vocabulary
 - Play grouping or pairing games according to *spelling, pronunciation, part of speech, topic, synonyms, antonyms* etc – these are possible once you have a larger set of cards.
7. Now get Ps to try out some vocabulary games in groups. E.g. put all their cards together in the middle and find two cards with a similarity e.g. *tomato* and *potato* -both end in 'o' / both types of food etc
8. Discuss with Ps the benefits of using:
 - For personal revision
 - With their pupils

Classroom language

Identifying types of words: *singular / plural, countable, uncountable nouns, adjectives, verbs, adverbs*

1. This can be a part of or follow on from the vocabulary card activities above.
2. Write the terms for parts of speech on the board as listed above. Check understanding. Ask Ps to open their books at 4A page 40/41 and find examples of each type. Make sure Ps can pronounce each word.
3. Check Ps can use the following classroom language:
 - This word is a noun.*
 - What kind of word is this?*
 - Is it a noun or a verb?*
 - We call this word (uncountable).*

Using the phonemic alphabet - introduction

1. You could lead into using the phonemic script by referring Ps to the pronunciation activities they have covered so far in Empower e.g. p41 ex's 3c and d
2. Use an English- English dictionary to show how the pronunciation of a word is given using phonemic script. In particular highlight the use of an apostrophe to show the stressed syllable.
3. Show how the phonemic chart is divided into consonant, vowel and diphthong sounds. Reassure Ps they do not need to learn the phonemic alphabet, simply to understand how it is organised and used.
4. Select a few words from the text in 4A and write them in phonemic script on the board or pre-prepare them on flashcards. Ask trainees to use the phonemic chart to 'translate' the words back into English.
5. Now do the reverse. Ask Ps to transfer some words from the lesson into phonemic script. Compare 'translations' with a partner.
6. Discuss with Ps the benefits of using the phonemic script and how to talk about

pronunciation in class with their pupils e.g.

Do these words have the same sound?

How do we say / pronounce this word?

Listen to the pronunciation of this word.

There are lots of downloadable phonemic charts online for example
<https://www.teachingenglish.org.uk/article/phonemic-chart>

There is a good interactive chart here:

<https://www.englishclub.com/pronunciation/phonemic-chart-ia.htm>

Note that the American phonemic chart is different from the British English one. Since *Empower* is British CB it's probably better to stick with British rather than American sounds.

Reflection

Give Ps time at the end of the session to write in their journals.



Week 1

DAY 4

Topic / content: **Places**

Language Function: **Describing location and giving direction**

Grammar: **There's ... / There are ...**

Part A Empower resources / activities

There's one unit in the course book for this section of the training. The unit focuses on *the grammar: there is/ there are and possessive pronouns*. The unit focuses on the language functions: *describing location and giving directions*.

The menu below has a selection of activities. You can carry out the activities suggested below but make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Optional review activity:

- Write the prompts on the board: the food your friend ate yesterday, the food he/she bought from market, the place he/she bought the food from, the amount of food he/she ate, the food he/she like, the food he/she doesn't like.
- Pair up all the participants. Tell them that one is A and another is B in each pair.
- Tell them that they're going to have a conversation. A asks questions based on the prompts and B answers. When they finish, they swap the roles.
- Make questions yourself so that the participants will notice the structures for questions: What food did you eat yesterday? Which food did you buy from the market? Where did you buy ... (a particular food) it from? How much (a particular food)... did you eat? Which food do you like? Why? Which food do you not like? Why?
- Move around the class and help those who are struggling.

5 A : There are some nice restaurants

See TB

Reading

Ask the participants to look at the pictures on page 50. and Elicit the words: windmills, bridge, river, park, street etc.

Optional activity: (Do this activity before (reading section) doing the activities suggested in TB)

- Ask the participants the following questions
 - a. Have you heard of a strange place in your locality?
 - b. Why is it strange?

- Follow 'Think, Pair, Share' technique when you ask Ps to do the activity.
- When all of them share their answers, tell them that they are going to read a text on strange towns.

Ex 2 Vocabulary (Places in a city)

- Exploit the picture on page 51 and use it to elicit target vocabulary before doing the activities suggested in TB)
- Find out what Ps know about the city of Venice

See TB and follow the procedure.

Ex 3 Grammar (There's/there are)

See TB and follow the procedure.

Ex 4 Speaking

See TB and follow the procedure.

Ex 4A (conversation)

Ask Ps to practise the conversation in pairs.

Support: Both students have the book open.

Challenge: One student ('Paola') has the book open, the other ('Tom') has it closed. The student playing Tom must remember the questions.

5C : Everyday English, Is there a bank near here?

See TB and follow the procedure.

Optional activity:

Divide the participants into pairs.

Participant A: a visitor

Participant B: a local

Ask Ps to work in pairs asking for and giving directions.

A: Excuse me, could you tell me the way to the school?

B: Yes. The school is about 100 metres away.

Go along the road.

Turn left at the first junction.

It's the tall building on your right.

A: *That's great. Thank you.*

5D: Skills for writing, It isn't very exciting, but it's a nice place to live

See TB and follow the procedure.

Keep the focus on the sub skills from the curriculum: using linking words *and, but*.

Encourage Ps to use a dictionary if they need to check spelling, rather than ask you.



Optional activity:

- Ask the participants what places they have in their locality. They can come up with the places like: a local market, a chemist, a bar, a small hotel, a park, a school, a club etc.
- Perhaps they live in or near a tourist area e.g. Lake Phewa, Dhurbar Square etc Elicit ideas for what Ps could write.
- Tell them that they are going to write a description of their own local area for a blog or visitor website.

Part B additional resources / activities

Learner training

Using an English- English dictionary : *alphabetical order, spelling, meanings, pronunciation*

You may prefer to do the Classroom Language activity (below) before this section.

Teach the phrases *find/ look up a word in the dictionary, put words in alphabetical order*

Remind students of the previous lesson in which they looked at how English-English dictionaries can help with pronunciation of words. Depending on how familiar Ps are with dictionaries you can try some of the following activities:

- P's put words into alphabetical order- randomise the following words from 4A and write on board: *bean, carrot, cheese, chicken, cook, famous, find, lamb, lemon, popular*
Notice that some words begin with the same letter or same two letters so P's need to look at next letter for correct order. Ps check their answer with a dictionary.
- P's look up the word *find*. How many different definitions are there? Which one is used in lesson 4A (text page 40)?
- Ask Ps to find the meanings of these phrases with the word *food*:
 - *Food for thought*
 - *Be off your food*
 - *Food chain*Obviously you can substitute your own word if you wish.
- Give a short spelling test on tricky words such as *onion, steak, potatoes, chicken, famous*. Ps check spellings in a dictionary.

Finally, discuss with Ps which activities above could be used with their pupils.

Which dictionaries to use?

This follows on from the above activity.

- Discuss with Ps the advantages of an online dictionary or app compared with a hard copy. The main advantage, of course, is you can usually click to hear the correct pronunciation of a word. There are often flashcard games and 'word of the day' features too.
- Apps are great because they are so accessible.
- Discuss with class some favourite online dictionaries and apps e.g.

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

Ways of remembering spelling of words.

- Ask Ps to discuss in pairs/ groups:
 - How do you learn spelling of new words?
 - How do you teach students to remember spelling?
 - What spelling patterns and rules do you teach?

Then elicit ideas and list them on the board e.g.

- Writing words out ten times
- Look at the word for 5 seconds then remove, write the word (good with vocabulary cards)
- Ask a friend to test you on spellings
- Learn words with similar spellings together e.g. 'ea' peach, beach, reach, teach, leave etc
- Spell the word, students or partner says the word
- Turn the words into anagrams
- Put the words into a word search
- Flashcards

Classroom language

Alphabet -pronunciation and spelling

Continue the theme of spelling (see above) with the following game. Or you could use this activity to introduce the learner training activities above.

- Write the following letters on the board- copy the order without the answers in red):
 - a h j k (they all have the [ei phonemics]sound)*
 - b c d e g p t v (they all have the [i:] phonemics sound)*
 - f l m n s x z (they all have the [e] sound)*
 - q u w (they all have the [u] sound)*
 - i y (they both have the [ai] sound)*
- Ask Ps to look at the letters and say what each row has in common.
- If Ps struggle, prompt by telling them the answer is connected with pronunciation.
- Elicit answers.
- Elicit which letters are missing (o and r) and add them to the board
- Discuss with Ps if they could use this game in class.
- What other activities could they do to practise pronunciation of the alphabet with their pupils?

Reflection

Ask Ps to write three useful things they have learned today:

1. An activity they could use with own pupils
2. About grammar or pronunciation
3. vocabulary

Then Ps compare their notes with a partner.



Week 1

DAY 5

Topic / content: **Clothes and shopping**

Language Function: **Shopping Actions at the time of speaking**

Grammar: **Present Simple versus Present Continuous**

Part A Empower resources / activities

There is one lesson (**9A**) focusing on the Present Continuous and one lesson (**9B**) that contrasts the Present Simple and the Continuous. If needed you might want to reflect or refer back to the Present Simple lessons from Day 1.

The menu below has a selection of activities across the two units. You will **not** be able to cover all the forms of the simple present and continuous today so make a careful selection from the items below. For example, you might want to choose between the listening tasks in 9A and 9B and select only the one you think would be most useful for your teachers.

Reflections/review of Day 4

Do a quick revision of vocabulary from Day 4. Use any of the ideas below.

1. Put students in pairs. Both participants make a list of 5 new vocabulary they found useful in the previous lesson. Each participant then takes turn to test their partner with the spelling of these words. They can extend the task to making sentences with those new words as well.
2. Put students in two groups and get them to stand in a line. The first participant on the line holds a marker. You can shout out one of the words they learnt in the previous lesson. The participant who runs up to the board and write the correct spelling first gets a point for their team. Continue until everyone in the group has a chance to run. The team can help if any of their members struggle.
3. Make a list of all the new vocabulary learnt in the previous lesson. Make sure you have jumbled up the spelling of the words e.g. write SHOIPPGN instead of SHOPPING. Put participants into groups of 3 or 5 and give each group the list of words. The group that corrects all the spelling first wins. Make sure **not** to make the task very difficult as this is to help them rather than challenge them.

9A We aren't buying anything

See TB

- Check if participants know the concept of a shopping mall.
- Compare the concept with that of a supermarket (they learnt about this on day 3).

- Give examples using some malls and supermarkets you find in Nepal e.g. Bhatbhateni supermarket/ City Center Mall.
- Ask some CCQ's to check understanding. Which one's bigger? Where are you most likely to get lost?
- Ex 1a Pre-teach vocabulary if needed
- Ex 1e could be optional, if you'd want to save time for more freer practice at the end
- Ex 4a this will need to be set up very carefully- see TB. A demonstration would work well for your less confident participants.

Exercise 4a

Support: provide Ps with some of the verbs and vocabulary required for the activity

Challenge: Ps are not allowed to use the names of the people in the pictures. Ask questions similar to this: *Is the boy in a green T shirt drinking a coffee? Is the woman with black hair sitting down?*

Optional activity 1: identifying target language in context

- (After Ex's 3a,b,c)
- Tell Ps they will listen to a conversation from Ex 2 again. Ask Ps to find out how many times they hear the present continuous tense?
- Play the CD then elicit answer.
- Repeat with another conversation from Ex 2. OR ask Ps to turn to tapescript p172/3 and underline all e.g.'s of Present Continuous.

9B Everyone's dancing in the streets

This unit has three clear sections – Reading, Grammar and Vocabulary. Make sure you wrap up each one and check understanding of each stage before moving on to the next one.

- See TB to follow the optional lead in activity. This could be a nice way to begin the lesson.
- Check the concept of 'blogs'. Give a few examples of Nepali bloggers and what they usually write about e.g. Lex Limbu blogs about the Nepali entertainment industry. Let Ps know that they are going to read the blogs of Lucas and Diana.
- See Learner Training for practice of sub skill: close reading to identify target language , and word recognition

Optional activity: Understanding text types

- Ask Ps to make a list of the different types of texts they've seen in the course book so far. e.g. Articles, emails etc.
- Get Ps to discuss in pairs some differences between these text types e.g. shorter, formal/ informal
- Whole class discussion on some of the characteristic differences
- **Ex 3c** on pronunciation – you might want to adapt this activity and get your participants to test each other in pairs. Participants could act out or describe the word and the other pair guesses. For example I'm wearing a black _____ and points to their shoes. Or points to their earring.

Optional activity: Describing a picture



NB See also Classroom Language below for further ideas

- Collect a few pictures of people celebrating a local festival.
- Put Ps into groups and ask them to select one of the pictures
- Ask Ps to use Present Continuous to describe what the people in the picture are wearing or doing. If necessary, demo a few sentences to help the less confident Ps.
- Ask Ps to write down a few sentences about the picture as an extended activity

Support: give prompts for the photos

Challenge: give extra phrases to use- see Classroom Language below

Part B additional resources / activities

Learner training

1. Getting the most out of texts for listening and reading e.g. notice sentence patterns, phrases etc

If you have done the optional activity suggested for 9A you will already have introduced Ps to this idea.

If you haven't try one of the activities now.

Explain that learners should extract as much as they can from listening or reading texts by:

- Underlining or highlighting target language and vocabulary
- Noticing 'chunks' of language or any fixed phrases
- Noticing grammatical words as well as content ones e.g. articles, adverbs, pronouns etc
- 'stealing' any useful phrases to use in their next speaking or writing activity
- Analysing the way the information in the text is organised
- Noticing how people take turns in dialogues

Texts should be reread outside class in order to focus on the above features. Encourage Ps not to just read a text once in class and forget it. This strategy helps them to become independent learners and improve their English.

2. Learning outside the classroom strategy: 'talking to yourself'

Suggest students talk to themselves in English and comment on what they or other people are doing – e.g. *I'm having a shower, I'm making breakfast, that woman is waiting for a bus etc*

Make a note of sentences they made in their journals and also any sentences they didn't know how to say in English so that they remember to ask for help/ find out later. Ps can write sentences in Nepali they would like to know in English.

Classroom language

Exploiting a visual using present continuous [9B vocab focus]

See also TB for 9B optional lead in activity.

Describing a visual is a good way to practice the Present Continuous in a natural way. You can use the photos in Empower or bring in your own. Some photos of local festivals would be a good fit with the topic of 9B.

Teach and practise the language required e.g.

- *This is a photo of ...*
- *On the left/right (of the photo) (a woman is ... +ing)*
- *In the middle (of the photo) ...*
- *The man in black is ...+ing*
- *The girl with a hat is ...+ing*
- *Some people are ...+ing*
- *Other people are ...+ing*

Do this as a monologue activity with Ps in pairs taking turns to describe different photos. They should try to use at least 5 sentences about each photo.

Point out to Ps this is useful classroom language too for describing visuals to learners.

Reading: understanding grammatical explanations [e.g. in a grammar reference p152]

Reflection

Reflect on week 1

Here are some suggested activities that focus on positive aspects. Feel free to select and adapt according to your group of participants.

- Ask Ps to look back through the lessons and units of Empower they have covered during Week 1.
Then Ps make a note in their journals about which activities from Empower they found most enjoyable/ useful/ interesting/ surprising
- Ps note in their journal how much they have improved in:
 - The four skills
 - Grammar
 - Pronunciation
 - Vocabulary
 - Learner strategies
 - Understanding of what it means to be a student
 - Being more aware of communicative activities
- Ask Ps to look forward to next week.
 - What can they do to make sure they make the most of the lessons?
 - What type of activities would they like more / less of?



Week 1

DAY 6

Topic / content: **The good old days**

Language Function: **Talking about the past**

Grammar: **Past simple**

Part A Empower resources / activities Units 6 and 7

There are two units (6 and 7) that deal with the Past Simple. The first one deals with the positive form of the verb to be and common regular and irregular verbs while the second one deals with the negatives and questions. There are several sections in each unit however 6B, 6D, and 7A are the ones most relevant for your participants.

The menu below has a selection of activities across the two units. You will not be able to cover all the forms of the Past Simple today so make a careful selection from the items below. **Remember you are not expected to cover everything in the two units!**

Reflections/review of Day 5

If you asked your participants to attempt the **Learning outside the classroom strategy: 'talking to yourself'** activity from the last lesson, you could start the day today by getting Ps to talk to each other in pairs and share their sentences. Ps can help each other to translate any difficult sentences.

6B: I played anything and everything

See TB

As in previous lessons there are very clear stages and outcomes here. Begin with **Ex 1** which focuses on *reading skills*, then move onto **Ex 2** where the focus is *grammar*. In this way an *inductive, context based* approach is achieved.

- **Ex 1a** this activity finds out how much Ps already know about the topic and arouses interest. Keep it student-centered by getting Ps to discuss the questions in pairs.
- **Ex 1b** Before doing the task, check if Ps know the meaning of the word *secret*. Link this to the phrase *'family secret'*. This is a *prediction* activity.
- **Ex 1c** Pre-teach vocabulary if needed e.g. *adopted, garage* etc.
- **Ex 1d** This activity helps to focus on the curriculum sub skill *understanding time phrases and linking*. (Ps will need to understand these in order to complete the task). When you feedback on the task, use the board to list the phrases e.g. *two years after that, in 1976, later* etc

Optional activity: extension of Ex 4c

- Give Ps a few minutes to work on their own and make notes on what they'd like to talk about for e.g. **ate** chicken curry **last night/ bought a bike last year**.

- Ps then move around in a group and speak to at least 6-8 people sharing their ideas.
- Encourage them to ask probing questions. E.g. How **was** the chicken curry? Who cooked it?
- Monitor the activity and take note of some good language and some sentences that need correction
- Get Ps to report back on similarities as well during whole class feedback.
- Board some good sentences and some 'not so correct' ones. Get Ps to correct them as a group

Note: Ex 5 – leave out as probably not relevant to Nepali teachers- use optional activity above instead.

6D : Skills for Writing

See TB

Follow the procedure in CB and the TB but make sure you leave plenty of time for the main writing activities in Ex's 3 and 4.

- Ex. 1a Before you start the Unit, you might want to personalize the task and share something about yourself
- Ex 4 you could adapt this so that teachers write a simple 'covering letter' about their teaching career for a job application.

Support: Provide sentences for Ps to complete e.g. *I left university in ...*, *My first job was ...etc*

Challenge: Ask Ps to include at least one sentence with each of the following linking words: *and, but, however, when, because.*

7A: We didn't plan our trip

- You can start by asking Ps about their last holiday/trip or share one of your own:
 - *Where did you go?*
 - *Who did you go with?*
 - *Did you plan it in advance?*
- **Ex 1a** Introduce Ps to the different countries on the map before asking Ps to read the text
- **Ex 1c** Make sure you revise the concept of blogs linking it to the last lesson before asking Ps to get on with the task. E.g. Whose blog did we read yesterday? What was it about?
- **Ex 2** vocabulary - You might need to adapt this to the Nepali context. Add a few transport options from Nepal.

Optional activities

- **Ex 4** listening- after doing ex's a-d focus on the tapescript page171. Play the CD again with Ps following the tapescript. Ask them to study all the questions in the conversation.
- Then ask Ps to close their books. Can they remember all the questions (with no mistakes!)?
- **Ex 6** Speaking. In order to fulfill the outcome in the curriculum, encourage Ps to use some simple phrases for *showing interest* e.g. *Great! Really? Right. Oh? I see.* etc



Part B additional resources / activities

Learner training

Strategies for learning irregular verbs

- Tell Ps irregular verbs are the ones we use the most!
- Write a list of the most common irregular verbs (infinitives only for now) on the board:
 - Become-became
 - Come-came
 - Find-found
 - Get-got
 - Give-gave
 - Go- went
 - Know- knew
 - Say -said
 - See-saw
 - Think-thought
- Check Ps know the meaning of all the infinitives- give a quick translation or an example sentence.
- Elicit the past tense form of each of the verbs above and add to the list on the board.
- Elicit ways to learn irregular verbs. Accept all good ideas. Here are some possibilities:
 - When you learn a new verb, always find out the past tense (and also the P participle)- use a dictionary or grammar reference
 - Play games with file cards or flashcards
 - Play games online or with apps- there are lots
 - Make posters or lists for home or in the classroom
 - Organise into verb tables

Vocabulary

Show Ps that they can easily extend their vocabulary by taking a basic word and analysing all the ways it can be used. E.g. *go*:

Go home, go by bus, go shopping etc

See Empower Wordpower p68

Classroom language

Focus on different ways a teacher can give praise in the classroom.

- Elicit any phrases they heard you use today or Ps can suggest any other phrases. List them on the board:
 - *Good / excellent/ great etc*
 - *That's a good/ clear/ interesting answer.*
 - *I like that idea /answer/ sentence.*
 - *Very nice pronunciation.*
 - *Yes, that's correct.*
 - *Can everyone listen to X's answer?*

- Practise /drill the phrases with the whole class.
- Divide the class into groups of three, A,B,C. A and B are students. Take turns to make a sentence with a past tense verb. C is the teacher and gives praise when the sentence is correct.

Reflection

Reflect

- Encourage Ps to think about what areas to focus on this week and make a note in their journals.
- Perhaps suggest some sentences for them to complete e.g.
- By the end of this week,
 - *I would like to be able to ... (better)*
 - *I would like to know more about ...*
 - *I hope I can*
 - *I'm sure I will know more about ...*



Week 2

DAY 7

Topic / content: **Sports (Empower Unit 8)**

Language Function: **Talking about ability**

Grammar: **Modals- can, can't could, could not for ability, can/could for requests, adverbs of manner**

Part A Empower resources / activities

There are two lessons in the course book for this section of the training. Lesson **8A** focuses on *can/can't, could/couldn't* for expressing ability. It also includes the use of adverbs of manner in speaking activities.

The other lesson **6C** presents the use of *can/could* for making requests. Note that this is a different unit.

The menu below has a selection of activities. You can carry out the activities suggested below but make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Review the previous day's content. For example write some Past Simple questions on the board and ask Ps to discuss in pairs:

- What did you learn from yesterday's training?
- What did you do after the training yesterday?
- Where did you go?
- What did you have for dinner?

8A: They can do things most people can't (Reading)

- **Optional warm up activity:** Engage the participants on 'Ability Bingo'. The procedure with bingo cards is given in the **annex 1**
- Note that some of the vocabulary will be new to the Ps- use with groups of trainees that like to be challenged only.
- Ask the participants to reflect on the activity and language function.
- **See TB 8A.**
- Ex's 1-5, follow the order of activities in the CB.
- Ex 1a practices the reading sub skill of prediction.
- Ex 1c practices reading for specific information.
- Ex 1d encourages Ps to interact with the text and be 'active' readers.
- Use Exercise 5 (speaking) to achieve curriculum outcome accuracy in questions and answers.

- Ex 5 can also be used to lead into a short monologue (4-5 sentences) about abilities in sports. Give Ps time to make notes and practise individually before asking them to give monologues in groups.

Support: for reading activity- help Ps with some of the vocabulary during exercise 1C- see TB for ideas

6C: Everyday English: Can you call me back?

- See TB and follow the procedure
- At a suitable point, highlight the two different functions of can:
 1. ability
 2. requesting
- Remember the curriculum sub skill: *Leaving a voicemail message, asking for someone using can / could for requests, writing a message.*

Use Exercise 7a and b in order to practise this. You can provide Ps with a simple form to write messages on e.g:

| | | |
|---|-------|-------|
| To: | Date: | Time: |
| Message: | | |
| Will call again / please phone / please email | | |
| By: | | |

Optional activity: Writing, listening and speaking activity

- Tell the participants to write five tasks they plan to the next week and need help with in the schedule e. g. clean the house, etc.

| Day | Morning | Afternoon | Evening |
|-----------|---------|-----------|---------|
| Sunday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

- Draw the participants' attention to 2-3 exponents for making, accepting and declining requests.
- Review and practice the language with the class.
- Participants then go around the class making requests to find classmates who are free to help them with their five tasks e.g. 'can/could you put these posters on the classroom wall?'
- Participants also fill in the rest of their schedule with tasks that their classmates have asked them for help with.
- If a participant is free at a stated day and time, they accept the request and write the task information in their schedule. He/she also signs their name in the square under the task on their partner's schedule worksheet. If a participant already has something to do, they decline the request and give their reason e.g. 'I'm sorry, I can't. I'm helping Sita clean the house.'



- Each student has no more than one signature from the same person.
- The first participant to find classmates to help them with their five tasks wins.

Part B additional resources / activities

Learner training

Vocabulary- collocations

- Do the vocabulary focus activity on page 166 of *Empower* on collocations with sports.
- Explain the word *collocation*
- Explain when Ps learn a new word they should learn any words that go with it e.g. ride a bike
- Discuss ways of learning collocations e.g. put in a table like on page 166, make lists, write the complete phrase on vocabulary cards or notebooks etc.

Vocabulary-High frequency words e.g. *get*

- Do the Wordpower activity on page 78
- What are some different meanings of the word *get*?
- What are the collocations with this word?
- Point out this is a very useful word as it can be used in many ways. Ps don't need to learn all the meanings /collocations at once, but keep adding as they meet new uses in various activities or texts.

Classroom language

Discuss ways of talking about their own or pupils' ability in English using *can/ can't*.

You can also use to teach *and, but, however* e.g.

X can speak clearly in English and pronounce words well. However he / she finds spelling difficult.

I can understand English but I can't write it very well.

Reflection

Ask Ps to reflect on the word *can* and make notes in their journals on the following:

- *What different meanings does the word **can** have? (There are several but Ps have learned ability and requests)*
- *What kind of word follows **can**? (infinitive without to)*
- *How do you make questions and negatives with **can**? (refer Ps to grammar explanations/ references in *Empower* if necessary)*
- *What do we call words like **can**?(modal verbs)*
- *What other modals do you know?(e.g. could, must, should etc)*
- *Which practice activities for **can** could you use with your pupils?*

Notes and Handouts for Bingo

Bingo

In this amusing worksheet activity, participants play a game of bingo by finding classmates who have certain abilities.

Activity type: Reading, listening and speaking activity

Procedure

- Give each participant a copy of bingo card. Tell them to keep their bingo card secret at all times.
- Go through the language on the card and check the participants understand each ability.
- Participants then go around the classroom asking, 'Can you.....?' questions in order to find the classmates who have the abilities shown on the bingo card, e.g 'Can you wiggle your ears?'
- When a participant finds someone who answers 'Yes, I can', the participant writes their name in the square on the bingo card and moves on to talk to another person.
- The first participant to get five names in a row, either horizontally, vertically or diagonally shouts 'Bingo' and everyone stops.
- The answers are then checked by asking the five participants to perform their abilities to the class.
- If they do successfully, the participant wins. If not, the game continues.
- Afterwards, have the participants continue the game by trying to complete the entire bingo card with names.

Bingo Card

| | | | | |
|---|---------------------------------------|----------------------------|---|---|
| Can speak a mother tongue other than Nepali | Can name ten colors | Can raise one eyebrow | Can whistle the happy birthday song | Can name three countries in North America |
| Can draw an elephant | Can write a word with their left hand | Can roll their tongue | Can say 'red lorry yellow lorry' five times very fast | Can name ten capital cities |
| Can do 20 push ups | Can bark like a dog | Can sing a folk song | Can hop backwards on one foot | Can say 'Namaste' in five languages |
| Can count backwards from 30 | Can sing an English song | Can make a bird from paper | Can tap head and rub stomach at the same time | Can make a whistle |



Week 2

DAY 8

Topic / content: **Communication and technology**

Language Function: **Understanding comparison**

Grammar: **Comparatives, superlatives, asking for help**

Part A Empower resources / activities: Unit 10

There is one unit in the course book for this section of the training. The unit focuses on *comparing things* with the use of *comparatives* and *superlatives*. The unit also presents functional language for *ways of asking for help*. The menu below provides a selection of activities you can carry out for the topic, language function and grammar point. Make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Review the previous day's content. You may use this 'Spider Web' technique or any other activity suitable for reviewing.

- Ask the group to sit in one large circle.
- Explain that during this activity each participant will have an opportunity to share one of the contents or learning of the previous day sessions.
- Have one participant begin this activity saying one learning and have the participant hold on to the end of the yarn and roll the ball to someone across from him or her in the circle. Have the participants continue this process until everyone has either shared or passed and a 'spider web' pattern has been created.

10A : A smartphone is better than a tablet.

- **See TB and** follow the order of activities in the CB.
- **Ex 1a** practices the reading sub skill of prediction and making inferences from their previous knowledge.
- **Ex 1b** practices understanding explicitly stated information
- **Ex 1c** focuses reading for specific information
- **Ex 1d** encourages Ps to extracting salient points to summarize (the text, an idea, etc.) and be 'active' readers.
- Use **Exercise 5** (speaking) to achieve curriculum outcome of developing increased confidence and skills to manage spoken interactions

Optional activity (Pre-reading)

Reading sub skill focus: using co-text (headings, graphs etc) to understand a text

1. Participants cover the main text
2. Focus on the heading, sub-heading and graphs pictures. Elicit meaning of them

Ask Ps why graphs are better for introducing the content and context

10B: What's the most beautiful language in the world?

- **See TB 10B.**
- Ex's 1-5, follow the order of activities in the CB.
- Ex 1a and 1b- use to achieve sub skill in curriculum-identifying the topic
- Ex's 1c and d focus on key information
- Use Exercise 5 (speaking) to achieve curriculum outcome of being more aware of the phonology of English and which areas they may need to improve in

Optional Activity (Speaking)

Debate

- Prepare a binary question i.e Village life is better than city life.
- Ask the participants think freely and jot down some points on the topic; share it with a partner in order to stimulate more ideas
- Ask the participants to divide up (those who believe one answer in one side of the wall and those who believe the other answer in another side of the wall)
- Let each group discuss for a while (two minutes).
- Now let some of the participants have arguments on for and against the topic. Remind that they should use the language with comparatives and superlatives on their arguments.

10C: Everyday English: There's something I don't know how to do

- **See TB10 C**
- Ex's 1-6, follow the order of activities in the CB.
- In Ex 5, also link the Concept Checking Question (CCQ) in addition to Instruction Checking Questions (ICQ).
- Ex 6 will need careful scaffolding and ICQ
- If possible adapt Ex 6 to suit a teaching context i.e. asking for help with school equipment

Part B additional resources / activities**Learner training**

Continue with today's topic on communication and discuss ways to practise communicating in English outside the lesson e.g. TAG meetings, conversation clubs or groups, social media

Discuss the following questions (depending on level of Ps):

- Which situations do you find it difficult to communicate in Nepali/L1? English?
- How can you overcome these difficulties? (take a risk, don't worry about mistakes)



- Which is more important for communication: vocabulary or grammar? Why? (Most experts think vocabulary)
- Many employers ask for good communication skills. What do they mean by this? (be able to deal with and respond clearly to clients and colleagues in speech and writing, knows *how* to respond as well *what*.)

Classroom language

Recap on the use of instructions for using with technology from today's session.

Elicit phrases that would be useful for instructing pupils how to use things in class.

Ps make a list of the phrases in their notebooks.

Role play or micro teaching of a classroom context eg explaining to a pupil how to use tablet /computer / photocopier / maths equipment (protractor, compass)

Reflection

Ask Ps to make sentences in their journals about strategies for learning English using superlatives. For example Ps complete the following sentences:

The best way to remember vocabulary is ... (e.g. to use new words everyday)

The most useful way to practise speaking is...

The easiest way to learn spellings is ...

The most helpful way to understand grammar is ...

The worst way to learn a language is ...

Week 2

DAY 9

Topic / content: **Travel**

Language Function: **Talking about future plans, Giving advice**

Grammar: **Going+ to do for future plans; should, shouldn't for advice**

Part A Empower resources / activities (Unit 12)

There's one unit in the course book for this section of the training. The unit focuses on *making future plans* using *going to*. It also includes *giving advice* using *should* or *shouldn't*.

The menu below has a selection of activities. You can carry out the activities suggested below but make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Review the previous day's content this way or any other way you like:

- Divide the class into 5 groups and number them from 1 to 5.
- Ask group 1 to give an adjective to group 2 and group 2 will make sentences using the comparative and superlative forms of the same adjective. Then, group 2 will give an adjective to group 3 and repeat the same process. This will go on until every group gets a chance .
- Encourage the groups to make use of the context within the training room as far as possible.

12A: What are you going to do?

See TB and follow the order.

Reading: elicit the text type (website) and some of its features (heading, font sizes, bullet points)

Listening: Ps will hear the target language in context- this is scaffolding for Ex 4 grammar.

Sub Skill: phrases for showing interest. At a suitable point, refer to the tapescript page 174 and ask Ps to find the phrases for showing interest: *and? Nice idea, OK, ah, but what about...? etc*

Adaptation: Speaking Ex 5

Instead of getting the participants to speak about working holidays as per the student book, you can refer to any other places in Nepal and ask them to make plans. But make sure they use the structure and vocabulary learnt in this unit.

Support: allow Ps to refer to written questions when working in pairs.

Challenge: Ps must remember the questions they have written, or use prompts only.

12B: You should live like the local people

See TB and follow the order.

Optional activity:

Speaking: Get the participants to role play for Ex 4d Remind them to *show interest*- see above notes.



Additional activity:

Writing:

Write an email to a teacher visiting your school/ town in Nepal. Give advice on what to bring, places to visit etc. Remind Ps about phrases to open and close emails. You could use **12D** as a source of ideas for scaffolding and activities.

Part B additional resources / activities

Learner training

How to be an active listener. See Listening skills above, then elicit other ways to listen actively:

- Try to predict what speaker will say next
- Think of questions to ask the speaker

To practise the second point, try the following.

Tell the Ps about a difficult journey you recently had (real or imaginary.)

Pause after each sentence or couple of sentences. Don't continue until a P asks you a question. E.g.

Trainer: Did I tell you about a terrible journey I had? It was during the monsoon season. (pause)

Participant: Really? When was it exactly?

T: Oh few years ago. I was travelling from Kathmandu to Nagarkot. (pause)

P: Oh. Were you in your car? Were you alone? etc

Classroom language

Giving advice on learning a language

- Ps Make a poster with advice for language learning *You should...* (*practise a little everyday*)
You shouldn't... (*spend too much time on learning grammar rules*)
- Provide list of verbs for Ps to use with *should* e.g. *practise, learn, spend time, write, listen to, read*

Reflection

P's Make notes in their journals about how they are going to:

improve their English in future after this course is over use new classroom language

I'm going to listen to a podcast in English every week.

I'm going to attend TAG meetings etc

I'm going to give all my instructions in /English from now on.

Week 2

DAY 10

Topic / content: **Entertainment**

Language Function: **Talking about experiences in the past, asking for and responding to opinions**

Grammar: **Present Perfect Simple for experiences/ unspecified time on the past**

Part A Empower resources / activities (Unit 11)

There's one unit in the course book for this section of the training. The unit focuses on asking and answering about *past experiences using Present Perfect Simple and irregular past participles*. It is also about *responding to an opinion* and appropriate *use of main stress and intonation*. The menu below has a selection of activities from 11A, 11B and 11D. You can carry out the activities suggested below but make sure that you don't miss the activities aimed at the learning outcomes set in the curriculum for the day.

Review the previous day's content this way or any other way you like:

- Ask the participants to talk about their plan of making use of the learning from this training. Ask them to focus on three main learning techniques or activities practised in the training sessions.

11A: I've heard she's really funny

See TB and follow the order.

Reading:

Ps may not know these actresses but reassure them they have the opportunity to talk about Bollywood or other actresses later in the lesson e.g. Ex 6 Speaking.

Support: at a suitable point during Ex's 1b-d allow Ps to ask about 3 words they don't know.

Challenge: see Extra activity p 149 in TB (true/ false)

Optional activity:

Reading sub skills: *understanding reference pronouns* in a text

Ask the participants to underline the pronouns while reading the text and identify the nouns those pronouns refer to. You can randomly check if they have done it correctly.

Speaking

Participants can talk about the films, TV programmes and books they are familiar with. For 6.b, they can have short role plays.

Encourage them to use Present Perfect Simple but remember they will have to then switch to Simple Past *Have you seen X? Yes, I have/ No I haven't.*

What did you think of it? Was it good? etc

OR



Have you seen any good films lately?
Yes I saw a good one last week.

11C: Everyday English I thought they were quite good

See TB and follow the order.

This lesson contains useful language for the Ps both inside and outside the classroom.

The use of *me neither / me too* is quite complicated so be prepared to use the board to highlight the grammar and give further explanation. Avoid getting into *So do I / neither do I* as grammatically these are complex.

Optional activity

You could rewrite the role play cards for Speaking ex 7 to make more relevant to the Nepali context if you wish.

11D: Skills for writing

See TB

Writing a film review

NB Optional Lesson- only do it you have plenty of time to scaffold.

If you wish you can print off images of films (similar to the ones in the CB) Ps are likely to know.

OR ask Ps to research films in advance of the activity.

When Ps have finished their reviews, ask them to paste them on the wall and have a quick gallery walk to go around the reviews.

Part B additional resources / activities

Learner training

Active reading.

Tell Ps that reading in English is one of the best ways to improve your English and develop your vocabulary. Here are some tips:

- If you find reading difficult, try reading children's books or there are lots of ELT websites.
- Read actively:
 - Try to predict language or topic- read the first sentence of a paragraph and guess what the rest will be about.
 - Ask yourself questions about the text- What do I feel about this? Do I believe this? Etc
 - 'Notice' words, phrases and grammar you can learn from the text and try to use them in your own language

Grammar information

Remind Ps of where and how to look up grammar information :

e.g. <https://learnenglish.britishcouncil.org/en/>

<https://dictionary.cambridge.org/grammar/british-grammar/>

They can also continue to use the Empower resources

Classroom language

Elicit Present Perfect phrases Ts may want to use in class:

Has everyone finished?

Who has finished writing?

If you have finished, you can go.

Have you done your homework?

Has anyone been to X?

Practise the sentences and questions with the class.

Reflection

Reflect

Ask Ps to make notes about keeping English up after the course (including suggestions above).

Ask Ps to think about the following with regard to this course:

What have I learned about:

Myself

English

Learning

Teaching



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