

**04 MONTHS ONLINE TRAINING OF PRIMARY SCHOOL TEACHERS(PSTS)**

**Module 1: Oral Communication**

**UNIT-1**

**\*Reflection Activity**

Do Self

**\*Pause for thought**

Do Self

**\*Self Assessment Checklist**

Do Self

**\*How do Oral and Written Communication Differ?**

Question Starts from	Answers
°The Person receiving-----	Oral Communication
°The message can be-----	Oral and Written Communication
°There is Often-----	Oral Communication
°The message can be revisited-----	Written Communication
°The message is supported-----	Written Communication
°The response is often-----	Written Communication
°The message is usually-----	Oral Communication
°The message has a communicativ	Oral and Written Communication
°The message is supported by-----	Oral Communication
°If there is a misunderstanding----	Oral and Written Communication
°There's usually a permanent-----	Written Communication

**\*Oral Communication in the textbook**

Q#	Answers
1	Unit 3,5,8
2	Unit 9
3	Unit 7
4	Unit 1
5	Unit 7

**\* Activity**

Q#	Answers
1	TRUE
2	FALSE
3	FALSE

4	TRUE
5	Little
6	/ /
7	Bird
8	There
9	/s/
10	/z/

**\*Helping learners with problem sounds**

Q# & Start Q	Answers
1. to show	Mime Sounds
2. Your students	Know
3. The teacher	Repeat after
4. The vowel	Practise

**\*Activity**

Q#	Answers
Word stress	Longer, louder and higher-----
Sentence stress	1. Main verbs, nouns-----
	2. Auxiliary verbs, articles-
Intonation	1. A variety of emotions---
	2. Statements
	3. Questions

**\*Self Assessment**

Do Self

*Written & Composed by: Chaudhary Asghar Ali Cell# 03457505070*

**UNIT-2**

**\*Reflection: Current Knowledge and beliefs activity 1**

Do Self

**\*Reflection: Current Knowledge and beliefs activity 2**

Do Self

**\*Pause for thought**

Do Self

**\*Self-Assessment Checklist**

Do Self

**\*Drag and Drop**

Questions	Answers
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The learners must trust you	You must trust the learners
You need to reassure your learners	that making mistakes is OK.
Make them feel	Comfortable
If a smile will help	Smile!
Eye contact is	extremely important.
It is extremely important for the teacher to be	genuine with the learners
Respect Your learners	Allow them to express themselves
<b>*Syllables</b>	
Do Self	
<b>*Consonant digraphs</b>	
Questions	Answers
1. write a word with a consonant on a board	Say the individual letter sounds-----
2. assign an action to each sound---	when you say a word-----
3. Learners practise reading the words aloud	with the correct pronunciation
4. Learners look at the words-----	Put them into three groups-----
<b>*Drag and Drop</b>	
Grades 1-2. recitation of poems	"show-and-tell" activities
Grades 3-5. role plays	discussions
conversations	
<b>*Drag and Drop</b>	
Questions	Answers
Introduce self and family (Unit 2)	I am Maha and he is my father, Dr Ali
Express greetings and routine-----	Hello! How are you?
Express needs and feelings (Units 4,9)	I need some chips-----
Express likes and dislikes(Units 4,9)	I don't like chocolates
How to seek permission (Unit 5)	Can i play with your toy?
Introduce themselves and participate-----	My name is__i am__years old.
Use polite expressions to seek-----?	Miss may i ask something please?
<b>*Activity (A)</b>	
Questions	Answers
Making friends	Yes
Following classroom rules	No
Doing small chores	Yes
<b>Activity</b>	
Q 1. Learners choose from the-----	
Questions	Answers
1. Eat biryani because it's very	Tasty
2. do my homework right after-----	tiresome
3. eat a boiled egg because it is	healthy
4. learn tables by heart because it's	boring
5. eat icecrean because it's	delicious
6. visit the doctor-----	Bitter
Q 2. The learners select there likes and dislikes----	
Questions	Answers

Eat biryani because it's very tasty	I like to
do my homework right after-----	I don't like to
eat a boiled egg because it is healthy	I like to
learn tables by heart because it's boring	I don't like to
eat ice cream because it's delicious	I like to
visit the doctor-----	I don't like to
<b>*(A) Defining fluency and accuracy</b>	
<b>Q Starts</b>	<b>Answers</b>
Accuracy refers to how	Correct
pronunciation and	Vocabulary
develop accuracy include	Language drills
language	easily, smoothly and well
Fluency speaking activities focus on	Communication
accuracy (avoiding mistakes) is	not very important
Both fluency and accuracy activities are	important
<b>*(B) Fluency or accuracy?</b>	
<b>Q Starts</b>	<b>Answers</b>
Guessing game (mime and guess free---	A
Conversation (Have you got a...?)	A
Role play (in a shop)	F
Show and tell (I'm wearing...)	A
<b>*Preparing for oral communication fluency activities</b>	
<b>Questions</b>	<b>Answers</b>
1. My name is	Abd ul Sattar
2. I have two daughters	Irha and imad iman
3. we love to eat	Biryani on weekends
4. My all-time favourite book is	Baang e Dira by Allama Iqbal
5. I usually don't let my family	Use the phone on th dining table
6. we don't drink	Pepsi after meals
<b>*Self-Assessment Checklist</b>	
Do Self	

*Written & Composed by: Chaudhary Asghar Ali Cell# 03457505070*

## Unit-3

### \*Reflection Questions

Do Self

### \*Factors that hinder / Support Oral communication in classroom

Questions	Answers
1. A teacher who shows understanding.	Ans. True
2. Learners participation in speaking activities	Ans. True
3. A good teacher should correct any - - - -	Ans. False
4. Communicative activities should be---	Ans. True

### \*Applying in your own context

Do Self

**\*Planning Oral communication activities and lessons**

Questions	Answers
°The teacher introduces-----	Ans. Pre-Preparation----
°The teacher monitors and listens-----	Ans. While-----
°The teacher may ask some learners give-----	Ans. Post----
°The teacher praises learners - - - - -	Ans. Post-----
°There is some error correction - - - - -	Ans. Post----
°Thinking time learners - - - - -	Ans. Pre-----
°Learners are given useful-----	Ans. Pre-----
°Learners speak - - - - -	Ans. While-----
°The teacher shows-----	Ans. Pre-----

**\*Aims and stages**

2. Check understanding

3. Give thinking time.

4. Give an example.

1. Conclude

Give feedback/error correction

**\*Classroom Languages 1**

1. How do you say this in Urdu?

2. Listen, and repeat

3. Listen, and repeat

4. when i ask, "How are you"?

5. Nazia, let's read the dialogue---

6. Now work with your-----

**\*Reflection**

Do Self

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Do Self

**\*Self Assessment Checklist**

Do Self

**\*Dos and Don'ts**

Questions	Answers
During the lesson	✓
of a lesson (or have a learner write them)	✓
Use academic language	✗
and asking questions	✓
progress	✓
and decide which areas to focus on	✓
*Choose the best response	
● Post-stage	
● Post-stage	

✓	
✓	
✓	
✓	
✓	

**☆ Dos or Don'ts?**

Questions	Answers
● Have a variety of interaction Patterns	Do
● Set time limits	Do
● Change to topic with in a lesson	Don't
● Make changes to the lesson plan if needed	Do
● Give long instructions for activities	Don't
which stage you're at	Do
which you can use if there is time	Do
plan	Don't

**☆ Short text responses**

- Simple Questions
- Easy
- Activity
- By their roll number
- Answer Question Session

**☆ Grouping**

Questions	Answers
Do the learners show each other their pictures?	No
warmer?	Yes
again after a warmer?	No

**☆ Giving Instructions**

Questions	Answers
Q. 1	Pass the worksheets Out.'
Q. 2	Stand next to your partner.'
Q. 3	Pick up your pencil and paper.'

**☆ Language**

Questions	Answers
Q. 1	She gives them pictures of animals. The students have to find the other students with the same animal and sit with them. This warmer means the students can interact in English before they even start the task.
Q. 2	This is an Instruction-Checking Question. It can be tempting just to ask the students, 'Do you understand?' but students can answer that they do, when in fact they don't.

Q.3	He suggests we look at their actions. If they have understood, they will start the activity.
Q. 4	He gets the class to watch as he shows himself interacting with one of the students.
Q. 5	The language is on cards which are on the tables and the walls of the classroom. Remember that along with the target language, students need language to negotiate misunderstandings (e.g. 'Could you repeat that please?')

**☆ Teaching Concepts**

● Simplified

● Groupings

● Useful language

● Warmer

● Instruction-Checking Question

● Fluency

● Target language

● Model

**☆ Activity for Interaction Patterns**

● Students learn more about by Interaction Pattern.

● Role Play

**☆ Interaction Pattern 2:**

Questions	Answers
Q.1.	A learner talks to - - - - Check answers.
	Learners work on a task-----where needed
	Learners work in different-----workstations
	Two learners work together in a task
	This involves the whole class - - - - spoken to
	This is for individual - - - - work together
Q. 2	Pair work
	Mingle
Q. 3	Teacher to learners

**☆ Planning Interactions**

Questions	Answers
Q. 1	Group work
Q. 2	English
Q. 3	Teacher to whole class
Q. 4	English and L1
Q. 5	English
Q. 6	Learner to learner
Q. 7	English and L1
Q. 8	Teacher to whole class

**☆ Reflection Focus on textbook**

● Simple Questions

● English

● Activity

● By their roll number

● Answer Question Session

☆ **Self-Assessment**

Do Self

*Written & Composed by: Chaudhary Asghar Ali Cell# 03457505070*