



Classroom English

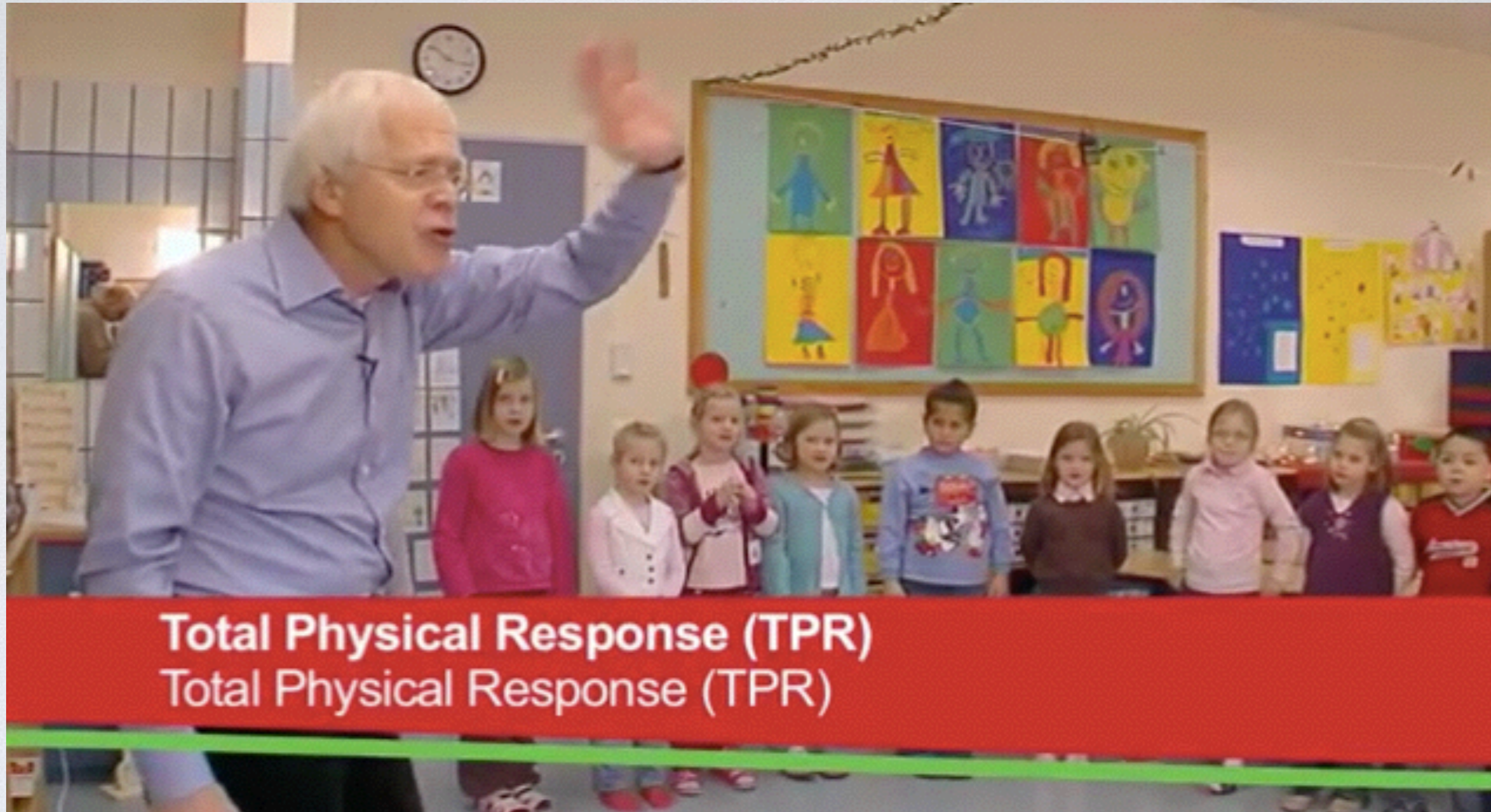
Today's class

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

Email: edpovey@hotmail.co.uk

Website: edwardtesol.com (Password: English)

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 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.

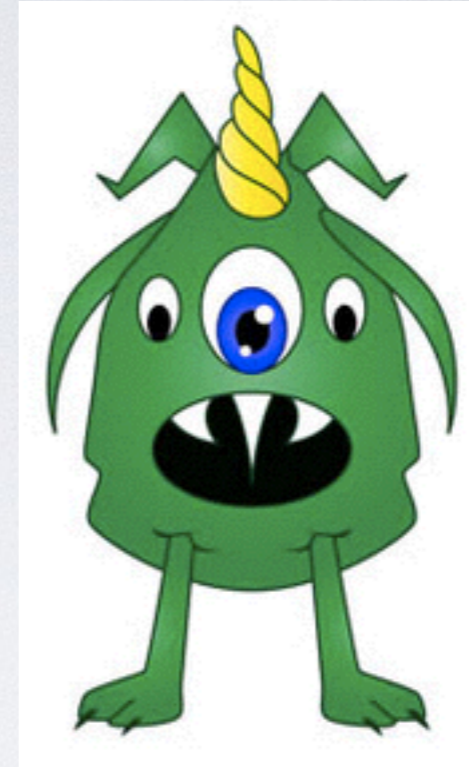
It's white and brown.



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.

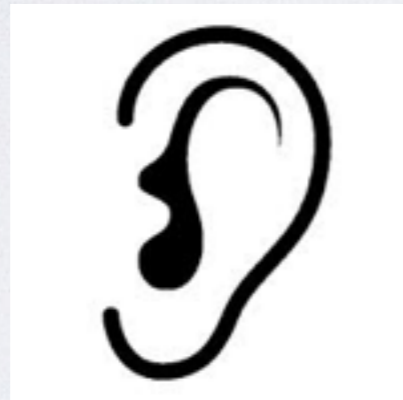


Track 21

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



Track 23

LISTENING

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



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!

PRACTICAL TECHNIQUE



Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

PRACTICAL TECHNIQUE

Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



TASK: Pass the toy set to each group. Consider:

- target language (vocabulary, grammar, expressions)
- classroom activities

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

Reading activities & book reports