

Workshop Procedure

Proposition 1:

- Teachers listen to sample extracts from the audiotape to familiarize them with new material and are provided with transcripts
- Ts. in small groups write parallel pieces of chant and decide on the level targeted , the vocabulary to be taught and when to incorporate them in different lessons
- Groups in turn read out chants and try to use/borrow any of the rhythms they have been exposed to

Proposition 2

- Ts look at sample outlines and decide on a skills area to work on
- Variation A
 - Ts in triads :
 - One member of the triad is for the suggested framework or pretends to see only advantages
 - One is against it or pretends to see constraints / limitations
 - One plays the role of the observer and takes notes
 - Groups of interest/role meet to discuss findings then voice them out in turns , followed by general discussion
- Variation B
 - Ts devise a similar plan or apply negotiated framework then one of teachers volunteers to give a demo. lesson
- Variation C
 - Goups select a text from one of the books from the box then suggest a lesson plan to be used by each one in class.

Proposed criteria for selecting materials:

1. Is the activity appropriate to the targeted level ?
2. Does the content reinforce vocabulary building and/or specific skills ?
3. Do the tasks boost students' motivation ?
4. Is there variety in comparison with actual practice/lessons ?
5. Can students use language learnt in an optimal way ?

One day , one of Hodja's friends asked how old he was, " Forty," said Hodja.

" But Hojda, you said that when I asked you three years ago," said the man.

" Really ?" said Hodja. " So you see I never contradict myself ."

Pre-reading

1. Brainstorm names of famous people, tv/movie stars ,local/ International (e.g. Charlie Chaplin)
2. Elicit what SS know about Hodja and vocab.: ago, self, past of say/ask , never
3. SS gess what text is about

Main Idea: (Skimming)

On BB. What does Hodja never do ?

Detailed Information: (Scanning)

- Who asked Hodja in this story about his age ?
- How old is Hodja in the answer ?
- How old is he now ?

Post-reading : (SS' response)

- SS act out dialogue
- SS imagine an end
- etc

The World We live In pp. 13-1 13-5
Internet

Teachers go through the different phases of exploitation of the text ,then devise, as a post-reading activity, a writing task .

Topic: Write an e-mail to your teacher telling about your experience in using the internet (Whether you use it or not and why)

- Use the content of the text
 - Pay attention to layout and paragraphing
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- Teacher writes his e-mail address on BB.
 - Teacher takes class to the multi-media room and assists SS in creating e-mail addresses .
 - Or asks SS to go to a cybercafé for this purpose
 - Follow-up :
 - T. provides individual feedback on SS' drafts when received, then makes a list of recurrent mistakes and engages SS in whole-class comments and correction
 - SS are required to rewrite their emails , produce them in print to be marked by the teacher later.