



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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REVIEW

PRACTICAL TECHNIQUE

Paper Hat

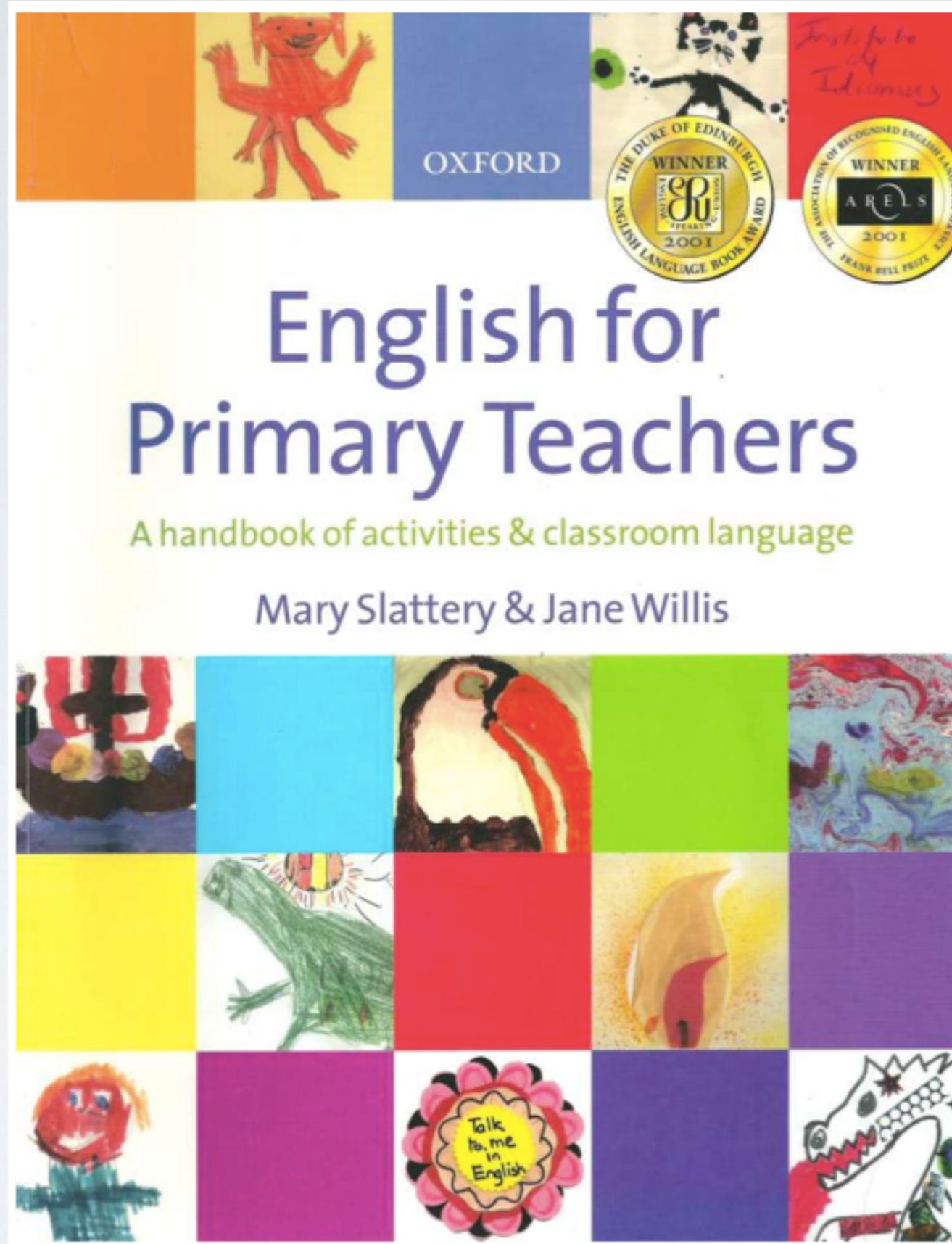
uses:

- 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.)

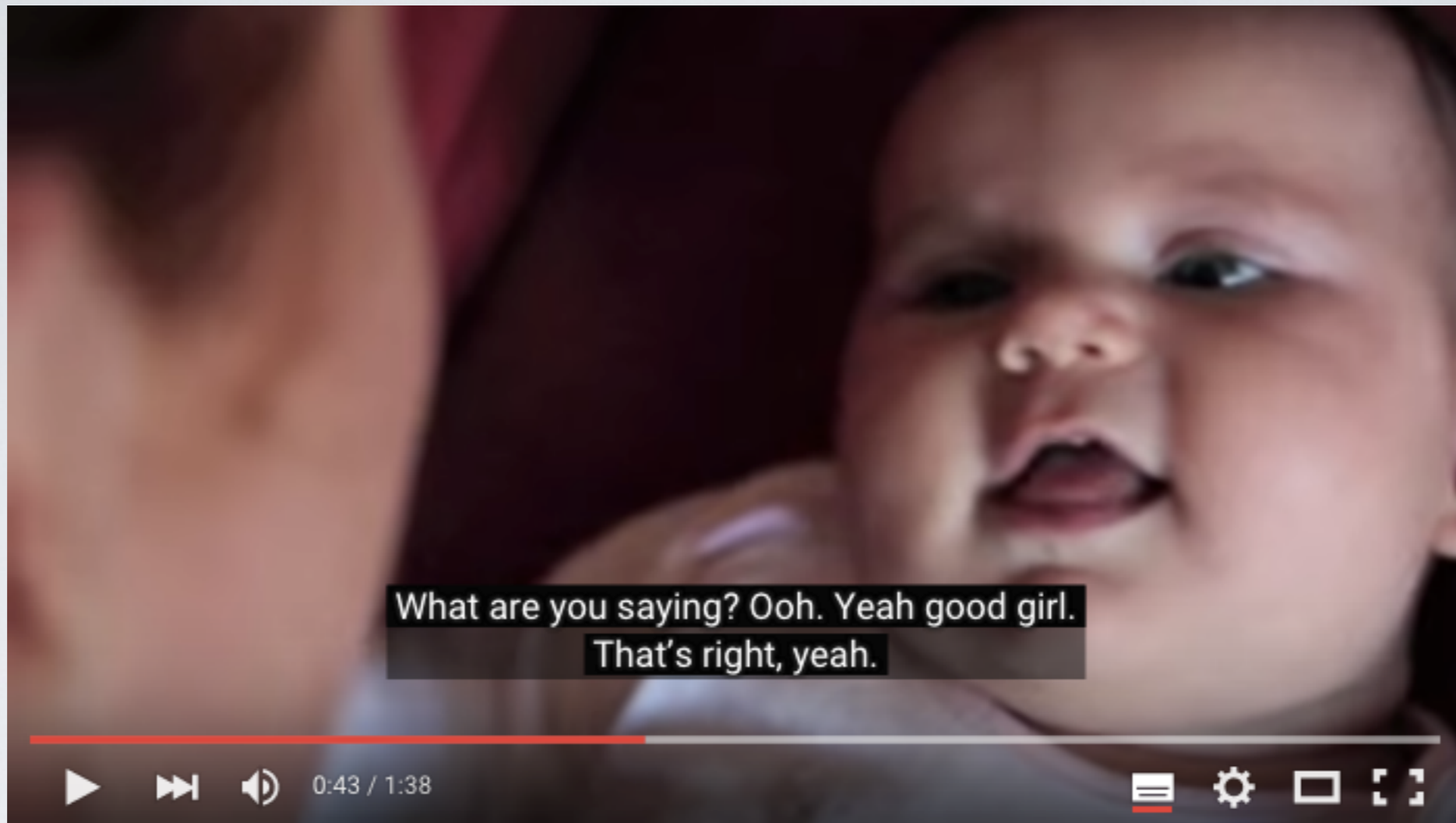


REVIEW



Unit 1

REVIEW



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>

REVIEW



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

REVIEW



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

REVIEW

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

REVIEW

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=8l9gz-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?

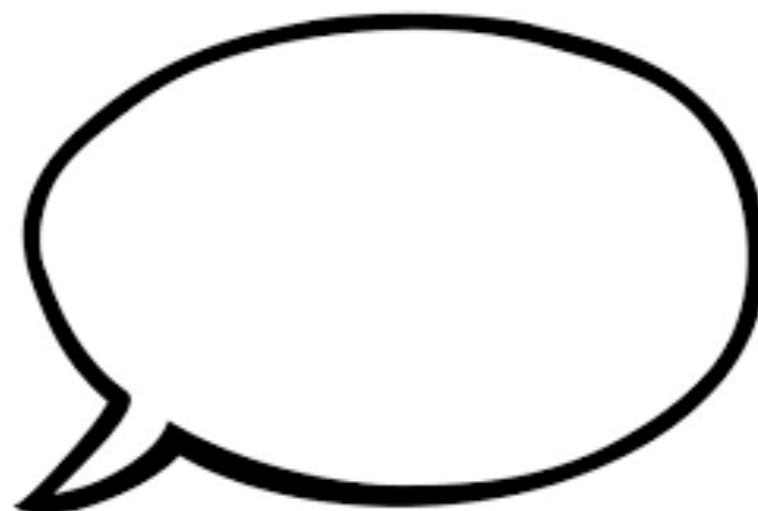
(Repeat 3x) ♪

Ways of starting an English lesson.

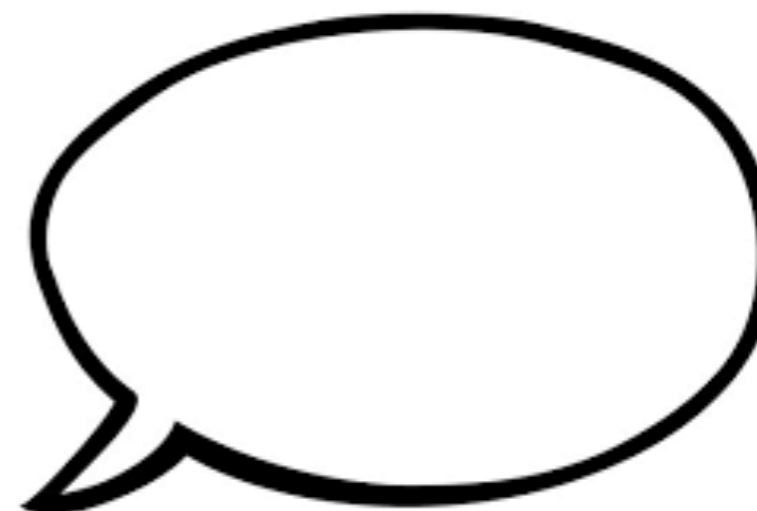
Think of an expression for each.



check attendance



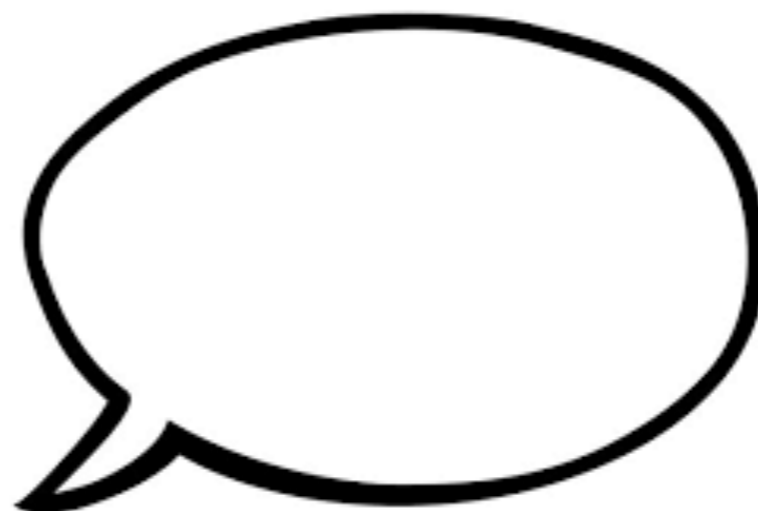
sing a song



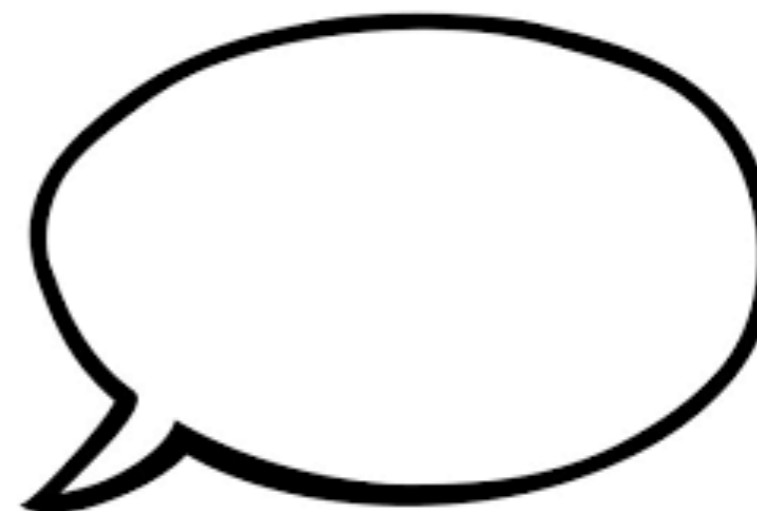
question routines:
day's of the week,
weather...



rearrange the class

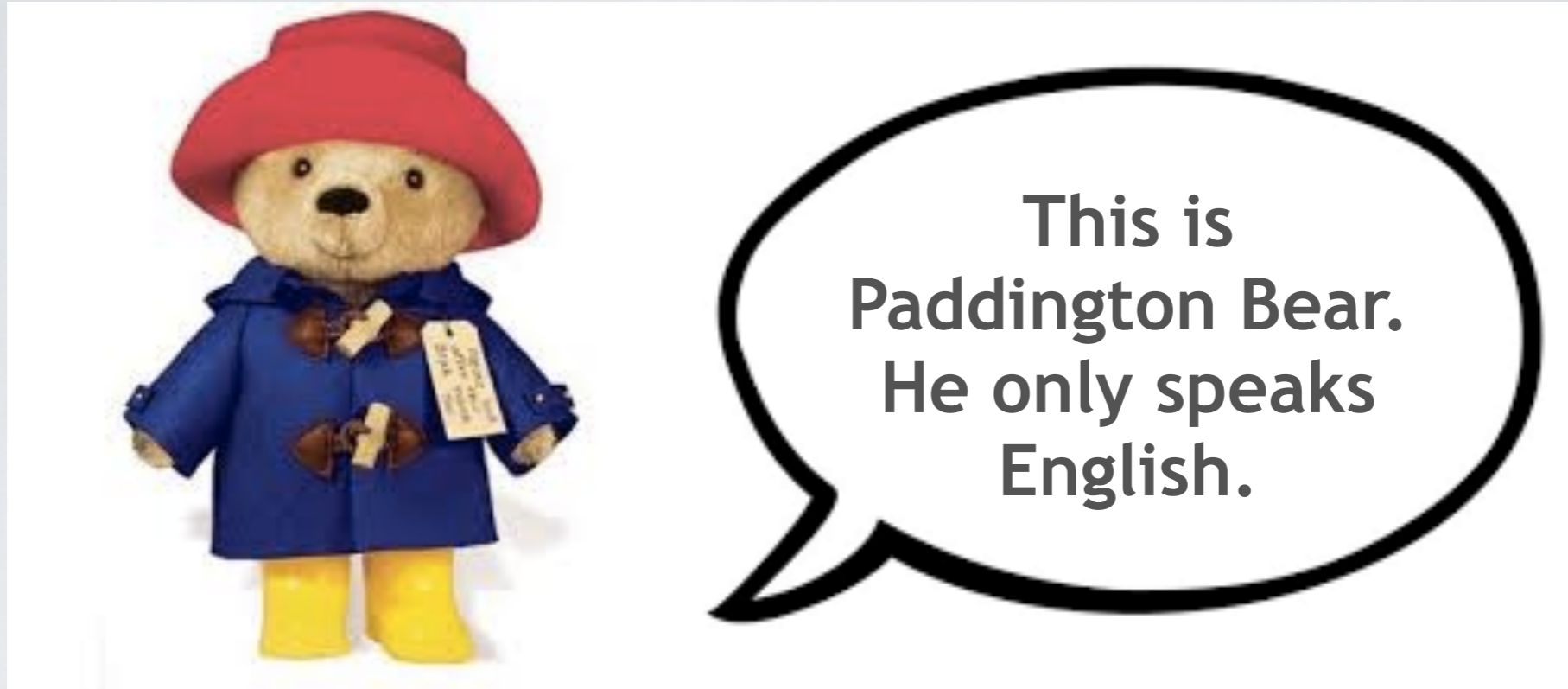


say a rhyme



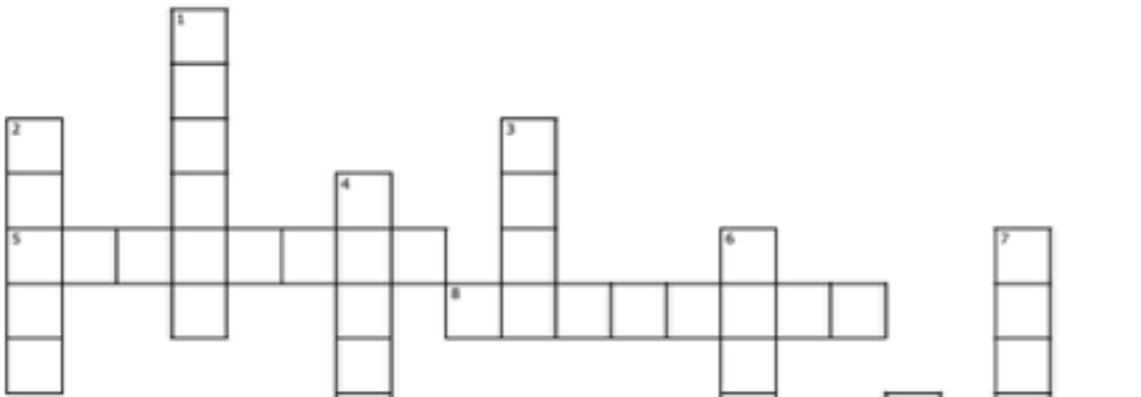
play a game

REVIEW



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

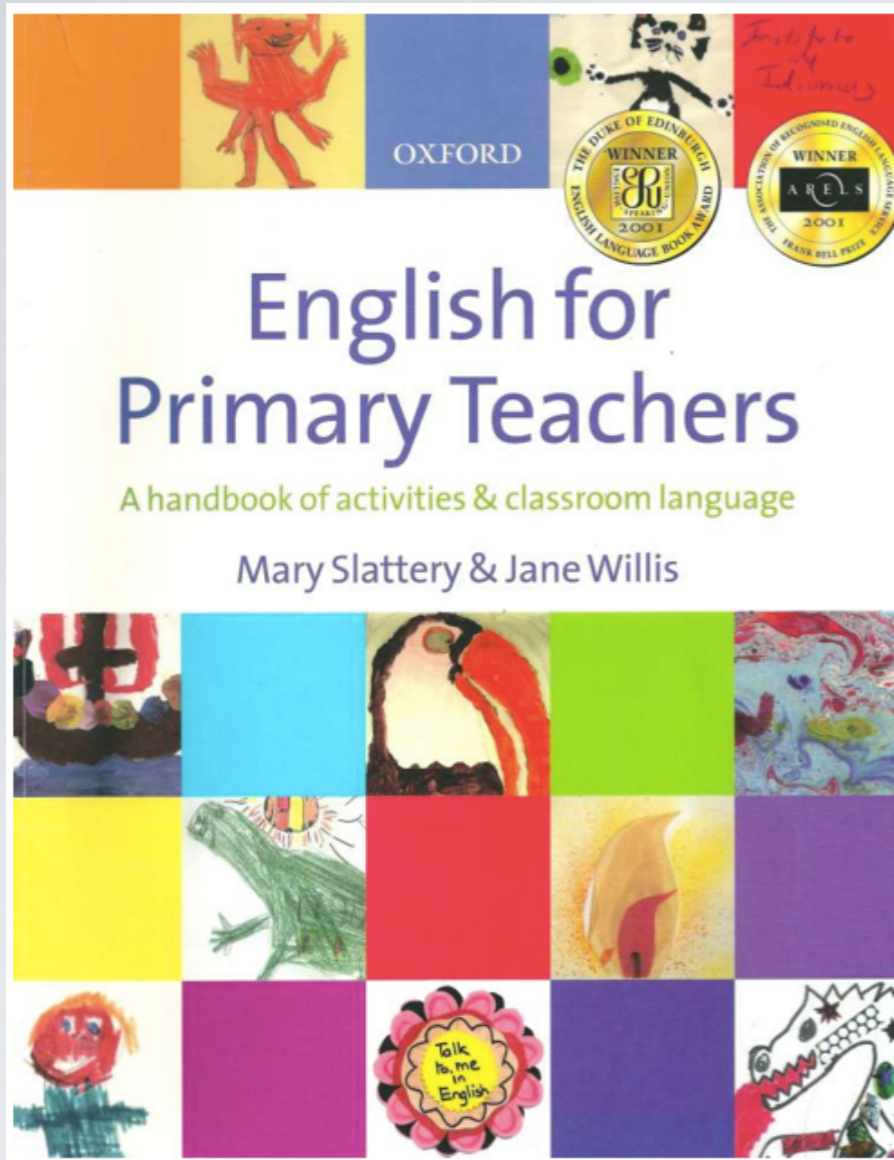
Let's discuss!

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

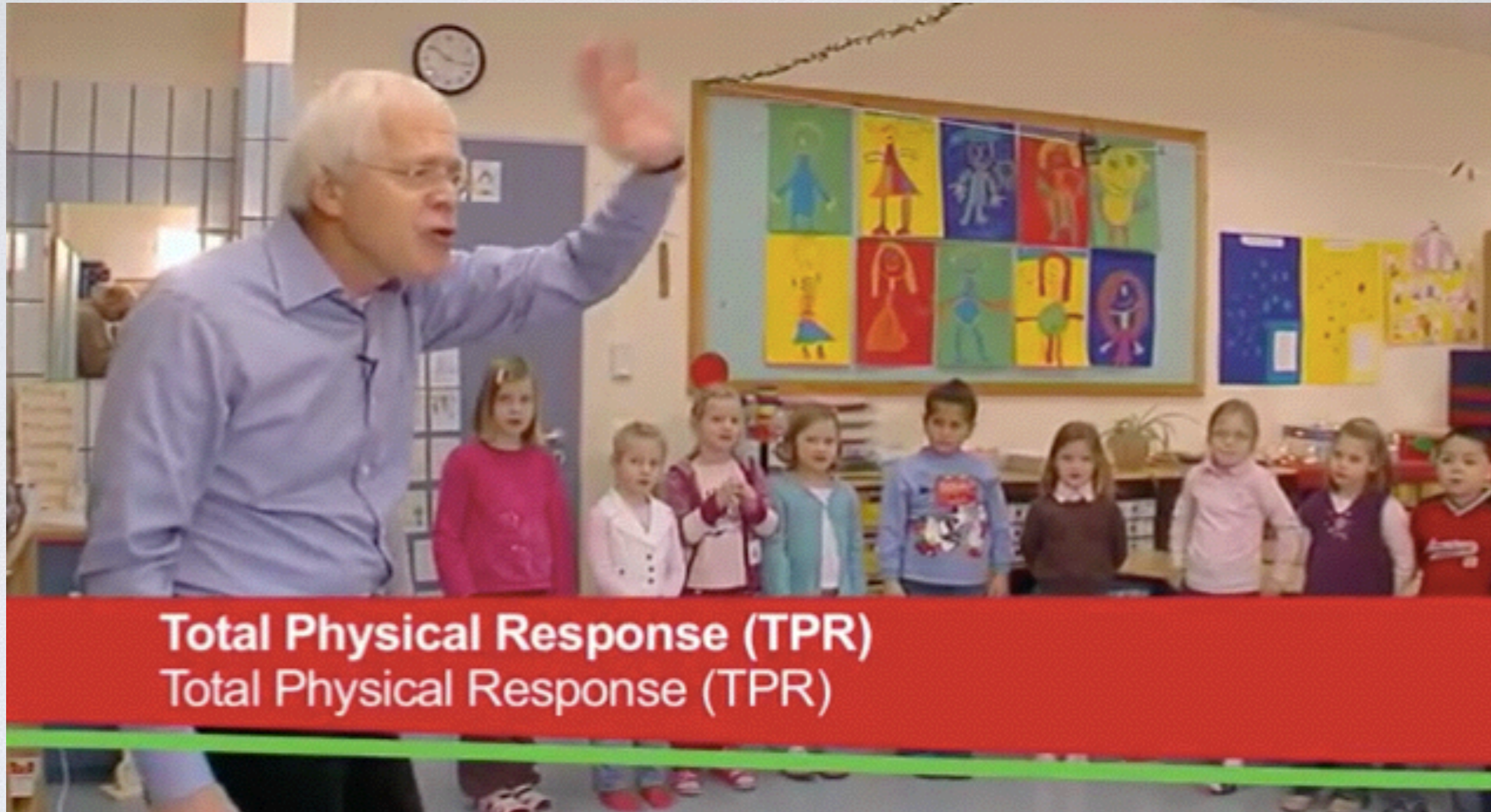


Unit 2 - Summary

The sections are:

- 2.1. Giving instructions
- 2.2. Listening and identifying
- 2.3. Listening and doing
- 2.4. Listening and performing
- 2.5. Listening and responding games

Listen and do with actions



Let's watch a video.

What does the teacher do differently at the beginning and at the end?



Let's do 'Buying ice cream'
What do we do? 1, 2, 3, 4?

How to do this action game:

1. Choose the commands
2. Make a list
3. Show the action and say the command
4. Repeat the actions several times
5. Stop doing the actions





Listen and identify for very young learners



Track 15

1st LISTENING

What does the teacher want to see?

2nd LISTENING

Notice how the teacher...

- changes her language to ask for different things
- repeats a lot
- sings some phrases
- keeps everything moving fast



Track 15

3rd LISTENING
Listen and read the script.

Listen to the intonation, stress and pronunciation.

Underline any useful expressions.
What did you underline?

Let's practice with the script!



TEACHER: OK now ... show me your book, your book. Show me your book that's in your bag. Where's your book? *(Children take out books – lots of mother tongue talk.)*

TEACHER: OK. Good. Now show me your pencil box ... your pencil box ... your pencil box. Show me your pencil box. Let me see your pencil box. Good. One, two, three, good. Your pencil box? Good.

Erin with four to five year olds.

Tip: You can also use pictures and ask students to hold up and show you the correct picture.

Listen and identify for elementary students



1st LISTENING

What is happening in the classroom?
What is the class topic?

Listen and identify for elementary students



2nd LISTENING

The teacher wants the children to...

- listen and point to the correct picture
- learn *he* and *she* for a boy and a girl
- learn about colour adjective order (*blue* sweater)

Listen and identify for elementary students



Track 16

3rd LISTENING

Listen and read the script.

Listen to the intonation, stress and pronunciation.

Underline any useful expressions.

What did you underline?

Let's practice with the script!



TEACHER: OK, OK. Listen carefully. OK. One, two, three. Are you ready, OK, steady, let's go. Point to the picture I am talking about. Is it the boy or the girl?

He's wearing a blue sweater, right. He's wearing a blue sweater.

(The children point)

Yes, very good. It's the boy ... OK. Now, she's carrying a green schoolbag. She's carrying a green schoolbag....



Listen and identify for grammar

Raise your left hand or right hand.



left



right

I saw a dog.

I saw some dogs.

They are black and brown.

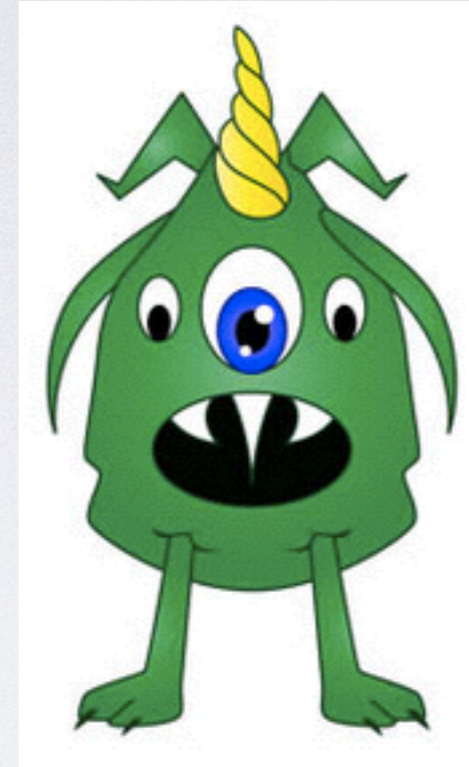
It's white and brown.



Listen and identify for grammar



left



right

It has one big eye.

It has three eyes.

It has pink fur.

It has green skin.



Listen and do with actions



Track 20

Clap your hands.
Clap your hands.
Slap your legs.
Slap your legs.
Stamp your feet.
Stamp your feet.
Snap your fingers.
Snap your fingers.
Clap your hands.
Clap your hands.



Track 21

Point to the ceiling.
Point to the floor.
Point to the window.
Point to the door.
Clap your hands
together.
One, two, three.
Now sit down and
look at me.



Listen and do with actions



LISTENING

What is happening in the classroom?
What are the children doing?

Track 23



Listen and responding games



Track 25

1st LISTENING

What does the teacher want the children to do?

2nd LISTENING

How does the teacher explain the game?

What useful expressions does the teacher use?

Listen and responding games



Track 25

3rd LISTENING

Listen and read the script.

Listen to the intonation, stress and pronunciation.

Underline any useful expressions.

What did you underline?



Let's practice with the script!

TEACHER: OK, am I right or am I wrong?
Listen and remember. Two claps wrong ... one clap right. Now listen carefully. I know I'm right.

OK. Today's Monday. Am I right?
(one clap)

TEACHER: It's sunny today.
(two claps)

TEACHER: Very good it's not sunny ...
it's raining. OK.

TEACHER: This is Anna.
(one clap)

TEACHER: This is Lea.
(two claps)

TEACHER: Oh, oh, silly me ... this
is Maria.



Let's try together.

Listen carefully...

If it's true...

If I'm right...

clap once like this.

nod your head like this.

shout 'yes'.

If it's not true...

If I'm wrong...

clap twice- two claps.

shake your head like this.

shout 'no'.

“I have long black hair.” “I'm wearing a pink shirt.” “Apples are black.”

This can also be done in groups with swopping places.



‘Please’ game



Track 27

1st LISTENING

What game are the teacher and the children playing?

2nd LISTENING

How does the teacher explain the game?

What useful expressions does the teacher use?

'Please' game



Track 27

3rd LISTENING

Listen and read the script.

Listen to the intonation, stress and pronunciation.

Underline any useful expressions.
What did you underline?



Let's practice with the script!

TEACHER: Now stand in two lines.

OK ... now sh ... quiet ... sh ...
sh ... sh.

OK, quiet. Right, good. Now OK, listen very carefully. When I say 'please' – you can move. If I don't say 'please', don't move. OK. Now let's see who's listening.

TEACHER: One step forward.

(No one moves!)

TEACHER: One step back please!

(Everyone takes a step.)

TEACHER: Very good. You're all listening.

TEACHER: Two steps forward please.

(Everyone takes two steps.)

TEACHER: Turn around.

(Some children turn.)

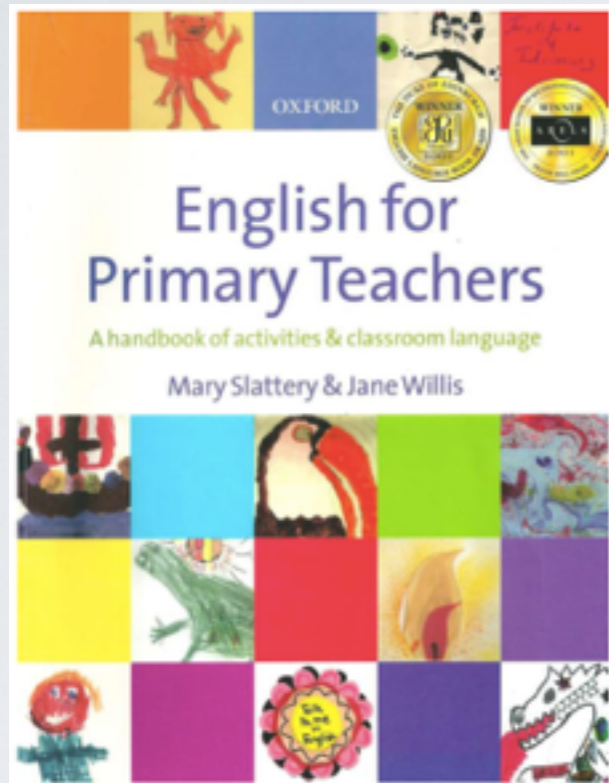
TEACHER: Oh, oh! You did it and I didn't say please! OK, you come out and wait beside me. OK.

TEACHER: Now, jump up.

(No one moves.)

TEACHER: Jump up please!

Homework



Unit 3

Summarize

- 3.1 Listen and color
- 3.2 Listen and draw
- 3.3 Listen and make

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