Lesson 1: Traditional Language Teaching

Presenting new Vocabulary

***(from a popularly used ELT website: teacher with 30 years experience/ trainer)***

*To present concrete vocabulary: Fruit*

1 Bring in a bag of different fruit

2 Pick up a piece of fruit and say the word a number of times encouraging students to repeat

3 Go through all the words in this way

4 Return regularly to check. Pick up an apple and say ‘a banana?’

5 Then say ‘Point to the banana/apple’

|  |  |
| --- | --- |
| **Teacher action** | **Child reaction ( 8 years old)** |
| **1 Bring in a bag of different fruit** | **This is interesting but I can’t really see.**  ***Thinks ‘ I hope we can eat some later/I hope we don’t have to eat them – I don’t like fruit very much*’** |
| **2 Pick up a piece of fruit and say the word a number of times encouraging students to repeat** | ***Thinks’ What did she say? Oh, apple. Apple. Apple’. This is a bit boring. Can I throw the apple? Eat the apple? Draw the apple? Dunk the apple in some water?’*** |
| **3 Go through all the words in this way** | ***Thinks ‘Oh banana, banana. Perhaps she won’t notice if I don’t say the next one.’*** |
| **4 Return regularly to check. Pick up an apple and say ‘a banana?’** | ***(slides down into seat, starts fidgeting and prodding friend) Thinks ‘Is it breaktime yet? Are we going to eat the fruit?’*** |
| **5 Then say ‘Point to the banana/apple’** | ***Thinks: Point- oh with my finger..***  ***Can we make a fruit salad? A smoothie? Can I draw a picture?(bell rings) Oh good breaktime…*** |

What have the children ‘learned’ in this lesson?

What have the children understood in this lesson?

What have the children produced in this lesson?Lesson 2: Inclusive Language Teaching - Fruit

**Diana Hicks**

**1 Bring in some fruit – apples, oranges, bananas, pears, pineapples, melons**

**2 Give one to each child.**

**3 Sing the fruit song.**

***All sing, banana children stand up in verse 1, apple children in verse 2 etc.***

|  |  |
| --- | --- |
| **Bananas, bananas**  **They’re very nice**  **They’re my favourite!**  **Bananas!** | **Apples, apples**  **They’re very nice**  **They’re my favourite!**  **Apples!** |
| **Melons, melons**  **They’re very nice**  **They’re my favourite!**  **Melons!** | **Oranges, oranges**  **They’re very nice**  **They’re my favourite!**  **Oranges!** |
| **Pineapples, pineapples**  **They’re very nice**  **They’re my favourite!**  **Pineapples** | **Pears, pears**  **They’re very nice**  **They’re my favourite!**  **Pears!** |

**4 Children draw their favourite fruit.**

***Ask and answer ‘What’s your favourite fruit, Peter?’***

**5 Shopping: Give children some plastic money. Put fruit and children’s pictures on a market stall. Some children are stallholders, other children customers.**

***Practise’ Can I have an apple/banana please?’***

**6 Find your group game. Children take picture of favourite fruit and move around to find others. Count the children in each group.**

**7 Make a bar chart**

**8 Make a fruit salad in groups. Eat the fruit salad. Sing the song again while cutting.**

*What have the children ‘learned’ in this lesson?*

*What have the children understood in this lesson?*

# *What have the children produced in this lesson?*Learner styles in lesson planning

Diana Hicks

Lesson 2: Fruit

Look at the stages of the lesson and write the learner style

|  |  |
| --- | --- |
| Stage | Learner style |
| 1 Give a fruit to each child |  |
| 2 Sing a song |  |
| 3 Draw a picture |  |
| 4 Ask and Answer- pairwork |  |
| 5 Shopping |  |
| 6 Find your group |  |
| 7 Count the children in the group |  |
| 8 make a bar chart |  |
| 9 make a fruit salad |  |
| 10 sing the song |  |
| 11 Reflection: Which activity did you like the best? |  |

**Supporting Individual learning**

**Different kinds of intelligence/ways of learning**

|  |  |
| --- | --- |
| **1 Linguistic/verbal**  *a letter/diary/essay writing*  *b making/doing word puzzles*  *c finding language patterns*  *d reporting news*  *e research* | **2 Visual**  *A drawing pictures*  *B responding to pictures*  *C use of visual memory activities* |
| **3 Auditory**  *a listening to CDs*  *b listening to the teacher*  *c listening in pair/groupwork* | **4 Manipulative**  *a making models/3D structures – lego, plasticine, paper, string*  *b cookery*  *c crafts – carpentry, making models*  *e jigsaws* |
| 5 Logical-Mathematical*a budgeting* *b calculating chances/probabilities*  *c estimating quantities*  *d managing/ planning time*  *e making timetables*  *g making/doing logical puzzles*  *h sorting/grouping* | **6 Musical**  a play an instrument  *b move in time to music*  *c select music for poem/story/picture*  *d beat time/clap*  *e compose music* |
| **7 Interpersonal**  *A helping others learn*  *B co-operating in a team – pairwork/groupwork*  *C listening to others’ narratives*  *D showing and telling* | **8 Intrapersonal/metacognitive**  *A predicting what you will do well/badly*  *B discussing moods/feelings*  *C reviewing and evaluating*  *D recognising what you are like* |
| **9 Kinaesthetic**  *A sports*  *B dance*  *C moving round classroom matching/finding* | **10 Experimental**  *A finding out activities – ’what if?’*  *B working things out*  *C discovering rules/patterns* |

Most ‚learning’ activities in schools are designed to appeal to the logical/mathematical and linguistic-verbal students.  **Primary picture activities**

**Diana Hicks**

**These activities are designed to activate fluency in the classroom.**

**A Oral only**

**1 To practice questions**

Pupils choose a picture of a person. They give the person

1 a name 2 an age 3 a country 4 a job 5 a family 6 hobbies 7 pets

Pupils can cut out the picture and stick it on a paper plate and add a felt tip with blu tak to make a mask.

Pupils move round and ask and answer:

*What’s your name? Where do you live? How old are you? What job do you do? What pets have you got? What are your hobbies? What’s your favourite colour?*

2 To practice oral fluency

Pupils choose 3 or 4 pictures and put them in a sequence. They make up a story in their heads about the pictures. Pupils work in groups and tell their stories. ( They can cut and stick their pictures in books and write sentences underneath)

3 All pupils have a picture. Show and say a flashcard word. Pupils use the word in a sentence about their picture. Give the first child to answer the flashcard. ( Pupils could write their sentences afterwards on post it notes and stick on the picture)

4 Pupils choose a picture of a scene – how different is it from their environment or their house or their room at home?

*There isn’t any… we haven’t got ..*

5 Pupils have a picture and say what is going to happen next.

*Eg He is going to eat the cake. He is going to meet his friend.*

6 Routines: Pupils each have a picture of a person and imagine a daily routine for the person. Their friend asks questions eg

*What time do you get up? What do you eat for breakfast/ How do you go to school/work?*

7 Pupils make a book or circular calendar with pictures and say what they do in each month

*Eg In January we make a snowman. In February we make Valentine cards*

**B Written and oral picture activities**

1 Choose a picture and think of a story to go with it. Pupils write four or five sentences to explain the story. They stick the picture on the front of a folded up piece of paper and out the ‘blurb’ on the back. They compare in groups.

2 Pupils choose a picture which is a poster for a film. They write the name of the film, the kind of film – romance, western, horror, romantic etc, the actors, the place of the film, and a few lines of the story. Pin the posters on the wall. Pupils take turns to look at posters and decide which film they want to see.

3 Pupils choose picture of a product. They write an advertisement for the product. They play ‘market place’ with plastic coins and try and sell their product to their ‘customers.’

4 Pupils choose two pictures of a person of the same gender – eg a young boy child and an old man. This is the same person. They then work out the story of their life – where they lived, what job they had, how many pupils they had, their hobbies etc. They read their stories to their groups.

5 Pupils choose a picture of a place or person and write some True/False or comprehension questions about it and then give to partner to answer.

6 Pupils choose 5/6 pictures and cut them to make a comic strip. They write speech in speech bubbles to show the story. Class can put comic stories together to make a magazine.

7 Grammar- writing practice: Pupils have a grammar book with a separate page for each tense. Pupils choose a picture and stick it in their book and write sentences about the picture using that tense in positive, negative and interrogative form

*Eg She lives in Paris. She doesn’t live in London. Does she live in Spain? No, she doesn’t.*

*She had four pupils. She didn’t have any sons. Did she have any daughters? Yes, she did.*

8 Pupils choose a picture and write the first two sentences and the last two sentences of a story about the picture. They pass it round the group and each person adds a sentence to fill out the story.

9 Pupils have 2 pictures of animals. They write a dialogue between them to practise language of the lesson. They act it out in pairs. (put animal pictures on plates for masks)

**Flash card activities**

**Diana Hicks**

**Key principle**

Children should use the flash cards more than you! Pre-teaching young learners by holding up flashcards and saying the word is very teacher centred and boring!

Try to get more than one set from the publisher or make your own.

**1 Making lexical sets**

Have enough cards from three or four lexical sets to give one to each pair in the class ( ie 10 cards for 20 children 13 cards for 26 children).Give two children the same picture card and tell them the word.

Possible lexical sets: Colours, numbers, classroom items, animals, parts of the body, food, clothes

Children walk round the classroom and show their picture card to other children and say the word to each pair.The aim of the game is to find the other children in their group.When they have found the others they stand in a line and say their words.

**2 Magazine pictures- revision**

Give each child a magazine picture. Hold up a picture card and say the word ‘window’. Children look at their picture and say ‘I’ve got a window in my picture’ Give that child the picture card.

**3 Colours and Classroom items**

Divide the class into colour groups ( 6 or 7) and give each one a colour card. Ask them to find as many things in the classroom of the same colour in four minutes. They put them on their table. Teach each group the new words in the sentence’ This is a red bag’ or ‘This is a green book’. Play ‘Market place’ so they teach the new words to each other.

**4 Colours and other lexical sets.**

Children play in groups of four. They need the colour cards ( usually 6 or 7) and 12 or 14 other cards with pictures showing the same colour (two of each). Put the colour cards at the top of the table face up, put the item cards face down below. Children take it in turns to choose a colour card and say ‘’My colour is green’. They then turn over two cards. If one is green they say the sentence

’ The book is green’ and keep the item card.

**5 Classroom items**

Divide the class into 8 or 9 groups – two or three children in each group). Give each group a picture card. Teach each group their word. Ask them to stand next to the item – eg bag, door, window. And stick their word on or next to the item with blu tak.Ask one child in each group to stay by the item and the other/s to move around the room and find out the new words. They ask each other ‘What is your word?’ The child answers ‘ window’. Children then move to the next word around the room and do this again.

**Part 2: Flashcards:**

**More principles:**

**1 Children learn better when they learn from other.**

**2 Children remember words better when they think about a context for them.**

**3 Children remember words better when they need them**

**4 Start from the child!**

6 To introduce: Parts of the face/head – eyes, ears, nose, mouth, teeth, hair

Children should know their numbers 1-6 in English. Children play in groups of six. Give each child a number 1-6 and teach them the word for their number – eg 1 is mouth, 2 is nose etc.

Each group needs a dice, a set of cards and a circle to show their head/face. Write numbers in the corner of each picture card 1-6. Children take it in turns to throw the dice. They say the number ‘four’. They find the picture with ‘4’ . The child who is number 4 says ‘The eyes are 4’. The child who threw 4 draws the eyes on his/her own circle/face and says ‘Here are my eyes’. The first child to get all the parts on their circle is the winner.

7 To introduce new words: Animals or Food Sorting

Children work in groups of four. Give each group 10 pictures of different animals or food and ask them to put them into groups.

*Animal Suggestions A fish, a duck, a shark, a crocodile, a cow, a hen, a horse, a dog, a cat, a mouse*

They then draw other pictures on small pieces of paper of other animals for each group. Tell them the words.

Children share their picture groups with other children.

8 To introduce new words: Rooms in a house- bathroom, kitchen, living room, bedroom

Make four pairs ( 8 children) and give each one a room card and teach them the word. They stand in different corners of the room showing their card to the class (or blu-tak it on the wall).

Give the rest of the children one picture card each of items they know already. Children walk around the room and decide in which room their item would be best. They say ‘The picture is in the living room’

Ask two groups to visit the other two groups.

The visitors ask ‘What is in your room?’

The ‘home’ group says ‘ The picture is in the living room. The television is in the living room’ as they show their pictures. They then reverse roles.

9 To introduce words for storytelling

The class will work in groups of the same number as the characters /key words in the story. For example in Jack and the Beanstalk there are

Jack, his mum, the giant, the cow, the man at the market, the magic hen and the beans (7). |If you have 28 children in your class you will need four copies of each of the pictures. Give each child in the class a number 1-7.Ask number ones to come to you- give them their picture card and teach them the word. Repeat with all pictures. Children make their groups. As you tell the story ask them to put the cards in the right order on the table and to say the word with you.

**Tick the statements you think are right**

1 A native speaker teacher is best [ ]

2 Listening and speaking should come before reading and writing [ ]

3 It is better not to have mother tongue in the classroom [ ]

4 There is a ‘correct’ pronunciation [ ]

5 Memorising vocabulary is a key part of language learning [ ]

6 The teacher should present the new vocabulary/grammar at the beginning of the lesson [ ]

7 All children love singing songs [ ]

8 Good language learning is about getting it right – not making mistakes [ ]

9 Children come to English lessons to learn English not to paint and draw [ ]

10 Listening and repeating is an important part of every lesson [ ]

11 Children learn a second/third language in the same way as they do their first language [ ]

12 Success in learning a second language depends on intelligence [ ]

13 There is more than one grammar [ ]

What are your beliefs?

1

2

**Thinking about a lesson**

What happens in a successful lesson? How do you know it has been successful?

|  |  |  |  |
| --- | --- | --- | --- |
|  | What does the teacher do? | What do the children do? | Outcome? |
| At the beginning of the lesson – first 5 minutes |  |  |  |
| Next 10 minutes |  |  |  |
| Next 10 minutes |  |  |  |
| Next 10 minutes |  |  |  |
| Last 5-10 minutes |  |  |  |

**Key principles of teaching children English**

**Diana Hicks**

|  |  |
| --- | --- |
| Principle | Summary |
| 1 We are teaching *children –* the aim is for the lesson to develop as many aspects of the child as possible – not just the language. | *We are not teaching English to children, we are teaching children English ( plus many other things)* |
| 2 The focus primarily is on speaking – ‘getting it out’ = Fluency.  Fluency requires *confidence* and *comprehensibility.*  Writing requires accuracy- getting it right – ie spelling, letter formation and punctuation. | *These are two separate events.* |
| 3 Successful language teaching is a result of all children’s involvement. Activities should be designed to allow all children to participate irrespective of proficiency. | *Clear distinction needs to be made between teaching and testing activities* |
| 4 Lessons should focus on ‘making’ rather than ‘doing’. Children should be producers of language not consumers. | *Making (sense of) = active - not doing – passive* |
| 5 Language success starts from cognition, creativity and construction not response. | *Lessons start from the children* |
| 6 Children learn in different ways. | ***Lessons should allow for variety of task which includes all learner styles*** |
| 7 Lessons and activities focus on helping the child understand himself and the world | ***Developing mother tongue skills is equally important as L2/3 skills*** |
| 8 The teacher’s job is to diagnose, support and fill in the gaps. | ***Create a need for language with open tasks*** |

Chunks

Chunks are 2 or more words which are frequently used together eg ‘a great majority of’, ‘ a large percentage of’. In order to read, speak and write fluently pupils need to have general and topic-specific chunks.

Three word general chunks (Ronald Carter – Collins

dictionaries)

|  |  |  |
| --- | --- | --- |
| I don’t know (if) | Be able to | We’ve got a |
| A lot of | At the end | And so on |
| At the moment | The end of | To do with |
| We need to | To do it | Do you think |
| I don’t think (so) | We have to | You want to |
| The end of | Have a look | You can see |
| In terms of | You know that | This is a |
| A bit of | A couple of | There is a |

Four word general chunks

|  |  |  |
| --- | --- | --- |
| 1 on the other hand | 14 in the form of | 27 the extent to which |
| 2 in terms of the | 15 in the process of | 28 in relation to the |
| 3 in the context of | 16 a great deal of | 29 the role of the |
| 4 at the same time | 17 at the beginning of | 30 one of the most |
| 5 in the case of | 18 at the time of | 31 the analysis of the |
| 6 as well as the | 19 on the one hand | 32 the relationship between the |
| 7 at the end of | 20 is one of the | 33 can be seen as |
| 8 on the part of | 21 a wide range of | 34 as part of the |
| 9 the nature of the | 22 a large number of | 35 in the number of |
| 10 as a result of | 23 the fact that the | 36 to the fact that |
| 11 in the course of | 24 the way in which | 37 has to do with |
| 12 the part of the | 25 it is important to | 38 in the same way as |
| 13 to do with the | 26 on the basis of | 39 it is possible to |

Look at a text and see if you can add some more

|  |
| --- |
|  |

Chunk practice

1 Work alone. Read the text and underline the general chunks. Compare with your partner.

Jack and the Beanstalk

|  |
| --- |
| Once upon a time there was a boy called Jack. He lived with his mum in a little house. They didn’t have a lot of money. They had a cow and two hens.  One day Jack’s mum said ‘’ We haven’t got any food. Please take the cow to the market. Sell the cow for a lot of money. Then we can eat.’’  Jack walked to the market with the cow. At the market he met a man.  Jack said ‘’Would you like to buy my cow?’’  Mr Green said ‘’ I haven’t got any money. I can give you five beans for your cow’’.  Jack was very happy and he gave the cow to the man.  Mr Green said ‘’Here are the five beans’’ |

2 Work with a partner. Take two different colours. One of you underlines general chunks, the other topic specic chunks.

|  |
| --- |
| Carbon Dioxide- green house gases  Many scientists agree that the world’s climate is changing because of global warming. The increase in temperature is caused by an increase in greenhouse gases. These are gases which make the atmosphere behave like glass in a greenhouse. Greenhouse glass lets heat from the sun pass through it but does not let the heat from the greenhouse pass outside. In a similar way, air with a lot of greenhouse gas in it lets heat from the Sun reach the Earth but does not let the heat from Earth escape into space. This makes conditions on earth warmer. |

**Action Research sheet**

*What do I do in class?*

*What do my students do in class?*

What happens in your lessons? Who is doing what? When?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | Teacher is doing what? | Students are doing what? | Task | Outcome |
| 10.00-10.05 |  |  |  |  |
| 10.05-10.10 |  |  |  |  |
| 10.10-10.15 |  |  |  |  |
| 10.15-10.20 |  |  |  |  |
| 10.20-  10.25 |  |  |  |  |
| 10.25 – 10.30 |  |  |  |  |
| 10.30-10.35 |  |  |  |  |
| **10.35-10.40** |  |  |  |  |
| **10.40-10.45** |  |  |  |  |
| **10.45-10.50** |  |  |  |  |
| **Total times** |  |  |  |  |