

How To Get Your Students Talking

These pages are meant to inspire and give ideas on how to get your students talking with nothing but a piece of chalk and a blackboard to write on.

You can more or less follow these instructions with all the examples:

1. Write a few sentences or questions and answers on the board. Here is an example for practicing the do-construction:

Do you play football?		
basketball?		
tennis?		Yes, I do.
Do you like pizza?		<u>No</u> I, don't.
spaghetti?		
Coca cola?		

2. Choral read what you have written.

3. Let individual students read from the board to the whole class. Two students can read if you work with questions and answers (perhaps standing in front of the class?).

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

5. Ask the students to copy everything in their notebooks.

4. With a duster erase words or parts of the words from the board, gradually more and more. Every time you take away something you let the students “read” everything (the complete original text). In this way they gradually remember more and more of the text. (Depending on what you focus on, you erase different things. In the example above you can start by taking away “Do you”.)

5. When you have only small parts of the text left on the board, ask the students to open a blank page in their notebooks and try to write down the full text (all the sentences) that was on the board originally. When they have finished, let them correct their own text.

6. The next lesson you can ask your students what you wrote on the board last time and depending on the level of the students’ English you may want to write it again on the board.

Things You Can Do With These Instructions

1. Making simple questions beginning with the do-construction

Lesson objective: Learn to ask and answer questions using the do-construction.
--

Write this on the board:

Do you play football?		
basketball?		
tennis?		Yes, I do.
Do you like pizza?		<u>No</u> I, don't.
spaghetti?		
Coca cola?		

Apart from the general instructions listed above, sing the song **Do you want to sing a song?** a couple of times. Write these two constructions on the board so that the students can see, understand and use them.

Do you want to play football? Do you play football?

Ask the students to give more examples like this.

2. Introducing yourself

Lesson objective: Learn to ask and answer questions like 1-4 below.

- | | |
|------------------------|-----------------------|
| 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 instructions:

1.

Write the answers to 1-4 above to the right on the board. This gives you enough space to write the questions to the left later. Choral read, let the students introduce themselves. Ask the students to try to look at the board as little as possible when they speak. How much time you spend on each sentence here depends on the level of the class.

2.

Tell the students to interview each other in pairs where they sit, preferably without looking at the board.

3.

Ask the students how you say the questions and write them to the left of the answers.

4.

Go on with the general instructions number 4. Depending on the level of the class you might end up with only this on the board:

name?

from?

live?

old?

Now two students can stand in front of the class and interview each other.

3. More about yourself

Lesson objective: Learn to ask and answer more questions.

During another lesson you can start by repeating the old questions/answers and continue with the following:

- | | |
|----------------------------------|-------------------------------|
| 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. |

Work your way through these questions and answers using the general instructions.

4. Talking with people you meet

Lesson objective: Practice talking about music.

Teacher's instructions:

1.

Write the following questions on the board, if possible with the help of your students.
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 the answers on the board but don't write very complicated answers. (An example: **1. Yes, I do./No, I don't .**)

3.

Continue with the general instructions.

4.

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

5. Practice WH-questions

Lesson objective: Learn to ask and answer some WH-questions.

1.

Let the regular teacher ask the questions and answers in your students' native tongue and then ask the students to translate them into English. Write the English sentences on the board.

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.

Work according to the general instructions. Ask the students to give examples of other questions with the WH-words. Writes some of the questions on the board.

3.

The students write dialogues in pairs using other activities. Let some pairs perform their dialogues in front of the class.

6. 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.

Before you ask your students to talk about their daily activities, work with the following points during parts of several lessons:

- Sing the song **In the morning I have breakfast** until the students know it more or less by heart. If you have printed the song on A3 you can put it on the wall.
- Work with TPR (see separate pdf file for general information on TPR). Remember when working with TPR: not too many new instructions at once, lots of repetition, change the order of the instructions etc.

You will do these activities over several lessons. Don't continue just because the advanced students know everything. You want all your 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

When the students have a good understanding of many activities it's time for active production. Also check in the students' textbook to see what daily activities they have worked with there and be sure to include them in your work.

1.

Write the following on the board and 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	?
----------------	---	---

Write some of the answers on the board. That way you give the students a better chance to show what they already know.

2.

Work with the general instructions with what you have written on the board.

Variations:

- Ask two students to stand in front of the class. One person asks 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 as many activities as he can remember.
- **Guess what I do!** Stand in front of the class and pretend to do something. The students ask **Do you eat ice cream? Do you have breakfast?** etc. When you have

shown a few activities, invite some students to act out more activities in front of the class. (Stay away from the ing-form if the class is not familiar with it. Constructions like **Are you having your lunch?** etc. are much more complicated. You can do this exercise with the ing-form when your students are ready for that later on.)

- A competition: 4-6 students stand in front of the class. They take turns in saying or performing an activity. If someone performs or says an activity already mentioned by someone else, he/she loses and have to sit down. Go on until only one person is left standing.

Another lesson: write like this on the board. The students talk about what they do and later write.

In the morning ...
In school ...
When I finish school ...
In the afternoon ...
In the evening ...
On Sundays ...
On Mondays ...

7. Talk about the past

Lesson objectives (several lessons): Learn how to talk, using irregular verb in the past tense.

Making the students talk, using irregular verbs in the past tense, is a long process and to achieve that the students have to practice in many different ways. Here are two examples of questions and answers suitable for working on the board. (And don't forget to sing the songs with irregular verbs!)

Where did you go? I went to the park.
When did you go? I went last night.
How did you go? I took the bus.
Who did you meet? I met my friend.
What did you do? We saw a film.

Another lesson you can write this:

Did you go to the square? No, I went to the park.
Did you go last night? No, I went last week.
Did you take the bus? No, I took my bike.
Did you meet your friends? No, I met my dad.
Did you do something nice? Yes, we saw a film.

8. Easy dialogues

Lesson objectives (several lessons): Practice simple dialogues.

You can write simple dialogues on the board as well, of course. Like this one:

Peter Hi, how are you today?
Maria Hello, I am fine, thanks. And how are you?
Peter I am good. But where is your brother?
Maria He is at home. He is sick.

9. Describing people

Lesson objectives (several lessons): Practice describing people.

In this paper you have seen and used many examples and if you haven't made your own sentences/dialogues yet, it's time to start. For example, if you want your students to practice describing people, how about writing a short, simple dialogue with some useful expressions? Remember, not too difficult

1.

Remember that you can draw things on the board as well. Something like you see here for example (next time draw 4 girls):

Talk a lot about the picture and ask questions. Point at what you are talking about so that everyone understands:

There are four persons here. Let's look at John. He has short hair and small hands and he is happy. What more can we say about him? Is he tall or short?

(Student raise their hands to answer.)

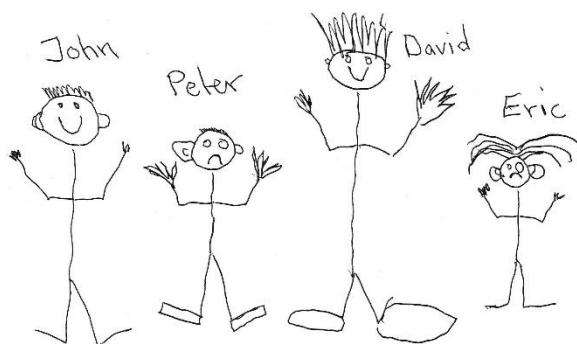
Correct, very good, Johan is tall. And what about Eric. Can you say something about Eric?
etc. etc.

2.

Describe one of the persons and let the students guess who you are talking about. When they know they raise their hands but you continue describing for a while so that as many students as possible can guess. Ask a student to describe a person. The others listen and raise their hands if they know who it is.

3.

Ask the students to write about one of the persons. After that some of them they can 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.



The following page: Print and cut in two and hand out to your students

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

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 ...?