

Pronunciation point

Syllables

o- Sounds /tʃ/ and /ʃ/

1 Say the word *chocolate*. How many syllables are you pronouncing in this word?

Some words, like *chocolate*, have syllables that are written but are often dropped when people speak.

What about these words? *every, different, favourite, comfortable, vegetable*.

2 Which of the underlined sounds in these words is the odd-one-out? *chocolate, children, check, shoulders, teacher, picture.*

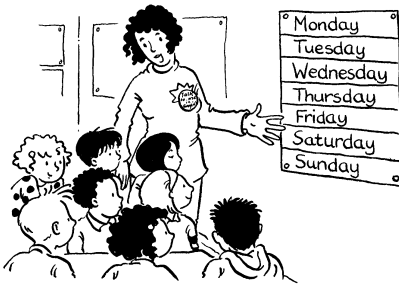
TEACHING TIPS

Helping children learn a new language

- ✓ Use English in class as the main language for communication.
- ✓ Use **gestures**, actions, and pictures to help children understand.
- ✓ Children often need to talk in order to learn – let children use their mother tongue for communication, especially to start with.
- ✓ **Recast** in English what children say to you in their mother tongue.
- ✓ Answer children in English as much as possible.
- ✓ Use their mother tongue for support when you do a new activity or if no one understands.
- ✓ Talk a lot in English to your pupils – they need to hear English.
 - Talk about
 - where things are
 - pictures or things children can see
 - what you and your pupils are doing in class
 - what you want your pupils to do next.

REMEMBER

- The more English the children hear, the more they will learn.
- They will learn gradually – they won't say everything perfectly to start with. Encourage them by responding positively.



1B

Greetings

TEACHER: Good morning.

CHILDREN: Morning, teacher.

TEACHER: How are you today?

CHILDREN: Very well. How are you?

TEACHER: Fine. Thanks.

Clara with eight to nine year olds.

1C

A question of routine

TEACHER: Good morning. Is today Monday?

CHILDREN: No.

TEACHER: Or maybe Tuesday? Or Sunday?

CHILDREN: No.

TEACHER: Oh I wish it was Sunday. OK, what day is it today?

CHILDREN: Thursday.

TEACHER: Great!

Cristina with nine to ten year olds.

1.2 Starting your lessons in English

To help your children acquire English, speak English from the beginning of each English lesson. What you say then will, of course, depend on whether you are their everyday class teacher, or whether you are a specialist English teacher.

Are you a class teacher?

A class teacher teaches every subject, including English, to the same class. Your pupils are listening to you, the class teacher, all day. Think about how you start your English lessons. Write down two or three things you might say or do to make sure they know it is English next.

Are you a specialist teacher?

A specialist teacher only teaches English but usually teaches several classes. You might work with pupils of different ages and levels. Think about what you say to the children in these different classes when you begin your lesson. Write down three or four things you might say in English, or things you might do.

1D**Calling the roll in English**

TEACHER: OK let's check the roll. Now, remember to answer, 'I'm here'.

TEACHER: Giupone, Lorenzo.

LORENZO: I'm here.

TEACHER: Pierrotti, Jonathan.

(silence)

CHILDREN: Not here.

TEACHER: What about Jonathan. Where is he? 'I don't know'. Can you say that?

CHILDREN: (repeating) I don't know.

TEACHER: OK everyone's here except Jonathan.

Clara with eight to nine year olds.

1E**Starting with a song**

TEACHER: Morning.

CHILDREN: Morning.

TEACHER: OK. Can you stand up now?

Please. OK, Amanda can you stand up too? Thank you. OK let's sing a song.

But do you remember how to put your hands on your heads? Yes? Like this.

(Teacher puts his hands on his head.)

TEACHER: OK, do you remember this song? OK ... Head and shoulders, knees and toes ...

(All sing together)

Juan with eight to nine year olds.



Listen to the teachers in extracts **1B** to **1E** starting their English lessons.

Look at the things you have written down.

Do any of these teachers

— do what you do?

— say what you say?



Listen again to extracts **1B** to **1E**. Pause after any useful **phrases** and repeat them, paying special attention to the intonation.

RECORD

Record yourself taking the teacher's part in some of these extracts. Then play your recording back and compare with the original. Re-record if you like.

LANGUAGE FOCUS 1.2**Greetings and forms of address**

Addressing a teacher by name is usual in some countries, whereas in others children use the word *Teacher* as a title. What happens in your country? Practise some suitable phrases from this table.

Teacher		Children	
Good morning,	children.	Good morning,	Miss/Mrs/Mr/Ms
Good afternoon,	everybody.	Good afternoon,	[surname].
Hello,	boys and girls.	Hello,	[first name].
	girls and boys.		Teacher.

Checking attendance

Think how you could have a small conversation with your children as well as calling their names. Practise, using the tables below and then add to these conversations by using the ideas under the tables.

RECORD Record two possible conversations.

Let's call the roll. Let's take the register. Let's check to see who is here.	Thank you, everybody.
Remember to answer 'I'm here'.	So, everyone is here except ... So, only two people away.
Is everybody here?	Oh good, Paula, you're back. Nice to see you. Are you all right now?
Is anyone away? No-one absent today? Who is missing?	Oh, John's away. Who knows why? Is he ill? Maybe he's gone to the dentist. What do you think?
Let's all count to see if everyone is here – girls first, then boys.	So, how many is 13 and 15? OK ... Yes? So that is 28 altogether. Is that more than yesterday? Or less than yesterday? Or the same?

Ways of starting lessons

- Look at the ideas below. Choose some of the things you might do, and write in the bubble what you might say. Two examples have been done for you. Add more ideas if you can. Practise saying them out loud, slowly then quickly.

<p><i>Is everybody here? Is anyone away/missing? No? OK, so let's start.</i></p> <p>check attendance</p>	<p>[Bubble]</p> <p>sing a song</p>	<p>[Bubble]</p> <p>do question routines, e.g. days of the week, the weather, birthdays</p>	<p>[Bubble]</p> <p>take the register/ call the roll</p>
<p><i>We need some more space for today's lesson – you there – can you help me move some tables back.</i></p> <p>rearrange the classroom</p>	<p>[Bubble]</p> <p>say a rhyme</p>	<p>[Bubble]</p> <p>play a game</p>	

RECORD Then record the phrases you might find useful.



TEACHING TIPS

Class Teachers

- ✓ Do something different so that everyone knows it's time for English, e.g. sing a special song.
- ✓ Wear something special during the lesson, e.g. a badge, a hat ...
- ✓ Stand in a different place or arrange the room differently.
- ✓ Put up a picture or get out toys that children associate with English.

Specialist Teachers

- ✓ Plan something familiar in English at the beginning of the lesson to make the change of teacher easier.
- ✓ Use a special name chart to check who's present.
- ✓ Prepare a routine that the children like, e.g. sing a song or say a rhyme.

*Monday Tuesday Wednesday – Hop!
Thursday Friday Saturday – Shop!
Sunday – take a rest and – Flop!*

1.3 Organizing your classroom

Think of all the things you might say to your classes in your mother tongue during the day when you are organizing your class. Write down three or four of these sentences in English, for example, *Turn your chairs around and face the clock.*

- 🎧 Listen to extracts 1F to 1H. Notice how the teachers talk in **short chunks**, one phrase at a time. Listen for the **key word(s)** in each phrase – the words that carry the main stress. These words carry the main message.

1F**Arranging the classroom**

TEACHER: Now, you four Peter, Paula, Tony and Ann. Move the tables back without making a noise. OK, leave these five tables here at the top.

OK any more left? Right, we're nearly ready. OK, everyone listen, listen, don't move these desks OK...

Cristina with nine to ten year olds.

1G**Changing from one activity to another**

TEACHER: OK, now, now put everything away. We're going to do something else. We're going to do something else. OK now ... sh ... sh ... sh ... quietly ...

Jane with seven to eight year olds.

1H**Asking and giving permission**

TEACHER: Have you finished?

Everybody finished?

DANIEL: Teacher, Teacher ...


TEACHER: What do you want Daniel?

DANIEL: May I go to the toilet please?

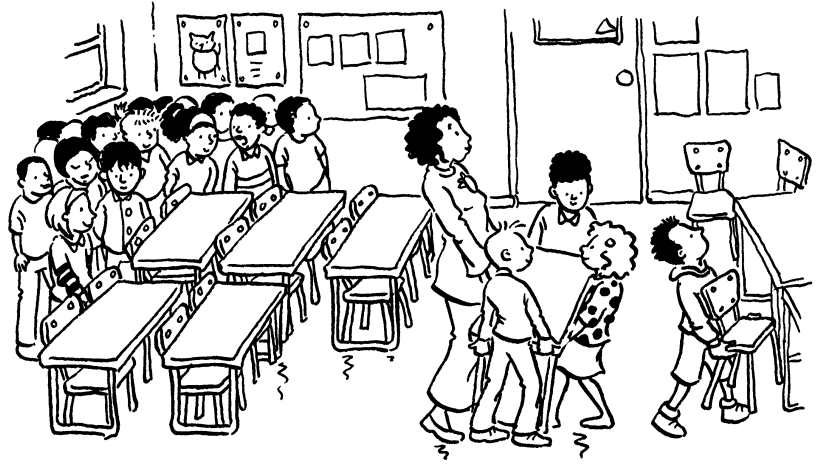
TEACHER: Yes, OK, but no one else.


Wait for the break.

Emi with eleven to twelve year olds.

 **a** Listen again and underline them.

RECORD Now choose one of the extracts **1F–1H** which you like and repeat the teacher's part, using the same **intonation**.

**LANGUAGE FOCUS 1.3****Everyday instructions – organizing the classroom**

 **b** Listen to the three extracts **1F–1H** again. Which teacher repeats and which two teachers **rephrase** a part of their instructions?
Now read the following ten instructions out loud.

- 1 Get your books and pencils out.
- 2 Pick your pencils up.
- 3 Move the tables back.
- 4 Turn your chairs round to face the wall chart.
- 5 Put all your things away.
- 6 Close the window beside you.
- 7 Put your pencils down.
- 8 Turn back to face the front.
- 9 Leave these tables here.
- 10 Leave the windows open.

c For each instruction, find one which has the opposite meaning. There are five pairs of opposites.

d Nine of these instructions contain phrases that end with an adverb or adjective, like *back* or *open*. Read these out loud with a slight **stress** on the adverb, and notice the similarities in rhythm.

e What words or phrases might you add *before* these instructions to get your children's attention? For example, *OK, all of you, get your books and pencils out*.

To get some ideas, look at the classroom extracts in the boxes above and below. Practise saying your longer versions out loud, as if you were in front of a class.

How else might you adapt these instructions for your class/es?