

These pages were written to help local teachers who didn't have much teaching experience. Perhaps they can also help you? A lot of practice is needed to get the students talking. Here you have some suggestions about how to work step by step with different topics.

Making simple question beginning with the do-construction

Lesson objective: All students learn how to ask questions and answer like this.

Teacher's instruction:

1

Write this on the board:

Do you play football?

basketball?

tennis?

Do you like pizza?

spaghetti?

Coca cola?

Yes, I do.

No I, don't.

Do you have 2 brothers?

3 sisters?

1 brother?

2

Choral read the questions with answers and after that ask a few of the questions to students. Ask two students to ask and answer. Two or more students can do the same thing.

3

Pair work. Tell the students to work with the person next to him/her.

4

Delete **Do you** in all three places and ask a couple of the questions. Let two students ask and answer.

5

Tell the students to say other questions just like the ones they have already practised. Write some of them on the board.

Introducing Yourself

Part 1

Lesson objective: All students learn how to ask questions and answer like this.

1. What's your name?

My name is _____

2. Where are you from?

I am from _____

3. Where do you live?

I live in _____

4. How old are you?

I am _____ years old.

Teacher's instruction:

1

Write the answers to 1-4 to the right on the board (so that you later have space to write the questions to the left). Choral read, students present themselves. Ask the students to try and look at the board as little as possible when they speak. How much time you spend on each point here depends on the level of the class.

2

Tell them to present themselves in pairs where they sit. Without looking at the board if they can manage.

3

Ask the students how you say the questions and write them to the left of the answers. Choral read, students ask and answers in pairs in front of the class. Students copy questions and answers in their note books.

4

With the duster, take away a part of each question. Choral read and ask a couple of students to say the questions. Take away more from the questions and choral read and let another student say the questions again. Keep taking away things so that you only are left with just key words.

name?

from?

live?

old?

5

If possible, check that all the students can say the questions.

6

Repeat 1-5 with the following questions. But perhaps don't take away so much of the questions before you stop.

- | | | |
|---|-------------------------------------|--------------------|
| 5. Do you like your school? | Yes, I do. | No I don't. |
| 6. What's your favorite subject? | My favorite subject is _____ | |
| 7. What's your favorite sport? | My favorite sport is _____ | |
| 8. Do you play football? | Yes, I do. | No I don't. |

Talking with people you meet.

Lesson objective: Practise questions with the do-construction.

Teacher's instruction:

1

Write the following on the board:

- | | |
|-------------------------------------|--|
| Do you like sports? | Yes, I like sports very much. |
| Do you play football? | Yes, I do. |
| Do you have a favorite team? | Yes, my favorite team is Arsenal. |
| Do you like basketball? | No, I don't. |

2

With the duster, take away a part of the questions. Choral read and ask a couple of student to say the questions. Take away more of the questions and choral read and let some students do the dialogue again. Keep taking away things so in the end you only have the answers on the board. Choral read the questions. Ask 3-4 students to say the questions. If possible also in pairs as they sit together.

3

Invite the students to say other questions starting with the do-construction. Write some of them on the board.

More talk with people you meet

Lesson objective: Practise talking about music.

Teacher's instruction:

1

Write the following questions on the board and choral read them:

1. Do you listen to music every day?
2. When do you listen?
3. What type of music do you like?
4. Do you have a favorite artist?
5. Do you like to sing?
6. Do you like to dance?

2

Ask the students for answers to the questions. Write them on the board but don't write very complicated answers. An example: **Yes, I do. I like music very much.**

3

Continue to work in the same way as you did before. Take away parts of the questions and let students say them.

4

Ask students if they can say more questions about music. Write some of them on the board.

Practice WH- questions

Lesson objective: Learn how to ask questions and answer like this.

1

Say the questions and answers in Tigrinja and ask the students to translate them into English. Write everything on the board. Choral read. Students take turns in pairs to perform the dialogue in front of the class. More Choral reading. Students copy the dialogue in their note books. Pair work, the students do the dialogue in pairs with the person sitting next to them.

What do you do in your free time?

Who are you?

My name is

What do you do?

I play football.

Where do you play?

I play in the park.

When do you play?

I play every day.

How do you like it?

I like it very much.

2

Like before, take away more and more of the questions until you are left with only question words (who, what etc.) 2-3 students say the questions each time you take something away.

3

Ask the students to give examples of other questions with the wh-words. Teacher writes some on the board.

4

Students write dialogues in pairs. Perform them in front of the class.

A teacher's guide: How to work with Daily activities

Lesson objectives (several lessons): Learn how to talk about your day and to ask someone else what they do. Learn the song **In the morning I have breakfast** by heart.

Before the first lesson. Check in the students' textbook to see what daily activities they have worked with there and include them in your work.

1

Write the following on the board ask the students the different questions.

What do you do	in the morning in school when you finish school in the afternoon in the evening on Sundays on Mondays	?
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Write down some of the answers on the board. In that way you start the work by giving the students a chance to show what they already know.

2

Sing the first verse of the song **In the morning I have breakfast**. Students copy in their note books.

3

Look at your questions on the board again. Ask things like **What do you do in school?** The students answer first with activities from the song. You can point at the text to help weak students. Go on to let them answer with activities from both the song and other things they know. Ask a student to come forward and ask the class as well.

4

Continue with TPR:

Remember, not too many new things at once, lots of repetition, change the order of the instructions etc. These activities you will do over several lessons. Don't go on just because the advanced students know everything. You want all the students to understand.

In the morning:

get up - wash your hands – wash your face – eat your breakfast – say goodbye to your mother – go to school

In school:

read a book – count to five – write something - speak English – eat your lunch – talk with your friends

In the afternoon

play football – play basketball – watch TV – eat ice cream – drink water

In the evening:

do your homework – eat your dinner – read a book – say good night – sleep

5

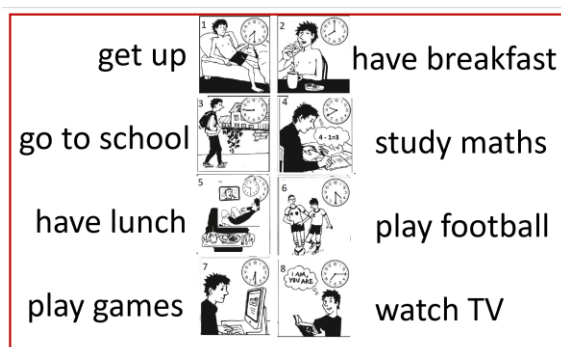
Sing the song again. If you think they know most of the vocabulary sing also the second verse and copy that too in notebooks.

6

Show them the poster. Choral read everything a couple of times. Ask them questions from the board. **What do you do in the morning?** Do everything in the first person (no third person -s to complicate things at this stage). Difficult to teach/learn two things at the same time. At first you learn the activities and when you know them you can work on third person -s.

7

Write the question **When do you ...?** on the board as well. Ask a few times and then let a student come forward to do the asking.



6

Variation: Choral read the activities on the poster and some more activities that you used earlier. But include the motions too. You say **I get up** (and you stand up). The students repeat what you say *and* stand up as well.

You say **I wash my hands** and pretend to do so the students say and do what you do.

Sometimes you have to say and do an activity twice or even three times depending of if they pronounce and pretend to do the activity well. When you have gone through them (the ones you want to do) you can invite students to do the activity. A student raises his/her hand and you point at him and he says one or more activities for example **I eat my lunch** while pretending to eat etc.

7

Ask two students to stand in front of the class. One person go through the questions on the board. **What do you do in the morning?** etc. The other one answers **I get up** (AND stand up and continue with so many activities that he can remember.

8

Guess what I do! Stand in front of the class and pretend to do something. The students ask **Do you have your lunch? Do you have breakfast?** etc. When you have done a few, invite students to act activities in front of the class. Stay away from the ing-form if the class is not familiar with. **Are having your lunch?** etc. is much more complicated.

9

Hand out the paper with the activities and let the students practice with it. Go back and do things you have already done if you think the students need to practice more.

When they are ready a little test (after ?? lessons) you can divide the test in two:

Talk about their day while they pretend to do the different activities.

Show that they can ask the questions on their hand out.

More talking: Going to Bed and Waking Up

Lesson objective: Practise this so you can have a conversation about what you do in the morning and in the evening.

Teacher's instruction:

1

Ask the regular teacher to say the questions in Tigrinja (the local language) and ask the students to translate them into English. Ask for suitable answers and write them as well. in front of the class.

When do you get up?

I get up at one o'clock.

Are you tired in the morning?

No, I'm not / Yes, I'm always very tired.

When do you have breakfast?

Do you drink tea in the morning?

When do you go to school?

2

Choral read and ask two students to do the dialogue ask the students to copy everything in their note books.

3

Work like is suggested earlier in this paper: Gradually take away more and more of the questions and work with what is left of them.

Another lesson?

Work in the same way with these questions.

When do you have dinner?

Do you have a favorite food?

What do you do in the evenings?

When do you go to bed?

Do you sleep well?

Yes, I do. / No, sometimes I can't sleep.

Next page: A hand out to students with lots of daily activities. Cut in two

What do you do

in the morning
in school
when you finish school
in the afternoon
in the evening
on Sundays
on Mondays

?

In the morning ...

I get up
I wash my hands
I wash my face
I get dressed
I have breakfast
I say goodbye to my mother
I go to school

In school ...

I read a book
I count to five
I write with a pen
I write on the computer
I speak English
I eat my lunch
I talk with my friends

In the afternoon ...

I play football
I watch TV
I eat ice cream
I drink water

In the evening ...

I do my homework
I have dinner
I read a book
I talk with my mother and father
I say goodnight
I go to bed
I sleep

When do you ...?

What do you do

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In the evening ...

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I have dinner
I read a book
I talk with my mother and father
I say goodnight
I go to bed
I sleep

When do you ...?

A teacher's guide: How to work with Describing people

1

Start with repetition of all the body parts the students have learned: **Touch/point at your nose/ear/arm** etc. At first you give instructions to the whole class.

Continue with 5-6 students in front of the class. **Touch your arm/ hand ...**

Continue with 2 students standing back to back in front of the class. Give them instructions. It can be like a little competition between them. Who understand the instructions the best?

2

Draw a person on the board and ask the students to say things about him. Write down the sentences.



He has short hair.

He has big eyes.

He has small ears.

3

Sing the song **I am, you are, he is** to freshen up the different forms of the present tense of the verb be.

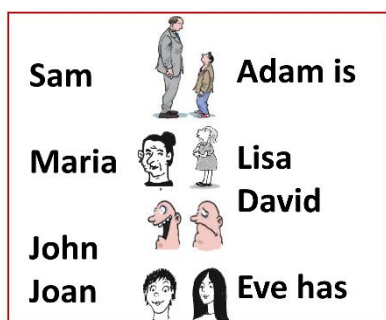


4

Continue with the poster. Choral read. Students copy the words. More choral reading. Then you point at one person at a time on the poster and ask: **What can you say about him/her?**

After that one student can come forward and point and say things like **The man is (very) tall. The (little) girl is young** etc.

5 Continue with second poster.



Write the question on the board: **How is Maria?** And then ask the students about all the persons. Then let a student come forward and ask questions. Then let a couple of students describe all of the persons at once. After that the students can work in pairs and describe all the persons.

Next lesson:

When you have a new lesson repeat 1-5.

Now you can draw more persons on the board.

Like on the photo to the right. With these pictures you can do many things:

1

Talk a lot about it and ask questions once in a while. Point at the things at the same time as you talk so everyone understands: **There are four**

persons here. Let's look at Peter. He has short hair and big eyes and he is happy. What more can we say about him? Is he thin or fat? (Student raise their hands to answer)

Correct, very good, Peter is very thin. And what about his hands, can you say something about his hands? (They/his hands are very big) etc. etc.

2

Describe one of the four persons so the students can guess who you are talking about.

When they know they raise their hand but you continue describing for a while so many of the students can guess. Ask a student to describe a person. The others listen and raise their hands if they know who it is.

3

Tell the students to write about one of the persons. After that some of them they can come and stand in front of the class and read their text and let the others guess/figure out who it is. They can also read their descriptions in pairs.

Check out what adjectives for describing people that are used in the text book. You can write the beginning of the words on the board. If the students can't figure out which words you think about give them more letters. be _____ ha _____

You can also play the game **Hangman** with the words.

Another lesson:

- Show the posters again for a quick revision.
- Write the name of some famous people on the board and describe them together with the class.
- Write a description of a person on the board: **It's a man and he is very tall. He has short hair and a very big head. His eyes are small and his nose is big. He is very happy.** etc. Tell the students to draw the person in their note books. And perhaps copy the text too.
- Play word tennis. Two students (A and B) stand in front of the class. A says a body part and B says another body part and then A says one etc. If a person has to think too long to come up with a word or if he/she says a body part which has been used before he loses. You can play this game with other categories too, for example colours, daily activities, things you eat etc.



- Talk about your family. Practise saying two things about each member of your family

Write My father ...

My mother ... etc. on the board to help the students to get started.

The student say things like **My father is very tall and he has very short hair.**

Good luck with this and don't forget to revise in different lessons in weeks to come!!