

(Module 13)

Countable

marker
pen
paintbrushes
drawing pin

Uncountable

Paint
Glue

* Two pieces of paper → Countable

* Is there any paper? → uncountable

* demonstrative → this, that, these, those

* interrogative → which

* determiners words come at the beginning of a noun phrase

specific

the

- possessive pronouns

- demonstrative

- interrogative

general

a

an

any

another

other

what

Quantifier → For countable and uncountable

[all, enough, a lot of, some more, most, no, none of]



they can be used instead of determiners

Note

None of the
a lot of that

(2)

general determiner	quantifier	specific determiner
a	most	- the
an	all	- his, her, their, our, my
any	more	Its , your
another	enough	- this, that, these, those
other	a lot of	- which
what	lots of	
	none of	
	some	
	no	
	more	

The → refers to one particular thing / شئ محدد
 an / a → " s in general

No Article → * with (University) when you mean a period of study

* with meals [lunch, ---]

* Advice بدون article

* Countries Names

the USA
the UK

لدى

^o
/w/

^e
/j/

^r
/r/

③

oh anyway

Do one

You asked

You asked

Go out

the organisation

he is

Annie asked

Be aware

Score goal

Four apples

Door opening

intrusive / intruding Sound } ← *o i p*
[Vowel and vowel sound]

Three golden Rules to teach Grammar

① Theory

② Explanation <
inductive
deductive

③ Examples

④ Exercises

mechanical

- gap filling
- sentence transformation

The best way
structure oriented
problem

- solving activities
- puzzles
- games
- pictures based work
- role play

Note

⇒ ① learners respond in different way to Grammar.

② Explanation should be short
simple

③ Rules should be in mother tongue

④ Good realistic examples are vital but don't replace explanation

⑤ Learn examples by heart is helpful.

⑥ Authentic materials are helpful.

⑦ Learner needs to apply it in real life use.

⑧ You must come back to key grammar points, revise, practise them in semi controlled speaking, writing activities and correcting mistakes.

Phrasal verbs

take up → use, occupy

Coming back → returning

Carry on with → continue

take up → asport

take on → responsibilities

Came up → طرح

taken off → اُٹھ

Carry out → پھریے

عنوانیہ الجہزہ ← استعم

present perfect

Conditionals

(1P)

Zero → always true [If s. present, s. present]

First → might happen in the future

[If s. present, will - V1
won't]

Second → unlikely, hypothetical situation

[If v2, would - V1]

used to ⇒ - repeated action in the past
- past state
(be / have / live)

would ⇒ - repeated action in the past
- NOT used to talk about personal characteristics

- He ~~would~~ live in London
used to

- He ~~would~~ be short
used to

Note I ~~used~~ to ~~have~~ a lot
of homework yesterday.
had

Repeated (qual)
action

o-o

(Connected speech)

Intrusion

⇒ add extra sound to connect two vowel sound.

(I)@we

t-w

Elision

⇒ you omit a consonant to keep a good rhythm.

watched @ pam

Linking

⇒ Connect a consonant to the next vowel

these @ pricots

s-s

Assimilation

⇒ a consonant sound at the end of the word changes because of the next consonant sound.

When Meg

(3)

(Group recycling)

Advantages

- ① promote collaboration and peer learning
- ② groups takes responsibility of their learning
- ③ bond together
- ④ Functional language can be fed to keep discussing

Disadvantages

- ① Disagreement may occur
- ② difficult to organise with larger groups
- ③ require copies to be prepared
- ④ The best speaker can dominate the activity

Module 14

* قواعد والمقارنة والتفضيل *

easy	easier	the easiest
good	better	the best
active	more active	the most active
hot	hotter	the hottest

* (as) صيغة مجردة (as) *

Modals

permission ⇒ can / may / could
الأكثر استزداناً

prohibition ⇒ can't / mustn't
منع من القوانين المنع من المتحدث

obligation ⇒ have to / must
الاجبار من شخص آخر (قانون) الاجبار من المتحدث

Not supposed to ⇒ shouldn't

good idea ⇒ ought to

No obligation ⇒ don't have to

(Group recycling activities)

- ① Done during the year at regular intervals.
- ② activities done in groups.
- ③ Groups move around the room to answer different tasks.
- ④ Different group Secretary of each activity.
- ⑤ each group correct other group's work.
- ⑥ used to revise / get to know each other -

(Using surveys)

Advantages

- ① share, compare personal info
- ② used in grammar or vocabulary lessons
- ③ help group bonding
- ④ increase learners' talking time
- ⑤ reduce teachers' talking time

Disadvantages

- ① not enough space
[can be done at home and discuss it with whole class] JSI
- ② controlled and repetitive the language could be
[we can ask follow up question] JSI
- ③ Some don't want to share personal info
[be sensitive in choosing the topic] JSI

STM → Short Term Memory → 20-30 s
 LTM → Long Term Memory → hours or days
 PM → Permanent Memory → Last for years

* PM ← STM من الذاكرة
 → We need repeated exposure and practice of language by using (recycling activities)

* Recycling activities steps:

(6)

- 1] setting up → check the instruction
- 2] Answer sheet → groups work together to answer the sheet and changing the secretary for each task.
- 3] Timing → 5m for each stage.
- 4] Avoiding competition → you should:-

- ① highlight group collaboration
- ② change the group members

* examples of recycling activities

Questions and answers	Can you remember	Say it
يكتب المعلم قائمة من الكلمات كل مجموعة تأخذ كلمة وتستخدمها بأسئلة ذات علاقة فيها ويجيبوا على كل كلمة حتى تخلص القائمة	+ يخطب معلم من الطلاب كتابة كلمة تبدأ بالدرس السابق خلال 10 دقائق أو أد أكثر موضوع مثل درس ويكتبوا كل - لها علاقة فيها ربطاً بين المجموعات كل منهم	لنقيم اللغة للمحرفين كل مجموعة تأخذ كلمة يخطب معلم يكتب المعلم كلمة وكلها يخطبوه تبدأ بها (Verbal Clues)

Subject _____ Day _____ Date _____

The most important part of
using modale verbs correctly is

⇒ Modals don't conjugate like regular
verbs

⇒ they don't take to + infinitive

* I mean don't say I can ^xto help you

Also don't use do or don't for the negative
form

Subject _____ Day _____ Date _____

⇒ Do you know the grammar term for the words

* could * might-
* Can't * must

⇒ Do you know what their functions are?

⇒ They are called modals or modals verbs

⇒ They show how sure the speaker is about what he or she says.

⇒ which meaning best fits each modal?

* Could ⇒ possible / not 100% sure

* Must ⇒ Sure

* Can't ⇒ Sure is not correct

* Might ⇒ possible / not 100% sure

Subject Module 6 Day _____ Date _____
Unit 1

⇒ Introduction ⇒

By the end of this unit you'll be able to

1) understand and use Modals of certainty

This Module's title is May be, May be not

Notice boards: are a good space to have communication with learners about learning

Two teachers talk about what to put on a notice board.

- 1) information about the department and teachers
- 2) information about upcoming trips
- 3) library information
- 4) competitions
- 5) examples of learner's work
- 6) photographs

Subject _____ Day _____ Date _____

Teachers talk about activity they use with Flashcards to give their learners grammar practice.

⇒ First teacher use mime because learners use the structure for communication in the activity

⇒ Second teacher use a guessing game

Learners are motivated to keep using the structure.

⇒ Third teacher use noughts and crosses

depending on their level

Subject _____

Day _____

Date _____

using visuals.

- ⇒ Flash cards
- ⇒ bulletin board display
- ⇒ toys or games
- ⇒ puzzles
- ⇒ Maps

⇒ Visuals can help make the
a) learning experience more engaging
and memorable for both
learners and teachers

b) They can also quicken the learning
process

⇒ **Realia** is the name give to real object
used in class for teaching.

e.g ⇒ Food / maps / newspapers
brochures / house hold objects
shapes

Subject Module 6 Day _____ Date _____

U 2

→ Focus on pronunciation and using visuals in the classroom.

→ Notice elision with modals

→ use visuals for grammar practice.

Elision :- is a part of connected speech

elision happens when a sound disappears

* When /t/ or /d/ are followed by a vowel, you can hear the sound

* When /t/ or /d/ are followed by a consonant you can't hear the sound.

Subject _____ Day _____ Date _____

organise your board write

- 1) Date
- 2) weather
- 3) agenda / aims
- 4) game score
- 5) quiz answers.

Subject Module 6 Day _____ Date _____
U3

Talk about board work and how to make it more effective.

1) organising your board.

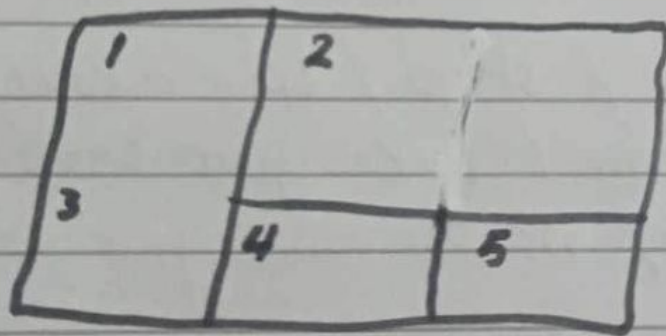
* board writing need to be

1) clear 2) you may have

beautiful cursive handwriting

* use blue/black pens

⇒ At the start of each lesson draw a few dividing lines on the board.



1. Vocabulary

2. Functional exponents

5. listening task

3. illustrations

4. extra space

neon

Subject _____

Day _____

Date _____

→ **Do you know what TPR mean?**

it means total physical response

→ TPR was created by Dr James Asher

He thought that you can learn 2nd Language the same way you learn 1st Language.

e.g. → parent says "Give me the ball"
and the child does it. The child listens
and takes in all the language

→ **TPR warmer with learner**

Clap / stop / spin around
sit down / take your seat.
Snap / hop.

→ The game "Simon Says" is a fun
and effective way to help learners
understand simple commands in English

NEON

6

Subject _____

Day _____

Date _____

Future Module (Language analysis)

Will → predictions, promises, refuses, requests
→ spontaneous decision

going to → planning and future intention
or
present continuous → arrangement or appointment

* Use shall instead of will when you're making:
suggestion or offer.

First conditional → Possible future events

Future continuous → in progress in future
or things happening
as normal

(4)

Subject

Day

Date

Common mistakes

which one is the best?

shall I meet you at break time? ✓

shall you meet me = = ? X

shall used for question in first

person

~~Using Board game to have~~
Learners practise target language.

⑤ Subject Module (4) Day Unit (1) Date

Giving a presentation

1. Finishing → a section
2. Moving → on
3. Giving → examples
4. invitation or ask → questions

the
topic
is about
the last

① Introduction → The topic of my presentation is
My presentation today is about

② sign posting → I'd like to begin -- then

③ Finishing a section → I've looked at --

④ Moving on → let's turn now to

⑤ Giving examples → For example

⑥ summarizing and concluding → I'd like to
sum up

⑦ invitation to discuss or ask →
Does any one have questions --

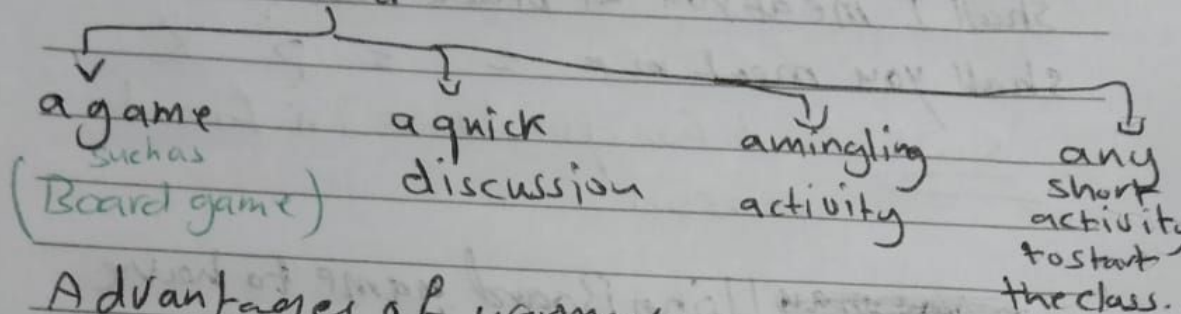
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Subject Module 4 Day Unit (3) Date _____

future module

Do you use warmers?

Warmer



Advantages of warmers.

① Help learners starting thinking and speaking.

② Learners feel confident

③ put learners in a good mood

④ Introduce new topics, ideas

⑤ review language from previous lessons.

Competitive
warmers

→ board race

→ table competition

✳ JCS → two groups → think of 20 things around in class → group 1 is the winner.

(warmers) warmers

Subject _____ Day _____ Date _____
 عنوان: اسلام کے عین ان رضع بعض رکعات میں

- ما يصل اليه من العلم

(Fish 'n' chips)

✓ Have you finished? (6 + 10 = 16) Answer

Well, you should have told me.

① Subject Module ④ Day Unit 2 Date Pronunciation
(Future Module)

* The most important in teaching pronunciation is "teaching phonemes + weak and strong stress

Strong form → stressed word.

Weak Form → Unstressed = .

Contraction → I'm (two words) I + am
I'll = I + will

Weak Form of (to) before consonants - /tə/ no
* I'm going to go on holiday. /tə/ weak

Strong Form of to before the vowel.

* I'm going to eat --- . /tə/ strong

* I'm going to India --- . /tu/

* Which part are you going to? /tu:/

* Full or weak form because English is
(a stress-timed language)

Integrate: 2020

Common mistakes →

Situations:

- ① Work hard so they don't get good results.
→ If I worked hard, I would pass my exams easily.
- ② When they work hard the learners has good results.
→ If I work hard, I pass my exams easily.
- ③ They don't work hard, they probably won't get good grades.
→ If I work hard, I'll pass my exams easily.
- ④ I may have enough time, in that case I can help you.
→ If I have enough time, I'll help you.
- ⑤ - when I have time I help.
If I have enough time, I help you.
- ⑥ - I don't have enough time to help you, even though I want to.
→ If I had enough time, I'd help you.

UNIT (11)

IF module

Module (11)

Unit (1)

Things that schools spend money on:

- Computer labs / musical instruments
- Science labs / sports equipments.

Functions of →

① Zero Conditionals → talking about thing generally or always true.

② 1st Conditionals → talking about things which might happen in the future
(future possibilities / possible consequences).

③ 2nd Conditionals →
to talk about unlikely or hypothetical situations.

Rules →

Zero Conditionals → If + present ~~simple~~, subject + present

First → If + present, subject + will

Second → If + past, subject + would / could + infinitive.

UNIT 2

Pronunciation activities:

- substitution drills with flash cards.
- Marking the stress on words.
- raising awareness of the intrusives.
- using phonetic scripts.
- using ~~and~~ arrows to show intonations.

True or False →

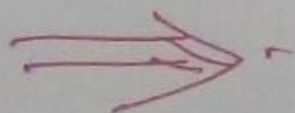
① - it's good to mix your pronunciation with all your other teaching (T)

②. Treat it in ~~away~~ a light way and ~~not~~ realise you can make it fun (T)

Phonemic chart →

How to help learners to achieve good pronunciation

- Show the students the chart which contains the practised phoneme, and later they can practise the given phonemes in words.
- grow tolerance about differences.
- Comparing to native language.
- make reference to the mother language.
- ~~elastic~~ trick



UNIT 3

Ranking activities →

Giving learners a list of things, and you ask them to decide on the order of the things in the list, individually, in pairs, or in small groups
(all are possible)

→ helps to develop thinking skills and collaborate between learners.

examples →

- order of most to least dangerous → list of extreme sports.
- most to least urgent → A to do list.
- most to least delicious → items on a menu.
- order most to least expensive → Shopping Cart.
- order heaviest to lightest → packing list for a trip.

✗

definition

Preference →

option →

Collaboration →

group consensus →

come to agreement

Word

First choice.
possibility.

Working together.

decision made with others.
discussion

③ An elastic bank trick →

④ Recording.

* Consonant cluster →
a group of ~~two~~ two or three or more
consonant sounds together in one syllable
without a vowel between them.

— Rules of spelling /ed/ in the end of a verb.

1. up 12.0 13.0

Module 12

Unit 1

innovations →

- includes what can be done online → (digital platforms)
- Teachers can learn on their own → (online professional)
- Apps / podcasts → mobile learning.
- Teachers access apps and other resources (Authentic material)
- Common around the world → interactive white boards.
- going beyond grammar/vocab → Teaching soft skills

Used to → - repeated actions in past
- past states with verbs (be / have live).

Would → repeated actions in the past
- not used when you talk about personal characteristics.

if doubt = used to

Like



used to

only

Module 16

UNIT ①

Reported Commands →

General order →

Verb + object pronoun + (not) + infinitive)

Encourage + them + to talk.

Warn + them + not + to read.

Examples →

- I told them to stop talking.
- I asked them to get into four groups.
- I advised them not to take too long.
- I encouraged her to read faster.

Warned to X

Warned ✓

Explained them X

Explained that ✓

Encouraged they X → them.

Recommended the learners X → recommended

asked them to copy not X → not to copy.

UNIT 3

Professional development:

- Reflection stages →

Before

- decide how can you assess
- specific focus on the experiment
- choose a general area.
- do back ground reading.

after

- analyse the outcome
- Reflect on what you discovered.

Experiment

TEACH

Unit 2:

importance of reflection →

- links between what you have learnt and what you are learning now.
- Supporting learners ~~and~~ evaluate and act on what they have learnt.

*Using mobiles → in reflecting:

taking photos / recording what they need to reflect on / making an audio of outcomes.

*Rehearsing → what they are going to say

increasing their fluency - helpful for

- identifying knowledge gaps.

- a sense of progress.

- Assessing work, / digital literacy.

Pronunciation

→ past simple

~~findings~~

findings.

1st
looked
watched
danced

1st
tired
played
shaved

Super easy
isn't it?

1st
visited
started
needed
naked.

Unit 2 + 3.

making reading more learner centered →

- ① L. make predictions.
- ② L. Can work ~~in~~ in groups.
- ③ L. help in creating material.

* information gap activities (partners) ÷

- have different info
- ask and answer to find info.
- cooperate to complete a task.
- given an objective.

* T.T.T techniques →

- repeating → مكرر
- giving examples → sharing illustrations
- Translating → using 1st language.
- Recasting → repeating an error
- follow up questioning → Asking for more info
- Eliciting → drawing out concepts.