



Classroom English

Today's class

- Review & common grammar mistakes
- Paper hat
- English for Primary Teachers Unit 1
- Crossword
- Good language learners

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8 Common English Errors

- ① Today morning I woke up late.
- ② What's the different?
- ③ I met John two years before.
- ④ This is a six-months course.
- ⑤ Thank you. I really enjoyed.
- ⑥ Did you loose your cellphone?
- ⑦ This is an academic course.
- ⑧ Yes, I have a free time.



PRACTICAL TECHNIQUE



Paper Hat

Make A Paper Hat!



1. Fold Newspaper
in Half. (Like it
comes.)



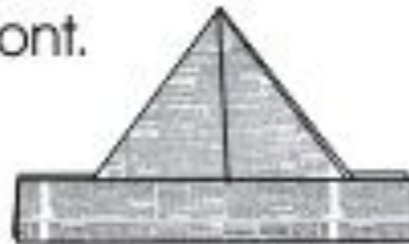
2. Fold top down
to meet bottom.



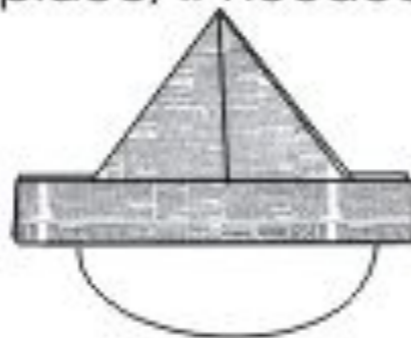
3. Fold right and
left sides towards
the middle to form
a point.



4. Open bottom,
and fold bottom
up on back and
front.



5. You may use a
piece of elastic to
hold the hat in
place, if needed.



PRACTICAL TECHNIQUE



Paper Hat

uses:

- Learning names.
- When your students wear this hat, they must speak in English.
- Role-plays.
- Storytelling and Reader's Theater.

(Reader's Theater is a style of theater in which the actors do not memorize their lines. Actors use only vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, intricate blocking, and movement.)





English for Primary Teachers

A handbook of activities & classroom language

Mary Slattery & Jane Willis



Unit 1

Interacting with children

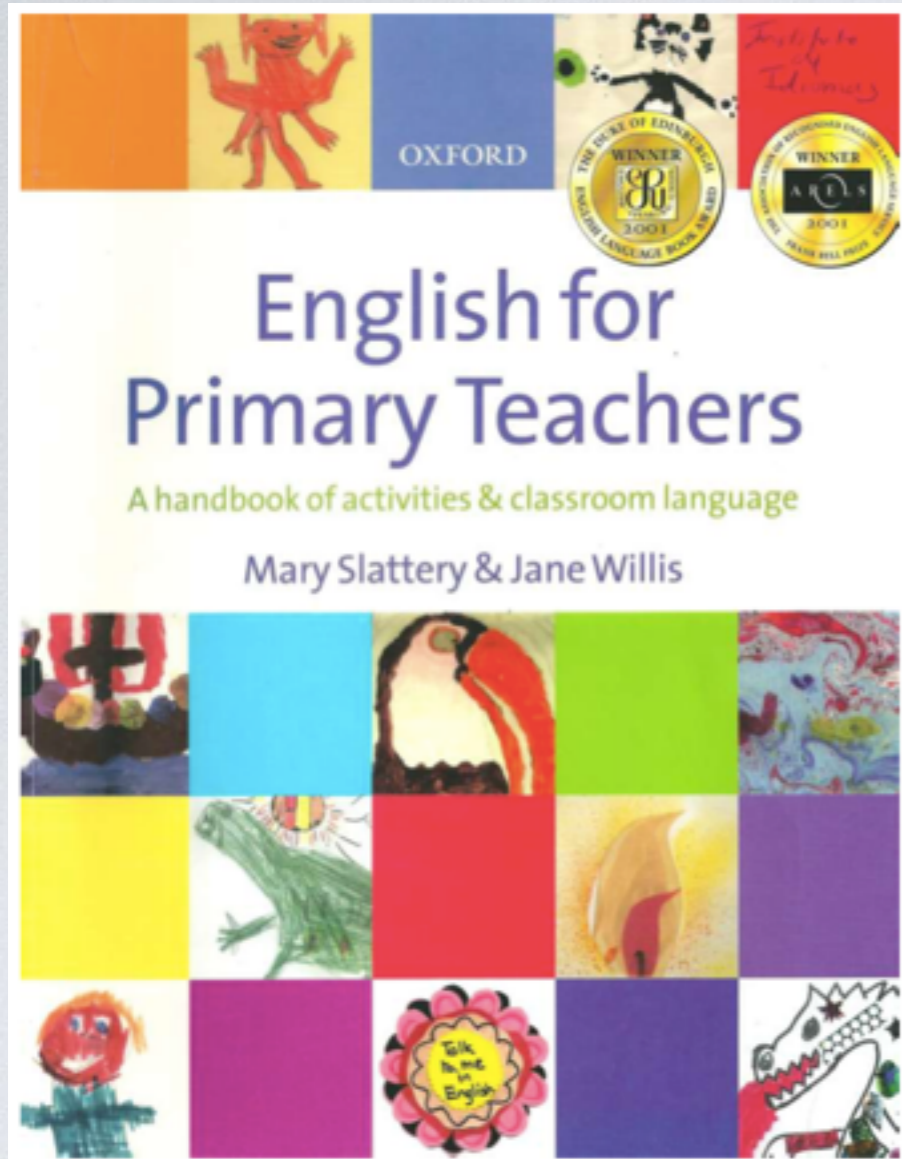
In this class we will listen to many recordings of classroom situations.

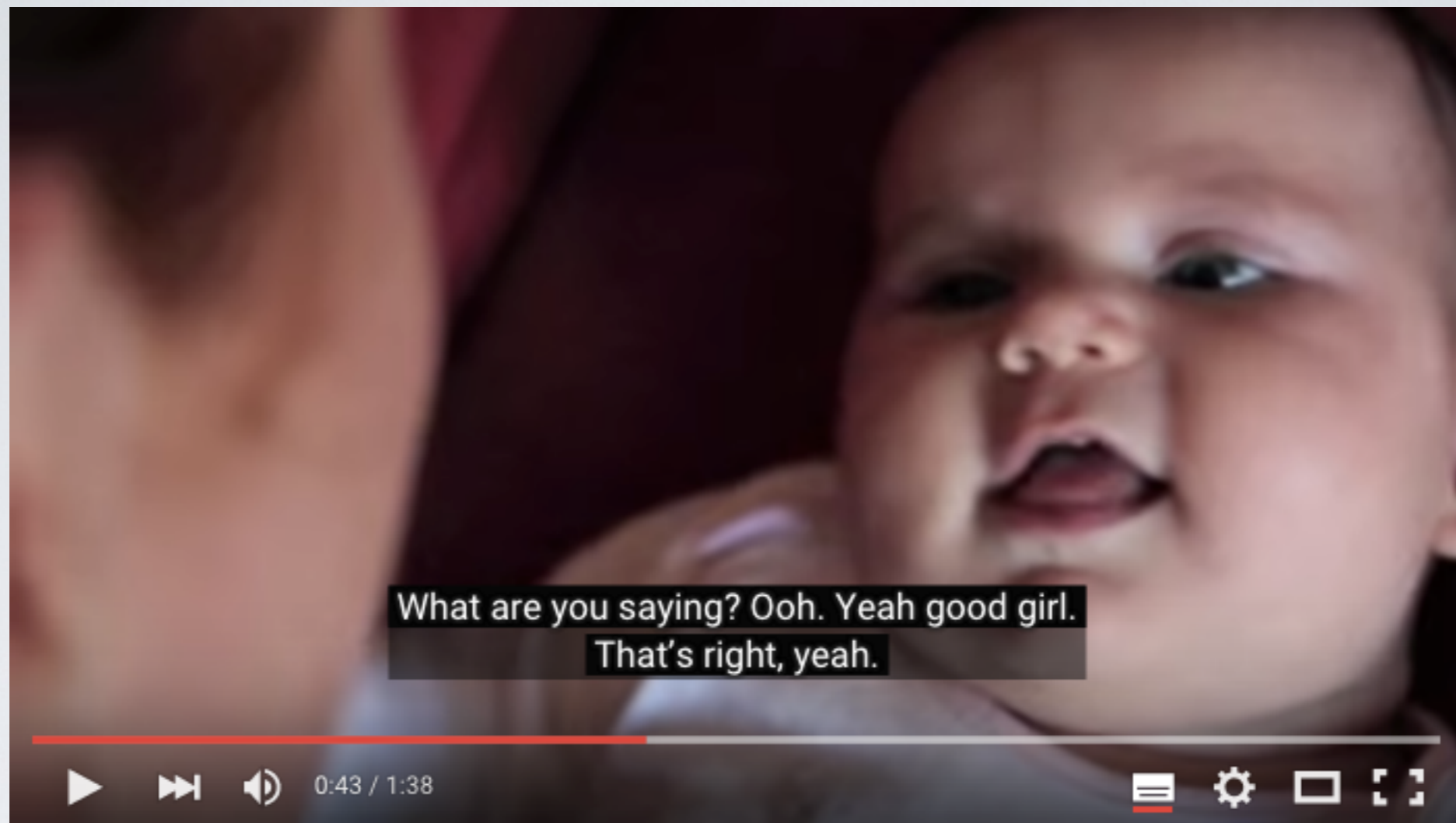
The recordings are made by actors, but they are based on real classroom scripts.

After listening and discussing the recordings, we will practice reading the scripts.

For this class:

child = student
parent = teacher





3. Early communication - Talking with your baby

Caretaker talk is the language that parents and carers use to help the development of the child's language.

<https://www.youtube.com/watch?v=60vnM4mZfTA>



How many phrases does she actually say? And how many words does the child say?

MOTHER: Now we're nearly dressed ... OK now over your head ... good boy ... put in your other hand ... now shoes. Where are your shoes?

CHILD: Sus ...

MOTHER: Yes. Your shoes. Where are they?

(Both look around for the shoes.)

MOTHER: Oh there. Look ... your shoes ... on the chair.

CHILD: Sus. Sus.

MOTHER: Yes shoes.



Caretaker talk

The teacher/parent should...

- **Repeat** phrases said earlier
- Keep the child's attention by **asking questions**
- **React positively** to what the children say (even if the words are not complete or perfect)
- **Add or improve** what the children say



Caretaker talk



Track 02

1st LISTENING

What is happening in the classroom?

What are they doing?

What is the class topic?

2nd LISTENING

What language is the teacher using?

Which useful expressions does the teacher use?



Track 02

3rd LISTENING
Listen and read the script.

Listen to the intonation, stress and pronunciation.

Let's practice with the script!



TEACHER: And it's a holiday, isn't it?

CHILDREN: Yeah.

TEACHER: Yes. And on Easter Sunday he brings us what? Em?

CHILDREN: Chocolate.

TEACHER: Chocolate? Uh uh chocolate. Eh, chocolate ... ice-cream?

CHILDREN: No.

TEACHER: No, no it's not chocolate ice-cream. Eh ... chocolate ... eggs? Chocolate eggs. Yes?

CHILDREN: Yes.

TEACHER: Do you like chocolate eggs?

CHILDREN: Yes, yes.

TEACHER: Mm ... Yum yum yum, yes?

CHILDREN: Yes, yes.

TEACHER: Chocolate eggs. OK.

(later in the class)

TEACHER: And he brings? He brings? Yes?

CHILD: Chocolate eggs.

TEACHER: Do you like chocolate eggs? Do you like chocolate eggs? I love chocolate eggs.

Clara with eight to nine year olds.



Teaching Tips for Starting with English

- Use **gestures, actions, and pictures** to help children understand
- Let **children use their L1** for communication, especially to start
- **Recast** in English what children say in their L1
- **Answer children in English** as much as possible
- Talk **a lot in English**. Talk about:
 - where things are
 - pictures or things children can see
 - what you are doing
 - what you are going to do next

Teaching young learners: Caretaker talk



Track 04

1st LISTENING

What is happening in the classroom?

What are they doing?

What is the class topic?

2nd LISTENING

What language is the teacher using?

Which useful expressions does the teacher use?

False Questions



1C

A question of routine

TEACHER: Good morning. Is today
Monday?

CHILDREN: No.

TEACHER: Or maybe Tuesday? Or
Sunday?

CHILDREN: No.

TEACHER: Oh I wish it was Sunday. OK,
what day is it today?

CHILDREN: Thursday.

TEACHER: Great!

Cristina with nine to ten year olds.

Let's practice
False Questions

Start English with a **song**



Track 07

1st LISTENING

**Which useful expressions
does the teacher use?**

Start English with a **song**

Starting with a song

TEACHER: Morning.

CHILDREN: Morning.

TEACHER: OK. Can you stand up now?

Please. OK, Amanda can you stand up too? Thank you. OK, let's sing a song.

But do you remember how to put your hands on your heads? Yes? Like this.

(Teacher puts his hands on his head.)

TEACHER: OK, do you remember this song? OK ... Head and shoulders, knees and toes ...

(All sing together)

Juan with eight to nine year olds.



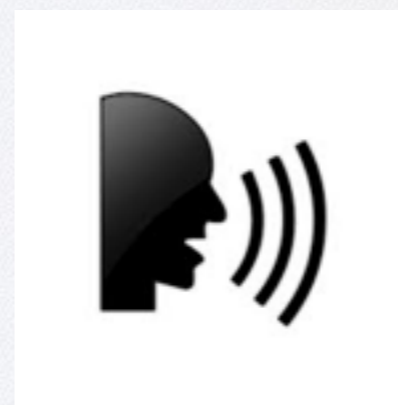
Track 07

2nd LISTENING

Listen and read the script.

Listen to the intonation, stress and pronunciation.

Underline any useful expressions.



Let's practice with the script!

Start English with a **song**



A great way to start using English with your child is to use a song.

A song shows your child it's time to practice English.

https://www.youtube.com/watch?v=8I9gz-5_h60

https://www.youtube.com/watch?v=4XabzBoV5_k

<https://www.youtube.com/watch?v=tVlcKp3bWH8>

Hello song lyrics

♪ Come on, let's sing.

Okay!

Hello! [Wave your right hand.]

Hello! [Wave your left hand.]

Hello, how are you?

[Wave your right hand.]

(Repeat)

I'm good! [One thumb up!]

I'm great! [Two thumbs up!]

I'm wonderful! [Jump in the air!]

(Repeat)

Hello!

Hello!

Hello, how are you?

(Repeat)

I'm tired. [Slouch your shoulders and sigh.]

I'm hungry. [Rub your tummy.]

I'm not so good. [One thumb down!]

(Repeat)

Hello!

Hello!

Hello, how are you?

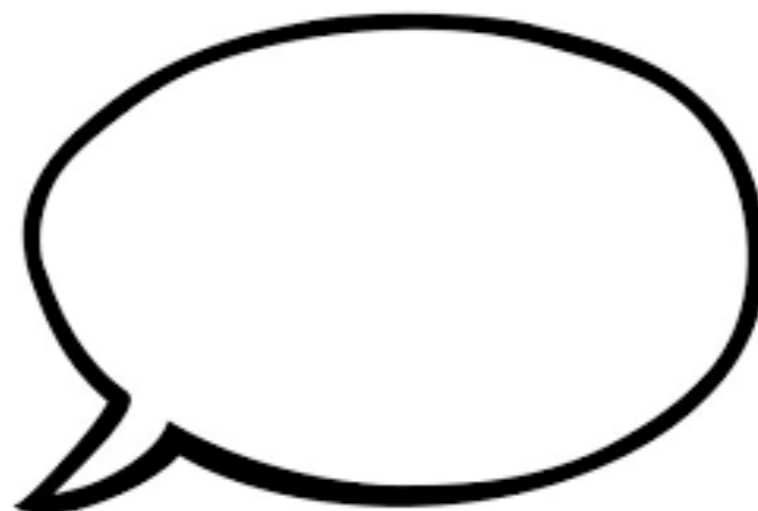
(Repeat 3x) ♪

Ways of starting an English lesson.

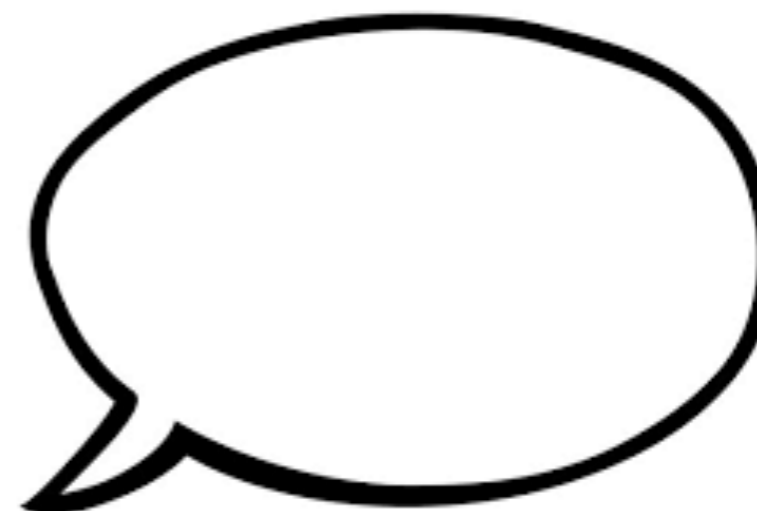
Think of an expression for each.



check attendance



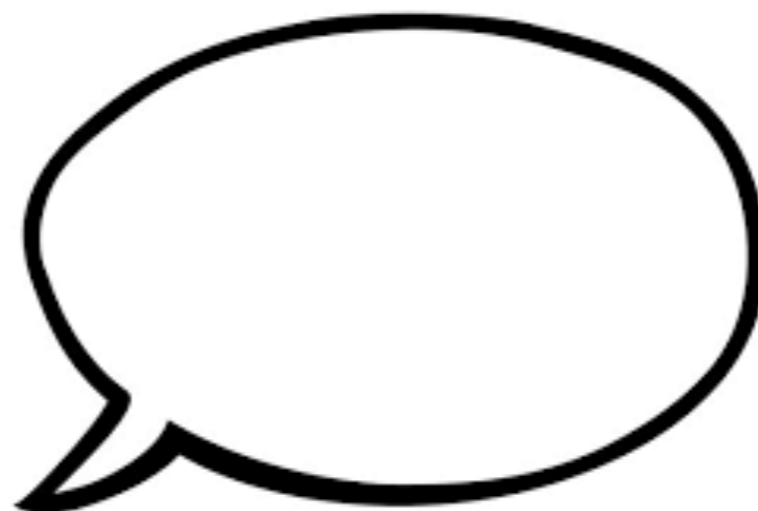
sing a song



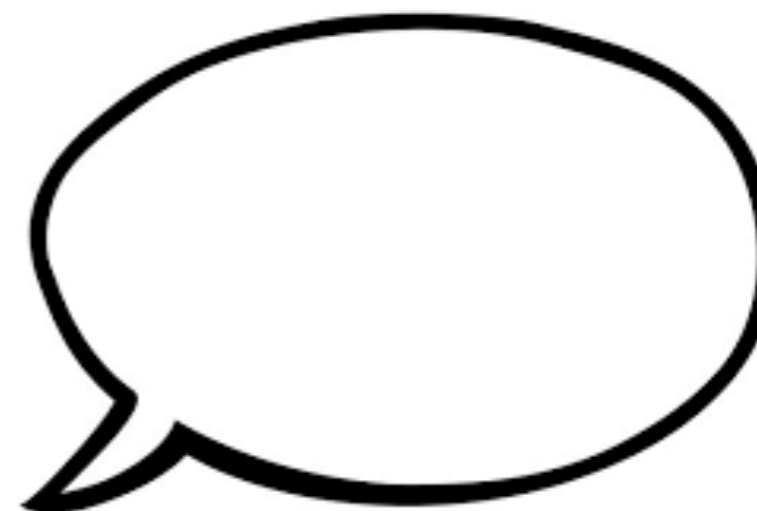
question routines:
day's of the week,
weather...



rearrange the class



say a rhyme

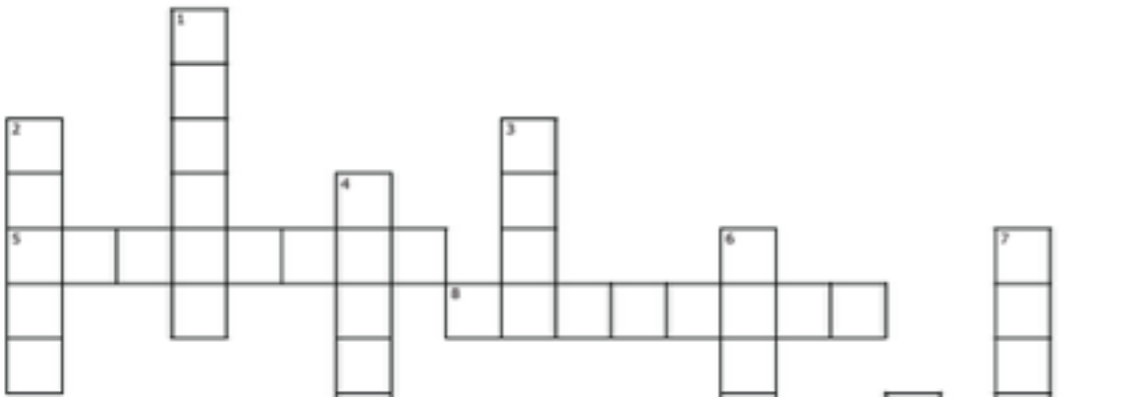


play a game



Teaching Tips for Starting a Lesson

- Do something different so your child knows it's time for English.
- Wear something special for the lesson like a hat.
- Get toys out that the child associates with English.
- Plan a familiar routine at the beginning of a lesson.



Crossword

- Accurate
- Acquire
- Brainstorm
- Caretakertalk
- Chant
- Classify
- Context
- Effective
- Elicit
- Focus

- Gist
- Interaction
- Intonation
- Keywords
- Mime
- Predict
- Recast
- Routine
- Summarize

19. to guess or say what will happen next ?

18. a word or group of words that is repeated rhythmically, often several times ?

Crossword - answers

- Accurate - correct, without mistakes
- Acquire - to complete something after making an effort
- Brainstorm - when everyone offers as many ideas as possible in a short time
- Caretakertalk - the speech used by mothers, fathers, and other people as they look after and care for babies
- Chant - a word or group of words that is repeated rhythmically, often several times
- Classify - to put something into a group with other things of a similar type
- Context - the ideas, situations, information that helps us to understand
- Effective - works well, gives the results you want
- Elicit - to ask careful questions to get children to answer
- Focus - to direct all the children's attention towards something
- Gist - the general meaning
- Interaction - two-way communication
- Intonation - the rise and fall of your voice
- Keywords - the most important words
- Mime - to act silently, without speaking
- Predict - to guess or say what will happen next
- Recast - to repeat in English what a child has said in their first language
- Routine - the usual way in which you do things
- Summarize - to give a short version

Learning & 'Good' Learners

Let's discuss!

1. How did you learn English?
2. What materials or resources did you use?
3. What is your favorite thing to do using English?
4. What tips would you give another learner?
5. What personality does a good learner have?



Choose 3 that you most agree with to discuss. **Good learners...**

1. are creative and experiment with language
2. learn to live with uncertainty and develop strategies for understanding without knowing every word
3. use linguistic knowledge, including knowledge of their first language in mastering a second language
4. let the context (knowledge of the world) help them in comprehension
5. learn to make intelligent guesses
6. learn production techniques (e.g. techniques for keeping a conversation going)
7. are willing to make mistakes
8. try to communicate even without language
9. look for patterns
10. practice whenever possible
11. enjoy grammar
12. begin learning in childhood
13. have good self image and self confidence
14. know how to use resources independently
15. learn both inside and outside the classroom
16. adjust their learning strategies as needed
17. manage and divide the time in learning properly
18. learn with active thinking

Homework

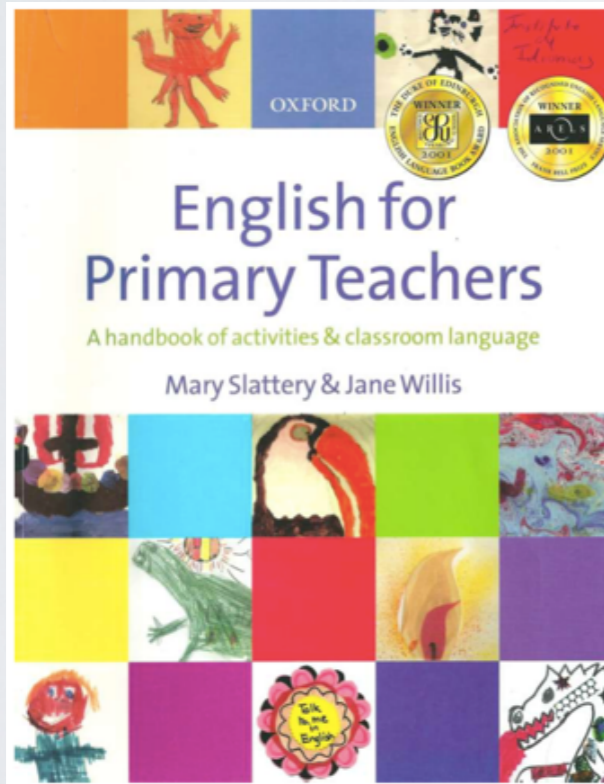
1. EDpuzzle video



Oxford Reading Tree- Ideas for Children
learning English aged 2-3.mp4
🔒 Prevent Skip



2.



Unit 2

Summarize 2.1, 2.2, 2.3, 2.4, 2.5.

You can use the audio CD, create a written summary, or just talk about it!

Week 3

There are five sections in Unit 2. They are 2.1, 2.2., 2.3, 2.4, and 2.5. In class you will be given one of the sections to summarize to the class. You can also download the audio cd zip file below to listen to the classroom recordings.



ept_unit_2.pdf
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