

DON'T FORGET TO STRETCH!

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WHAT KIND
OF TEACHER
ARE YOU?





A

I like to improvise in my lessons.

B

I spend hours planning what to do in my lessons.



A

My school provides me with freedom of what I do.

B

My school management expects me to provide brief lesson plans.

C

My school management expects me to provide detailed lesson plans.

LESSON PLANNING

Teacher **does not plan**

WONDERFUL LESSONS, FULL OF CREATIVITY AND FUN

DANGER!



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

LESSON PLANNING

Teacher **plans too much**

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
- fitness activities
- cool down
- stretch





- session introduction – **lesson introduction**
- warm up – **no doubt necessary**
- fitness activities – **skill activities**
- cool down – **consolidate**
- stretch - **extend the activities**

TEACHER = LESSON MANAGER



- motivate
- present
- explain
- assist
- practise
- give feedback
- maintain discipline
- and **improvise**

WHY DO TEACHERS NEED TO IMPROVISE?

fast finishers

*a bad hair
day*

*another 10
minutes left*



and you?

YOUNG LEARNERS



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

... understand a foreign language as a tool for achieving their goal in games and other activities.

TOTAL PHYSICAL RESPONSE (TPR)



MOVE YOUR BODY!



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

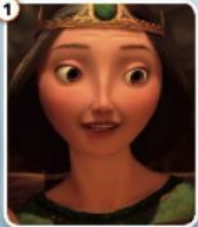

LET'S SEE
AND
TRY THEM OUT!

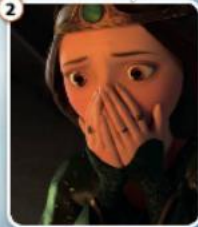





Choose one animal name from the exercise and let pupils trace letters it in the air with different parts of their body (e.g. nose, shoulder, tongue, eyes, big toe, belly button, etc.)



UNIT 1

7 Listen and answer. Then draw.

1  

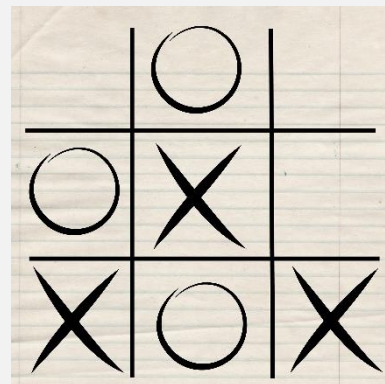
2  

3  

4  

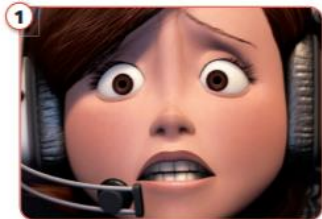
8 Look and play.

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



Pupils draw sad faces instead of crosses and happy instead of noughts and say: *Happy/Sad* whenever they draw a face.

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.







Lesson 4: Phonics: /æ/. Is he / she (happy)? Feelings: I'm / I'm not (happy). He / She's (happy).



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.



UNIT
5

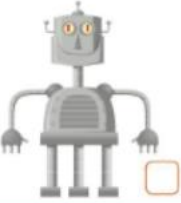

3 Listen and circle. Then say.   

1  **2 / 4 hands**  **2 / 3 feet**

3  **5 / 7 fingers**  **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


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*.


UNIT
5


3 Listen and circle. Then say.   



1  2 / 4 hands


2  2 / 3 feet


3  5 / 7 fingers

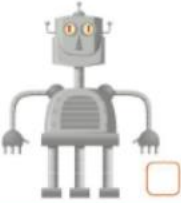
4  4 / 6 toes




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

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.



5 Read and say.



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

3

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

5



Listen and chant. Circle the weather words.

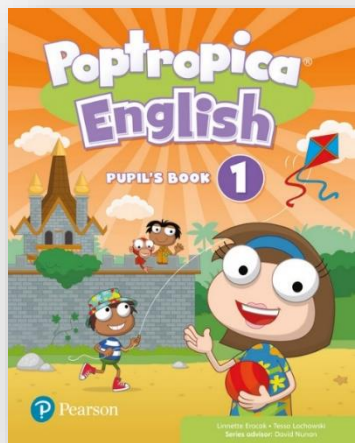


What's the weather like today?
It's cloudy and rainy. We're sad, we can't play.

What's the weather like today?
It's snowy and windy. We're sad, we can't play.

What's the weather like today?
It's cold, wet and stormy. We're scared,
we can't play.

What's the weather like today?
It's hot and sunny. We're happy, let's play!



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.

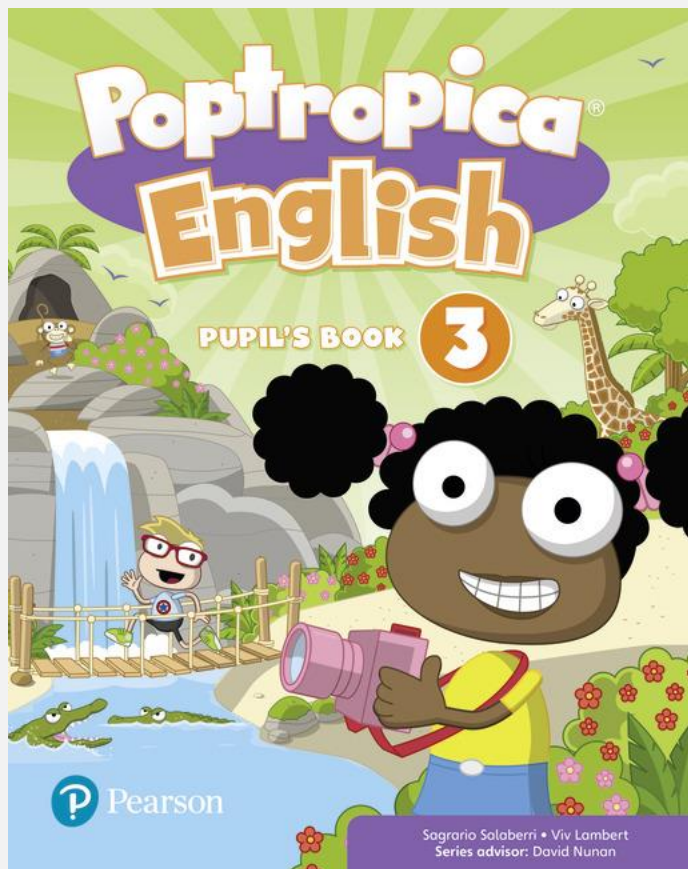
ABCDEFGHIJKLMNOPQRSTUVWXYZ
PENCILS & CRAYONS STUDENTS
SCISSORS & GLUE
TEACHER BOOKS
SPELLING
LIBRARY ARITHMETIC
123456789 RECESS
READING WRITING
HOMEWORK P.E.
ART SCHOOL DAYS
LETTERS & NUMBERS
BACKPACK RECESS
CLASSROOM

POSTER MAKING

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.

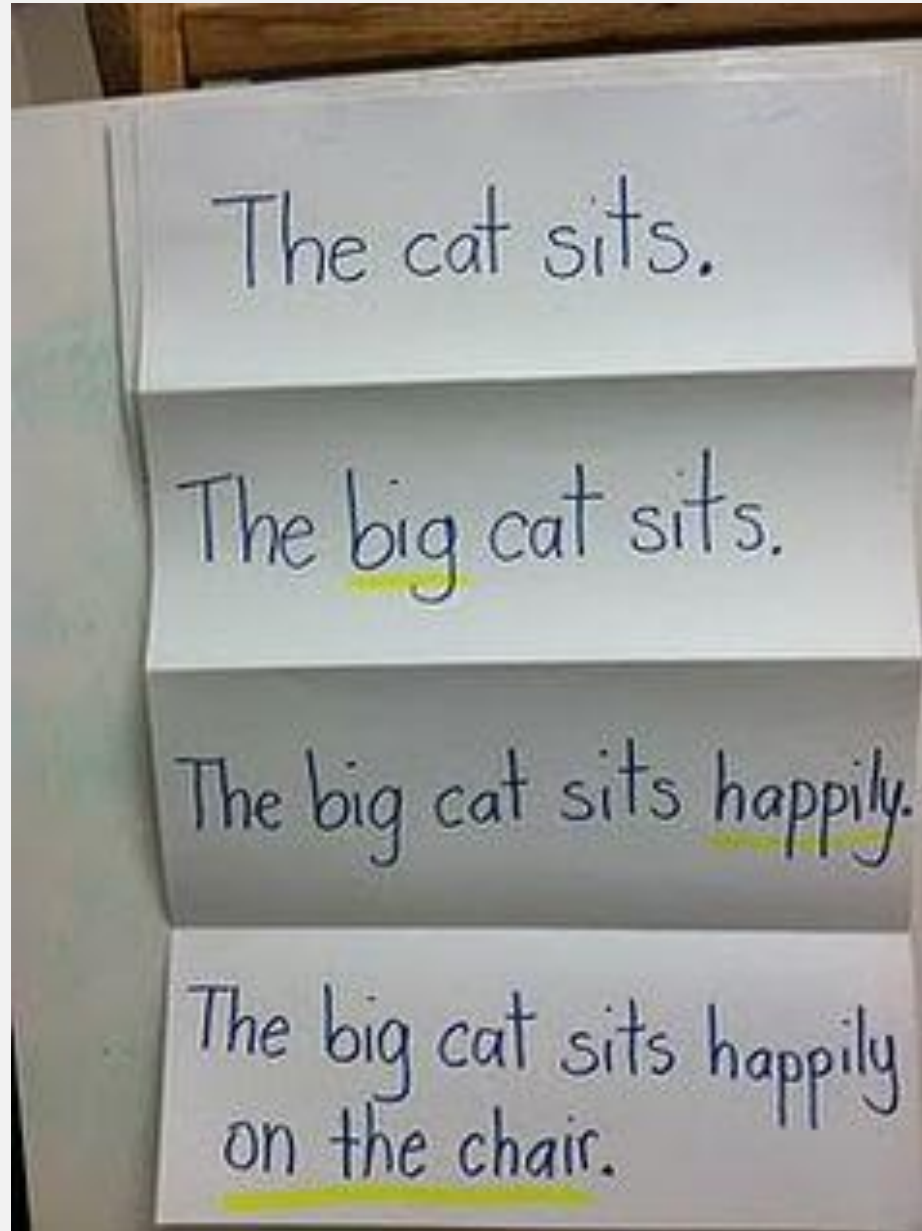


Have pupils write SILLY SENTENCES about e.g. clothes and weather vocabulary (e.g. *I'm wearing a sun hat. It's snowing.*) or animals and their skills (e.g. *I am an elephant and I can fly fast.*) and mime them.



Ask pupils to imagine themselves in a MUSEUM/ZOO/SUPERMARKET and let them say what they can see around them.

WHAT ELSE
CAN YOU
STRETCH?



STRETCH MORE

I ate a strawberry.
I ate a big strawberry.
I ate a big, red strawberry.
I ate a big, red strawberry
at lunch.

STRETCHING GIDELINES

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.

STRETCH
AS MUCH AS
YOU CAN

I had a cup of coffee.



I had a cup of coffee.



Suggestions by participants of the webinar:

I and my friends had a lovely cup of warm coffee with milk and sugar looking at picturesque sunrise on my garden patio.

I and my beloved husband had a nice hot cup of an exquisite home-prepared Arabian coffee in that new fancy café in the square.

I always had a small cup of Brazilian coffee with my colleagues from school in the garden opposite to the school building.

I had a big cup of black coffee with milk for breakfast this morning in the kitchen.

This morning I had a delicious cup of Brazilian coffee with my best friend on our patio.

I had a cup of coffee with all my family in Prague because we were together in 2019 and we haven't seen for a long time.

The day before yesterday I had a cup of coffee with my best friend at work because we wanted to celebrate her birthday.

Yesterday I had a lovely cup of Brazilian coffee with my old friend from school.

I had a cup of tasty coffee in the sunny afternoon on my balcony full of beautiful flowers to rest after a long day at school.

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

TOTAL PHYSICAL RESPONSE (TPR)



Suggestions by participants of the webinar:

TPR is good as it takes away the stress of the unknown and brings humour to the class :-)

It helps to concentrate, it puts children back to the lessons, it brings enjoyment and fun.

Total physical response helps me during my lessons because the students themselves can stretch, be motivated, they react better and everybody in the class is in a good mood.

ARE YOU FEELING STIFF?



SO, DON'T
FORGET TO
STRETCH!



Pictures: Pearson: New English Adventure, Poptropica English
www.pixabay.com, www.pinterest.com

Sources: Pearson: New English Adventure

Pearson: Poptropica English

Harmer, J.: Teacher Knowledge, Pearson 2012

Thornbury, S.: How to teach vocabulary, Pearson 2015

<http://www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr>



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