

TOTAL PHYSICAL RESPONSE

Total Physical Response (TPR) is a language teaching method that has been used in many countries for a number of years. The method is simple: The teacher tells the students to do different things and the students show that they have understood by following the teacher's instructions. Some examples:

Stand up!

Point at a window!

Open and close the book!

TPR is a great way to vary your teaching. When the students know more English you just give them more complicated instructions:

Go to the board and take a pen. Write your first name. Draw a little boy to the left of your name. etc. etc.

On the Internet you can learn more about TPR.

Introducing TPR in your classes

Tell the students that the TPR method is widely used and that they will quickly learn to understand a lot of words.

When you start you must perform all your instructions yourself so that the students understand them.

Point at a window (you point at the window)

Point at a lamp

Point at a window

Point at a lamp

(Repeat the instructions without pointing)

Point at the door

(Say the first two sentences again, but wait a second before you point. That will give the students the possibility to try themselves before you show them.)

Point at the door

Point at the teacher

Repeat the last two instructions again, wait a second or so before you point)

(Repeat everything in a different order) – **Stand up – Sit down – Stand up** – (Repeat everything).

Do not introduce too many new instructions at once and remember that you have to constantly repeat instructions that you have already given. Work at a slow pace and speak clearly. Thus, TPR provides excellent pronunciation training even if the students do not repeat the instructions.

It is important to vary the order in which you say the instructions and also to give the words in different contexts. An example of the word in different contexts: **Stand up, point up, look up, hold up the pen, up with your hands** etc.

At first both you and the students might feel a little awkward to work like this, but you will quickly get used to it.

Sing a song

It's a good idea to work simultaneously with TPR and songs. After a few minutes of TPR you can teach the students the first verse of **Do you want to sing a song?**

Continue with this variation: TPR – some singing – choral reading (pronunciation practice) – TPR – some more singing – TPR.

Variations

- Ask for 3-4 volunteers and let them stand in front of the class when they follow your instructions.
- Ask for two volunteers and let them stand back to back in front of the class. They can “compete” to see who best understands the instructions.
- Ask a single volunteer to do something. **Walk to the door, open the door, knock four times on the door, close the door. Very good! Sit down, please.**
- Play the game *Simon says*. If you say *Simon says stand up* everyone has to stand up. If you say **jump three times** the pupils who follow your instruction have to sit down because they are now out of the game. You continue to give instructions until there are only a few persons left standing. They are the winners.
- Tell the students to give instructions to you. To help them, write **Point at a lamp** on the board.
- Give a student a list of instructions that he/she can read to the class.
- Write a few instructions on the blackboard and ask the students to work in pairs reading/giving their partner instructions.

How much and how long can you work with TPR? Very much in the beginning and gradually less when you move on to other activities. **Working with numbers** you will find a lot of activities.

Some suggestions for commands and variations

These are general suggestions. Remember always to look in the students’ textbooks. Perhaps they work with words in their books that you can use when you do TPR.

Commands	Variations
Stand up! Sit down! Point up/down! Point at a lamp/ a door! Jump three times! Play the guitar/piano! Drink coca cola!	Sing verse one of Do you want to sing song? Ask for volunteers to stand in front of the class.
Up/down with your hands! Eat ice cream! Point at a window/a teacher! Listen to music! Watch TV!	Sing the number song, practise pronunciation with the melody, at first only 1 2 3 4 5 6 and gradually add more numbers. Commands to pratise 1-10 Give me 6 fingers! (They hold up 6 fingers) Clap your hands 3 times! Jump 8 times! Run and count to ten! (They mover their body weight from one foot
Eat, drink, jump, listen, sing, count. Play basketball! Take/open/close your book! Read your book!	Give commands with only the verbs to ensure comprehension.)

<p>Write on your computer! Write with a pen!</p>	
<p>Put your hands/book/five fingers on the table, on your head! Up/down with four fingers! Point at two boys/three girls/ a boy and a girl! Go to sleep! Talk on the phone! Lift one foot! Jump four times! Raise two books in the air! Lower one foot! Put two books on the floor! Say hello to a friend! Say your name! Count to five! Do it again! Talk to your friends! Dance! Play soccer/golf/tennis! Look at the door/ the the window Look at me! Knock on the table (three times)! Knock slowly/ fast!</p>	<p>Use all variations several times. Continue to sing the songs.</p> <p>To practise colours and more vocabulary, print more pictures to put on cardboard.</p> <p>To get some physical exercise Up with your hands 5 times Put your hands on your head Jump Do it again! Jump 10 times Up with your knees 3 times 10 times Run 20 steps Turn around 3 times Put your hands behind/in front of/over/under your head Take a big step forward Take 2 small steps backwards Jump up and down 5 times</p>

Daily activities

Remember, not too many new things once, lot of repetition, change the order of the instructions

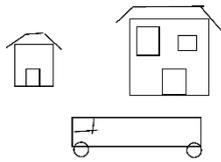
In the morning: Get up - wash your hands – wash your face – eat your breakfast – say goodbye to your mother – go to school

In school: read a bok – count to five – write something - speak English – eat your lunch – talk with your friends

In the afternoon: play football – play basketball – watch TV – eat icecream – drink water

In the evening: do your homework – eat your dinner – read a book – say good night – sleep

Drawing things



Draw something on the blackboard and tell a student to come to the board. Give him/her instructions:

Write number 38 to the right of the small house.

To the left of the bus there is a boy waiting. Draw the boy to the left of the bus.

Variation: all the students copy the drawings and you give the instructions to the whole class. Afterwards the students tell you where to write/draw the things.

Student: **There is a number to the left of of the house, number 67.**

To help them to explain you can write expressions on the board:

to the right of ≠ to the left of

over ≠ under

If you want to work with parts of the body you can draw something like this (if you want it simpler sentences draw only one person):



With one student at the board: **Point at the person with a big nose.**

Point at the person who has short hair. (When they point you can say things like That's correct. Very good. You pointed at the person with a big nose, Look his nose is big (you point) , the other person has a small nose (point there).

More instructions: Easy ones: **Write number 44 to the left of the thin person.**

More complicated: **Write number 54 over the head of the fat person.**

Very complicated: **There is a person with very small feet. Write number 66 under his left foot.** (when you give instructions that are complicated you often have to repeat them)

Examples of more complicated instructions:

When I put up one hand, point at the door / point at your nose

When I knock on my head, open your book

I want you to do 2 things, at first I want you to and after that I want you to ..

More examples:

Write 3 questions on the board

1. What is this?

2. what is your name? (or what's your name? depending on the level of the students)

3. Do you play football?

Easy instructions: Point at a window. Read question number one. Point at a student. (who will answer) – Point a a student and ask question number 2 – Write his/her name on the board.

More difficult instructions for higher grades: I will now point at a student. I want that student to read question number 3.

Write like this on the board: 23 45 69 72 12

Point at the number in the the left/to the right/ in the middle.

Say the biggest/smallest number.

Say the number to the left of number 69 etc.

Remember: The more you talk, the more English the students hear and understand.