

# DON'T FORGET TO STRETCH!

Danka Sekerková



# WHAT KIND OF TEACHER ARE YOU?



*I like to improvise in my lessons, do not prepare too much.*

X

*I spend hours planning what to do in my lessons the next day.*

*My school provides me with freedom of what I do in my lessons.*

X

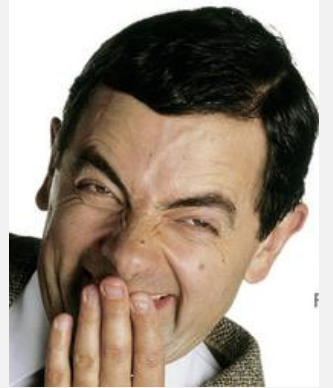
*My school management expects me to provide detailed lesson plans.*

# LESSON PLANNING

Teacher **does not plan** – leaves everything to chance  
WONDERFUL LESSONS, FULL OF CREATIVITY AND  
FUN

**DANGER!**

Lessons may be **chaotic and no one learns very much**

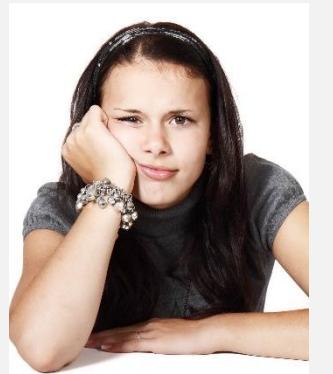


Teacher **plans too much** and then follows the plan exactly

CLEARLY STRUCTURED LESSONS, WHERE  
EVERYONE KNOWS WHAT IS GOING TO FOLLOW

**DANGER!**

Lessons may be **uncreative and boring**



# HOW TO PLAN A TRAINING SESSION?

- session introduction
- warm up
- games, skill and fitness activities
- cool down
- stretch



# DOES IT WORK THE SAME WAY FOR AN ENGLISH LESSON?



- session introduction – lesson introduction
- warm up – no doubt necessary
- games, skill and fitness activities – vocabulary, skill activities and games
- cool down - consolidate
- stretch - extend the activities



# TEACHER = TRAINER?



Spot 5 differences 😊!

# TEACHER = LESSON MANAGER



- motivate
- present
- explain
- assist
- practise
- test
- maintain discipline
- ..... and **improvise**

# WHY DO TEACHERS NEED TO IMPROVISE?

What shall I do with **fast finishers** – **more practice** (pupils that are more clever or work faster)?

Students (teacher) feel like doing nothing... **A bad hair day**

What shall I do with them when there is another **10 minutes left** before the end of my class?

And **you**?





# YOUNG LEARNERS



... the most unpredictable age group, but also the most flexible and the easiest to be motivated – HOORRAY!

... do not understand a foreign language as an independent school subject but rather as means of communication and a **tool for achieving their goal in games and other activities.**

# TOTAL PHYSICAL RESPONSE (TPR)



## Total Physical Response (TPR)

- is an approach to teaching second language developed in the 1970s by James Asher
- vocabulary concepts are thought by **using physical movement** to react to verbal input
- imitates the way that infants learn their first language
- reduces student inhibitions and lowers stress
- creates **a brain link between speech and action** to boost language and vocabulary learning

# MOVE YOUR BODY!



Many exercises in your coursebook can be transformed into a „movement“ type of activity (TPR).

LET'S SEE  
AND  
TRY THEM OUT!

**Hello**

1 Listen and chant.

2 Listen and stick. Then find and tick (✓).

**Lesson 1:** bag, book, pen, pencil, rubber; blue, green, red, yellow

**2**

## EXTRA ACTIVITY 1

Put pupils into pairs, groups or do as a whole-class frontal activity. One pupil draws a classroom object in the air. Other pupils guess what it is. Then pupils take turns.

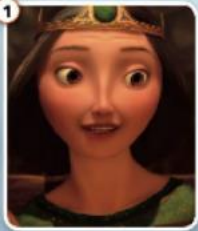



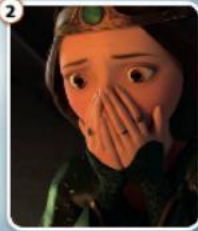

## EXTRA ACTIVITY 2



Do a spelling stretching exercise. Choose one animal name from the exercise and let pupils trace it in the air with different parts of their body (e.g. nose, shoulder, tongue, eyes, big toe, belly button, etc.)



UNIT 1

7 Listen and answer. Then draw.

1  

2  

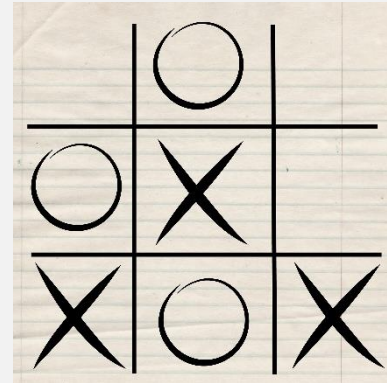
3  

4  

8 Look and play.

Lesson 4: I'm (happy). Face. Colours.


## EXTRA ACTIVITY 3





Hand out sheets of papers to all pupils. Divide them into pairs and tell them they are going to play noughts and crosses, drawing sad or happy faces instead of noughts. Have pupils say: *Happy/Sad* whenever they draw a face. With more advanced pupils do it with other examples of emotional adjectives (angry, surprised, scared, worried).


UNIT 5

3 Listen and circle. Then say.



1  2 / 4 hands



2  2 / 3 feet

3  5 / 7 fingers

4  4 / 6 toes

4 Listen and tick (✓).

1 a   b 

2 a   b 




Lesson 2: feet, fingers, hands, toes. Body parts. Numbers. I've got (five toes).


37


## EXTRA ACTIVITY 4


Pupils pretend to be robots. Pupils stand up and move like robots while music plays. Stop the music and say *I've got two hands*. Pupils move their hands like robots and say in robot voices *I've got two hands*. Repeat for *two feet* and *ten fingers/toes*.


UNIT  
**5**


**3 Listen and circle. Then say.**   



**1**  **2 / 4 hands**


**2**  **2 / 3 feet**


**3**  **5 / 7 fingers**


**4**  **4 / 6 toes**




**4 Listen and tick (✓).**  

**1** **a** 

**b** 

**2** **a** 

**b** 



**Lesson 2:** feet, fingers, hands, toes. *Body parts. Numbers. I've got (five toes).*


**37**

## EXTRA ACTIVITY 5



Pupils mime that they have big, small, long or short body parts and move accordingly. Call out these phrases and pupils mime: *Big/small feet, big/small hands, long/short arms, long/short legs.* Then ask pupils to walk, jump, swim, write, play tennis/football, etc.




3 Listen and say.  




one two three four five  
six seven eight nine ten


4 Listen and point at the correct balloon in Exercise 3.  
Then say.  




How old are you? I'm seven.

1 2 3 4

5 Read and say. 



How old are you? I'm ...

Lesson 2: How old are you? I'm (eight). Numbers 1-10. 

## EXTRA ACTIVITY 6

Pair activity: Pupil 1 traces a number on the back of Pupil 2 with a finger. Pupil 2 guesses the number. Then pupils swap roles.

Or: Do this finger tracing activity also when you teach the English alphabet for spelling.

4 Listen, point and say. Then read and say 1 or 2.  



1  It isn't a robot.  
It's a spaceship.

2  It isn't a computer.  
It's a scooter.

5 Listen and sing.     

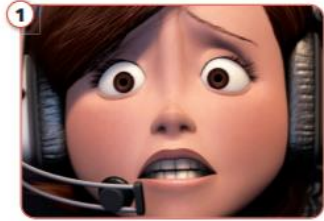
<p>It's my favourite thing! It isn't a bike. It isn't a doll. It isn't a computer! It isn't a bat, Or a ball. No! It's my red scooter!</p>	<p>It's my favourite thing! It isn't a boat. It isn't a kite. It isn't a computer! It isn't a spaceship, Or a train. No! It's my red scooter!</p>
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Lesson 2: computer, scooter, spaceship. It isn't a (scooter). Favourite things. It's a (robot).

## EXTRA ACTIVITY 7

Assign a favourite thing from the song to each pupil that they have to remember. Play the recording and ask pupils to stand up and sing and sit down when they hear their word. You can do this with any song or chant you want to revise.

8 Listen and answer Yes or No.  

Is she worried?



Is she scared?



Is he sad?



Is he worried?

9 Tongue twister! Listen and repeat.  

Sam's cat is happy.  
Pam's cat is sad.  
Dan's cat is angry.  
Anne's cat is bad.



## EXTRA ACTIVITY 8

Play „Simon Says“: When you say Simon says: I'm happy/sad/..., pupils mime the feeling. When you say the sentence without the phrase Simon says, they mustn't move at all. If pupils make a mistake, they have to go back to their desks. Play until only a few pupils remain standing.

# SOME GENERAL IDEAS...

## EXTRA ACTIVITY 9

- Have pupils choose A LESSON OR A SCENE they particularly liked from the unit. Ask them to draw it and then place their work on classroom display.

## EXTRA ACTIVITY 10

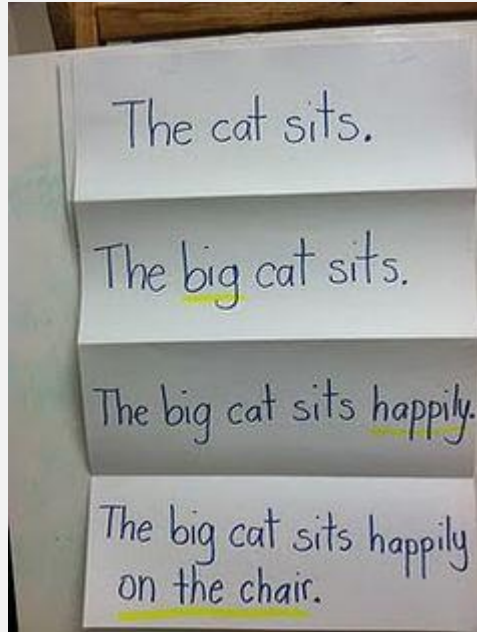
- Have pupils write SILLY SENTENCES about e.g. clothes and weather vocabulary (e.g. *I'm wearing a sun hat. It's snowing.*) or animals and their skills (e.g. *I am an elephant and I can fly fast.*) and mime them.

## EXTRA ACTIVITY 11

- Ask pupils to draw themselves in a MUSEUM/ZOO/CLASSROOM/SUPERMARKET and let them say what they can see around them. Or alternatively let them say what they can see around them while the others have to guess the place.

# WHAT ELSE CAN YOU STRETCH?

## EXTRA ACTIVITY 12



### My Big Strawberry



## Stretching Sentences

Use the 5 'w' questions to add a lot of detail to your sentences.

- Who?** The ugly witch flies.
- What?** The ugly witch flies on her broomstick.
- When?** In the darkest night, the ugly witch flies on her broomstick.
- Where?** In the darkest night, the ugly witch flies on her broomstick to the forest.
- Why?** In the darkest night, the ugly witch flies on her broomstick to the forest, to gather ingredients for her spells.

# Stretching Sentences

Use the 5 'w' questions to add a lot of detail to your sentences.

**Who?**

The ugly witch flies.

**What?**

The ugly witch flies on her broomstick.

**When?**

In the darkest night, the ugly witch flies on her broomstick.

**Where?**

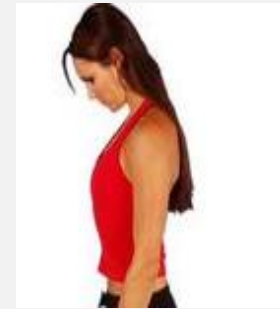
In the darkest night, the ugly witch flies on her broomstick to the forest.

**Why?**

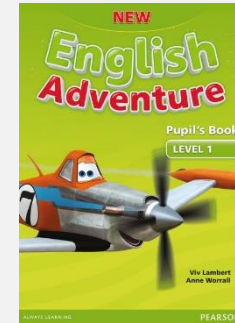
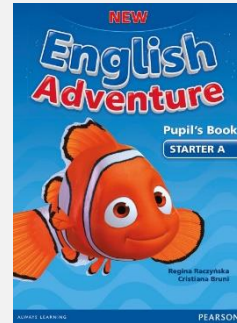
In the darkest night, the ugly witch flies on her broomstick to the forest, to gather ingredients for her spells.

WHAT  
ELSE CAN  
YOU  
STRETCH?

ARE YOU  
FEELING  
STIFF? 



SO, DON'T  
FORGET TO  
STRETCH!



To get more information, please contact me at:

[metodik@venturesbooks.com](mailto:metodik@venturesbooks.com)

**Pictures:** Pearson: New English Adventure, [www.pixabay.com](http://www.pixabay.com), [www.pinterest.com](http://www.pinterest.com)

**Sources:** Pearson: New English Adventure (Starter B, Level 1)

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