

**UNIT ONE**

**OPENING AND INTRODUCTION TO COMMUNICATIVE LANGUAGE TEACHING. [1]**  
**(NB. The numbers in square brackets refer to notes in the Commentary.)**

Approx. timing	Programme	Support Mats
00.00	<p>Ice-breaker 1. [2]</p> <p>Participants introduce themselves to each other. They stand up and mill around.</p> <p>“Hello, my name’s David.” (Shake hands if appropriate.)                      “Hello, I’m Ramira. Where do you teach?”                      “I teach at ----- School. Where do you teach?”                      “I teach at -----.”</p> <p>Facilitator demonstrates with one participant, then two participants demonstrate, then everyone does it at the same time. Facilitator joins in.</p>	
00.05	<p>Ice-breaker 2. [3]</p> <p>Find Out.</p> <p>Participants mill around and find out if the statements on the sheet they are given are true for the people in the room. Facilitator joins in.</p>	<p>Find Out! sheet or similar.</p>
00.15	<p>Feedback on results. Are the statements true for this group? [4]</p>	
00.25	<p>Ice-breaker follow-up. [5]</p> <p>Why did we do that activity?                      What were you actually doing?</p> <p>General discussion looking for two key words:</p> <p>1. Interacting (Interaction)                      2. Communicating (Communication)</p> <p>Point out that these are the two key words for this seminar.</p>	
00.35	<p>Discuss in small groups of three or four.</p> <p>Teaching English in the local school, town, or country.</p> <p>Groups discuss and make a list of:</p> <p style="padding-left: 40px;">a) the things they enjoy about the job;                      b) the things that cause them problems.</p>	
00.45	<p>Put each group with another group and ask them to compare and discuss their lists,</p>	

00.50	Whole group feedback discussion. [6]	
01.15	<p>a) Ask participants individually to write down three things they want to get from this course.</p> <p>b) Put into groups of three or four and ask group to decide on four things the group wants to get from the course. Each group writes the four things on a poster.</p> <p>c) Display posters on the walls. Participants walk round to read posters and discuss. [7]</p>	
01.30	BREAK	
02.00	Demonstration Lesson. [8]	Lesson plan: Present Perfect Review.
03.00	Participants complete lesson report form in threes. If time begin discussion of results. [9]	Lesson Report Form.
03.30	BREAK (Lunch?)	
04.30	<p>Complete discussion of lesson if necessary. Focus on aim, approach, techniques. [10]</p> <p>Interactive presentation on “Communicative” language teaching. [11]</p> <p>a. Discussions in small groups:</p> <ul style="list-style-type: none"> <li>- Why are you teaching English?</li> <li>- What do you want to achieve?</li> <li>- What are your aims?</li> </ul> <p>b. Collect responses. Whole group discussion. [12,13]</p> <p>c. Ask participants to think individually of a <u>successful</u> lesson they have recently taught. [14]</p> <p>d. In small groups:</p> <ul style="list-style-type: none"> <li>- Tell each other about your successful lesson.</li> <li>- Tell each other what you achieved in that lesson.</li> <li>- Tell each other what you did that made that lesson successful.</li> </ul> <p>e. Whole group feedback. Gather some results from groups. Write up lists of Achievements and Reasons. Do achievements relate to the results of the discussion in a. above? What do the lists tell us about the group’s approaches to methodology? Suggest at least five simple characteristics of successful lessons, for example: [15]</p>	

	<ul style="list-style-type: none"> <li>- Everything worked.</li> <li>- The students expressed personal meanings.</li> <li>- English was used not just studied.</li> <li>- By the end, students could do something they couldn't do before.</li> <li>- The students enjoyed themselves (so did the teacher!).</li> </ul> <p>f. In small groups consider the handout "Which of these statements do you agree with?" [16]</p> <p>g. Whole group discussion.</p> <p>h. In small groups discuss the handout "Which are the most communicative of these activities?" [17]</p> <p>i. Whole group discussion.</p> <p>j. Finish with summary sheet "Thoughts on Communicative Language Teaching". [18]</p>	<p>Handout: Which of these statements do you agree with</p> <p>Handout: Which are the most communicative of these activities?</p> <p>Handout: Thoughts on Communicative Language Teaching.</p>
06.30	<p>If time give out seminar timetable and use today as example of the approach that will be adopted during the programme.</p> <ul style="list-style-type: none"> <li>- Interaction</li> <li>- Discussion</li> <li>- Participation</li> </ul>	<p>Seminar Timetable.</p>