

## Cluster Meeting 3

### Reflecting on Module 2 and looking forward to Module 3

**Note:** Extra equipment needed:

- (1) Pictures from newspaper and magazines for session 5: Practise - Try in the classroom
- (2) Shapes drawn on card for session 6: Social inclusion
- (3) Posters for secondary

Time	Teacher Facilitators	Teachers/Format
Activity		
<b>1</b> <b>9.15 – 9.30</b> Warmer: Catch the ball!	<p><b>TF1 leads the warmer</b></p> <ol style="list-style-type: none"> <li>TF1 asks Ts for the names of some topics, for example: animals, food, countries, travel, classroom objects etc.</li> <li>TF1 writes the topic names on the board (about five or six topics).</li> <li>TF1 chooses one of the topics, for example: animals. TF1 rolls a piece of paper into a ball, then throws it to one of the Ts. TF1 says: Tell me the name of an animal. The T says the name of an animal, and throws the ball back to TF1. TF1 throws the ball to another T and says: Tell me the name of another animal. The T says the name of an animal, and throws the ball back to TF1. When Ts understand the game, they do not need to throw the ball back to TF1; instead a T throws the ball to another T and so on. The group continues to play the game until one T repeats an animal, or cannot think of an animal.</li> <li>The group plays the game again, this time with another topic from the board.</li> </ol> <p><b>TF2 participates in the warmer with the teachers.</b></p>	<p><b>Whole group</b></p> <p>Ts suggest topics and participate in the warmer.</p>
<b>2</b> <b>9.30 – 9.45</b> Orientation	<p>TF1 prepares session 3: Reflection - 'Try in the classroom'. Writes extra reflective questions for each group on a piece of paper. See session 3 notes for details of questions.</p>	<p><b>Whole group</b></p> <p>Ts listen to the orientation.</p>

**TF2 leads orientation**

TF2 provides an overview of cluster meeting 3 (CM3). This can be presented on one side of the board, or on a poster displayed in the room. TF2 asks Ts if they have any questions about CM3.

Ts may ask question about the CM (optional)

## Part 1: Reflecting on module 2

**Note:** (1) Teachers were asked to bring the following to CM3:

*a) Notes about:*

- Asking questions
- Using visuals
- Teaching and checking understanding of vocabulary
- Whole-class games
- *English for Today* task

*b) Ideas for:*

- Whole-class games
- Other activities to practise the present perfect

(2) Teachers will also be asked to feed back on:

- SMS questions sent throughout the module
- Achieving the module objectives
- Interesting pictures from newspapers and magazines

3

9.45 – 10.15

Reflection:  
Try in the  
classroom

**TF1 leads reflection**

1. TF1 organises Ts into four groups (four groups × six). The groups have the following names:

Group 1 - asking questions

Group 2 - using visuals

Group 3 - teaching and checking understanding of vocabulary

Group 4 - whole-class games

**Each group must:**

- Share notes about ONE of the 'Try in the classroom' tasks (e.g. Group 1 share notes about asking questions etc)
- Share ideas for practising the present perfect

**Four groups**

Ts work in four groups of six Ts.

Ts share notebooks in groups, and discuss additional reflective questions given to them.

- Share notes about SMS questions sent throughout the module
- Share notes on the *English for Today* task (see above)
- Share notes on achieving objectives of Module 2

2. TF1 sits with groups. As the Ts share notes, TF1 feeds in some extra questions to the relevant groups:

- Group 1 : How easy is it to ask questions of all the different students in your class? How can you make sure that you always ask different students questions?
- Group 2 : How can teachers adapt activities using visuals for students who have visual impairments?
- Group 3 : How comfortable are you miming words to your students? How comfortable are you at drawing pictures on the board?
- Group 4 : Do you think games can help students learn grammar?

All groups : How easy or difficult was it to think of activities for the reading lesson? Were there any objectives that you or your students found particularly difficult to achieve?

3. TF1 asks Ts for five key points from the discussion (as a whole group). TF1 writes these on the board.

Ts suggest key points.

TF2 sits with groups. Listens and takes notes for next activity.

4

10.15 – 11.00

Feedback on  
reflection activity  
and notebooks  
(If time is short  
this can be  
reduced to  
30 minutes)

**TF1 leads feedback**

1. After Ts have shared notes, TF1 asks Ts to answer this question as a whole group:  
– What worked well for you from Module 2?
2. TF1 asks Ts to give some examples.
3. TF1 asks Ts to answer this question as a whole group: What didn't work well for you from Module 2?
4. As Ts suggest problems, TF1 writes a list on the board. As a whole group Ts and TFs think of ways that problems can be solved. If there are any problems that cannot be solved, TF2 makes a note to ask the Core Trainer - and to give feedback on the problem in CM4.
5. TF1 feeds back any information from the Core Trainer after CM2 (optional).
6. TF1 asks Ts to share each others' notebooks.

**Duration: 5-10 minutes**

TF2 listens to discussion and records notes for Core Trainer of the Ts successes and problems.

**Whole group**

Ts respond to TF1's questions.

Ts share in discussion of dealing with problems.

Ts share and look at each other's notebooks.

**Break: 11.00 - 11.20**

5

11.20 – 12.30

Practise:  
Try in the  
classroom

TF1 participates.

**TF2 leads**

1. TF2 tells Ts that they will now practise some of the techniques from Module 2, and also classroom language. Tell Ts that they may refer to the classroom language from the module while they do the activities.  
  
TF2 puts the Ts into six groups (six groups × four).
2. TF2 asks each group to take out the pictures that they have brought to CM3 and to lay them on the table. TF2 gives each group a set of posters too (or one poster each).

**Six groups**

Ts participate in group activities.

Ts practise activities with other Ts.



3. TF2 gives each group the following task to do. This task helps Ts to explain vocabulary.

- Choose some objects that you can see in the pictures or posters - but don't tell the rest of your group which objects you have chosen. Take it in turns to describe the objects to the other people in your group - you can use mime if you want to. Can the rest of your group guess the object?

**Duration: 10 minutes**

4. After 10 minutes, TF2 gives each group the following task to do. This task helps Ts to practise asking questions.

- Choose a poster or a picture. As a group, try to write as many questions as you can about the picture. Try to use as many different types of question as you can (using what, which, where, who, whose, why, when and how), and also open questions.

**Duration: 5 minutes**

TF2 may need to remind Ts of the meaning of the term 'open questions' - questions which have no right or wrong answer, for example: How do you think this person is feeling?

5. After five minutes, TF2 asks two Ts from each group to move to another group - so the groups are mixed up. Ts then ask questions about their picture or poster to the new group members.

**Duration: 5 minutes**

6. TF2 asks Ts to remember activities that they have done in Module 2, or in CMs that have used a picture or a poster and writes them on the board:
- CM1 - slowly revealing a poster
  - CM2 - true/false sentences about a poster
  - Module 2 - Using a textbook picture to ask questions for a reading passage

	<p>7. TF2 gives each group the following task to do:</p> <ul style="list-style-type: none"> <li>– Choose a picture or a poster. Imagine that you are going to use this picture or poster to get your students practising English. Think of an activity you can do with your students. Make notes about the activity, and also note down useful classroom language for the activity.</li> </ul> <p><b>Duration: 10 minutes</b></p> <p>8. After 10 minutes, TF2 tells Ts to stop:</p> <p>TF2 invites groups to try out their picture/poster activity with the whole group. Ts continue until end of the session. If some groups have not had a chance to try out their activity - and they would like to - then they can try the activity after lunch during session 7: Picture/poster activity.</p>	
<p>6</p> <p><b>12.30 – 1.00</b></p> <p>Social inclusion: Activity</p>	<p><b>TF1 leads activity</b></p> <ol style="list-style-type: none"> <li>1. TF1 asks Ts if they can remember the groups of children that might be excluded in Bangladesh. As Ts name the groups, TF1 writes them on the board: girls; very poor children; indigenous children; children from religious and ethnic minorities; children with disabilities</li> <li>2. TF1 organises Ts into pairs.</li> <li>3. TF1 carries out activity: Understanding what it is like to have a disability (Intellectual disability: listening). For this activity, TF1 can draw some abstract shapes on cards for Ts to use, or Ts can draw their own shapes. E.g.: </li> <li>4. In pairs, sit back to back. The teacher with the abstract shape on his/her piece of paper/card must try to explain this shape to the second participant who needs to accurately draw the shape on his/her blank piece of paper. The second participant is not allowed to ask any questions.</li> </ol>	<p><b>Whole group/pairs</b></p> <p>Ts suggest groups of children. Ts do activity in pairs.</p>

	<p>5. TF1 asks whole group:</p> <ul style="list-style-type: none"> <li>– How did this activity relate to the idea of exclusion? (Answer: second participant is powerless)</li> </ul> <p>6. Ts to discuss the following questions in pairs:</p> <ul style="list-style-type: none"> <li>– How can you include and support students with different intellectual disabilities?</li> <li>– How can EIA's materials (audio &amp; visual) be helpful in including these pupils in the lesson?</li> <li>– Do you have any examples of how you have supported students with intellectual disabilities?</li> </ul> <p>7. TF1 asks for any examples of how Ts have supported students with intellectual disabilities.</p> <p>8. TF1 asks Ts for three key points from the discussion (as a whole group). TF1 writes these on the board.</p> <p>TF2 participates in activity. Takes notes about Ts suggestions for including and supporting students with intellectual disabilities. Questions can be taken to the Core Trainer.</p>	<p>Ts respond to TF1's question. They may take notes.</p> <p>Ts suggest key points.</p>
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### Lunch: 1.00 - 1.45

7	TF1 participates in the activity	Ts carry out picture/poster activities carried out in session 5: Practise - Try in the classroom. <b>And/or</b>
1.45 – 2.00	<p><b>TF2 leads picture/poster activity</b></p> <p>1. In this session Ts can try out the activities they created in session 5: Practise - 'Try in the classroom'.</p> <p>If there are no activities to try - or if there is time - then TF2 does the following poster activity.</p> <p>TF2 uses Poster 1, side <b>A</b> - <i>different children's faces</i></p> <p>TF2 shows poster to the group. TF2 tells group that they are thinking of one of the children on the</p>	<p><b>Pairs</b></p> <p>Ts write as many sentences as possible about poster.</p>

poster. Ts must ask questions to find out who the child is. They may only use yes/no questions for example:

- Is it a girl?
- Has she got curly hair?
- Is she wearing glasses?

2. When Ts guess the child, pass the poster to the teacher. The T chooses another child, and the group plays the game again.

## Part 2: Looking forward to Module 3

8

2.00 – 2.45

Grammar  
spotlight

*(If time is short  
this session  
can be cut)*

1. TF1 tells Ts that they are now going to imagine that they are students. They will do two activities. As they do the activities, Ts need to think about the main grammar point that is being practised.

TFs refer to Module 3 'Grammar spotlight' section for details of the activities.

2. TF1 divides Ts into two groups. One group will be with TF1 and one group will be with TF2.

Group 1 : TF1 demonstrates Module 3 Grammar spotlight: A guessing game

Group 2 : TF2 demonstrates Module 3 Grammar spotlight : A memory game

3. TF2 asks Ts to answer the following questions as a whole group:
  - Which language point is being practised? (the verb 'can')
  - What classroom language would you need to do these activities?

**Two groups**

Ts participate in activity.

**Two groups**

Ts participate in activity.



	<p>4. TF2 writes suggested classroom language for each activity on the board, for example.</p> <ul style="list-style-type: none"> <li>- I can jump!</li> <li>- Can you repeat that?</li> <li>- Now add another verb. I can jump and I can...</li> </ul>	
	<p>5. TF1 puts Ts into four groups (four groups × six). Each group must have three Ts from each of the previous groups - three that were with TF1 and three that were with TF2.</p> <p>TF1 tells each group to choose two 'teachers'. The teachers will do the same grammar spotlight activities with the group.</p> <p><b>Duration: 15 minutes</b></p>	<p><b>Four groups</b></p> <p>(mixture of two previous groups)</p> <p>Ts do grammar spotlight activities in groups.</p>
	<p>6. After 15 minutes, TF2 leads a short discussion. TF2 asks Ts as a whole group:</p> <ul style="list-style-type: none"> <li>- Which activity did you prefer? Why?</li> <li>- Did you have any problem?</li> <li>- If you did this again, what would you do differently?</li> <li>- Do you think you could do these activities with your students? Why? Why not?</li> </ul>	<p><b>Whole group</b></p> <p>Ts participate in the discussion.</p>
	<p>7. TF2 asks Ts for three key points from the session (as a whole group). TF2 writes these on the board.</p>	<p>Ts suggest key points.</p>
<p>9</p> <hr/> <p>2.45 – 3.00</p> <p>Introduction to Module 3</p>	<p><b>TF1 leads discussion</b></p> <p>1. TF1 puts Ts into six groups (six groups × four)</p> <p>2. TF1 asks Ts if they remember the title of module 3.</p> <p>TF1 asks Ts to discuss the following question in groups:</p> <ul style="list-style-type: none"> <li>- Think about the video clips you have seen so far in Modules 1 and 2. Did teachers give</li> </ul>	<p><b>Six groups</b></p> <p>Ts discuss questions in groups.</p>

students the opportunity to speak? How?

**Duration: 5 minutes**

3. TF1 asks Ts to discuss the following question in groups:

- Why is it important for students to practise speaking in every lesson?

**Duration: 5 minutes**

4. TF1 asks Ts to read the introduction of Module 3.  
TF1 asks Ts to summarise key points.

TF2 Joins a group and participates in the discussion.

Ts read introduction of module 3. Ts suggest key points.

**Tea break: 3.00 - 3.20**

**Note :** TF1 sets up videos for session 10: Video - Module 3 (SM3-V1, V2, V3)

10	TF1 operates the video.	<b>Pairs/whole group</b>
3.20 – 4.20	<b>TF2 leads</b>	Ts watch video guide and video clips as a whole group.
Video: Module 3	1. TF2 shows video Part 1 (SM3-V1): Speaking and pronunciation	Ts discuss questions in pairs.
	2. TF2 shows video Part 2 (SM3-V2): Speaking and grammar	
	3. TF2 shows video Part 3 (SM3-V3): Correcting speaking	
	Each time the video guide asks a question; and before each clip, the video should be paused. TF2 makes sure that Ts understand the question(s) and tells Ts to discuss the question(s) in pairs before continuing with the video	
	<b>After video Part 3</b>	Ts suggest key points from the video.
	a. TF2 asks Ts for five key points from the video (as a whole group). TF2 writes these on the board.	
	b. TF2 asks Ts to say anything they noticed about how the Ts managed their large classes in the clips.	
	c. Ts read 'Tips for large classes' from Module 3.	

<p>11</p> <hr/> <p>4.20 – 4.30</p> <p>Orientation of Module 3</p>	<p>TF1 helps Ts find video clips and audio files on mobile phones.</p> <p><b>TF2 leads orientation of Module 3</b></p> <ol style="list-style-type: none"> <li>1. TF2 tells Ts to look at Module 3. As a whole group, TF2 points out:             <ul style="list-style-type: none"> <li>– the various parts of the module</li> <li>– the video clips (shows Ts where to find them)</li> <li>– the audio files of classroom language (shows Ts where to find them)</li> </ul> </li> <li>2. TF2 points out that there are three parts in the module. Tells Ts to plan when they are going to do each part between now and next CM.</li> </ol>	<p><b>Whole group</b></p> <p>Ts listen to orientation and look through modules.</p> <p>Ts plan when they are going to do each part.</p>
<p>12</p> <hr/> <p>4.30 – 5.00</p> <p>Evaluation (with tea) What next?</p>	<ol style="list-style-type: none"> <li>1. TFs hand out CM3 evaluations.</li> <li>2. TFs collect CM3 evaluations.</li> <li>3. TFs make sure Ts know what they have to do between now and CM4.</li> </ol>	<p>Ts complete CM evaluations.</p>