

Tips on how to get started with Total Physical Response (TPR) in your classes

- **Watch the video: TPR - How to use it in the classroom**

(that you find on the home page <https://myenglish.nu/>)

- **Read the general tips**

- **Get started!**

- If you and your students have a common language, it's good to tell them that learning through movement is clearly supported by research. If some students initially feel uncomfortable with actions such as pointing and moving around don't insist. They will soon start to follow your instructions.
- Many teachers feel that they are outside of their comfort zone (of regular teaching) when they start with TPR. That's normal and the feeling will pass! The first few times you work with TPR in a class you can give the instructions to the students when they are sitting down. Later on, you can use the different variations you see in the movie. Sometimes you give instructions to the whole group, sometimes to a small group of students standing in front of the class, sometimes to one student (*Can you help me, please?*), while sometimes students can stand up and sometimes they can sit down.
- Once you have gone through a page of instructions, you can copy it and hand it out to the students who translate the instructions into their own language. They can then give the instructions to you and you carry them out, so the students see that they have translated correctly into their own language. After that, the students can work in pairs. At a later stage, the students can fold the paper so that the English is not visible and translate the expressions from their own language back into English. Please note that this is a Word document. You can change and/or add words/expressions to the lists, such as from the students' textbook.
- Remember to repeat all the instructions several times and during different lessons and not to introduce too many new instructions at once. Also try to vary the instructions in different ways. When students hear words and expressions in different contexts, their understanding of the words will increase.

An example:

Up: point up, look up, stand up, up with your hands

Bear in mind:

- You can have a wordlist to hand when you give instructions.
- Not too many instructions at once.
- Perform the instructions yourself the first few times. The first time, do this at the same time as you give the instructions. After that, do it a second or two later so you can see whether or not the students manage on their own.

Delete this comment before printing the wordlist. When giving instructions, you can have the wordlist at hand. On it, you can make notes and mark instructions that need more work. You can also write variations that you want to remember to use (count slowly from 8 to 4, open and close the book etcetera) Keep in mind that you can edit the lists (change knock to tap for example). Remove or add instructions you prefer or see in students' textbooks. If you work with kids you can use things like jump, lift a foot and jump, scratch your nose etc.

English	Your language	English (Wordlist 1)
point at a window	_____	_____
point at a door	_____	_____
point at a lamp	_____	_____
point at a teacher	_____	_____
show 7 fingers	_____	_____
knock 5 times	_____	_____
up with your hands	_____	_____
down with your hands	_____	_____
point at a table	_____	_____
point at a chair	_____	_____
play the piano	_____	_____
point at a book	_____	_____
take a book	_____	_____
open the book	_____	_____
read the book	_____	_____
close the book	_____	_____
count from 1 at 5	_____	_____
clap your hands	_____	_____
wash your hands	_____	_____
knock slowly/quickly	_____	_____

English	Your language	English (Wordlist 2)
put your hands on	_____	_____
put one hand on	_____	_____
point at	_____	_____
knock on	_____	_____
your head	_____	_____
your nose	_____	_____
your back	_____	_____
your stomach	_____	_____
one ear	_____	_____
one eye	_____	_____
one arm	_____	_____
one finger	_____	_____
stand up quickly	_____	_____
sit down slowly	_____	_____
say "hello" to a friend	_____	_____
write on a computer	_____	_____
take a pencil	_____	_____
write with a pencil	_____	_____
open and close your hands	_____	_____
count from 10 to 5	_____	_____
point at a man/woman	_____	_____
point at a boy/girl	_____	_____
listen to music	_____	_____
knock on your head	_____	_____

English

Your language

English

(Wordlist 3)

eat an apple

drink from a glass

listen to music

write with a pencil

talk to a friend

look up and down

smoke

do some exercises

count from 10 to 5

read a book

sleep

laugh a little

sing in English

play tennis

play the piano

take a pencil and a paper

draw a house

stand up

walk slowly

sit down

clap your hands twice

do it again

Some instructions are not suitable for giving to the whole class, but you can alternate between giving instructions to the whole group and to individuals. *Go to the board. Knock on the board and write your surname ... Write your first name to the left of ... Draw a boy on the right.* Next, you can go back at giving instructions at the whole group. *Take a pen and paper, draw/write, etc.*

English**Your language****(Wordlist 4)**

take a pencil and a paper _____

draw a house on the paper _____

write your first name _____

point at a woman/girl and say her name _____

point at a man/boy and say his name _____

point at the board and knock on the table _____

eat a sandwich and drink some water _____

drink a cup of coffee and listen to music _____

write your last name _____

put the pen on the table _____

show me the paper _____

give the paper to me _____

say my name twice _____

stand up and scratch your head _____

walk slowly and clap your hands _____

stand up and turn around once _____

take two steps and point at your head _____

take a small/large step _____

put your hands behind your head _____

clap your hands over your head _____

put one hand in front of your head _____

put one hand under your head _____

Suggestions on how to continue/develop your work with TPR.

Perhaps your students understand everything in the wordlists. When you can make it harder by combining different expressions and give instructions in longer sentences, like in wordlist number 4. You can also make comments about the instructions so that students can hear even more English:

Eva, can you help me, please? (-Yes) Go at the board and draw a house. Look! *She goes to the board. What is she doing? She is drawing a house.*

Eva, write number 67 to the right of the house. Good, you write number 67 here (pointing) to the right of the house, not to the left, etc. Write your first name at the left of the house. Look! She writes a number and a name, a first name.

More variations:

When I knock on the table, put your hands on your head.

When I point at a person, I want him to read question number 2.

Throw the ball at a woman and ask her what time it is.

Write some numbers on the board, e.g. 23 45 69 72 12 Ask a student to help you:

Point at the number at the left/right/ in the middle. Say/point at the highest/lowest number Say/point at the number at the left of number 69. etcetera

Continue with more **body parts**:

Wash/touch/put a finger on your nose/chin/mouth, open/close your eyes

Use cardinal numbers: Please write your name on the third line at the left.

If you are from a European country, please raise your hand.

If you play football in a team put one hand over your heart.

At first I want you to And after that ...