

Крістіна Карпюк

SMILE and TEACH



НОВА УКРАЇНЬСЬКА ШКОЛА: МЕТОДИКА НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

у 3-4 класах закладів загальної середньої освіти
на засадах компетентнісного підходу

Крістіна Карпюк

Навчально-методичний посібник

Нова українська школа:
методика навчання англійської мови
у 3-4 класах закладів
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Навчально-методичний посібник знайомить із зарубіжним досвідом та сучасними досягненнями в сфері методики навчання англійської мови 8-10-річних учнів, а також окреслює шляхи впровадження сучасних методичних розробок в українську шкільну практику. У посібнику описано методи, організаційні форми та інноваційні підходи, підкріплені практичним матеріалом, рекомендаціями щодо їхнього впровадження, а також зразками завдань для учнів.

Видання спрямоване на впровадження концепції Нової української школи в освітній процес на етапі другої ланки початкової школи (3-4 класи) та професійне зростання вчителів англійської мови.

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INTRODUCTION



Nowadays, more and more children learn English as a second or foreign language due to various reasons (globalisation, ability to learn better at a younger age, etc). The contexts and conditions in which they study it vary, as well. Some of these young learners study in well-equipped classrooms, in small groups, with the help of well-qualified educators, using innovative materials, whereas others may be limited in such opportunities. There are also those who study English abroad, in a natural language environment, and those whose learning takes place in their own homeland and is supported by native/non-native speakers.

Language teaching is affected by the time and place where it occurs. Its philosophies and teaching/learning techniques change along with time and people who use them. “Teaching and learning are very human activities; they are social just as they are linguistic” (Harmer, 2012: 9).

This book is a guide to teaching English, specifically for Ukrainian teachers who have third- and fourth-form students. However, before beginning our exciting trip in English teaching, it is necessary to understand some terms and facts in this specific sphere.

1

MINI-ENCYCLOPAEDIA



The field which studies language is *linguistics* which includes many other sciences. For instance, lexicology that presupposes semantics, pragmatics, morphology and syntax, also phonology, grammar and the history of language.

1.2 What is English?

English is a West Germanic language that was first used in early medieval England. It takes its name from the Angles – one of the Germanic tribes that migrated to this particular area. This language has developed over the period of more than 1400 years and nowadays it is used worldwide which makes it a global lingua franca.

Just like any other language, it has its distinctive pronunciation, vocabulary, grammar and all other language aspects. For instance, very often one sound in English can be spelled in more than one way (e.g., /i:/ - ‘knees’ or ‘believe’) which makes it sometimes difficult to read and write. Another example can be made in grammar: in English, there are various tenses that express certain times, like Present Continuous or Past Perfect, whereas in many other languages, like Ukrainian, there are no such things and people only use certain lexis and context in order to be more specific about the time (e.g., “now”, “back then”, etc).

Certainly, English has a rich vocabulary with its own words that are never used elsewhere as well as those which are borrowed from other languages like French (e.g., “bouquet”, “machine”, etc). Some of its words, however, have become international and are used in other languages. For example, “manager” (English) – “el manager” (Spanish) - “менеджер” /'menedʒer/ (Ukrainian) and so on.

1.3 Why do we need English?

There are numerous reasons for learning English. Due to the world globalisation, a great number of people travel a lot, have friends from other countries, cooperate with foreigners in their own land, study, live or work abroad. As a consequence, they all need to come to a mutual understanding and they often use English to do so, since historically it has become one of the most popular international languages in the world.

1.4 Who speaks/learns/teaches English?

There were times when English was mostly spoken only in the area of England but even then there were some outsiders who were willing to

learn it in order to socialise with the native speakers of English. By virtue of numerous conquests, there were many different colonies made by the English which are now independent countries with people who also fully or partially speak English, using their own accents (USA, Canada, Australia, New Zealand, the West Indies and so on).

This famous language is learnt at schools, colleges and universities as part of the curriculum by children and youth or at private institutes by people who have made their own choice to study it for some certain reasons like travelling or work.

English is taught in various countries all over the world to people who are from 3-4 years old to those who are at a rather old age. Their teachers are folks who help them acquire knowledge and skills in this language. These educators can be native as well as non-native English speakers. There is a common belief that a person whose first language is English can teach it better than a foreigner. As a result, there are situations when native speakers get jobs as English teachers just because it is their mother tongue, although they can be completely unqualified in this sphere. However, knowing a language and being able to teach it are two different things. That is why there is another opinion about this situation – a non-native speaker can describe, explain and teach English better than a native one, since he/she ‘knows’ what it is like when English is a foreign language to you.

Today we have different English teaching and learning programmes in English-speaking countries and many foreigners start studying this language at a very young age which makes them speak it just as fluently and nicely as native speakers do.

1.5 English in Ukraine

During the previous decades when Ukraine was a constituent part of the Soviet Union, known as the closed-to-the-world-around country, the system of teaching foreign languages (English, in particular) had its own specific features. The preference was given to reading and translating texts as well as learning vocabulary and grammar with the help of the grammar-translation method. Speaking was not in the centre of attention at all. It is obvious that the main reason for the situation was the absence of the need in communication with other countries. As a consequence, having finished school, people knew the structure of the language but were unable to actually use it.

Since Ukraine got its independence in 1991 and some changes in political, social and economic life of the country took place, there have been some major changes in teaching foreign languages. The communicative language teaching method became the point of interest for many methodologists though there was the absence of competent teacher trainers and vague understanding of this method's main principles that had its influence on the practice of implementation of the method in Ukrainian schools.

Nowadays according to the new *National Curriculum* (2018), a foreign language, predominantly English, is one of the obligatory subjects at school that presupposes learning it during the whole period of secondary school which lasts for 12 years.

Students finish primary school at the age of ten and are expected to have achieved the communicative competence at the A1 level (beginner). This competence includes not only the knowledge of grammar and vocabulary but also the skills necessary to effectively socialise both in oral and written forms with other people. In accordance with the programme of "The New Ukrainian School" (2016), which describes the conceptual principles of the secondary school reform, pupils should get it through practical activities.

"Communication in foreign languages" was identified to be as one of the 10 key competencies of new educational standards of the New Ukrainian School and is based on recommendations of the European Parliament and of the European Council.

However, not all teachers in Ukraine are competent enough as for the communicative teaching at primary school and continue using the learners' first language explaining grammar material, in particular. Considering the fact that a teacher is usually the main and most effective sample of using a foreign language in the Ukrainian primary school, educators themselves should speak English as much as possible, apart from using different video and audio files. This seems especially important when we take into account that children in Ukraine do not live in an English-speaking environment and the classroom can be the only place where they hear and use this language.

Today more appropriate sources of information can be found as well as the courses which can be attended by teachers of English. These are arranged by the British Council with the support of the Ukrainian Ministry of Education which help educators to change their methods of teaching and implement them into the practice of the Ukrainian school.

In the programme “The New Ukrainian School” issued by the Ministry of Education and Science of Ukraine (2016) they declare, “The quality of education, in particular, in foreign languages, will be increased in every primary school.” According to the document, the important tasks that stand in front of the new Ukrainian primary school are:

- to pay attention to individual abilities of children;
- to organise study through activities, using gaming methods;
- to give teachers freedom to choose or create educational programmes within the primary education;
- to support self-confidence and motivation for knowledge in every child.

2

WHO ARE YOUNG LEARNERS



Pupils of different ages have different abilities, needs, cognitive and social skills. Taking that into account, age is one of the factors which has a big and important impact on students' foreign language learning. Most of the methods and materials used in teaching teenagers and adults are obviously unsuitable for children. Unlike them, primary students are usually more impatient, they get bored rather quickly, their knowledge and skills of English are not as high and developed as teenagers' or adults'. Consequently, before applying any teaching methods, it is necessary to consider learners' age. Since this book is related to young learners, it is important to know who they are more specifically.

The term *young learners* usually refers to pupils who attend primary school and are between six and ten years old. One of their special features appears to be egocentrism which is why it is significant to let them express themselves during language lessons but at the same time teach them how to work in pairs and groups, since cooperation and mutual respect are just as important in life as developing your personality. They are also very emotion-driven and their abstract logical skills are limited. This means that appealing to children's emotions is more necessary than appealing to their thinking abilities. Primary school students like repetition because it does not only help them learn but makes them feel 'safer' to some degree. However, as it was mentioned before, children get bored rather quickly and are very curious about everything around them, too. So, there is a necessity of using many different activities and changing them from time to time. In other words, our English lessons should be diverse and dynamic. Young learners are often quite sociable and their literacy and writing skills develop with time. 9-10 year-old children are more acquainted with English than those who are 7-8 years old. They possess more knowledge and skills than those who are in second form or those who are just starting out. This leads us to the fact that their experience and abilities grow and our materials and tasks for them should go to higher levels, respectively.

There are many other things that pupils in one class can have in common with each other, but at the same time every student is an individual, possessing some features which are inherent to only him/her. For example, pupils have different talents which make them special in their own ways, their likes and dislikes in games and activities differ, too. Some children are shy and scared, while others are very active and brave. Even being officially at one language level, some primary students show better results in English while those who show worse find other subjects like maths easier to study and understand.

Other young learners' characteristics include:

Motivation – a source of stimulation to get a certain goal achieved which is the principal determinant of any learner's progress in learning a foreign language. A simpler description of this term is made by Harmer (2018) – it is a 'state of mind' which provokes action. In learning a foreign language, specifically, this state can be determined from the point of two aspects: students' needs in communication and their attitudes towards the community who speak that language. Along with motivation, there are cognition and affect (emotions). These three areas are also known as "the 'reasoning part', the 'appetitive part' and the 'spirited part' and, according to Dörnyei and Ryan (2015), they form the 'Triology of Mind' which makes the human brain function.

Multiple intelligences (linguistic, visual, musical, logical, bodily, interpersonal referring to the contact with other people and interpersonal referring to understanding oneself). These can be used in numerous ways, since any language involves rules and regulations as well as using sounds (voice), vision and body movement. Additionally, because language is the main form of communication, people put it in use in order to express themselves and their partners.

Learner styles – a range of individual learning strategies that students use when learning a foreign language. There are: *metacognitive strategies* that mentally regulate students' behaviour (planning and monitoring, for example); *social strategies* that respond to students' collaboration with other people; *affective strategies* that help students to adjust their beliefs, attitudes and feelings.

Levels – certain degrees/strategies which measure students' language abilities. According to the Common European Framework of Reference, there are six language levels: A1 (*beginner*), A2 (*elementary*), B1 (*intermediate*), B2 (*upper-intermediate*), C1 (*advanced*), C2 (*proficiency*). Since this book is focused on third- and fourth-form students particularly, we shall take a more detailed look at level A1. Considering the fact that these two forms are the third and fourth years of learning English for students in Ukraine, children at this stage should already be able to know and do the following:

- greet others and introduce themselves;
- talk and write about their family, friends, school life, home, likes and dislikes, hobbies, interests, sports, holidays, plans, shopping, animals;

- - form 'there is/are' statements and make impersonal sentences;
 - use appropriate articles with nouns;
 - create plural and singular forms of countable nouns;
 - use 'some' and 'any' in their speech and writing;
 - use personal, possessive and indicative pronouns;
 - apply Present Simple, Past Simple, Future Simple, Present Continuous in their speech and writing;
 - use the basic prepositions of time and place as well as the conjunctions 'because', 'but', 'or';
- - form cardinal numbers 1-100.

Considering all of the information presented in this chapter so far, it can be seen that young learners are students who are usually very motivated and eager to learn something new due to the fact that they are full of life, interest and energy. Here are a few tips and ideas for teachers who would like to succeed in teaching English to children:

○ **Work with their energy**

Since people at this age are very energetic, it is clever to use that energy in different games and activities which stimulate students to learn English actively.

Respect your students' attention span

Remember that children cannot be focused on something singular for a long time. In fact, it is known that their focused attention span is between five and ten minutes, which means you should start a new activity with them approximately every 5-10 minutes.

Use stirrers and settlers

Stirrers motivate pupils to work and play with each other actively, whereas settlers help pupils to calm down, by giving them individual quiet time to assimilate the information they have just learnt. It is necessary to mix and match stirrers and settlers in order to control students' behaviour. By doing so, you will provide your learners with the opportunity to put their energy in good use and at the same time you will be able to avoid any behavioural problems that students may give you.

Use your students' imagination

Young learners are not only curious but also very imaginative. To make your lessons more useful as well as interesting, it is a great idea to use these children's features. For instance, you can ask some

questions when doing an activity that provoke your pupils to think of something new. Such questions will not only develop their imagination but also give them a chance to acquire English in a new free context.

Let them play

Since your students are children, they are playful by nature. They discover the world through games which gives you the reason to use different games when teaching English to young learners. That way your lessons will be motivating, interesting and, as a result, will lead to good language production from your students.

Work on your students' social skills and emotional intelligence

Childhood is a period of life when people are not only playful but also quite self-centred. That is why it is essential to help them develop their social skills by providing them with various learning opportunities where they can use the target language and put those skills into practice.

Negotiate clear rules

Rules and boundaries are a necessary part of any lesson used to omit 'students' chaos' as well as to make your learners feel safe and secure. To start, you can have a chat with them about what their behaviour should be like in order to play and learn in harmony with each other. Then, choose five rules that will help to achieve the target behaviour. When a rule becomes automatic, you may replace it with another rule that you want your pupils to work on.

Praise children

One of the main ways to stimulate primary students to learn and behave well is to set a positive atmosphere in class by noticing their success. If you say phrases like, "Well done!", "Great job!", "That's fantastic!", you will encourage your students' self-esteem and raise their motivation. Another example is when you make more specific compliments like, "Class, did you see how Vicky put her hand up and waited for her turn? Wow, Vicky! You're a star! Now, what is it you wanted to say?" The student (Vicky) will feel proud of herself and other students will come to realisation that this is the kind of behaviour they should have if they want to get your attention.

Introduce routines

Routines play a significant role in working with children because they provide students with an opportunity to excel and teachers with a chance to see their students' good behaviour. It is important to

- remember that "...a routine may be the only activity that a child gets right in a particular lesson" (Esteves, 2016: 15). Make wise choices of routines like beginning your lesson with a nice greeting in the form of a song or a chat in order to show your students that learning English is as attainable as it is fun.

Challenge your students

To avoid boredom, make your lessons challenging and exciting for your pupils. The language may be basic and simple according to the language level your students are at, but the activities themselves can be challenging for them on the cognitive level. Tasks may involve easy language but require a lot of thinking at the same time, keeping children stimulated, attentive and on track.

SUMMARY

There are certain characteristics intrinsic to most children who are at a primary-school age: high energy and impatience, egocentrism, high emotionality, curiosity, ability to get bored quickly, limits in some knowledge and in abstract logical skills.

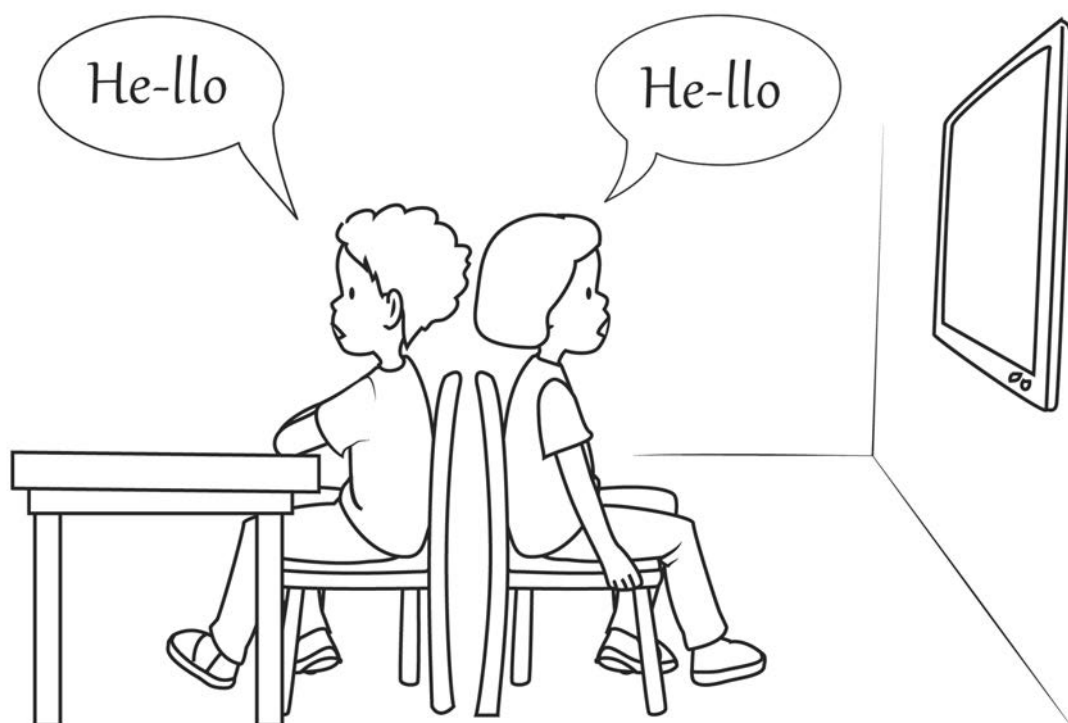
On the other hand, every child has his/her own personality, that is, features which only he/she possesses (talents, likes and dislikes, etc).

Other characteristics of young learners that are important in language teaching include: motivation, multiple intelligences, learner styles and levels.

Teaching foreign languages to young learners is difficult but at the same time exciting. The trick is to put children's peculiarities into consideration when planning lessons and to use their natural skills and talents to the advantage of learning English.

3

CONSCIOUS LEARNING AND ACQUISITION



Learning a language and acquiring it – what is the difference? Both of these processes lead to the same result: knowing and being able to use a language. Yet, they are not the same.

Language learning is a conscious process of getting to know and use a language which usually happens in a classroom at school or at any other educational institution and it is followed by a teacher. In his book, Johnson (2017) mentions two characteristics of learning – ‘error correction’ and ‘rule isolation’. The first one takes place when students make mistakes and are then corrected by their teachers. The second one appears when a lesson (or a part of it) is focused on a particular point in grammar, pronunciation, vocabulary or in any other language aspect. The word ‘isolation’ means that all language points in learning are dealt with one by one.

Acquisition, on the other hand, is a natural subconscious process of obtaining knowledge and skills in a language. Unlike learning, acquisition does not involve any conscious focuses on certain language points. In fact, it is known as ‘picking up a language in a natural language environment’. Instead of using definitions or translation, children come to understanding words and phrases from what they see visually. Making mistakes cannot be avoided even here but, as a rule, they are not accompanied by correction. In fact, the more children hear and see the language, the better they remember how to say and write it correctly.

To make it shorter, learning is a conscious process where language items are studied and practised in turn, whereas acquisition is a subconscious and anxiety-free process of gaining a language. Both of them can be used in studying not only the mother tongue, but a foreign language, as well.

There is a common belief that if a person acquires a language, he/she will be able to use it fluently. This fact is true but not all people live or have a chance to live in a natural language environment. However, due to today’s globalisation, many native speakers come to live and teach abroad which means students have an opportunity to listen and talk to them in their own country. In addition, with the help of today’s advanced technology, learners can hear and see different foreign languages on the internet or by using special computer programmes created for that. Another way to compensate the natural environment problem is watching films/cartoons and reading books in foreign languages on a regular basis. Teachers themselves can provide their students with a natural language

environment by speaking to them mainly in the target language, using less translation and more visual explanation, watching videos in that language and, finally, letting the students practise not only reading and writing it, but, first of all, speaking it (having live spontaneous conversations).

Most of children naturally pick up a language quite easily which explains the reason for learning it at a rather young age. In order for acquisition to take place, there are three things that need to be present:



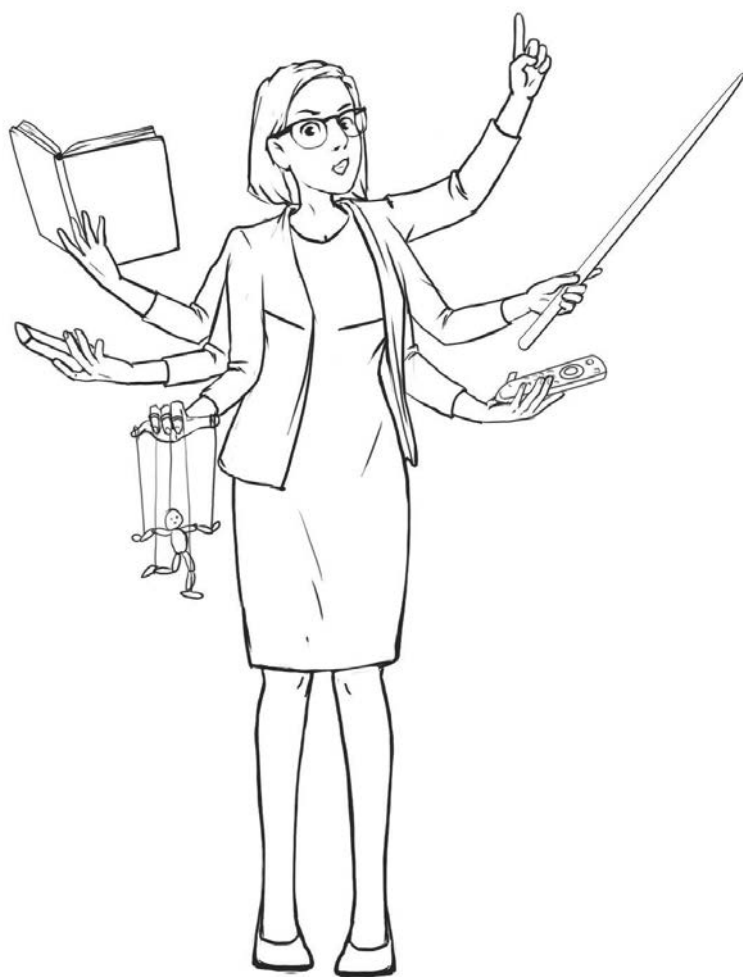
It is possible for teachers to provide their young learners with these by creating a natural language environment in class mentioned earlier in this chapter and by considering their characteristics at this specific age discussed in the previous chapter.

SUMMARY

Learning a language and acquiring it are two important processes which have the same goal but are different in achieving it. The first one is conscious, involves rule explanation, different exercises and tasks, whereas the other one is more natural and automatic. Acquiring English is easier for children because their mental system is not fully formed yet which makes it flexible. This does not mean that teachers should not apply any exercises during lessons, though. Instead, it means that they should combine them with watching videos, having light talks, preferring more natural ways of explanation (pictures, for instance) to translation, omitting Ukrainian/Russian during lessons and using English as much as possible. That way, teachers create a natural language environment where learning is also present to some extent and, as a consequence, their students are more likely to become fluent users of English in the future.

4

ENGLISH TEACHERS AND THEIR METHODS



4.1 Who is an English teacher?

As it was stated before, a teacher is a person who shares his/her knowledge with students and helps them put it into practice. However, this definition is rather limited and general because there is so much more to being a teacher than just sharing and helping. This leads us to the *teacher's roles*. All of these roles depend on what the students are doing at the exact time. The main ones in foreign language teaching are:

- **Controller** – a person who is in the centre of attention and who dictates students what to do. This role is suitable when explaining grammar or presenting some new material;
- **Prompter** – a person who encourages students to cooperate and pushes them to be better;
- **Assessor** – a person who tells students how well they have done and gives them marks;
- **Feedback provider** – a person who helps students to evaluate their performance themselves;
- **Resource** – a person who consults students and gives them more information;
- **Tutor** – a person who guides and advises students what to do next.

There are a lot of other roles which teachers acquire because of the many functions which they have like affecting the students' behaviour, being the main language role model or simply being their friend by creating a good language environment. Thus, teachers need to be flexible and perform all these roles, referring to the situation, but always with care and ease. Harmer (2012: 25) also points out that “good teachers are able to absorb the unexpected and to use it to their and the students' advantage”. They need to think and act quickly and decisively at different parts of the lesson. When their students see that they are able to do so, their confidence in their teachers enhances.

4.2 Ways of teaching English and their characteristics

There is a huge variety of methods applied by teachers in their job. The study, analysis and description of different methods and approaches applied in teaching different subjects, including a foreign language, is *Methodology*. An *approach* in language teaching is the level of the assumptions of the theoretical ideas and beliefs about what a language is

and how it is taught, whereas a *method* is the level at which that theory is put into practice.

English teaching, in particular, has come a long way in recent years and today there are many different methods applied by teachers to help their students know and use this language well.

Back in the Soviet Union times, the dominating way of teaching English was the grammar-translation method which involved learning grammar rules by heart and understanding the information through translation. However, it did not include any speaking activities which meant students had difficulties in applying English in actual life. All of this changed when the Soviet Republics became independent countries and their peoples started travelling around more, discovering what the outside world was like and, eventually, feeling the need in using foreign languages such as English in real life and not just only on paper. As a consequence, the educational institutions of these countries became more interested in the communicative method of teaching foreign languages. Nowadays, in Ukraine particularly, the educational programme involves teaching speaking which encourages many teachers to include some social activities in their lessons. Albeit, different educators have different opinions about this which is why their methods vary and may be more or less 'social'. Some of them still prefer the grammar-translation method while others (usually the younger generation) are interested in their students' ability to communicate orally in a foreign language. There is also a rather big number of teachers who use more than one method and may even mix them up to some degree. For example, their lessons may include speaking activities as well as translating texts. Students often learn new words with the help of translation but are then expected to use them in their conversations in that foreign language.

Apart from the grammar-translation and the communicative teaching methods, there are a lot of other ways to teach English. However, it is important to understand the characteristics of each teaching method, before making decisions which one of them to use and whether it is a good idea to combine them. For those reasons, this chapter will cover and describe some more teaching methods and not only the ones discussed above.

- **The Grammar-Translation Method** – teaching and learning a foreign language through a detailed analysis of its grammar rules, followed by applying this information in translating sentences and texts from the target language into the mother tongue or vice versa. The goal is
- to be able to read and understand the data in the foreign language

as well as to benefit from the intellectual development and the mental discipline that come as a result of studying this language.

Other characteristics:

- reading and writing are the main focus, whereas little or no attention is paid to listening and speaking;
- vocabulary is selected mainly from the texts that have been read and words are shown with their translation and are learnt with the help of bilingual word lists, dictionaries and through memorisation;
- grammar is taught in a deductive way with the instructions being given in the students' first language (rule explanation – exercise practice) and with the special emphasis on accuracy.

The Direct Method – a more natural way of teaching and learning a foreign language through intensive oral communication between the teacher and the students. In accordance with it, grammar should be taught inductively and all instructions should be presented orally in the target language. As for the vocabulary selection, most of the words and sentences should be the ones which people use in their everyday speech.

Other characteristics:

- concrete lexis is taught and learnt visually through demonstration (using different objects and pictures), whereas abstract words are taught with the help of idea association;
- speaking as well as listening comprehensions are both included in the teaching and learning processes;
- special emphasis is put not only on grammar but also on correct pronunciation.

The Audio-Lingual Method – a way of foreign language teaching that suggests to describe the grammatical patterns of the target language and then have them repeated by the students. Grammatical structures should be shown in sentences as examples of their usage. This interesting method is connected to the behaviourist theories of learning. According to them, "... Learning is the result of habit-formation, where performing the correct response to a stimulus means that a reward is given" (Harmer, 2012: 49). This "reward" becomes automatic when is repeated on a regular basis. In other words, this method is based on a lot of listening and drilling. Its levels

- of popularity, however, have gotten low with time, since educators realised that students can be creative and make their own sentences, using those grammatical structures and the necessary words. But, drilling is still seen as a useful technique in language teaching, particularly with the low-level pupils.

Other characteristics:

- with memorising the grammatical patterns and drilling, students are less likely to make mistakes;
- language skills are better learnt if the target language items are first shown in oral form and then in written form;
- analogy gives a better foundation for language learning than analysis: rules are not explained until the pupils have not practised the grammatical structures in different contexts;
- vocabulary items should be learned in a natural context, not in isolation.

The PPP Method – teaching learners by *Presentation, Practice* and *Production*. In other words, the teacher presents the material in a situational context and explains as well as demonstrates the meaning and form of the new words/patterns. The students practise them in different sentences and then make sentences about themselves, using the target language. This method is especially suitable for teaching students with a low language level.

Other characteristics:

- students are alert and have their full attention on the teacher during the presentation part;
- before practice, the teacher checks the pupils' understanding of the new material;
- students use the new language in speaking with their teacher as well as with each other;
- in the end, learners produce the target material in their own context about themselves which develops their autonomy.

Task-Based Teaching – a method in foreign language teaching where the emphasis is more on the task than on the language. In fact, the task itself leads to language analysis. The sequence of this method is as follows – **pre-task** (students are shown the new topic and are told what the task will be), **task cycle** (students gather

the necessary language and data, plan the task and then produce the answer to it in oral or written form), **language focus** (students do the analysis of the used language and improve/correct it, if necessary).

Other characteristics:

- unlike the PPP Method, learners are more free of language control, since in all three stages they use all of their language resources instead of practising only the selected language items;
- a natural context is created by students making their own personalised statements that are relevant to them;
- this method seems rather enjoyable for many pupils because it is more challenging, involves a lot of communication and gives them more choices in language usage.

The Total Physical Response Method – a humanistic way of teaching and learning a second language by using actual physical movements. It is also connected to tracing because according to this method, the more “... a memory connection is traced, the better the memory association will be and more likely it will be recalled” (Richards and Rodgers, 2014: 277). The teacher presents the target material with body movement and then gives commands to the pupils to repeat it. After learning the material well, the pupils give commands to each other and respond to them.

Other characteristics:

- this way of foreign language teaching is useful according to the opinion that abilities involving comprehension come before productive language skills;
- until the comprehension skills are established, speaking should be delayed;
- skills developed through listening transmit to other skills;
- teaching should put more emphasis on meaning than on form as well as lower the students' stress level.

The Silent Way – another humanistic method of teaching a foreign language where the educator talks as less as possible, since the students should create and discover the language themselves, rather than simply memorise it. The teacher stays mostly silent and may use various mimics and gestures so that the learners can produce as much language as they can.

○ *Other characteristics:*

- the Silent Way has its stages, beginning with simple pronunciation practice and then leading to vocabulary and grammar practice;
- this method involves some modelling by the teacher, accurate repetition, guided movement and communication when students are at the high level; thus, these features connect it to some other teaching methods, such as audio-lingualism, the PPP and the communicative method.

The Communicative Method – a way of second language teaching with the focus on the target language as a means of communication. ‘Communication’ itself means an exchange of information between people orally or in a written form. In order for it to be genuine, the data that is being discussed should be new to the recipient(s). What is interesting about this method is that “...it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood, 2010: 1). The reason for this is the fact that one linguistic form can express more than one function, just as one communicative function can be expressed by more than one linguistic form. The main goal of this method is to develop the students’ communicative competence – the ability to use their social skills intuitively.

○ *Other characteristics:*

- the main function of any language is to provide interaction and communication, thus, many interactive activities and groupwork/ pairwork should be included in the lesson;
- the categories of the functional and communicative meaning are the main units of a language, not its grammar and structure;
- since language means communication, the teacher’s goal is to develop their students’ communicative competence in this language (the knowledge and practice of using it for a range of various purposes), not to mainly inform them about its theoretical part.

□ With such a big number of language teaching methods, it is obviously hard to make a choice. Since educators are all people, their methods express their personality to some degree. Consequently, we need to question ourselves what a language is and what its main functions and purposes are in our opinion. According to our answers, we should choose the appropriate method(s). Another element which can help us in our choice is the national syllabus which includes the results

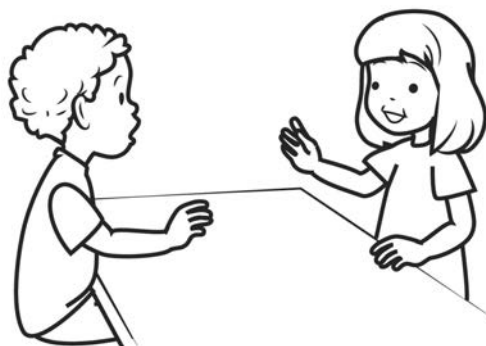
and goals that are needed to be achieved in the end of each term, year, level.

SUMMARY

There is a great number of teaching methods today and this may confuse some teachers which one of them to use. When making our choices, we need to ask ourselves: what result do we want to see in the end? Everything depends on what our goal is in teaching English and, therefore, we need to use the appropriate method in order to achieve it. Some educators may use a whole variety of methods. However, as a rule, there will always be one which will dominate over others.

5

LANGUAGE SKILLS



Skills relate to different aspects of language use. They are divided into *receptive skills* – listening and reading – “...where meaning is extracted from the discourse” and *productive skills* – speaking and writing – where language is actually produced. What is rather interesting about them is that they “...feed off each other in a number of ways” (Harmer, 2015: 297-298). Otherwise speaking, what we see and hear has a big influence on what we say and write. Every child begins his/her language learning from listening and then represents the data in speaking. After that he/she learns how to read and express everything in writing. This is an effective natural language learning process which works when the child is learning his/her mother tongue and it can work just as well in learning a foreign language. Thus, this chapter will describe each language skill in the following way: listening, speaking, reading and writing.

5.1 Listening

Listening means apperceiving the information by ear. This receptive language skill plays a significant role in communication because without it people are unable to participate in conversations, watch films and listen to the radio, attend presentations, lessons and lectures, etc. There are a few types of listening:

top-down listening – students try to understand the recorded text in general before looking after any specific data required by the task;

bottom-up listening – students are supposed to find the specific data right away.

On the other hand, listening can be *intensive* (as a rule, happens during the lesson, students are expected to seek for certain data and do some tasks afterwards) and *extensive* (usually happens outside the classroom, does not involve any specific tasks, in other words – listening for pleasure).

In addition, listening can be *recorded* as well as *live*. The first variant gives the students an opportunity to hear more different voices, it is usually specially designed for students at a particular level, it can be repeated and the teacher can have its script. However, there are some disadvantages, as well. For example, since it is usually designed for students, it is often unnatural; pupils are unable to interact with the speaker or to see him/her (unless it is a video); since one audio track is used for all the learners, its speed is not always suitable for everyone; if the classroom's acoustics are poor, not all students can hear the recording well. As for the second

variant, live listening, it usually appears when pupils have conversations, do interviews, read aloud or during storytelling. Live listening provides them with an opportunity to practise this skill in face-to-face interactions, hear and use various formulaic expressions and intonations, repeat the data if it is unclear and, above all, see who they are listening to and respond to all kinds of paralinguistic and prosodic clues. On the other hand, if learners only do live listening, they get used to only their teacher's and classmates' voices and speeds which means it will be difficult for them to understand other people's speaking.

Many students find this skill hard to develop in a foreign language because during listening activities they are usually expected to find some certain pieces of information instead of getting a general idea about it. Another problem is when the data on the recording is too hard to understand which is why it is so important for the teacher to choose the appropriate material for his/her young learners. As it was stated earlier, when the students only hear their teacher or classmates, they are not used to other voices and accents. This does not mean that they should not listen to them at all. In fact, there is a point of view that unlike the recording, the teacher can adjust his/her speaking and make pauses where necessary for students to understand the data better (this is especially useful for primary pupils whose English skills are not very high yet). Consequently, it is a good idea to use all 'sources' in turn (teacher's talk, students' talk, recordings). Last but certainly not least, not all primary students are attentive. Since they are all children, their attention is scattered and they get bored rather quickly. That is why the material chosen for them to listen should not be very long and should match their interests. The tasks should also be various and challenging. We can present them in the form of a game, instead of just a test. For example, after checking the children's understanding, we may ask them to look at the script of the recording and, if it is a dialogue, act it out. If it is a story/monologue, they can create their own continuation in pairs/groups. Some examples of listening activities will be shown later in this book.

In general, our task as educators is not only to help pupils practise their listening but also to help them overcome the difficulties which they usually face during it. There are some *helpful strategies* that we can give to our students in this case:

- think about the subject of the listening and activate the already-known data about it before doing the task;
- if this listening activity includes a dialogue, think what people might say in such a situation;

- predict the lexis which is likely to appear and think of some key words.

As for the teacher, it is important to:

- make sure your computer (or any other machine) works well and that you have the right file (or CD);
- include your pupils' age, level and interests when choosing a recording and a listening task;
- reassure your students – tell them not to worry because the recording will be played twice if it is hard, there is no need in understanding completely everything, etc;
- apart from using your own voice, let your students sometimes hear different people with different accents and speeds;
- give the task to your students before doing the listening;
- if the recording is long or includes difficult vocabulary, divide it into a few smaller parts;
- play the recording twice;
- have a copy of the audio script in case there are any unclear points on the recording.

After some time and regular practice, your students become fluent listeners. In other words, they are able to listen to and understand longer and harder texts in English which is one of the teacher's goals and results of his/her hard work.

5.2 Speaking and pronunciation

Speaking means producing the information orally. As Thornbury (2013: 1) points out, it is "...so such a part of our daily life that we take it for granted" and we usually forget how we used to struggle to gain this skill until we need '...to learn how to do it all over again in a foreign language'. It is often put in contrast with fluency which is the ability to communicate in real-life conditions. Activities designed for developing this language skill give students a chance to do real-life speaking in the safety of the classroom, to use all or most of the lexis and grammar which they are familiar with and the more opportunities students get to practise that knowledge, the more automatic it becomes. Speaking also raises learners' confidence if it is practised on a regular basis. This skill is important because no conversation can be done without it and many students believe that oral communication is the most significant one, since, as a rule, it is

used most often in real life. Thus, it is necessary for them to talk as much as possible during the lesson. However, just as any other language skill, speaking includes its own difficulties:

- some pupils are shy or afraid by nature which makes speaking hard for them;
- not all learners can find a topic for discussion;
- only one person can talk at a time which means some students may have less time to speak than others;
- during some speaking tasks, pupils may use their first language instead of English.

In order to overcome these difficulties, the following principles should be included:

- inform students about the purpose and conditions of the speaking activity for them not to worry or be afraid to do it;
- pay attention to students' interests when choosing the topic for speaking in order for them to be encouraged and motivated to talk;
- involve groupwork and pairwork so that all students will receive an opportunity to talk;
- make sure the speaking activity is suitable for their age and level and the language involved in it is not very hard.

There is a big variety of tasks which teachers can use in order to create a fine environment to practise speaking, for instance:

- simple greetings;
- games;
- conversations about yourself;
- mini-presentations;
- songs and rhymes;
- dialogues;
- drama activities;
- storytelling.

Simple greetings are usually not long and that is why it may sound strange to some teachers that they can actually help their students in their speaking. However, greetings are a great way of getting students ready to speak as well as starting and ending a lesson with enthusiasm. Games are a natural and most exciting way of foreign language learning

for children and they often appear in groupwork or pairwork which means that there is a chance to involve more students in speaking and make talking more fun. As for the “conversations about yourself”, young learners often love to talk about themselves and such conversations make them more confident as well as let them express themselves in a foreign language. Mini-presentations stimulate pupils to speak by the fact and they often involve creativity, discovering new information and many young learners find it exciting to share their data with others. Additionally, this form of speaking activity helps pupils to develop their presentation skills which are often needed later in life. In addition, they encourage learners to think more widely and develop their imagination. Songs and rhymes do provide learners not only with enthusiasm, but also with repetition (which is needed to remember the necessary vocabulary) and intonation practice. Dialogues involve pairwork, thus, they also ensure that all students have an opportunity to speak. Drama activities let pupils act and so they do not only make all students take part in speaking but also give them a chance to be someone else which is usually fun. Since some pupils can be shy or afraid to talk, both dialogues and drama activities can raise their bravery because it is often easier for them to talk to one or a few of their classmates instead of to the teacher in front of the whole class. Finally, storytelling is a part of many people’s daily life. Since it is natural, it can motivate students to speak. Primary pupils usually have a rich imagination and they can get creative and make their own stories which is quite stimulating for them at this time.

One of the main parts of speaking is **pronunciation**. This is an ability to produce words orally with the help of sounds and intonation. Many people associate good pronunciation with sounding like a native speaker. There is nothing wrong with that, but there is a challenge which needs to be considered. Because English is used in many different countries, there are many accents and dialects of it. The most popular ones in today’s world to teach are Southern British and American (this book is referred to the first one).

This part of speaking plays a significant role because mispronouncing different words can lead to misunderstanding or not understanding the speaker at all. In English, particularly, one sound can often change the meaning of the whole **word** (it /ɪt/ - eat /i:t/, think /θɪŋk/ - sink /sɪŋk/, chip /tʃɪp/ - ship /ʃɪp/, etc). The meaning of the word(s) can be saved by the context. However, if the number of the mispronounced words is rather big, even the context will not help. In addition, one of the features of a person

who knows English well is his/her great pronunciation. As it was stated earlier, many learners, including children, consider that being a good foreign language user means sounding as a native speaker. That is why, as a rule, great pronunciation is as much important to them in speaking as grammar and vocabulary are.

The teacher is usually the first and main role model in good English to primary students. This is the reason why he/she should regularly practise his/her English (including the pronunciation), too. As for the pupils, they need to hear to someone's speaking before taking action themselves. On one hand, they regularly listen to the teacher. On the other, they can listen to different recordings and watch videos with native speakers on a regular basis in order to hear how everything should be pronounced. Consequently, they start speaking themselves. Their pronunciation is not perfect right away, but with enough practice it can become so. In the last chapter of this book you will find some practical activities and exercises with the help of which you can make that happen.

Good pronunciation, grammar and rich vocabulary form good speaking. However, these are not the only things necessary for a pupil to be a fluent speaker. Many students may have good knowledge in those three spheres but still be scared or nervous to talk. Fluency means talking 'automatically', without confusion and it is easier to achieve for children, since their brains are still quite 'flexible'. This means that learning English at a young age is the best time. That is why teachers should take the advantage of their primary pupils' flexibility and let them listen to English and then practise it in speaking as much as possible.

5.3 Reading

Reading means perceiving data visually. Just like listening, it can be *intensive* (focusing on the written/printed text in detail) and *extensive* (reading for pleasure). In order to get the maximum benefit from reading, pupils should be involved in both of these types. The importance of this skill can be explained by the reasons why we need it. Firstly, due to today's globalisation, many students are willing to read in English in order to understand the data provided on the internet, including the messages from their friends who come from different countries. Others may need this skill for some further study, for certain career purposes or simply for joy. There are also three different *ways of reading*:

- scanning – quickly looking through a text in order to find some particular bits of information (numbers, names, time, etc);

- skimming – getting a general idea what the text is about;
- reading for detailed comprehension.

For the purpose of helping our students to be capable of doing reading in all these three ways well, there are some *principles* which we should follow as teachers:

- encourage pupils to read as much and as often as possible;
- pupils need to be engaged in what they are reading (receive joy from reading);
- apart from focusing on the text's construction, it is necessary to stimulate pupils to respond to the context and explore their feelings about it;
- give students some 'hints' what the text is about in order to activate as well as motivate them to read;
- match the task to the topic when using texts for intensive reading;
- exploit reading texts to the full.

Since our primary students are children, they are not capable of doing the same activity for a long time and their level of English is not very high yet, as well. That is why our texts should not be very big and difficult. We should also make sure that they match our students' interests and are supported by some nice pictures. That way our learners will be more eager to read and the pictures can serve as one of the ways to predict what the text is going to be about. It is also a good idea to make the reading task in the form of a game or to let the students express their impressions about the text after having it read.

One of the things that simplifies our teaching children to read in English is the fact that our students are already familiar with this skill in their first language. However, unlike Ukrainian/Russian, in English one sound can be expressed in more than one way which makes reading (as well as writing) more difficult. As a solution, we can teach our students to read with the help of **the phonics method**. According to it, students need to learn how to decode the word and link it to the meaning. The first step is knowing the alphabet which they learn in their first year of study. Since the students whom we talk about in this book are in the third and fourth forms, this step has already been done. They can use their experience from their previous years of studying English in learning how to read more difficult words and sentences given to them now, considering the fact that there are some still rules about pronouncing different syllables which means that they repeat in different words. For example, /i:/ - **speak**, **teach** or **feet**, **greet**. As

Cameron (2017: 151) also states, when the child has learnt the letters and their sounds and is able to read easy, regular words by pronouncing them, he/she "... needs also to recognise morphemes by sight and to draw on grammatical information at sentence level if progression is to be made".

If the word is a bit long or has two 'smaller words' in it (for example, 'pushchair'), do not hurry and pronounce it for your learners right away. Instead, break it into two smaller and simpler words ('push'-'chair') and let the students read them apart, first. Then let them put those two words together and read them as one.

If your learners mix up some letter combinations in some words (for instance, say 'watch' with a /ʃ/ sound), give them an example of another 2-3 words with the letter combination 'ch' which they are familiar with to repeat. Then, point to the mispronounced word again and let them say it correctly.

Another way of developing your students' reading skills is to let them listen to the recording of the text or to you reading it. They should follow the words being pronounced by the reader and then you can give them the task to read the text aloud in turn.

It is important to provide your primary students with various texts from different sources, not just only with the ones presented in the main pupil's book so that the learners would have a chance to see and read the necessary vocabulary and grammar in different contexts. Plus, using additional materials has always made the lesson less predictable and, therefore, more interesting.

With time and enough practice, your students become fluent readers. For many people fluency in this skill means being able to read various texts quickly, automatically, with the right pronunciation, good intonation and understanding. This is true, but such fluency also includes the capability of reading these texts silently, in your mind, rather than using your mouth and voice. That way the reader concentrates more on the context and is able to analyse the data provided in the text better.

5.4 Writing

Writing means using symbols to transmit information in a readable form. However, it is more complex than that. As Pinter (2017: 85) points out, it progresses from "...tracing, to copying familiar words and phrases, to developing an awareness of text structures and genres, to the processes of drafting and editing, to writing for an audience". Thus, writing is:

- produced slowly which makes it time-taking;
- a learnt and high-prestige form of communication;
- dense and has more standard forms;
- permanent;
- usually asynchronous;
- the people whom we address are not physically present with us.

Writing plays an important role in our everyday lives, not to mention work. Therefore, it can be *formal* as well as *informal*. There are many reasons why our learners should develop this language skill. First of all, writing provides them with a bigger amount of ‘thinking time’, compared to speaking which is usually more spontaneous. Students get an opportunity to think “... whether they are involved in study or activation” (Harmer, 2012: 112). When talking about writing, it is necessary to differentiate **writing-for-learning** and **writing-for-writing**. In the first case, pupils write in order to practise the language they have been studying. For instance, they write 4-6 sentences, using the new lexis or a certain language structure. Otherwise speaking, writing is used to reinforce certain material. In the second case, writing is a tool for students to elaborate their skills as writers, using any words and grammar they know or need. There is a number of ‘real-life’ reasons for that like writing letters, e-mails, reports, notes, etc. Although this skill has been transferred more into printing, we still need to know the letters and how words/sentences are spelt in order to transmit our data in such form. In all cases our students need to work on their literacy and spelling which, in English, is rather challenging, since one sound can often be transmitted in more than one way.

The kind of writing students are asked to do depends on their age, level and interests. According to the *National Curriculum of Ukraine*, everything begins from learning the alphabet and writing letters in the first form. Later, in the second and third forms, students copy words and then sentences and fill out the missing gaps in different exercises. Finally, in the fourth form, they start writing their own sentences and small texts. Referring to the last two forms, our *criteria* for planning and selecting writing tasks should be the following:

- 1 The task should be interesting and motivating;
- 2 It should respond to the students’ language level;
- 3 Some tasks should be similar to the things that our students themselves may need to write about in the present/future (relevance);

- 4 The explanation of the task should be simple (using an example is one of the ways to clarify the task).

With the purpose of helping our learners to succeed in writing and to be enthusiastic about it, there are some issues that need to be considered:

- 1 It is necessary to choose the genre first because our decision what our students will write about depends on it. “A **genre** is a type of writing which members of a discourse community would instantly recognise for what it was”. Yet, as our learners’ language level raises, their writing “... should express their own creativity within a genre” and not just be an imitation of it (Harmer, 2012: 113).
- 2 As our students’ language level increases, we need to inform and involve them in the process of writing: planning – drafting – reviewing – editing – producing the final version.
- 3 Finally, it is necessary to help our learners build the writing habit, since a lot of them often have no desire to write because they have a lack of confidence or interest. That is why we have to engage them in writing starting from early levels by using those activities and writing tasks which are not only level-appropriate for them, but are also interesting and, therefore, enjoyable and motivating.

There is a huge variety of tasks and topics that are suitable for older young language learners (third- and fourth-form students). For example, writing instructions, recipes or a shopping list, puzzles, simple diaries or blogs, letters or e-mails, filling out gaps in speech bubbles in a group cartoon story. Pinter (2017) suggests that presentation of various genres in writing increases the students’ appreciation of different audiences.

Apart from only referring to the coursebooks, teachers can also use additional materials to provide their pupils with the examples of written genres as well as to enhance their interest – screenshots of chats/e-mails, newspapers, magazines, brochures and guides, simple poetry, even pictures. As for the last one, the teacher can show the learners a few pictures and let them in pairs/groups create a short story referring to them. Examples of more interesting tasks in writing will be presented in the Appendix.

Here are some practical tips useful to apply when teaching writing to primary students:

- give your pupils a clear idea of how long the written text should be, but do not make it too long, since their English level is not very high yet (approximately, 100-150 words);

- let them check and then rewrite their compositions before producing the final version (editing);
- do not overuse collaborative writing – when writing in pairs/groups, very often one student does all the work and all others just give their ideas what to write about or are completely passive;
- when correcting writing, differentiate what mistakes should be singled out and which ones can be left out – too much correction demotivates students, lessens their confidence and distracts from the content and organisation of the text which are no less important than spelling and grammar.

SUMMARY

All language skills 'cooperate with each other', which makes them all equally important in life. In oral communication, we need to listen to the interlocutor in order to respond to him/her later on. When reading messages, e-mails, reports, etc, we usually need to answer them in a written/printed form or vice versa. There are some significant points and challenges when teaching and practising these skills. However, there are also many tips of advice and practical points applying which makes the English teacher's job easier and even more interesting.

6

TEACHING GRAMMAR



Grammar plays a significant role in any language and it may be determined as "... the way words are put together to make correct sentences" (Ur, 2012: 76). Yet, this explanation is rather narrow because this language aspect covers a lot of information. In the mini-encyclopaedia, it is stated that grammar includes various rules and standards according to which words are seen as parts of speech or as parts of a sentence. With the help of these rules we form sentences and even whole texts. Ur (2012) also points out that different grammatical forms do not only involve correctness but carry meaning, as well. For example, the use of Present Simple in the sentence *I go to work at 10 am* means an action which happens on a regular basis. Frankly speaking, grammar is a complex area of English which is quite challenging to teach and learn. However, how much time is spent on studying it and what exactly should be studied depends on who the students are, what their age is and level. Since this book is dedicated to primary Ukrainian students who are children, it covers the grammar elements and teaching methods suitable specifically for them.

At the primary school level, pupils learn basic conversational grammar and, certainly, their knowledge enhances when they reach the third and fourth forms which are the last two years of primary school. Teachers use various coursebooks which, as a rule, meet the requirements of the *National Curriculum of Ukraine*. According to it, pupils should study grammar implicitly. That is, they should learn everything with the help of different examples and without any specific rules. The information that they cover mostly is about different parts of speech, plural/singular forms, articles, the use of *some/any* and *there is/are*, prepositions of time and place, modal verbs and so on. They also learn tenses, beginning with Present and Past Simple, and, in the fourth form, they get acquainted with Present Continuous and Future Simple. All of these grammatical elements are carefully selected according to the topics that students learn: *Me, My Family and Friends, My Home, School Life, Holidays, Travelling, Food, My Timetable*, etc.

As for the ways to teach grammar, there are two main approaches – the **deductive approach** and the **inductive approach**. In the first one, students are given rule explanations, some examples of them and then exercises to use those grammatical elements. By contrast, the second approach involves learners looking at the examples first and understanding grammar from the context. The deductive approach is more suitable for older learners whose mental systems are better formed, whereas the inductive one suits younger learners whose mental systems are more flexible. Thus, we will use the second variant.

Pinter (2017) defines learning grammar as ‘a messy process’ and teaching it apart from other language aspects is usually ‘dry and boring’, especially if the talk is about young learners who are children. Instead, she suggests that “it is better if grammar is noticed and learned from meaning-focused input” (Pinter, 2017: 98). Since different grammatical elements carry not only correctness but also meaning, this part of English rises from meaningful contexts fixed in ‘appropriate’ vocabulary and there is some communication carrying a certain sense which guides to certain grammar. It is necessary for children to be capable of observing how form and function relate with each other. Otherwise speaking, which functions and meanings are expressed by which forms. This leads to discovering new grammar in texts. The inductive approach appears in this situation which makes it a more natural way of learning English – acquisition.

However, there is an interesting question: why is it so important and necessary to use this approach when teaching grammar to young learners?

First of all, as it was stated before, children’s brain is more flexible which means it is easier to become a fluent user of English at a younger age than at an older. In other words, children are more able to learn languages in a natural way, without any rule explanations or the use of the mother tongue. Thus, we should use this capability, instead of wasting it.

Secondly, very often when teachers explain, they do it with the help of translation. We should all realise that we live in a mostly Ukrainian/Russian-speaking environment and our lessons may be the main or even only time when our students can hear and use English. Thus, it is our job to create a natural English environment for them – they get enough of hearing and using their mother tongue outside the class. In addition, as it was proved by American scientists Karl H.S. Kim, Norman R. Relkin, Kyoung-Min Lee and Joy Hirsch in the magazine *Nature* in 1997, if translation is used in learning a foreign language, than its words and elements of grammar become as ‘additions’ to the student’s first language. As a consequence, he/she will face many difficulties in using this foreign language in real life or may even not be able to use it fluently at all. More information about this will be given in the next chapter.

Another significant part of teaching grammar that comes after this is its practice. It is important to make sure that those grammatical elements pass through the pupils’ *short-term memory* into their *long-term memory*. Harmer (2012) defines the first type of memory as a place where information is stored for only as long as it is needed, whereas the other one is a place of those things which ‘we want to keep’. This leads us to **repetition** – coming

across those grammatical elements again and again. However, it is not enough if this phenomenon appears only during the controlled practice when students learn those elements for the first time. Instead, they should be “brought back over time at some spaced intervals so that they would gradually become parts of our pupils’ language store” (Harmer, 2012).

Sure, one of the ways to practise grammar is by doing exercises in a coursebook which is usually the first stage of teaching and learning this part of language. However, this is not enough. It is necessary for students to make their own contexts which means this process also takes place when our learners speak and write. This is the second stage which occurs when the grammatical elements have become a part of the pupils’ long-term memory and, consequently, pupils are able to use them freely. Nevertheless, we should not forget that the pupils we are talking about are children and their main language of learning is the game. Therefore, our tasks should be formed in this appropriate style. There are some grammar activities suggested in the Appendix.

SUMMARY

Grammar is a complex area of English which is taught deductively or inductively. Since our students are children, they are able to learn English in a more natural way. All of this leads to the following pieces of advice:

- 1 Benefit from the children’s ability to acquire a foreign language – use the inductive approach, by omitting explanation of the grammar rules, discovering and understanding this language part from different examples and contexts.
- 2 Do not use any translation; instead, avoid the use of the students’ mother tongue and create a natural English language environment in class.
- 3 Provide your primary pupils with enough practice; make sure that the repetition of the grammatical elements occurs regularly, from time to time.
- 4 Remember that your learners are children – use games for them to learn and practise grammar as well as to make your lessons interesting and age-appropriate.

7

TEACHING VOCABULARY



An essential part of any language is its vocabulary – words which are single distinct elements of speech that carry certain meanings.

Teaching vocabulary usually takes place when the lesson itself is lexis-based, when there is a need to explain some words before doing a certain task, like reading text, or when the teacher him/herself is asked by the pupil(s) about the meaning of a certain word.

As interesting as it sounds, teaching as well as learning new lexis can turn out to be a challenge.

First of all, in English, one word can have more than one meaning. Thus, translation does not always help. Very often everything depends on the context. For example, *I'm going to the chemist's to get some **tablets***; and *My favourite **tablets** are iPads*. In the first sentence the word **tablets** means a type of medicine, pills; whereas in the other one it is an electronic gadget.

Secondly, some words have connotations, that is, “the meaning can be interpreted in different ways, e.g. *slim/thin/skinny*” (Riddell, 2015).

In addition, the pupil may comprehend what the word itself means but not the context where it should be used, especially when it comes to formal and informal speech.

Other difficulties in teaching/learning vocabulary include the problem of one sound being spelt in more than one way (/k/ - **key**, **call**), one word being more than one part of speech (**a** break - **to** break), some words sound the same but have a different spelling and meaning (/eə/ - **bare**, **bear**).

So, what is the solution to all this? Firstly – **patience**. Some students may learn new vocabulary faster than others but that does not mean leaving the ‘slower’ students behind. Instead, provide everyone with as much **practice** as possible. If your learners ‘meet’ the new lexis only when you are introducing it for the first time, they will obviously have forgotten it by the time you summarise the whole chapter/semester. Otherwise speaking, make sure that the lexis is used over and over again, just like grammar. Let them hear it when doing different listening tasks so that they would remember the pronunciation. Let them see it in different texts when doing reading so that they would remember the spelling. Finally, let them use it in their own speech and writing so that they would remember it even better. It is also a good idea to combine it with the already-known words. However, do not overload your students, or else everything will get mixed up and they will get confused.

Another challenge in teaching/learning vocabulary is **explanation**. A lot of teachers use translation since it is the fastest and easiest way to interpret everything. However, it is not the best way to do it, taking into account the reasons showed earlier in this chapter. Moreover, it is even harmful, just like it is when explaining grammar.

American neurologists Karl H.S. Kim, Norman R. Relkin, Kyoung-Min Lee and Joy Hirsch discovered in their research, the results of which were published in the magazine *Nature* in 1997, that a person who speaks two languages fluently has **distinct speech centres for each of those languages**. The bilinguals participating in this research were people who were fluent speakers of both English and Spanish. It was shown and proven that the separate existence of the English speech centre from the Spanish one provided them with the capacity to speak both of these languages fluently. So, what promotes and what interferes with the development of these centres? It was explored and confirmed that when students apply their first language in learning a foreign one, the words and grammatical elements of the target (in this case English) language are added to the centre of the first one (in this case Ukrainian/Russian). Thus, the separate speech centre of the foreign language is not formed. Instead, the target vocabulary and grammar just become an addition to the mother tongue. As a consequence, such students are good at translation and grammar explanation but are unable to apply that knowledge in real-life communication. A bright example is the Chinese pupils who study English at public schools, using the grammar-translation method. The result is visible: they are well-aware of the theoretical part of this language but have a lot of trouble in its practice when it comes to actual speaking.

In other words, there should be no Ukrainian/Russian either heard or seen during English lessons if our goal is to make our pupils great and fluent users of English. In place of it, we should create a natural English language environment in our classes, using the flexibility of our primary students' brains discussed in the previous chapter.

Another question is: how can we create that environment? Especially when it comes to teaching new vocabulary? Since our learners are at the primary level only, their speech stock is not big enough to use definitions.

Truth to be told, there are many other numerous ways to introduce and explain new lexis, without the use of the first language or definitions. For instance:

- by using pictures and drawings;
- by showing real objects ('a pen' – show a real pen);
- by using mimics and gestures;
- by giving some synonyms.

In addition, some words can also be understood from the context, when reading a small text, for instance.

Applying the methods presented above provides the pupils with an opportunity to make some associations with the new lexis and this helps them to remember it better. Additionally, it is important for students to see and use that lexis in different contexts because it does help them not only with understanding it, but with remembering it, too. Harmer (2012: 84) also points out that “the trick of explaining meaning effectively is to choose the best method to fit the meaning that needs to be explained”.

Apart from the exercises presented in the coursebook, it is always a good idea to use some additional materials from time to time. That way the lessons become less predictable which makes them more fun and interesting for the students. There are some good games and activities for teaching vocabulary to young learners in the end of this book.

SUMMARY

Vocabulary is a huge part of any language, including English. However, teaching as well as learning it is often a challenging process, since this language possesses its own characteristics and difficulties. Other things that need to be taken into account are the individual peculiarities of the students who we are learning it. Since these learners are children, we need to remember about the flexibility of their young brains which gives them the ability to grasp the meaning, the creative use of limited language resources and the capacity for indirect learning. They also have instincts for play and fun, rich imagination and instincts for interaction and talk (Halliwell, 2004). These children's abilities provide teachers with the opportunity to avoid translation and create a natural English environment in class in order to make their primary students fluent users of English.

8

ASSESSMENT, TESTING AND FEEDBACK



Assessment, which is also known as 'evaluation', is a device used in education which provides teachers, students and their parents with feedback – information about pupils' performance in different tasks and about their achievements in learning. Ur (2016) notes that evaluating students may not be the most pleasant part of teaching but it is essential, since we need to be aware of our students' progress in order to know what do they need and where to go next. Thus, one of the main reasons why assessing our learners is so important is because it helps us to discover not only what they know, but what they do not know, as well. In general, the purposes of assessment are:

- to evaluate students' overall level;
- to evaluate their progress;
- to evaluate how well they have studied the material they have passed;
- to evaluate their strengths and weaknesses.


There are two main types of assessment:

- **Summative** – the one teachers use to measure the product of their pupils' learning in the end of a chapter/semester/year;
- **Formative** – the one which is used to measure the pupils' abilities as part of a process and it takes place during their studies.

In addition, there is **informal evaluation** that occurs every lesson in order to determine and assess students' advancement on a constant basis.

Assessing young learners has its own peculiarities. Cameron (2017: 214) points out that "the nature of children's foreign language learning might be expected to generate a range of assessment issues in need of attention". There are certain factors which make young learners' evaluation different from the others:

- **Age** – it is necessary to consider their motor, linguistic, social and conceptual development;
- **Content of language learning** – concentration on their oral skills, lexis enhancement and language use in communication;
- **Methods of teaching** – interactive use of appropriate activities such as games, songs, rhymes, stories, etc;
- **Aims** – besides the language goals, programmes for children also involve social and cross-cultural intentions;

 **Learning theories** – learning through social interaction, the zone of proximal development and so on.

Unfortunately, due to the fact that teachers usually must stick with the syllabus, some “individual children’s learning needs are downgraded” (Cameron, 2017: 216). Another problem is the stress which young learners experience before or during the assessment process. Therefore, there are certain **practical tips** which can be of great help not only in solving these two issues but any other that may occur:

- Define clear learning objectives.
- Create objective success criteria.
- Observe the children in familiar learning contexts.
- Evaluate different interaction patterns.
- Observe a few children every day.
- Use focused observation forms and checklists;
- Stimulate and use language portfolios.
- Promote self-assessment.
- Evaluate linguistic and non-linguistic skills (such as creativity, teamwork, social and thinking capacities, etc).
- Think carefully about summative written tasks;
- Prepare your students for the tests not only by reviewing the material, but also from the psychological perspective (calm them down and enhance their confidence).
- After your students have taken a test, analyse the results with them in order for the learners to understand their marks so that they would not repeat the same mistakes.

Now that we have mentioned **tests**, it is important to realise the reasons for using them, since they are the most popular way to assess students’ learning.

Firstly, very often it is the demand of the curriculum to evaluate students by testing them in the end of the semester/school year.

Secondly, it is rather comfortable to use tests because they usually do not take much time to check. Moreover, there are many already-made tests in the coursebooks we use and they, as a rule, come with answers.

Finally, tests may be seen as ‘encouragement’ for students to be more hard-working and to review the material when preparing for them.

Therefore, there are certain types of tests:

- diagnostic tests;
- placement tests;
- progress tests;
- achievement tests;
- proficiency tests.

However, testing has its disadvantages, too.

To begin with, they are not always valid as well as reliable – some students may make mistakes not because they are unaware of the material, but because they can forget or be inattentive.

Second of all, as it was stated earlier, many pupils find tests quite stressful which is often the main reason why they forget or lose their attention when doing them.

Third of all, tests are usually made to check only certain distinct bits of material, which means they are 'limited'. Consequently, tests can be seen as 'one-off events' that do not always provide a full and fair representation of the students' overall knowledge and ability.

Therefore, testing is not the ONLY way to assess pupils. There are also:

- Portfolio assessment (records of the students' hard work) which also develops the teacher's and the students' **self-assessment**.
- Assessment by observation in the end of which the teacher provides the pupils with some feedback and comments.
- Peer-assessment – once your students have learnt how to evaluate themselves, you can let them evaluate each other, which develops cooperation in class;
- Assessment through students' creative work such as projects.

The result of pupils' hard work usually ends with the teacher's mark. However, there are some important things that need to be considered:

- Before giving any tasks and marks, think about the **criteria** – what standards should be used in your assessment and inform your students about it.
- It is a good idea to leave comments in the form of feedback besides the mark so that your students would understand what they have done right and wrong.

- Keep the marks and comments private so that no one feels embarrassed or becomes know-all.

Giving feedback about the students' progress and then keeping the records are not an easy job. The educator should remember and put into consideration the characteristics of each student and what was actually being assessed. In order to make this all less hard, the teacher can have:

- progress charts;
- observation charts;
- behaviour charts;
- teacher's journal;
- term report;
- students' skills report;
- child-centred reports.

In addition, the teacher can arrange:

- individual meetings and interviews;
- Parents' Open Day;
- digital contact (many schools today have digital systems to help them follow their children's progresses).

SUMMARY

Assessment is a difficult but also necessary part of any teacher's job. Its importance consists in determining the students' progress in their studies which is then followed by discovering what should be done next. Besides tests, there are many other methods to evaluate pupils' hard work. In general, assessment should support learning and teaching as well as be:

- 1 fair and congruent with learning;
- 2 seen from a learning-centred perspective;
- 3 understandable for students and their parents.

9 MISTAKES AND CORRECTION



Making mistakes is an integral part of the learning process. H. Douglas Brown (2007: 257) indicates that “mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information”. To make it simple, a **mistake** refers to an action/statement/opinion which is wrong. There are three main categories of them:

- **Slips** – mistakes which are made when the student knows the material but is just inattentive, therefore, he/she can correct him/herself.
- **Errors** – mistakes which students can't correct themselves and which require explanation.
- **Attempts** – mistakes which students make when they want to say or write something but do not know how to do it yet.

Riddell (2014), however, differentiates types of mistakes according to the sphere where they have been made:

- grammar;
- lexis;
- pronunciation;
- appropriateness;
- layout;
- spelling;
- punctuation;
- organisation and general cohesion.

The following question that rises is: why do students make mistakes? Apart from the learner's lack of knowledge, other reasons may be:

- first language interference;
- forgetfulness;
- lack of understanding;
- slip of the tongue;
- unclear teaching;
- incorrect application of rules;
- incorrect model (example);
- habitual reasons;
- unawareness;
- alternative script;

- pressure;
- style of language;
- lack of practice.

Whatever the reason for the mistake is, it is necessary for the teachers to realise and remember that all pupils make mistakes and it is a natural part of their learning process. In fact, by working out how and why things have gone wrong, students can learn more about the language they are studying. Otherwise speaking, the trick is to learn from your mistakes.

The next point of our discussion is **correction** – an important skill that teachers have to master which means telling someone that he/she has done something wrong and often giving them the correct variant. Its significance lies in the fact that if the learner makes mistakes and their number increases, he/she will be misunderstood or not understood at all. Therefore, the main function of correction is “... to prevent mistakes from becoming permanent” (Ur, 2012: 89). The way of correction depends on the type of the mistake. Students, on the other hand, need to master the skill of accepting the fact that mistakes are inevitable and continuing the language production process.

It is vital for the teacher to be patient and sensitive when correcting pupils because the results afterwards are not usually immediate or consistent and the process itself can be painful for the person who has been corrected, respectively. Otherwise speaking, students often repeat their mistakes and to stop it, they need to be reminded of the right variant now and then. At the same time the teacher should be careful when correcting them so that no one is embarrassed or angry because these lead to students' lack of confidence and unwillingness to continue their learning. To omit such consequences, the educator has to analyse the type, reason and time of the mistake as well as to take into account the peculiarities of the students' age and character. If it is just a slip, he/she should let the student correct him/herself. In addition, the frequency of the mistake shows the teacher what part of the material has not been assimilated well and needs to be worked on more. Pupils can also correct each other but this 'opportunity' should be given to them at certain times so that nobody feels more/less clever than the others.

The timing of the correction also depends on what part of language we are working on – *accuracy* or *fluency*.

When our way of teaching is the *communicative method*, our first area to focus on is *fluency*. Therefore, we should not interrupt our

students and our correction should come after they have done the task. During speaking activities, for example, our amendments should definitely not be immediate. In other words, when our students talk, we should not interfere as this often leads not only to their humiliation but confusion, as well. This is especially important to consider when our pupils are children because at this age they are sensitive and their attention is often scattered. As a consequence, they may get humiliated or scared, forget what they were saying and not be able to finish their speech. Instead of instant correction, we should listen to our young learners till the end and make our remarks after their talk is over. Certainly, it is hard to remember all of the mistakes if there are a lot of them, which is why it is useful to sometimes make notes of them. In addition, some mistakes are just slips which means they can be led out. After indicating the mistake(s), provide the correct answer/variant.

On the other hand, if our goal is accuracy, especially when we use the grammar-translation method, we may correct our students right away. However, we still need to be careful and differentiate serious mistakes from simple slips. Remember: the reasons for our learners' errors are different. That is why some mistakes should certainly be corrected while others can be left out. Additionally, if the current student is making a lot of errors, it is a better idea in this case to correct him/her in the end so that he/she would not get confused or embarrassed.

SUMMARY

Mistakes are a natural and integral part of learning and can be divided into slips, errors and attempts. Their correction depends on their type, reason and time, as well as on the students' age and character. Primary students, specifically, are quite sensitive and scattered which is why the teacher should always be careful and patient. It is also necessary to consider what exactly we are working on – accuracy or fluency and, if the task involves speaking, we should not interrupt our pupils, let them finish in order to omit any fear or confusion and provide them with the right answer/variant in the end.

10

DIFFERENT PROBLEMS AND CHALLENGES



Teaching is an interesting job that comes with its own challenges. The types of problems which take place in the educator's life depend on the age, culture and level of his/her students, on the rules and equipment provided by school/country, even on his/her attitude to the job and the methods that the educator prefers. Young learners, specifically, are usually full of life and energy but some of them can also be shy or scared, their curiosity is big but they can get bored very quickly, it is easier for them to acquire a new language in a natural way but their level of it is usually not that high.

In addition, Revell (2013: 10) points out a physical issue: "...in classrooms with fixed desks all facing forwards in rows, groupwork is difficult", since there is not enough space to move.

The major problem which primary teachers have to face is the one about the **discipline**. Since children are very active by nature, they are often noisy and are not always able 'to sit still' and be patient.

This list can go on and on but the real question is: how to deal with all these issues in the primary classroom?

- To begin with, make clear behavioural rules and inform your students about them. Considering the fact that some children will probably sometimes break them anyway, those rules need to be revisited and reminded to them.
- Second of all, act immediately but at the same time stay calm. Sometimes it is also a good idea to talk to your students in private, especially if he/she is shy, scared or if the problem itself was caused by one student only.
- Thirdly, you should realise that not all issues can be caused by children – other reasons can be related to YOU. For example, your own attitude, behaviour or teaching methods may not fit your pupils and their needs. In this case, use **self-reflection** – analyse your work and actions, notice any possible mistakes, come to certain conclusions and find other ways to deal with everything.
- Finally, be well-organised as well as flexible, since not all problems may be predicted. However, consider the general characteristics of young learners (as well as the distinctive features of your own class) and try to foresee any possible issues and solutions to them when planning your lessons.

Harmer (2012) indicates some other challenges that often occur when teaching primary pupils and provides some useful way outs:

1 What if the class is very big?

- use pairwork and groupwork;
- use chorus reaction;
- use worksheets.

Other solutions may be: establish and use some routines or maximise individual work.

2 What if students keep on using their own language?

- encourage them to use English;
- only respond to English use;
- create an English environment (do not use the first language yourself);
- keep reminding them to use English.

3 What if students do not do their homework?

- ask students what the problem is;
- make homework more fun;
- respect homework (do not forget to assess your students' hard work).

4 What if students are uncooperative?

- remember that teaching is a job, not a lifestyle (emotional detachment will bring more success than an emotional reaction);
- deal with the students' behaviour (discover the reason and make some rules);
- be even-handed (our reaction affects not only the 'troublemaker', but the whole class, too);
- use any means of communication;
- enlist help (talk to the students' parents or to your colleagues who may have had similar problems).

5 What if students do not talk?

- use pairwork or groupwork;
- let them speak in a controlled way first;
- use 'acting out' and reading aloud;
- use role-playing activities.

6 What if students do not understand the audio track?

- preview the questions;

- use 'jigsaw listening' (divide your students into groups and give each group a different part of the recording; after listening, let them share their answers and put the 'jigsaw' pieces together);
- give only one task and do not make it too hard (for instance, let them describe the speaker – their age, sex, status, etc);
- play the audio track in chunks;
- apply the audio script;
- predict the vocabulary;
- regularly practise listening and encourage your students to do it even outside the class, by watching films or listening to music in English. Remind them – “the more you listen, the easier it becomes” (Harmer, 2012: 184).

7 What if some students finish earlier than others?

- provide the 'faster' students with additional tasks like little worksheets, readings, puzzles, etc;
- extend the original task.

Other problems which often take place are late arrivals, students chatting, technology issues, the lesson being boring, the task being too easy/hard, lack of materials or lack of time. Therefore, when planning your lessons, it is important and necessary to make sure your activities are suitable and interesting for young learners, institute some ground rules and inform your students about the consequences for breaking them, ensure that the equipment works well, choose the right amount of time for each task, be flexible and always have some additional materials and tasks.

Here are **10 ways to approach behaviour in the young learner classroom**, provided by Esteves (2016):

- Do not take the students' behaviour personally (remember that children are children and be a good role model for them).
- Encourage the right choices.
- Be constituent and coherent.
- Make a rules poster.
- Establish a positive classroom environment.
- Make a seating plan.
- Create routines.
- Keep the children busy, focused and on track.
- Keep moving (do not stand still in one place).

- Positive reinforcement (focus your attention on students who are behaving well, let them be role models to those who are not).

“Good teachers teach children content, but great teachers know that they also have to teach with a heart” (Esteves, 2016: 18).

Thus, there are things that need to be **avoided** in a young learners’ classroom, otherwise they can cause various problems:

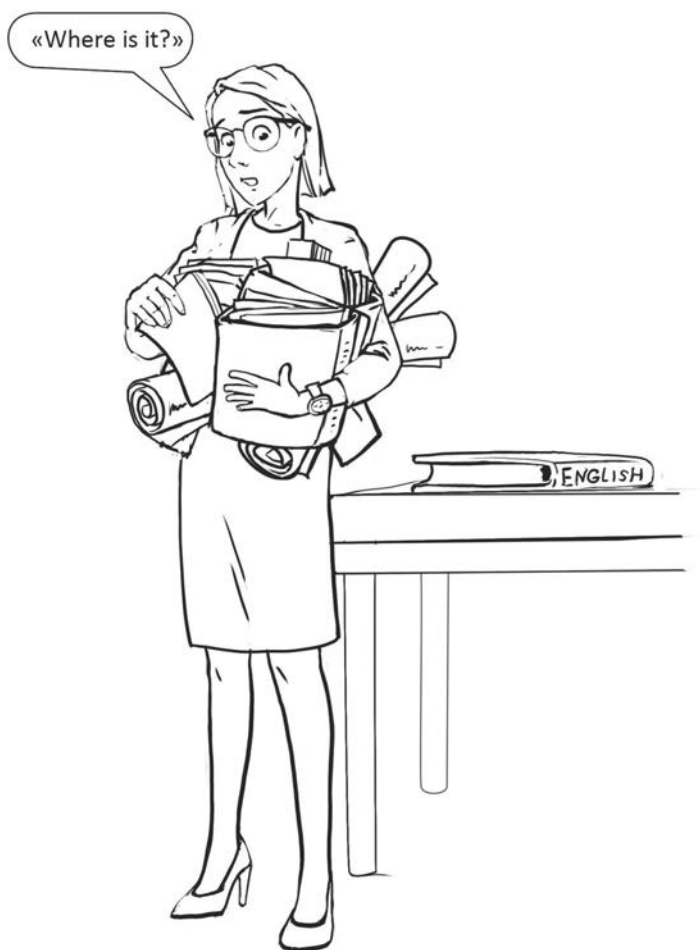
- being too strict;
- speaking down to children;
- trying to control everything;
- taking things personally;
- correcting every mistake;
- explaining grammar;
- having teacher’s ‘pets’ (favourite students);
- changing things every day (that is, do not omit creativity, but also have a strict routine);
- doing or saying things only once (students often need to be reminded about the behavioural rules, lexis, grammar constructions, etc);
- avoiding the negative and mirroring the positive.

SUMMARY

Just like any other job, teaching involves many different problems and challenges for both the teacher and the students. That is why it is significant for the educator to always be well-organised, calm, patient, positive, creative, flexible and not afraid to face any difficulties but, instead, be ready for them. In order to do that, he/she should consider the students’ characteristics like age, level, needs and interests, predict any issues that may occur when planning the lesson and prepare additional tasks/materials for the learners. Additionally, it is necessary for the teacher to analyse him/herself and his/her work (self-reflection) because some problems may be caused by him/her, not by the students. In general, remember: a great teacher teaches not only with a brain but with a heart, as well.

11

PLANNING LESSONS AND PREPARATION



Planning... Is it really that important to write it all down? Or, perhaps, just a few notes sticking to the notebook will be enough? In order to answer these questions, it is necessary to understand the reasons for planning, what a **lesson plan** is and what it involves.

A **lesson** itself, first of all, is a kind of an organised 'social event' which takes place in various cultures and countries. Even though they are different in topics, methods and materials, there are certain characteristics without which a lesson is just not a lesson – their objective is learning, they are attended by teachers and learners and they have a schedule. Therefore, a good lesson is always planned ahead. A **lesson plan** is an organised description of a lesson which also makes it a guide for the teacher. Scrivener (2011) notices that planning is a thinking skill because there are many things to consider – the students, the atmosphere, the main points and goals, the tasks, the management, the materials and the challenges.

Some educators believe that if you know your pupils well, nothing can go wrong. Plus, you usually have a coursebook to help you. Indeed, some lessons may go wonderfully. Yet, this does not always happen. When teachers do not plan their lessons, they get themselves into many risks. Many unexpected problems and challenges can occur at any time with anyone in the lesson. Since the students we are talking about are primary ones, this means that they are children who therefore are very energetic, impatient and unstable. They get bored rather quickly and there are often a lot of discipline issues with them. In addition, when they see that the lessons are often chaotic and their teacher just 'goes with the flow', they start to consider him/her as unserious, irresponsible and unprofessional. As a consequence, they stop listening to the teacher and may even just ignore him/her.

Thus, **preparation** plays a significant role in the teacher's life: it makes him/her ready for many problems that can occur, organises his/her work and at the same time provides him/her with a good reputation. The first important step of it is creating a lesson plan. Besides the topic, what else goes into this piece of arrangement? A *good lesson plan* always has:

- the description of the class/group;
- the learning aims and outcomes;
- the procedure of the lesson;
- the timing;
- the possible problems and solutions to them;
- the lesson materials (books, audio tracks, computer programmes, etc);
- the reflection.

The significance of these parts lies in their reasons.

To begin with, we need to mention the number, age, level and some main characteristics of the students in order to remind us who we are working with and to create suitable tasks for the learners.

The following part is to determine what we want our students to develop and achieve (lesson aims). Additionally, it is a good idea to point out the purposes of each activity/task. That way we can see better whether our tasks will help us to get to the main goal(s) and put the activities in the correct order. Lesson aims also help us define the outcomes – the results we expect from our students.

Thirdly, it is necessary to create the sequence of all the activities so that they would come in the correct order according to their aims instead of being mixed up – warm-ups at first, revision of the previous material or introduction to the new one next and so on.

Fourth of all, we need to set the time for each activity in order to see whether the number of our tasks fits the 45 minutes of the lesson.

To continue with, very often lessons can have their own unexpected ‘surprises’. Thus, we should predict and mention in our plan which difficulties may occur and think of the solutions to them.

Next, there should be a list of the materials which we intend to use in our lesson so that we could always check if we have not forgotten anything. Plus, it is a good idea to always keep some additional materials, since sometimes students can finish their tasks earlier than expected.

A point should be mentioned about *coursebooks* here, since they are the necessary material for any lesson. On one hand, they simplify the teacher’s work, help him/her stick to the curriculum and save his/her time because these books contain many already-made tasks that are organised in a certain way. However, if the educator only uses the coursebook and the additions to it (workbook, audio tracks) and strictly follows them, the lessons become predictable and, consequently, boring for the students. This is one of the issues we need to avoid with any pupils, especially if they are children because it usually brings us to the discipline rules being broken and the results being not as good as we would like them to be. Therefore, our materials should also include pieces of text or audios from other books, some videos, games and even self-made exercises, if possible. Otherwise speaking, the coursebook should be our basic but not single source of theory and practice.

The final part of a good lesson plan is reflection – the analysis of our hard work. The comparison between the expected and the received

outcomes helps us to come to certain conclusions about what should be used again and what should be removed or changed. Reflection is necessary to be done because it makes us see what went wrong/right so that we would not repeat our mistakes, think of even better tasks/materials/methods and further develop ourselves as teachers. After all, it is in the interest of any great educator to be competitive and to do their best. Remember: your students' results are the results of your hard work. In other words, **your students are your face as a teacher**.

There is a common belief among educators that a lesson plan should be written *only* when the lesson itself is going to be presented to other people who will assess it. In the regular world, a few notes will be enough. However, it is practically impossible to keep everything only on your mind – teachers are people, not machines, and forgetting is a natural feature of any human being. Plus, it is easy to get lost in all those notes, especially if there are many of them. That is why creating an organised and clear lesson plan in a written form which includes all of the parts mentioned earlier is a way to avoid a great number of different problems.

As for planning lessons for primary students specifically, we need to remember that they should be fun. We should also:

- Make our students the centre of attention.
- Use different activities and games.
- Include activities which change the pace of the lesson (stirrers and settlers).
- Create a certain routine.
- Use activities which involve physical movement.
- Follow the PPP model (Presentation, Practice, Production).
- Repeat the previous material.

In addition, the teacher has to know his/her students' needs and interests to make the lessons suitable for them. Apart from interviewing the learners, the teacher can also meet and ask their parents about these because they also care about their children's happiness and development. It is necessary for the pupils to know each other and their teacher (that way they feel safer) and to follow a certain schedule in order to become more disciplined and organised. One of the things that motivate primary pupils are the classroom and the atmosphere in which they study as well as the notice about their achievements by the teacher. Esteves (2016) forms these necessities and peculiarities of young learners into **10 tips on how to set an exciting as well as purposeful learning environment for children**:

- Get to know your children (communicate with them inside and outside the classroom).
- Let them get to know you as well as each other.
- Decorate the classroom.
- Involve the parents.
- Create a time-out area.
- Create a friendly classroom environment.
- Make learning relevant (let the activities meet your students' needs and interests).
- Set targets and celebrate achieving them.
- Support children with special needs.
- Create attendance and punctuality needs.

**A friendly atmosphere is created when the students respect each other and when their teacher is their friend, not just a guide or controller.*

SUMMARY

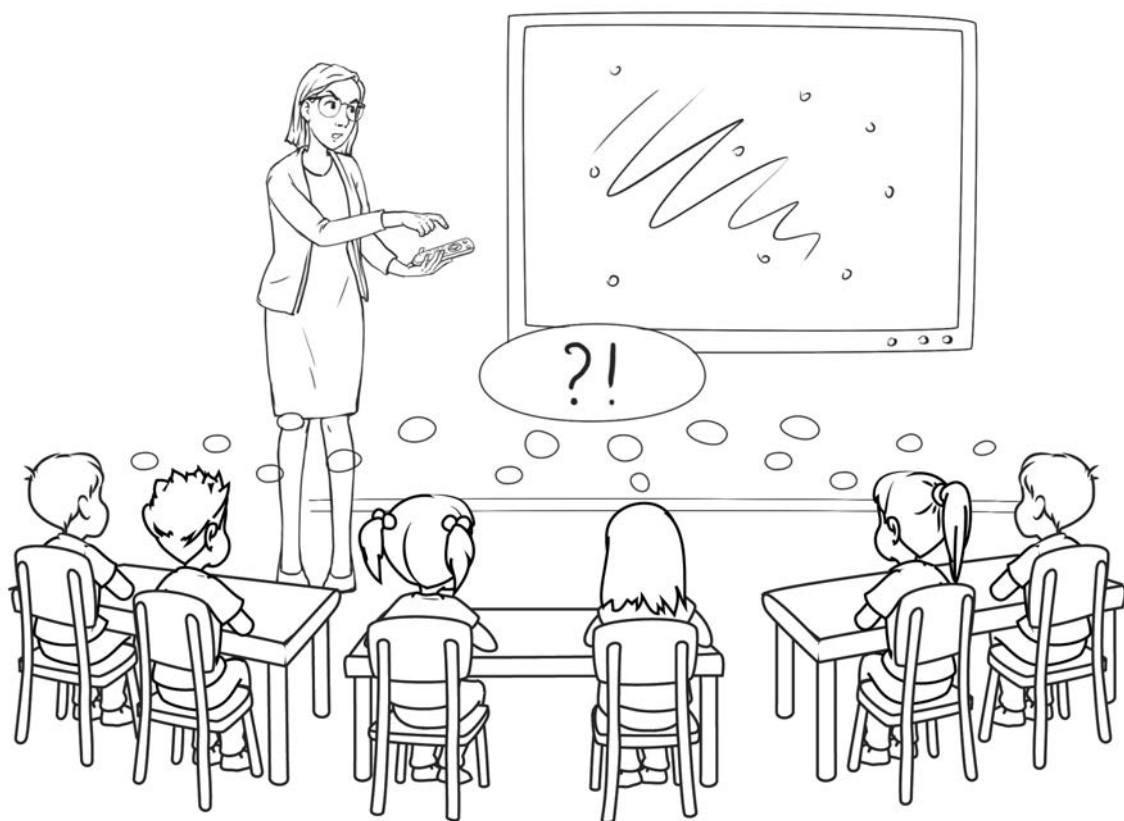
A good lesson is always planned ahead and a good lesson plan should always be well-organised, clear, logical and written down for the teacher not to lose or mix up anything. Its parts are:

- the class/group description;
- the learning aims and outcomes;
- the procedure of the lesson;
- the possible problems;
- the lesson materials;
- the reflection.

Since the learners we are talking about in this book are primary students, it is important to consider their attributes, needs and interests in order to make our lessons suitable specifically for them, including: creating a routine, verifying the materials and activities, involving games and physical movement, using the PPP model, revising the previous material and so on. Examples of some good lesson plans are shown in the Appendix.

12

TECHNOLOGY IN TEACHING ENGLISH



A large progress that has occurred these days in the sphere of teaching is the dramatic enhancement in the use of various electronic materials. In many classes there are whiteboards, computers with projectors, CD players or, in some classrooms, even tape recorders may still be used. Technology is a normal and even integral part of our young learners' lives who have been growing up in the 21st century. However, a great number of teachers and students prefer teaching and learning by coursebooks most of the time, but they apply different gadgets as additions to their main materials. For example, they often use laptops or recorders to do the listening activities provided in their books. In other words, it is important to make sure that we apply these gadgets to real purposes. "A computer can't teach your students any more than a blackboard or a cassette recorder can" (Scrivener, 2011: 335). In fact, it is up to you as a teacher to decide what to do with all those tools.

So, what are the advantages of using technology exactly in English teaching to young learners? The main ones are:

- Technology is a natural part of our pupils' lives.
- We can use interactive tasks and games for them.
- By watching videos and audio tracks, we give our learners a chance to hear other people talking in English, including native speakers.
- With the help of the internet, we can find more materials to use in the lesson.
- It provides our learners with an opportunity to communicate with other students and people from all around the world. In fact, it can even help us to connect with our own pupils when they are at home.

In general, technology offers educators more opportunities to make their lessons more interesting and diverse for their students and even for themselves. There are a lot of gadgets used in teaching English. The most popular one is the computer with the internet connection – a device which has multiple functions, including searching for information, making and showing presentations, looking at pictures, watching videos, listening to audios and so on (laptops are often used because they take less space and are easier to carry than ordinary PCs). If all or most students are provided with computers or have tablets, they can also play interactive online games at the same time. Other popular gadgets are:

- 1 Interactive whiteboards with the help of which you can:
 - write or draw with a special pen/your finger, using different colours and styles as well as highlight the most important data;
 - save what you have done to use it later;
 - change or erase what you have written or start a new page;
 - show and look at images, presentations as well as watch videos;
 - access the internet;
 - display and run automated content.

Thanks to the big screen, it is easier and more comfortable to view data on a whiteboard than on a computer, especially if the class is big.

- 2 TV or projectors with the help of which you can also watch videos and show presentations.
- 3 Audio devices such as recorders with the help of which you can do listening tasks and play some music.

Watching **videos in English** on a regular basis does not only interest young learners but also provides them with acquisition – they enrich their vocabulary and develop their grammar, listening and pronunciation in a more natural way. Certainly, in lessons our time is limited, so we can only show our young learners some short videos or clips. However, by choosing something really interesting for them, we can stimulate our students to watch the rest at home and then have a discussion with them about it as a warm-up in the next lesson.

Presentations are used not only to show the new information but also to clear it out. However, when creating a presentation, it is important to minimise the text – put on only the most significant points. The main text should be heard from the presenter. Most of the presentation should be designed with pictures and some tables in order to supplement the data as well as interest the students. Learners themselves can make small presentations or projects which develops their creativity and speaking skills.

One of the things that gives us a great number of advantages is the **internet connection**. Websites are sources of information “... which can be used as a window on the wider world outside your class” (Dudeney and Hockly, 2007: 27). They offer teachers various authentic materials, including data on different topics, pictures, songs, videos, etc.

Apart from these, there are also **social networks** that provide us with online communication with other people from all around the world orally/in a written form (thus, practising listening and speaking or reading and writing).

We can also contact our students from home by organising online lessons through such programmes as *Skype* or *Zoom*.

Teachers may create **interactive games** for their pupils to learn and practise English in a playful form. "From a language input perspective, games are very rich because they combine different contextual clues via animation, audio, video, and other multimedia" (Pinter, 2017: 39). They keep children focused on the task with the help of the interesting content. There are various websites which offer interactive tasks and have a function to automatically check for mistakes and then count the marks (*kahoot.com* or *wiseme.com*, for instance).

Additionally, educators can make **class blogs** or **chats** for their students to share their interests, show their impressions about the lessons or talk about homework in English.

In order to choose or create an appropriate online resource, we should evaluate it by:

- its accuracy;
- its currency;
- its content;
- its functionality.

On the other side, it is not a good idea to rely on technology completely, since it has its disadvantages, too. The main ones are:

- Gadgets can get broken.
- Online resources may have viruses.
- There may be difficulties with instructions.
- The students might get addicted to technology and it can have a bad influence on their health and behaviour.
- Online resources can provoke pupils to cheat.

There are certain ways to omit these problems, including:

- Check if everything works well before the lesson.
- Have additional tasks and materials which do not require technical support (books, paper pictures, oral/physical games, etc).
- Practise and make sure you know well how to use a certain device or online resource in advance.
- Combine technology with other materials, such as coursebooks, activity books, written/oral tasks, games and activities, etc.

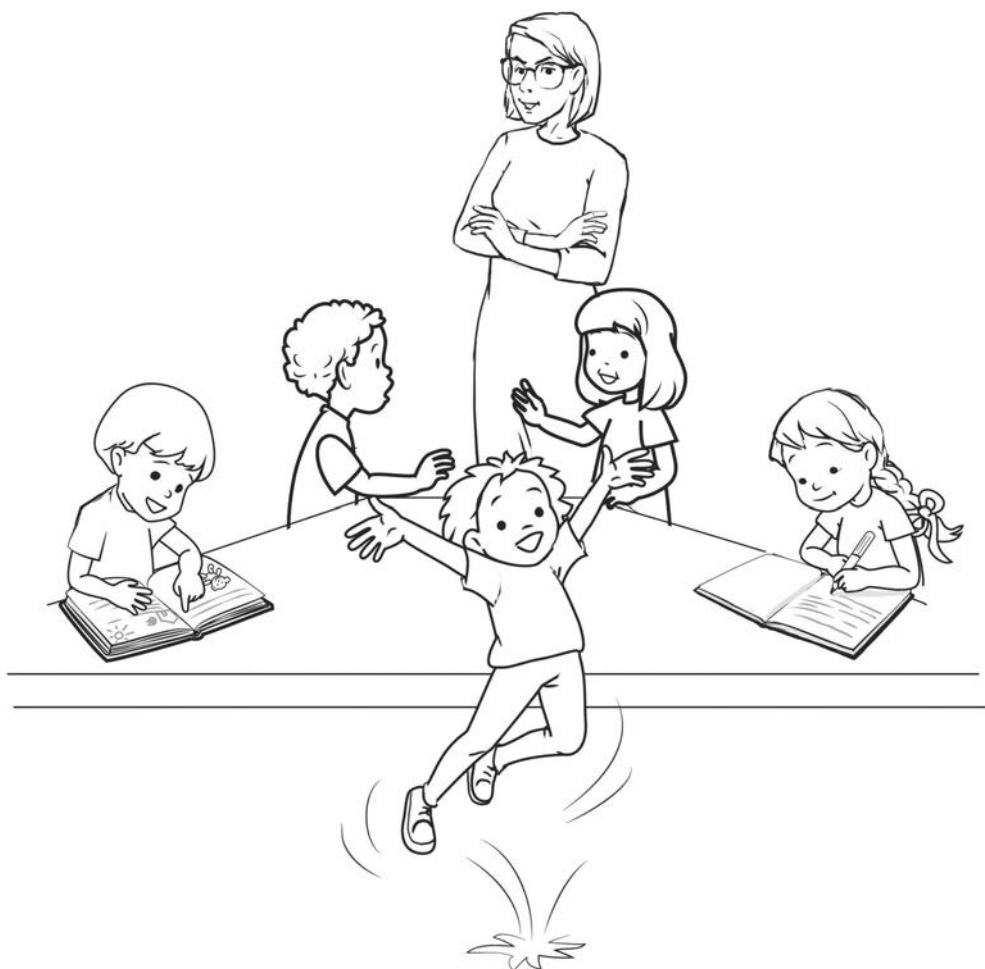
- When doing a test or any other task to check students' knowledge, apply a tool which can be used by the whole class (one whiteboard or computer for everyone) to decrease the chances for students to cheat.

SUMMARY

Technology is an integral part of today's young generation and teachers can use it to their advantage in their English lessons. There is a great variety of tools as well as online resources which provide educators and their students with more information, bright presentations, interesting videos, images, tasks, activities and interactive games. With the help of the social networks learners can develop their language skills by communicating not only with each other but also with foreigners and the teacher can contact his/her pupils from home, when needed. However, despite all of the pros, technology has its own cons. For example, gadgets can get broken or be difficult to use, online resources can have viruses, provoke students to cheat or pupils may become addicted to them. That is why the teacher should always check in advance whether all of the devices work properly, prepare additional materials and combine the use of technology with those resources, tasks and games which do not require an electronic device to be used as well as apply one gadget for everyone when doing a test or any other task to check students' knowledge.

13

ACTIVITIES AND MANAGEMENT



According to Scrivener (2011), the basic block of any lesson is the **activity** or **task**. This is because they activate our students' knowledge and skills during the lesson. The two main objectives of any activity/task are studying a certain language aspect and the result which will then be discussed and evaluated. "A good task produces good learning: from the teacher's point of view, this is the major criterion for its evaluation" (Ur, 2012: 43).

Activities and tasks are usually differentiated by their purposes – to start/end a lesson, to activate or settle down the students and so on, as well as by the language aspect they are made to develop – listening, speaking, reading, writing, grammar, vocabulary. In addition, **activities** can be communicative which, in turn, are divided into:

- 1 **Functional communicative** activities which improve the students' ability to find the appropriate grammatical and lexical item(s) with the intention to express a certain meaning in a particular situation.
- 2 **Social interaction** activities which develop students' ability to measure the functional aspects of English with its social ones with the intention to choose the language item which is not only functionally effective but is also appropriate in the given social situation.

When designing an activity or task, there are some *practical principles* which need to be considered in order to make everything work:

- **Validity** – an activity should, first of all, stimulate learners to actively use the language items or skills which it is made to teach/develop.
- **Quantity** – the more pupils practise English in an activity, the more likely they will learn.
- **Success orientation** – certainly errors and mistakes are obvious to happen, but students should learn from them to make things right next time; thus, teacher's correction should take place but in an appropriate form and at an appropriate time.
- **Heterogeneity** – a good activity gives learners opportunities to take part in it at different levels of proficiency within a class.
- **Interest** – any activity should meet students' not only age and level but also interests; therefore, it enlarges their motivation, they are more likely to stay on-task which, in turn, leads to better results.

The more fully occupied the students are in purposeful learning activity, the more likely they are to cooperate and work well. Boredom is a key cause of discipline problems.

Penny Ur, 2016

However, the success of the activity does not only depend on its design. Another important aspect is the way how it is being run. This brings us to:

○ Instructions –

- class attention – everyone should be listening to the teacher when he/she gives them instructions;
- repetition – some instructions should be repeated for better understanding or to remind everyone what to do and how to do it;
- brevity – instructions should be as short as possible, since young learners are usually unable to listen for very long;
- examples – these should always be provided in order for students to better understand the task and the expected results;
- checking understanding – this always should take place after the instructions are given in order for the task/activity to be appropriately done and lead to the expected results.

Ongoing support – it is necessary for the teacher to support his/her students during the task/activity and provide them with help when needed in order for them to succeed.

Feedback –

- showing appreciation for the results which is one of the ways to motivate students to achieve even better results;
- summarising and evaluating the results to show the students what they have achieved as well as to come to certain conclusions for the teacher in order to see what went right/wrong which will then help to make the next activities better.

Here are some other **practical tips** about tasks and activities:

- 1 Plan your instructions beforehand and make sure they are not only short but also clear and given in simple English (you can also make them visual for better understanding, by applying pictures, gestures, mimics).

- 2 Provide your students with the instructions before handing them the materials because some young learners may transfer their attention from you to the 'interesting tools' you have given them.
- 3 Count how much time each activity is likely to take and note it in your lesson plan in order to get everything done by the deadline.
- 4 Warn your pupils in advance when you are going to stop the activity.
- 5 Always have reserved activities with you because some students may finish earlier than others.
- 6 Since our students are young learners, use games – learning English in a playable form.

A significant part of any task/activity is its **management** and **interaction** – the way in which students work.

○ **Whole-class activities** get everyone involved and build the 'class spirit'. They are appropriate when explaining things and keeping everything under control. However, they are unsuitable when the aim is to develop students' speaking, since not all students are willing to talk in front of everybody or there may be a lack of time to listen to everyone because of the time limits.

Solo activities are designed to make pupils work on their own which develops their self-dependence. However, too much solo work may interfere in developing cooperation in class.

Pairwork greatly enhances the amount of time to do speaking for each learner and improves their autonomy, too. However, such activities are often noisy and students may go off-task.

Groupwork also enlarges the time for each student to talk as well as develops class cooperation. Activities involving groupwork are often time-saving and are appropriate when the task is big. However, just like the previous one, they can get noisy and this can distract students from work.

Teachers can pair up and group their pupils with the people they are sitting with, by choosing their partners or by letting their students choose their partners themselves, by the alphabet according to the pupils' names or by using some devices like spin-offs or cards with their names.

In any case, the management of the task depends on its aim. Speaking activities are better done in pairs/groups, projects and drawings can be done with a partner(s) or solo, explanation of the new material should be

in a 'whole-class' shape, etc. A good teacher chooses a variety of ways to manage the class according to the type of the task/activity in order to make the lesson more productive and interesting, involve all students in work and develop students' cooperation along with their autonomy and self-dependence.

SUMMARY

Activities and tasks are the basic parts of any lesson. They are divided according to the language aspect they should develop – listening, speaking, reading, writing, grammar or vocabulary as well as to their aims (to start/end a lesson, to activate or settle down the students, etc). They can also be communicative, thus, improving the students' ability to socialise and use the appropriate grammar and lexis in a particular situation. In order to create a good task, we need to consider its validity, quantity, success orientation, heterogeneity and interest. The instructions should be simple, short, clear and given in English. Students should be provided with teacher's support during the activity itself and in the end everything should be summarised and evaluated with the intention to see whether the results are or are not what we have expected and why. This helps teachers to come to conclusions and decide what to do to make the next task better. Management plays a significant role in learning English because each type of interaction (whole-class, solo, pairwork/groupwork) helps to develop a different quality of a student and, therefore, should be chosen according to the goal of the activity or task.

APPENDIX

HOW TO BEGIN A LESSON

The way you start a lesson can tell a lot about what the lesson is going to be like. After entering the classroom, a lot of teachers simply greet their students and begin with homework check. Many of them do not realise or underestimate the importance of **warm-ups** – these are the activities which can help the learners to get in a good mood and which customise them to study English. It is also necessary to remember about your great sincere smile and leave all of your problems behind for those 45 minutes of English. Optimism provides a good learning environment for everyone.

1 Meet and greet at the door

You can greet your pupils at the door, like they are your guests who are entering your home. This can help you bond with your students and show that you care about them.

2 Determine learning objectives

Begin your lesson by showing your pupils a map/table about what is going to happen in today's lesson. However, do not make it too big or too detailed. You can also add some pictures or write in different colours to make sure your students feel interested and not scared or worried. Define, for example, 3-5 learning objectives.

3 Familiar songs/chants

Sing a song or say a chant that everyone is familiar with (it is also a good idea to mime it or add some gestures to it). To make it more fun, sing/say it faster and faster each time or use a different voice (showing different emotions: happy, sad, tired, etc or different characters: a prince/princess, a dragon, a monster, etc). For instance –

A. *“Point to the ceiling,
Point to the floor,
Point to the window,
Point to the door.*

Stand up.

Clap your hands: one (clap), two (clap), three (clap).

Now sit down and look at me”.

(suggested by Esteves, 2016)

B. Everyone waves hands:

“Hello, hello! How do you do?

Hello, hello! I’m glad to see you.

Hello, hello! What is up?

Hello! Hello! Let’s all start!”

4 Challenge of the Day

Start your lesson with a riddle written on the board for your learners to solve. You can choose riddles on a certain topic. For instance –

- a) what goes up when the rain goes down? (An umbrella)
- b) what is always coming but never arrives? (Tomorrow)
- c) what can you hear from your mouth but cannot see? (Voice)
- d) who has got the longest neck? (A giraffe)
- e) who goes to sleep when it is winter? (A bear)
- f) what do you wear when it is cold? (A coat)
- g) when is it very hot? (In summer)
- h) when do leaves fall down? (In autumn)

In addition, when your students get better at guessing, you can let them make and say their own riddles to the class in turn, using the necessary vocabulary.

5 Five Minutes of Silence

Sometimes your lesson can be after a long lunch break or after a PE class (physical education). In such case you will need to calm everyone down in order to get them ready to focus on English. A good idea is to get them to read a small story with some pictures (or a comic) quietly by themselves and then discuss what they have ‘discovered’. Or you can say and mime/gesture a chant together:

“Put your finger on your lips, on your lips, shh, shh.

Put your finger on your lips, on your lips, shh, shh.

Put your finger on your lips and don't let it slip.

Put your finger on your lips, on your lips, shh, shh."

(suggested by Esteves, 2016)

6 Quick Questions

- Write 1-2 questions on the board related to the new topic (for example, "What is your favourite animal?" or "What do you do in your free time?", etc).
- Put your students in pairs or groups of 3-4. Let them discuss the question in 3-5 minutes (walk around the class to see how they are all doing).
- In the end, ask a few pupils to tell their answers to the whole class.

7 Activity "Two Truths and One Lie"

This warm-up is especially useful if the teacher or the students do not know a lot about each other.

- Put students in groups.
- Each student writes 3 statements about him/herself (one that is true and two that are lies).
- He/She then shows them to his/her group mates and everyone in the group guesses which statement is true (pupils write their answers on paper/in a copybook).
- In the end, they tell the teacher and the whole class about what they have found out about their group mates.

8 Game "Board Race"

This game is especially suitable to review the previous vocabulary at the beginning of the lesson.

- Split the students into 2 teams (or 3-4 if the class is big).
- Divide the board into columns and write the name of the topic on the top (the number of the columns depends on the number of the teams).
- Give each team a marker of a different colour and tell them the time limit for the whole game (5 minutes, for example).
- The students, in turn, quickly write as many words on the required topic as possible.

- Each team wins a point for each correct word (the misspelled words do not count).
- The team with most of the correct words wins.

9 Game “Simon Says”

This game is great to develop listening and attention in your young learners.

- Stand in front of the class and make all students stand up next to their seats.
- Say “Simon says” and name the action (for example, “Simon says, ‘Clap your hands!’ ”).
- The students do the required action (clap their hands) only if the teacher’s request begins with “Simon says”.
- If the teacher names an action without saying “Simon says” in the beginning, the students do not do it (those who do, are out of the game).
- The last student in the game who did all of the actions with “Simon says” wins.

10 Activity “Just a Minute”

- Write a few general topics scattered on the board (for instance “Jobs”, “Hobbies”, “Animals”, “School”, etc).
- Divide the class into groups of 3-4 and give each student a number in his/her group.
- One student throws a paper aeroplane/a ball at the board and whatever word it gets closest to is the topic for the first student.
- All students who have number one in their group get together and discuss the topic for 30 seconds (or 1 minute).
- If they stop or make a long pause till the time is up, they are out of the activity.
- The activity continues with all other numbers (students who have number two, then three, then four).
- The group of students with the same number who have talked all 30 seconds (1 minute) is the winner (more than one group can win).

HOW TO END A LESSON

How you finish your lesson also plays a significant role for your students. Before giving them homework, you need to summarise and 'closure' what your students have learnt as well as say your 'goodbye' in a positive tone, so that they would exit your classroom with a smile, looking forward to the next lesson with you.

1 Revision activity: quiz game

A fun way to finish your lesson is to play a game which summarises all of the learnt material. 'Jeopardy' is one of such games (you will need a dice and some fake money/cards):

- choose a few topics and make some questions on each one which your students will answer. For example –
 - a) guess the word by miming/gesturing it;
 - b) give your students the word to draw it or vice versa;
 - c) show a flashcard for them to name or spell the word;
 - d) give students the word and they should make a sentence with it.
- pick up five words for each topic;
- divide the students into two teams. Each team rolls the dice. The team with the highest number goes first. The team chooses a box on the Jeopardy board. If they guess the word correctly, they win the money in that box. The team with the most money in the end wins the game.

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

2 A 'puppet discussion'

Get students to sit in a circle. Wear a puppet on your hand and let them tell it what they remember about the lesson and have learnt and liked today.

3 Game “Snowstorm”

- Each student writes what he/she has learnt in this lesson on a piece of paper and then wads it up.
- Given a signal by the teacher, all students throw their wads away in the air.
- Each student picks up a nearby wad and reads it aloud to the whole class.

4 Self-evaluation

Put on a chart on your board and let your students fill it in by drawing smiling faces on it.

I follow my teacher's instructions.	☺	:	☹
I am a good listener.	☺	:	☹
I am a good friend.	☺	:	☹
I do my work on time.	☺	:	☹
I try my best.	☺	:	☹

(suggested by Esteves, 2016)

5 A “Goodbye” song (everyone waves hands):

*“Goodbye, goodbye!
It's time to go!
Hurry up, hurry up!
It's time to tidy up!*

*Goodbye, goodbye!
See you soon!
Goodbye, goodbye!
See you soon!”*

(suggested by Esteves, 2016)

6 A “Goodbye” riddle (everyone waves hands):

*“Clap your hands!
Bye, my friends!
We all are done!
We had some fun!*

*Blink your eye!
Goodbye, goodbye!
See you soon,
in this classroom!”*

7 Activity “Draw and Guess”

Each student draws a picture on the board and everyone else guesses which word it presents (words should not be repeated). If there are any words left, the teacher can draw them him/herself and the class should guess.

This activity is especially useful to sum up all of the new vocabulary learnt in the lesson and check how many words students remember.

8 Task “The Jar”

Each pupil writes on a piece of paper what he/she has learnt in this lesson and what he/she would like to learn more. Everyone throws their papers in a big jar. Later, the teacher checks the students’ replies in the jar and notes what the students have learnt and would like to learn. This can help the teacher to check learners’ knowledge as well as their wishes and use this information to plan the next lesson.

9 Game “Pass the Ball!”

- Students stand in a circle.
- One student holds a ball.
- He/She asks one question and passes the ball to the other student whom he/she wants to answer it.
- The student receiving the ball, quickly answers, then asks his/her own question and passes it to another student.
- The game continues until all of the pupils have given a question and an answer.

The questions should be related to the topic of the lesson or the teacher can write down one or a few topics on the board (for instance, topic: “Food”, questions: “What is your favourite food/drink?”, “What did you eat/drink for breakfast?”, “What do you want to eat/drink for dinner?”, “What food/drinks do you not like?”, “What is your favourite dessert?”, “What ice cream do you like?”, “What café is your favourite?”, “Which fruit/vegetables do you (not) like?” and so on).

10 Game “Piece the Puzzle”

This game is especially useful to remind and sum up the vocabulary of today’s lesson as well as to practise word order in questions.

- Students are divided into groups.

- Each student in a group receives a piece of paper with a word.
- Pupils put all of the pieces together to form a question.
- Having seen it, each student answers it.
- Each group talks for about 1-2 minutes.
- In the end, a representative of each group tells the whole class what their group has talked about.

For example, the topic of today's lesson is related to hobbies. Therefore, the questions can be, "What do you do in your free time?", "Do you do sports in your free time?", "What clubs do you go to?", "What films are your favourite?", "What games do you play?" and so on.

LISTENING ACTIVITIES

Listening is an integral part of oral communication – it is the way we get information from other speakers. However, apart from only listening to the teacher and to the classmates, it is a good idea to let your students hear other people. That way they discover and adjust themselves to other accents in order to be capable of understanding different people with different voices and pronunciation. In addition, it is useful to listen to native speakers in order to hear 'how everything should be said' – not only in pronunciation but grammatically and lexically, too. Certainly, not everyone can hear English people live but, thanks to today's technology, we can listen to them online, watch videos with them and use audio tracks (most coursebooks are provided with the last ones).

Listening, therefore, is divided into two main types – for general understanding and for specific purposes. Thus, we need to train our students to be able to get the general idea of the 'said' material as well as to look for specific facts.

1 Songs, chants, rhymes

Young learners love music as well as texts that rhyme – they subconsciously make the atmosphere more fun and positive and are easy to remember. Activities involving songs, chants and rhymes can be supported by miming, gesturing and dancing – children are very often energetic and a 'physical' break from time to time is just what they need.

- Listen to the song “Parts of the Body” and point to your body parts:

*“Head and shoulders,
Knees and toes.
Knees and toes.
Eyes and ears,
And mouth and nose,*

*Mouth and nose.
Head and shoulders,
Knees and toes,
Knees and toes.”*

- Listen to the song “The Hokey Cokey” and dance:

*“You put your right hand in,
Your right hand out,
In, out, in, out
Shake it all about.
You do the hokey cokey
And you turn around.*

*That’s what it’s all about.
Oh, the hokey cokey,
Oh, the hokey cokey,
Oh, the hokey cokey,
Knees bend, arms stretch,
Clap your hands!”*

(suggested by Phillips, 2017)

- Say the rhyme “Five Little Elephants” and show the number with your fingers:

*“Five little elephants
Standing in a row.
Five little trunks
Waving ‘Hello!’*

*‘Oh,’ said the elephant.
‘Time to go!’
Four little elephants
Standing in a row.*

Continue with four, three, two little elephants and little trunks.

*One little elephant
Standing in a row.
One little trunk
Waving ‘Hello!’*

*‘Oh,’ said the elephant.
‘Time to go!’
No little elephants
Standing in a row.”*

(suggested by Phillips, 2017)

- Listen to the chant “Autumn Leaves”. Then draw some leaves, accordingly (1 orange leaf, two brown leaves and so on). Finally, show your pictures to the class and say the chant together:

*“One is orange.
Two are brown.
Three look yellow
On the ground.*

*Three are green.
Two bright red.
One just fell
On my head!”*

- Listen and then say the chant “A Walk in the Jungle”, gesturing and miming the animals:

*“Giraffes are tall with necks so long,
Elephants are big and so strong.
Monkeys are funny, playing in the tree.
Dolphins are nice, swimming in the sea.
Everyone’s happy, being under sun.
Hey! Let’s join them and have some fun!”*

- Stand in a circle. Say the chant “Who Took the Biscuits?” and point to your classmates in a row:

Class: “Who took the biscuits from the jar?”

Teacher: (says the student’s name and points at him/her): “... took the biscuits from the jar!”

The student: “Who, me?”

Class: “Yes, you!”

The student: “Couldn’t be.”

Class: “Then, who?”

The student (says the next student’s name and points at him/her): “... took the biscuits from the jar!”
(and so on).

2 Gap-filling activities

- Listen about Bill’s timetable and fill in the missing words (the underlined words are the ones where the gaps should be):

“Hello! I am Bill. I get up at 7 am. I brush my teeth, have a shower and get dressed after that. At 7:45 I have my breakfast and I go to school by bus at 8 am. My lessons start at 8:30. Then I have a lunch break from 1 to 1:30 pm. I go home at 3 o’clock. I do my homework first and then have dinner at 6 pm. After that I watch TV with my parents or play video games. I go to bed at 9 pm.”

- Listen again and check.
- Ask your students about their timetables.

3 Short open-question activities:

- Listen to Mary:

"Hi! My name is Mary. I am 9 years old. I live in London. I am a school student. I like meeting with my friends, going to the cinema and playing tennis in my free time."

- Ask your students:
 - a) what is the girl's name?
 - b) how old is Mary?
 - c) who is she?
 - d) where is she from?
 - e) what does she do in her free time?
- Ask your students about their hobbies.

4 "A-B-C" questions

- Listen to the audio about Tom's bedroom and let the students choose the correct answer:

"Hey! I'm Tom. My bedroom is big and blue. There is a bed on the right and a big white table with a chair on the left, near the window. My bookcase is right next to my table. My grey wardrobe is near my door. Next to it there is a toy box. I have many different pictures of cars on my walls – most of them I drew myself."

- I. Tom's room is
a) red b) blue c) white
- II. The bed is
a) on the right b) in the middle c) on the left
- III. Tom's table is
a) near the bed b) near the window c) near the wardrobe
- IV. The bookcase is
a) next to the bed b) next to the window c) next to the table
- V. Near the door there is a
a) grey wardrobe b) white table c) toy box
- VI. Tom
a) got his pictures as a present
b) bought his pictures
c) drew his pictures

Answers: I – b); II – a); III – b); IV – c); V – a); VI – c).

- Listen again (with pauses) and let the students draw Tom's bedroom, then show their pictures to the class.
- Ask the students to tell each other about their bedrooms in pairs.

5 True-False questions

- Listen to the audio about Jane's food twice and let students mark the statements below 'T' (true) or 'F' (false):

"Hello! My name's Jane. I have breakfast at 8 am. I eat fried eggs or chocolate cereal. I drink some tea in the end. I usually have my lunch at 1 pm at school – some sandwiches and some juice. But, when I'm at home, I often eat chicken with potatoes or some rice with a salad. I have fish with vegetables or soup for dinner at 6 pm. My favourite dessert is ice cream or a chocolate cake. I also drink some milk before I go to bed."

- I. Jane has fruit for breakfast.
- II. She drinks tea in the end.
- III. Jane has some juice at school.
- IV. She eats sandwiches at home.
- V. Jane has fish or soup for dinner.
- VI. She does not like ice cream or cakes.
- VII. She has tea before bed.

Answers: I – F; II – T; III – T; IV – F; V – T; VI – F; VII – F.

- Let the students tell each other what they have for breakfast, lunch and dinner in pairs.

6 Mixed-type activities

As you may have noticed, many types of listening activities can be combined with those which develop other language skills. Like, in the previous task examples students mainly answer "A-B-C" or "T/F". However, in the end of each such activity they get some speaking practice by answering some open questions based on what they have heard or expressing their own tastes, experiences, etc, like the speaker on the audio track.

- Listen to the dialogue and let students circle the correct statements below.

Cindy: *My family is big – I have got 3 brothers!*
Dave: *Mine is not. I have got only a small sister – Kate.*
Cindy: *What does she look like?*
Dave: *Well, she has got blue eyes and long blonde hair. What about your brothers?*
Cindy: *My oldest brother, Jack, is very tall. He has got short dark hair and brown eyes. My second brother, John, also has got dark hair but his eyes are grey. My youngest brother, Jake, has got brown hair and grey eyes, too.*
Dave: *Wow – they are quite different.*
Cindy: *Yeah, but we are all good friends.*

- I. Cindy has got only one brother.
- II. Dave's little sister's name is Kate.
- III. Kate has got blue eyes and blonde hair.
- IV. Jack is not very tall and his eyes are brown.
- V. John and Jack have got dark hair.
- VI. Jake's eyes are brown.

- Listen again and check.
- Ask students what is wrong with statements I, IV, and VI.
- Let pupils discuss in pairs/groups the following questions:
 - a) have you got any brothers or sisters? If not, tell us about your parents.
 - b) what do they look like?
 - c) are you good friends with them?

7 Videos

This type of activity is not only good for listening. It provides students with acquisition – a more natural way of learning English. Having watched a video, students can discuss what they have seen or you can make some questions for them to answer based on the material they have heard. The recommended ones are:

- 1 *Muzzy in Gondoland* (6 episodes)
- 2 *Muzzy Comes Back* (6 episodes)
- 3 *Wizadora* (Oxford series)
- 4 *Learning Time with Timmy* (80 episodes)
- 5 *Hey Duggee* (126 episodes)
- 6 *Ricky Zoom* (19 episodes)

8 Listening game “Guess What?”

- 1 Find a few recordings of animals.
- 2 Let students listen to them and guess what animals are there.
- 3 Prepare a few cards of animals that were not on the recording.
- 4 Ask students to come to the board in turn, take one card (but do not show it to anyone), then mime, gesture and make the sound of the animal from the card.
- 5 Other students should guess what animal it is.

You can do this activity on different other topics. For example, instead of using animal sounds and cards, you can apply sounds and cards of different actions (someone having a shower, getting dressed, eating, studying/working, playing, going to bed – topic “My timetable.”)

9 Listen and Draw

- 1 Describe a person/animal orally and slowly.
- 2 Let students draw who/what you describe.
- 3 Let students compare their pictures with each other's before showing them to you.

10 Listen and Match

- 1 Print pictures of daily actions and make small cards with time on them.
 - 2 Let students listen to the story and match the actions with the time.
 - 3 Check their answers.
- “First, I get up at seven in the morning. I have a shower until half past seven and then I get dressed. I eat at quarter to eight and leave for school at eight o'clock. I have a lunch break at one for fifteen minutes. My lessons end at quarter past three. It takes me twenty minutes to get home. At four o'clock I*

usually have a snack – an apple or a sandwich. Then I do my homework. At half past six I have my dinner and then I relax – watch TV, play games, read magazines. I go to bed at exactly nine o'clock.”

You can use the same or any other story but instead of matching, you can give students the pictures to put them in the correct order according to the story.

11 The Big Freeze

This game can be played by two or more players.

- 1 Have players walk around. For classes where children cannot leave their desks, have them move slowly on the spot. Students may move their arms, fingers, heads, feet and bodies.
- 2 Tell a story, sing a song or randomly say a number of words while pupils listen intently.
- 3 Whenever they hear a specified word or phrase, they freeze and stay frozen until you reach the end of the sentence or say to move again. If they move, they are out. For example, say that whenever they hear an item of clothing, a type of food, a profession, or a specific phrase, they freeze.

A variant on this is instead of freezing pupils clap their hands above their heads.

As a variant for all ages, pupils could sit down whenever they hear the word, and all try not to be the last one to take a seat.

SPEAKING AND PRONUNCIATION ACTIVITIES

Since language is, first of all, a means of communication, it is necessary for the students to be able to express themselves orally – not only using the right words and grammar constructions, but pronouncing everything well, too. Remember: your lessons may be the only time when your students can hear and speak English. That is why it is so important to create a natural language environment, avoiding translation and using the children's natural ability to learn a foreign language (acquisition). That way they will become fluent users of English.

1 Teacher-Student Talking

This classic and usually most-often used activity involves a teacher who speaks to his/her students or vice versa. Such talks, as a rule, happen randomly: you may ask your learners to speak about themselves or to express their ideas to you after doing a listening/reading task or your students may ask you to give clearer explanations, or tell something interesting about yourself, for example.

2 Mini-Dialogues

This is another classic speaking activity. By letting your students speak in pairs, you can save more time and provide everyone with an opportunity to speak English. Dialogues can be planned as well as unplanned. The second type, obviously, happens randomly, whereas in the first one you can:

- 1 Give your students an example of a dialogue.
- 2 Tell them to create and act out similar dialogues.
- 3 Walk around the classroom and check how everyone is doing.

3 Discussions

After listening to an audio, reading a text or watching a video, discuss it with your students or let them discuss it with each other and then present their ideas to the whole class.

4 Drama Activities

These are usually similar to the previous type (discussions). However, they can also be done in groups. Instead of giving an example in a book, you can:

- 1 Divide your students into pairs/groups, depending on how many characters there are.

- 2 Give each pair/group some cards with separate sentences on them.
- 3 Let students put those cards in the correct order to create a dialogue.
- 4 Check whether everything is correct and give the students their roles.
- 5 Let students act out their dialogues while you walk among them and check how they are doing.
- 6 Ask a few pairs/groups to act out their dialogues in front of the whole class.

OR

- 1 Divide the class into pairs/groups.
- 2 Write on the board some words/phrases on a particular topic.
- 3 Let students create and then act out their own dialogues, using the lexis given on the board.

OR

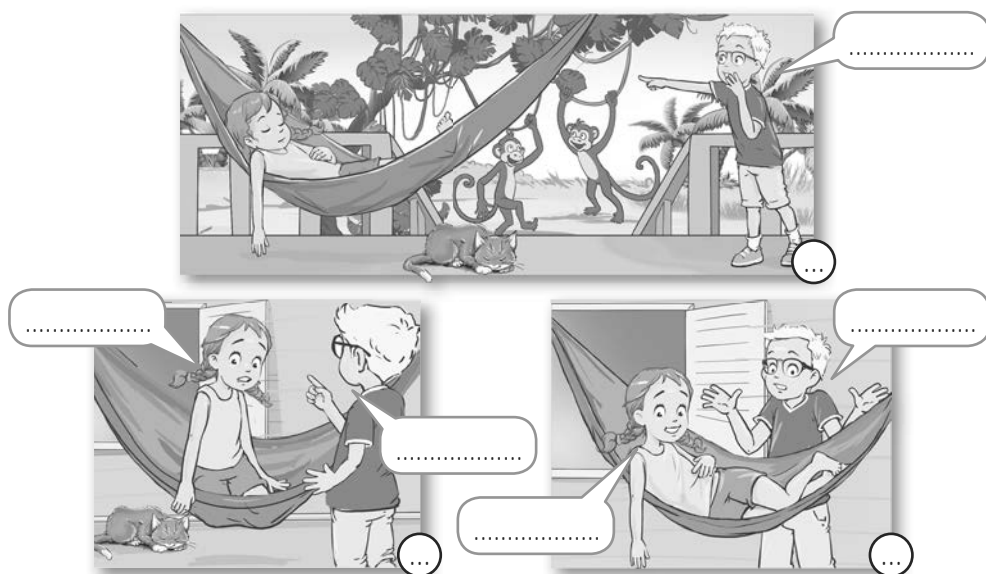
- 1 Divide your students into groups of 2-3.
- 2 Choose a waiter in each group.
- 3 Give each group a menu.
- 4 Let students act out dialogues on the topic "In a café".
- 5 Walk around and check how everyone is doing.

5 Storytelling

- 1 Divide your students into groups of 3-4.
- 2 Provide them with a big comic picture, as in the example below.
- 3 Let them put the pictures into the correct order to make a story.
- 4 Let each group tell their story to the class.

You can also give your students some separate pictures and ask them to put those pictures into an order to make up a story. It will be more interesting if there are a few possible orders so that the students can use their imagination and their stories will be different.





6 Interviews

First of all, choose a certain topic. For example, “Seasons and Weather”.

- 1 divide your students into pairs;
- 2 give each student a sheet of paper with questions:
 - a) which season do you like (winter, spring, summer, autumn)?
 - b) why?
 - c) what can you do in this weather?
- 3 let each student in the pair interview their partner as well as get interviewed by their partner, too.
- 4 in the end, let each student tell the class about his/her partner based on his/her answers to the questions.

7 Game “Find Your Partner”

- 1 write names of different celebrities on cards (singers, actors, dancers, etc) – each name should be written on two cards;
- 2 give each student a card;
- 3 students should find their ‘twins’ by asking each other questions, e.g. “Is it a singer?”, “Is it a man/woman?”, “Where is he/she from?”, “In which film does he/she play?”, “Which song does he/she sing?”, “Has he/she got long hair?” and so on.

(suggested by Phillips, 2017)

8 Game “Which One Is It?”

- 1 stick some pictures to the board;
- 2 put students into pairs;
- 3 each student should describe one picture from the board and his/her partner should guess which picture it is.

(suggested by Phillips, 2017)

9 Show and Tell

Each student shows a photo of his/her family, room, holiday, etc (depending on the topic of the lesson) and tells the class about them. Other students may ask the presenting student some questions about the people/ things shown in the photo in the end.

10 Songs and Rhymes

These are good to practise not only listening but also speaking. You can mime and gesture to them which makes the atmosphere in the class more fun.

A. Song “Old McDonald Had a Farm”:

*“Old McDonald had a farm.
E-I-E-I-O!
And on his farm he had some dogs.
E-I-E-I-O!
Woof-woof here and woof-woof there,
Woof here, woof there and everywhere.
Old McDonald had a farm.
E-I-E-I-O!
And on his farm he had some cats.
E-I-E-I-O!
Miaow-miaow here and miaow-miaow there,
Miaow here, miaow there and everywhere.
Old McDonald had a farm.
E-I-E-I-O!”*

Continue the song with other animals and the sounds which they make. For example, cows – “moo-moo”, chicks – “cluck-cluck”, pigs – “oink-oink” and so on.

B. Song “The Wheels on the Bus”:

*“The wheels on the bus
go round, round, round,
round, round, round,
and round, round, round.
The wheels on the bus
go round and round,
all through the town.
The wipers on the bus
go swish, swish, swish,
swish, swish, swish,
and swish, swish, swish.*

*The wipers on the bus
go swish, swish, swish,
all through the town.
The horn on the bus
goes beep, beep, beep!
Beep, beep, beep!
And beep, beep, beep!
The horn on the bus
goes beep, beep, beep,
all through the town.”*

C. Rhyme “One, Two, Three”:

*“One, two, three, four, five.
Once I caught a fish alive.
Six, seven, eight, nine, ten.
I let it go again.*

*Why did I let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right!”*

D. Rhyme: “Little Miss Muffet”:

*“Little Miss Muffet
sat on a taffeta,
eating her curds and whey.
Along came a spider
who sat down beside her
and scared Miss Muffet away!”*

11 Tongue Twisters

These are good to practise different sounds in English:

- 1 *“Whether the weather is warm, whether the weather is hot, we have to put up with the weather, whether we like it or not.”* – Sounds /w/ and /ð/.
- 2 *“A big black bug bit a big black bear on his big black nose.”* – Sound /b/.
- 3 *“Six silly sheep still sleep.”* – Sounds /s/, /ɪ/ and /i:/.
- 4 *“How much wood would a woodchuck chuck if a woodchuck could chuck wood?”* – Sounds /tʃ/, /ʊ/ and /w/.
- 5 *“Peter Piper picked a peck of pickled peppers. Where’s the peck of pickled peppers Peter Piper picked?”* – Sound /p/.

- 6 "I scream, you scream, we all scream for ice cream." – Sounds /s/ and /i:/.
- 7 "He threw three free throws." – Sounds /i:/, /θ/ and /əʊ/.
- 8 "She sells seashells on the seashore." – sounds /i:/, /s/, /ʃ/.
- 9 "Three thin thieves thought a thousand thoughts. Now if three thin thieves thought a thousand thoughts, how many thoughts did each thief think?" – Sound /θ/.
- 10 "Reading alone really allows you to relax." – Sound /r/.
- 11 "I saw a kitten eating chicken in the kitchen." – Sounds /k/ and /ɪ/.
- 12 "The first thing they think of is this." – Sounds /ð/ and /θ/.
- 13 "Is this the thing? – Yes, this is the thing." – Sounds /ð/, /θ/ and /ɪ/.
- 14 "I slit the sheet, the sheet I slit and on the slitted sheet I sit." – Sounds /ɪ/, /i:/, /s/ and /ʃ/.
- 15 "Red lorries ride alongside the left road." – Sounds /r/ and /l/.
- 16 "Larry likes to lick lollipops when looking at Lilly." – Sound /l/.
- 17 "He has a hat in his hand." – Sounds /h/ and /æ/.
- 18 "I went away to Venice and was very wary." – Sounds /w/ and /v/.
- 19 "Meg met Ted, Ted met Meg." – Sound /e/.
- 20 "Cars can't be parked here after dark." – Sound /ɑ:/.

12 Drilling

This is one of the easiest but at the same time useful pronunciation activities that helps your students to learn the rhythm and intonation of the English language.

The teacher says a sentence in English (picks it up from a book or makes one him/herself) or uses an audio with a speaker who says that sentence. The teacher repeats it (or turns on the recording) several times. The students repeat after him/her a few times. This can be done in chorus or, if the group is not very big, each student in turn can do it separately 2-3 times. For example:

Teacher/Recording: "That is so nice!" /ðæt ɪz 'səʊ naɪs/
(pronunciation), "THAT is SO nice" (intonation).

Student(s): "That is so nice!" /ðæt ɪz 'səʊ naɪs/ (pronunciation),
"THAT is SO nice" (intonation).

13 Activity “Different Emotions”

This is another activity which is aimed at practising intonation in sentences:

- 1 write 2-3 short sentences on the board;
- 2 let students in turn read one and the same sentence with different emotions, thus using different kinds of intonation.

For example:

“It’s raining!” (sadly)

“It’s raining!” (happily)

“It’s raining!” (surprised)

14 Minimal Pairs

In English there are many words that are different in spelling and meaning but very similar in pronunciation (1-2 sounds difference). In speaking we do not spell words that is why it is necessary to pronounce everything correctly, otherwise, if there are very many mistakes, the person who is speaking will be misunderstood or not understood at all.

- 1 choose the two sounds which you want your students to practise;
- 2 write a few words with those sounds in two columns (underline the letter(s) that represent those sounds);
- 3 let your students see the difference in spelling;
- 4 pronounce those words yourself in contrast (one pair at a time);
- 5 let your students repeat after you several times.
- 6 point to the words and let your students read them themselves (first in chorus, then one by one).

For example:

Teacher: “It – eat.”

Student(s): “It – eat.”

Teacher: Hit – heat.”

Student(s): “Hit –
heat.”

And so on.

/ɪ/	/i:/
it	<u>eat</u>
hi <u>t</u>	hea <u>t</u>
si <u>t</u>	sea <u>t</u>
bi <u>t</u>	bea <u>t</u>

15 Total Physical Response

Since children like movement very much, this activity will suit them very well:

- 1 choose 2-3 sounds you want to practise;
- 2 prepare some cards with words that have those sounds;
- 3 write those 2-3 sounds on the board for the students to see;
- 4 say a few words that have those sounds as examples;
- 5 present each sound with a separate movement (for example, /æ/ - clap your hands, /ʌ/ - jump);
- 6 show your students the words on the cards (one by one);
- 7 students should make the appropriate movement according to the sound and read the word on the card.

16 Odd One Out

- 1 choose 2-3 sounds you want to practise, say them and then write them on the board;
- 2 make a few lists of words which have the same sound and one that does not;
- 3 let the students choose which word sounds differently than the others in each list;
- 4 students should read the words on the list and say which word is 'odd'.

For example:

Sounds /ð/ and /θ/

Think, that, those.

Thanks, throw, then.

Them, thing, the.

Thirty, thirsty, this.

You can write those lists on the board, show them on a computer or give each student a sheet with those lists individually.

READING ACTIVITIES

Reading is another integral language skill which includes perceiving information presented in a written form. Nowadays we do not only read books, magazines and newspapers but also different articles on the internet, e-mails and messages, instructions to different programmes and games, signs in different public places and so on. Unlike in Ukrainian, reading in English is rather complicated, since one and the same sound can be transferred in a few ways. Thus, many coursebooks involve various texts and comics with some reading tasks. This part of the Appendix provides exercises which help students develop their reading skills as well as improve their understanding of what the written/printed text is about.

1 Listen and Read

This is one of the simplest and most often used reading activities – the teacher shows the students a text/comic. The students first listen to the text/comic (the teacher can read it/them him/herself or use a recording). Then the students read the text/comics themselves, trying to copy the rhythm, intonation and pronunciation presented by the teacher (or as on the recording).

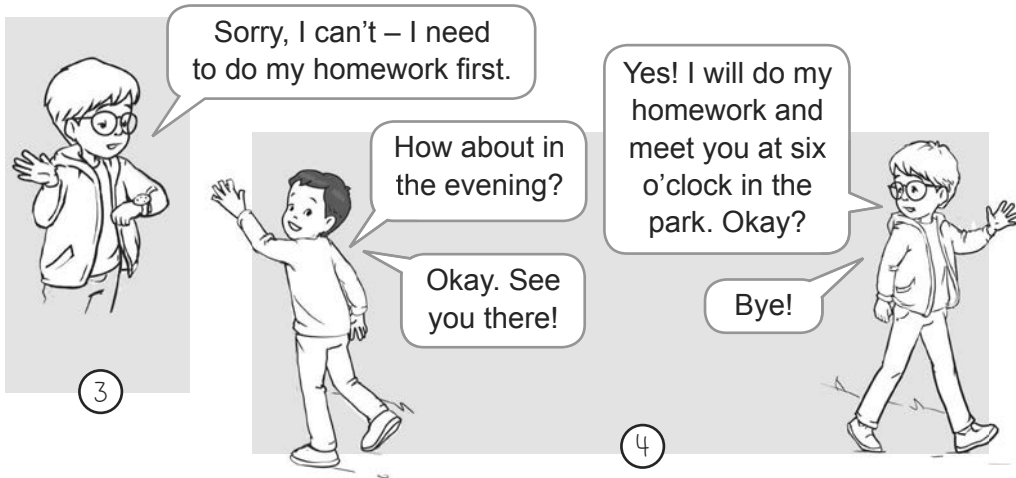
A.

My Best Friend

My best friend is Tom. We go to school together. He is not very tall. He has got blue eyes and short blond hair. Tom is very smart. His favourite subject is maths. Mine is history. We both like playing video games, walking in the park and reading comics. We also go to a sports club at weekends. Our favourite sport is basketball. We will meet tomorrow and play basketball after school.

B.





This task can also involve some speaking practice – put students in pairs, ask them to interview each other and then tell the whole class about their friends, using the text as an example.

If it is a comic, pair up your students and ask them to act out a similar dialogue with each other.

2 Read and Analyse

This activity is made not only to practise reading but also to check the general understanding of the text. It also involves speaking since students in the end answer a few open questions.

- 1 let students read the text alone;
- 2 ask them what Adam will do in June, July and August;
- 3 ask students what they will do for their summer holidays this year.

This Summer

Hi! I'm Adam and I have big plans for this summer.

First, I will visit my grandparents in June for two weeks. They have a big black dog, Ruscle, who I like to play with.

Next, in July, I will go to Italy with my parents for three weeks where we will relax on the beach, swim in the sea and visit many interesting places like Rome.

Finally, in August, my friend Bill will come to me from Scotland for one week. I will show him my town and we will play different games and sports like football. My birthday is in August, so I will have a party with Bill and my other friends.

3 True-False Questions

Unlike the previous two activities, tasks involving T/F questions are designed to develop students' skills to find specific pieces of information, instead of just getting a general idea about the text.

- 1 let the students read the text about Annie's school day and then mark the statements below 'T' (true) or 'F' (false):

Hi! My name is Annie and I am a pupil. My school days are interesting and active. I get up at 7 am, have a shower, get dressed and then have my breakfast. School starts at 8:30 am and ends at 2 o'clock. During the day I have about 5 lessons. Today I had Maths, English, Reading, Music and Arts and Crafts. My favourite subject is English but I don't like Maths very much. At 12:30 I have lunch with my classmates. After school I go to a tennis club from 3 to 4 pm. At 4:30 I go back home, have a snack and do my homework. At 7 o'clock I eat dinner and watch TV with my family. My day ends at 9 pm when I go to bed.

- | | |
|--|--------------------------|
| I. Annie's school days are boring. | <input type="checkbox"/> |
| II. She gets up at 7 am. | <input type="checkbox"/> |
| III. Her lessons are from 8:30 am to 2 pm. | <input type="checkbox"/> |
| IV. Today she had Maths, German, Writing and Music. | <input type="checkbox"/> |
| V. Her favourite subject is Maths. | <input type="checkbox"/> |
| VI. Annie has lunch with her classmates at 12:30 pm. | <input type="checkbox"/> |
| VII. She does not go to any clubs after school. | <input type="checkbox"/> |
| VIII. Annie goes home at 4:30. | <input type="checkbox"/> |
| IX. She has dinner with her friends. | <input type="checkbox"/> |
| X. Her day ends at 9 pm. | <input type="checkbox"/> |

Answers: I – F; II – T; III – T; IV – F; V – F; VI – T;
VII – F; VIII – T; IX – F; X – T.

- 2 check the students' answers and ask them what is wrong with statements I, IV, V, VII and IX based on the text;
- 3 ask students to tell each other in pairs about their school days;
- 4 walk around and listen to them.

4 “A-B-C” Questions

This is another reading activity which involves looking for specific facts in the text and not just understanding it in general.

- 1 let students read the text about Tim’s and Mary’s hobbies and then choose the correct answer:

Hello! I am Mary. I like drawing in my free time. I even go to an art school on Saturdays. I also go to a volleyball club with my friends on Sundays where we play for one hour. My other hobbies are reading books about history and writing different stories.

I have a younger brother – Tim. He loves drawing just like me but he does not like playing volleyball. Instead, he goes to a football club with his friends on Sundays. He also likes reading but he reads fairy tales. His other hobbies are playing computer games and watching cartoons.

- I. Mary likes
 - a) listening to music
 - b) drawing
 - c) playing video games
- II. She goes to an art school on
 - a) Mondays b) Sundays c) Saturdays
- III. She plays volleyball with
 - a) her friends b) Tim c) her parents
- IV. Mary also likes
 - a) playing video games
 - b) watching films
 - c) writing stories
- V. Tim is Mary’s
 - a) cousin b) friend c) brother
- VI. Tim goes to
 - a) a football club b) an art school c) a volleyball club
- VII. He likes reading
 - a) history books b) fairy tales c) magazines

VIII. His other hobbies are ...

- a) playing tennis and watching films
- b) playing video games and watching comedies
- c) playing computer games and watching cartoons

Answers: I – b); II – c); III – a); IV – c); V – c); VI – a); VII – b); VIII – c).

- 2 ask students to talk in pairs about their hobbies;
- 3 walk around and listen to them.

5 Read and Correct

- 1 give each student a sheet of paper with a list of facts and an e-mail;
- 2 let them read the facts and then correct the mistakes in the e-mail according to them;
- 3 let students do the activity on their own;
- 4 check their answers.

Facts:

- I. The boy's name is Peter Robinson.
- II. He is 9 years old.
- III. Peter lives in London, England.
- IV. He has five lessons every day, from 8 am to 1 pm.
- V. His favourite subjects are English and Literature.
- VI. Peter does not like History.
- VII. He likes playing football and computer games.
- VIII. He goes to a drawing club every Saturday.

New Message [minimize] [maximize] [close]

To _____

From _____ Cc Bcc

Subject _____

Hi, Sue!

It is very nice to meet you.

My name is Tom Robinson. I am 10 years old and I live with my parents in London, England. I also go to school and my timetable is quite busy. I have 5 lessons every day, from 8 am to 2 pm. My favourite subjects are Maths and English but I do not like History very much - there are so many dates to remember!

In my free time I like playing volleyball with my friends, playing video games and drawing comics. I also go to a drawing club every Saturday.

What about you? Write to me and tell me about your school and hobbies, please:)

Tom

[Send] [text color] [text background color] [link] [image] [video] [document] [emojis] [trash] [dropdown]

Mistakes in the e-mail (the correct statements are in the brackets):

- Tom (Peter) (2);
- 10 years old (9 years old);
- from 8 am to 2 pm (from 8 am to 1 pm);
- Maths (Literature);
- volleyball and video games (football and computer games).

6 Read and Match

- 1 give each student a sheet of paper with job descriptions and names of different jobs;
- 2 check if there are any unknown words for the students;
- 3 let them match the descriptions with the jobs;
- 4 check their answers and ask them which jobs they want to have in future and why.

Jobs:

- a) teacher;
- b) clothes designer;
- c) businessman;
- d) doctor;
- e) police officer;
- f) athlete.

Descriptions:

- I. I usually work during the day but sometimes I have to work at night. I am always attentive and brave because I have to keep the town safe and fight different criminals.
- II. I love fashion and that is why I love my job very much! Each season is special, so I am always creative and full of ideas. Sometimes I even wear my own creations!
- III. I always need to be careful and attentive. Working with sick people is a very hard job but I feel great when helping others and I like experiments. That is why my job is also interesting.
- IV. My job is fun – I work with many students who are children. They are very happy and interesting. But they can sometimes be too active and I have to keep good discipline in class.
- V. I always need to be on a diet and exercise a lot. My job is hard but exciting, too. I go to different countries and have a lot of fans!
- VI. Having control is great but it is also difficult. I always need to look after my workers and check how everything is going on. However, I make a lot of money and I can travel around the world.

Answers: I – e); II – b); III – d); IV – a); V – f); VI – c).

7 Read and Reorder

- 1 let students read the pieces of the text and put them in the correct order;
- 2 check their answers;
- 3 ask them to talk in pairs about their timetables.

- A. I finish my work at 6 pm. I go back home, dress in my home clothes and eat fish and vegetables for dinner. Then I walk in the park with my dog for one hour.
- B. My 30-minute lunch break is at 1 o'clock. I usually have some rice or potatoes with meat and drink water or juice.
- C. My day begins at 7 am when I wake up, have a shower, get dressed, then eat my cereal and drink some coffee for breakfast.
- D. After that I get back, watch TV and drink some tea.
- E. My day ends at 10 pm when I go to bed.
- F. Then I go to my office by car at 8 am and begin work at 8:45 am. I create and check many different documents.

The correct order: 1 – C; 2 – F; 3 – B; 4 – A; 5 – D; 6 – E.

8 Abilities

- 1 show students a few pictures of people with their descriptions;
- 2 let students read them and then ask your students the questions below;
- 3 let students in pairs discuss their own abilities and make notes of each other;
- 4 ask students to tell the class about each other's abilities.

Sam

I am 20 years old. I am fit and I like sport. I can swim, hike and ride a bike very fast. I also cook very well. But I can't sing and dance.

George

I am 25 years old. I am full of life! I play tennis in summer and ski every winter. I can also dance very well. But I can't draw and cook.

Isabella

I am 16 years old. I am very creative. I love drawing very much. I can also jump very high, sing and dance but I can't climb trees and swim.

Bob

I am six years old. I am very healthy and energetic. I like swimming and diving in the pool or in the sea. I can also climb trees and ride a skateboard but I can't ride a snowboard or ski.

Questions:

- Who can swim or dive?
- Who can dance or sing?
- Who can climb trees?
- Who can ski or skate?
- Who can ride a bike or a skateboard?
- Who can draw?
- Who can cook?
- Who can ride a snowboard?

9 Activity “Gifts From All Around the World”

- 1 prepare pictures of a Mexican hat, a Turkish mat, 2 Dutch clogs, 3 German dogs, a Spanish fan, a Chinese pan, a Japanese house, a French mouse, a Peruvian llama and a pair of pyjamas (number them “Picture 1”, “Picture 2” and so on);
- 2 stick them to the board for the students to see;
- 3 explain the words describing the nationalities (Mexican, Turkish, etc);
- 4 ask the students about any other unknown words;
- 5 give each student the poem shown below to read and then say which pictures match with which words;
- 6 after that show them a map and tell them to find the countries according to the names of the nationalities in the poem;
- 7 read the poem aloud to the students;
- 8 ask the students to read the poem aloud again in turn or in chorus.

*My uncle was a sailor,
He sailed across the sea,
And when his ship came
home at last
He brought these gifts for me:
A Mexican hat,
A Turkish mat,
Two Dutch clogs,*

*Three German dogs,
A Spanish fan,
A Chinese pan,
A Japanese house,
A little French mouse,
A Peruvian llama
And a pair of pyjamas.*

10 Read and Draw

- 1 give each student (or write on the board) the poem below to read;
- 2 after that let students draw the clothes lying on the ground from the poem;
- 3 ask them to compare their pictures with each other (walk around and have a look at them, too);
- 4 read the poem to the students aloud;
- 5 let students read it aloud in turn or in chorus.

*Oh dear!
I came home on a windy day,
To find the washing was
blown away.*

*Dad's shirt and his tie
Sailed up in the sky.*

*My sister's red skirt
Fell into the dirt.*

Three of my socks
Were in an old box.

*And five or six more
Hung over the door.*

*My brother's blue jeans
Ended up in the beans.*

*Mum's old woolly hat
Looked good on the cat.*

*And all in the muddle
In a big muddy puddle*

*Were my shirt and my sweater
Getting wetter and wetter...
...and wetter and wetter!*

WRITING ACTIVITIES

This is the fourth language skill with the help of which we communicate with people in a written (or printed) form. It can be official, like writing essays, letters, documents, etc. On the other hand, we often chat with our family and friends (usually online today) which means this skill can have an unofficial style, too. In English, specifically, writing has its own challenges, especially in spelling. As it was said before, many sounds in English can be transferred in more than one way (e. g., /i:/ - “beat”, “feet”, etc). That is why it is so important to practise writing on a regular basis, using the phoneme method, writing dictations and doing other interesting activities.

1 Spelling Time

- 1 give each student a small text with words that have gaps in them, as in the example below;
- 2 let students fill out the words with the missing letters on their own;
- 3 check the students' work and let them correct their mistakes.

Example:

My f_mily is ver_ big. I h_v_ got three br_thers and t_o sister_.

The_r nam_s are Pete, Jim, Tom, Leila and Sue.

T_m and _im are t_ll and blond.

P_t_ is sho_t and he has got d_rk h_ir.

Le_la and _ue are pre__y - __ey _r_ tall and th_ir h_ir is da_k, too.

In the end, you can ask students to tell each other in pairs or groups about their brothers/sisters/parents.

2 Activity "Your Name"

- 1 pair up the students;
- 2 let each student widely write his/her name in big letters on a sheet of paper;
- 3 let students exchange their sheets;
- 4 let each student write down different adjectives that describe his/her partners with the letters in their names, as below (show the example to your students before they start);
- 5 let them exchange their sheets of paper back and read what their partners have written about them;
- 6 walk around, help them, if needed, and check their work;
- 7 ask a few students to show their sheets to the class.

Example:

I	R	Y	N	A
n	e	o	i	m
t	a	u	c	a
e	l	n	e	z
r		g		i
e				n
s				g
t				
i				
n				
g				

3 Instructions

- 1 show students a few numbered pictures that present instructions, as below;
- 2 name 1-2 of them as an example;
- 3 let students write down the instructions shown in each picture.
- 4 after everyone is finished, let students write the instructions on the board (one student per instruction);
- 5 analyse the possible mistakes with the class and let students correct their writings.



4 Activity “In a Café”

This activity is a mix-up – it helps students to improve their writing as well as speaking skills.

- 1 provide each student with a dialogue without questions, as below;
- 2 let students finish it and then check it with them;
- 3 pair up the students, put a picture of a menu on the board and ask them to act out similar dialogues;
- 4 ask a few pairs to act out their dialogues in front of the class.

●
Dialogue:

Waiter: *Hello! _____?*

Peter: *Yes, I am ready to order.*

Waiter: _____, *sir?*

Peter: *I want the chicken and the salad.*

Waiter: _____?

Peter: *Hm... _____?*

Waiter: *We have fresh water, fruit juice, cola, tea and coffee.*

Peter: *Some fruit juice for me, please.*

Waiter: _____?

Peter: _____ *chocolate ice cream?*

Waiter: *Sure. _____?*

Peter: *Yes, that is all. Thank you.*

●

5 Quiz “Food and Drinks”









This activity encourages pupils to remember and use the vocabulary of food and drinks, to keep the correct word order in sentences in mind and to practise constructions “I like/don’t like”, “He/She likes/doesn’t like” and word combinations “very much”, “quite”, “at all”.

- 1 write down on the board the list shown below;
- 2 let students copy it;
- 3 divide students into groups;
- 4 students should fill out the list with the names of food and drinks that they remember;

- 5 the group that finishes the quiz first with all the correct answers is the winner (all words should be written correctly, the misspelled words do not count).

The List									
✓	Four	kinds	of	vegetables;					
✓	Three	kinds	of	fruit;					
✓	Three	kinds	of	meat;					
✓	Three	kinds	of	dessert;					
✓	Five	kinds	of	drinks.					

- 6 write down a few sentences with the incorrect word order and draw smiling/unsmiling faces next to them, as below:

	1. I bananas much very like	
	2. tomatoes quite He likes	
	3. fish doesn't very much like She	
	4. pork I like don't at all	

- 7 let students put the words in the correct order to form sentences;
 8 put up a few pictures of different food and drinks on the board;
 9 pair up the students;
 10 the students should interview each other about which food and drinks they like/don't like, using the sentences as examples;
 11 each student should tell the class about his/her partner's likes/dislikes.



6 Look and Describe

This activity develops students' ability to describe other people or things in a written form:



- 1) show students a picture of a boy and a picture of a girl;
- 2) let students take a good look at them;
- 3) describe them in a few words orally;
- 4) let students describe the boy and the girl themselves in a written form;
- 5) collect their work to check it later;
- 6) analyse the pictures orally in general.

You can use the pictures in the coursebook or find some on the internet (it may be more interesting for the students to see a boy and a girl drawn in a different 'style' than in the coursebook).



7 Writing a Story

- 1 put the students in a row or in a circle;
- 2 choose and write the title of a story on the board;
- 3 write the first sentence of the story on a sheet of paper;
- 4 let the students see it as an example and then close it;
- 5 give the sheet of paper to the nearest student;
- 6 let him/her write the next 1-2 sentences and then close it (the students must not see each other's sentences);
- 7 let the student pass the sheet to the student sitting next to him/her;
- 8 after all of the students have written 1-2 sentences on the sheet, open it, show and read it to the class;
- 9 analyse any possible mistakes in the story.

You can also tell them to write similar short stories as a home task.

8 Activity "Come to My Birthday Party!"

- 1 pair up the students;
- 2 show them an example of an invitation to a birthday party, as below;

- 3 let students write their own invitations with drawings, then exchange them with their partners;
- 4 show them an example of a positive and of a negative reply;
- 5 let students pick up cards from a jar/box (but not show them to anyone) to see if they can/cannot go to the party;
- 6 let students write their responses to their partners' invitations according to the cards;
- 7 show the students examples of letters that answer the responses;
- 8 let your students take a photo of them;
- 9 tell the students to write their replies as a home task, then show them to their partners for the next lesson.

Invitation:



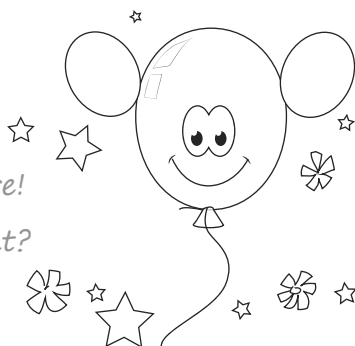
Cards:

- You can go;
- You can't go – you're meeting your doctor on that day;
- You can't go – you're visiting your grandparents on that day;
- You can't go – you're going to London.

Tell your students to write their own dates, time and place of their birthday parties.

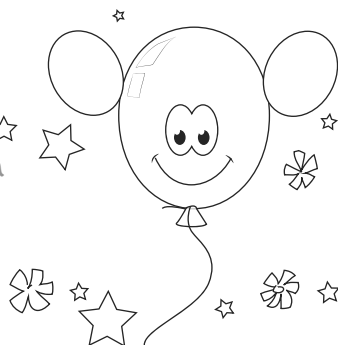
Positive reply:

Dear (your partner's name),
Thank you so much for your
invitation! I will definitely be there!
Tell me what present do you want?
Yours,
(your name)



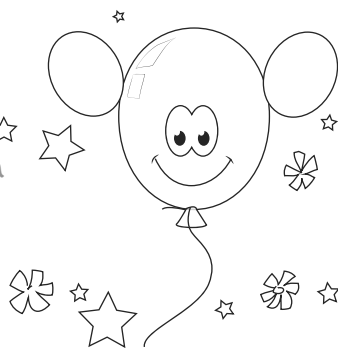
Negative reply:

Dear (your partner's name),
Thank you so much for your
invitation, but I can't come – I am
meeting my doctor on that day.
Can we meet some other time?
Yours,
(your name)



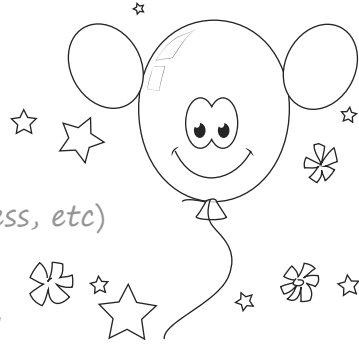
A letter to a positive reply:

Dear (your partner's name),
Thank you so much for your
invitation, but I can't come – I am
meeting my doctor on that day.
Can we meet some other time?
Yours,
(your name)



A letter to a negative reply:

Dear (your partner's name),
 I am very glad that you can come!
 I want to have a/an (name of the
 present, e.g. teddy bear, laptop, dress, etc)
 for my birthday. But I will be
 already happy just to see you there!
 Thanks!
 Yours,
 (your name)



The number of the cards depends on the number of students in your class. However, make sure you make a few cards of each type shown above.

9 Finish the Comic

- 1 provide each student with a 4-stage comic where the gaps are empty, as in the example below;
- 2 ask the students what they think is happening in the comic;
- 3 let the students finish the comic by filling out the empty gaps;
- 4 let students exchange their comics with each other to see what their classmates have written;
- 5 ask a few students to show/read their comics.

You can ask students to draw and write the next two stages as a home task and then show it to the class for the next lesson.





10 Simple letters

This activity helps students to learn the right order of words in a sentence and how a simple letter should be written:

- 1 show your students an example of a simple letter to a pen pal and analyse it;
- 2 hide the example and show a few sentences that are in the incorrect order and have the words in the incorrect order, too;
- 3 let students put the words in the sentences in the correct order;
- 4 after that let students put the sentences in the correct order to form a letter;
- 5 let students write their own letters, using your letter as an example;
- 6 put their letters in a box and mix them up;
- 7 let students take the letters of their classmates and write them back (this part can be given to them as a home task).

Example on the board:

Dear pen pal,
My name is Ben.
I am ten years old and I am from England.
I am a school student.
My hobbies are football and drawing.
I live at 3 Marsh Lane, Oxford.
Write and tell me about yourself!
Best wishes,
Ben

The letter with the incorrect order of words and sentences:

wishes Jane Best
Ben Dear
nine I am old years and from I the USA am
My is Jane name
hobbies My are and dancing singing
I school student too am a
tell Write me yourself and more about
live I Canal Street at 16 New York

The correct letter:

Dear Ben,
My name is Jane.
I am nine years old and I am from the USA.
I am a school student, too.
My hobbies are dancing and singing.
I live at 16 Canal Street, New York.
Write and tell me more about yourself!
Best wishes,
Jane

GRAMMAR ACTIVITIES

One of the most challenging but at the same time interesting spheres of English is its grammar. As you may have noticed, many previous activities presented in this book already train some grammatical structures, like Present Simple and Past Simple, the modal verb 'can', etc.

Being explained and practised well, grammar can become not as complex as many people consider it to be. One of the keys to success is to understand the language's logics. Good explanation and practice of grammar lead to its understanding which, in turn, leads to its successful usage in life.

1 Tests

These are one of the most widely used activities to practise or check students' grammar.

A.

This particular test is made to practise the difference between Present, Past and Future Simple:

- 1 provide each student with the test presented below;
- 2 let the students do the test on their own;
- 3 let the students exchange and compare their answers with the students sitting next to them;
- 4 check the students' answers and analyse their mistakes.

Choose the correct answer.

I. We _____ sports every day.

- a) play b) played c) will play

II. Dave _____ Sue last week.

- a) meet b) met c) will meet

III. They _____ to Brazil two years ago.

- a) go b) went c) will go

IV. Jane and Sam _____ to me tomorrow.

- a) come b) came c) will come

V. She _____ Maths on Mondays.

- a) has b) had c) will have

VI. I _____ you next week.

- a) call b) called c) will call

Answers: I – a); II – b); III – b); IV – c); V – a); VI – c).

B.

This test helps students to practise the difference between Present Simple and Present Continuous:

- 1 let the students put the verbs in the brackets into the correct form (Present Simple or Present Continuous);

2 check and analyse their answers.

- I. I _____ (like) fish and chips.
- II. Meg _____ (watch) TV every evening.
- III. They _____ (play) football right now.
- IV. Bob and Bill _____ (go) to the gym every weekend.
- V. He _____ (wash) his hair at the moment.
- VI. I _____ (do) my homework now.

Answers: I – like; II – watches; III – are playing;
IV – go; V – is washing; VI – am doing.

2 Activity “Your Own Sentences”

- 1 make a few cards with 3 verbs on them;
- 2 pick up one card and write Present, Past and Future Simple sentences with one of the verbs on it as an example for the students;
- 3 let the students write down their own sentences, following your example;
- 4 let students compare their sentences with each other's;
- 5 ask a few students to read their sentences aloud (check and correct them, if needed).

For example:

Card 1 (2-3 copies) –

Dance	Read	Do
-------	------	----

Teacher's sentences –

I dance every evening.

My friends danced yesterday.

We will dance tomorrow.

Card 2 (2-3 copies) –

Play	Sing	Go
------	------	----

Card 3 (2-3 copies) –

Wash	Eat	Meet
------	-----	------

3 Game “What Am I Doing?”

This game helps students to practise Present Continuous in speaking:

- 1 ask students, “What am I doing?” and perform an action in front of the class (for example, jump);
- 2 let students answer, “You’re jumping!”;
- 3 let each student in turn ask “What am I doing?” and perform an action in front of everyone, accordingly (the actions should not be repeated) and the rest of the class should name it, using the Present Continuous form.

4 Using Tables

This activity helps students to learn the plural forms of regular and irregular nouns.

- 1 stick a sheet of paper with a table to the board and a list of nouns under it, as in the example;
- 2 let students put the nouns into the columns of the table according to their plural forms (but do the first one with the students, as an example for them);
- 3 check their answers;
- 4 ask students to name other nouns and put them into the appropriate columns.

-s	-es	-ies	irregular

List:

Student, man, lady, fox, foot, friend, city, shirt, tomato, mouse, bus, story.

5 Using Pictures

A.

This activity helps students to learn articles ‘a’ and ‘an’.

- 1 show students some pictures of objects on the board, such as below (under the pictures there should be lines for writing);
- 2 fill out the lines under the first two pictures as an example;
- 3 let students fill out the rest.

You can let students fill out the lines by coming to the board in turn or let them do the activity on their own and then check.

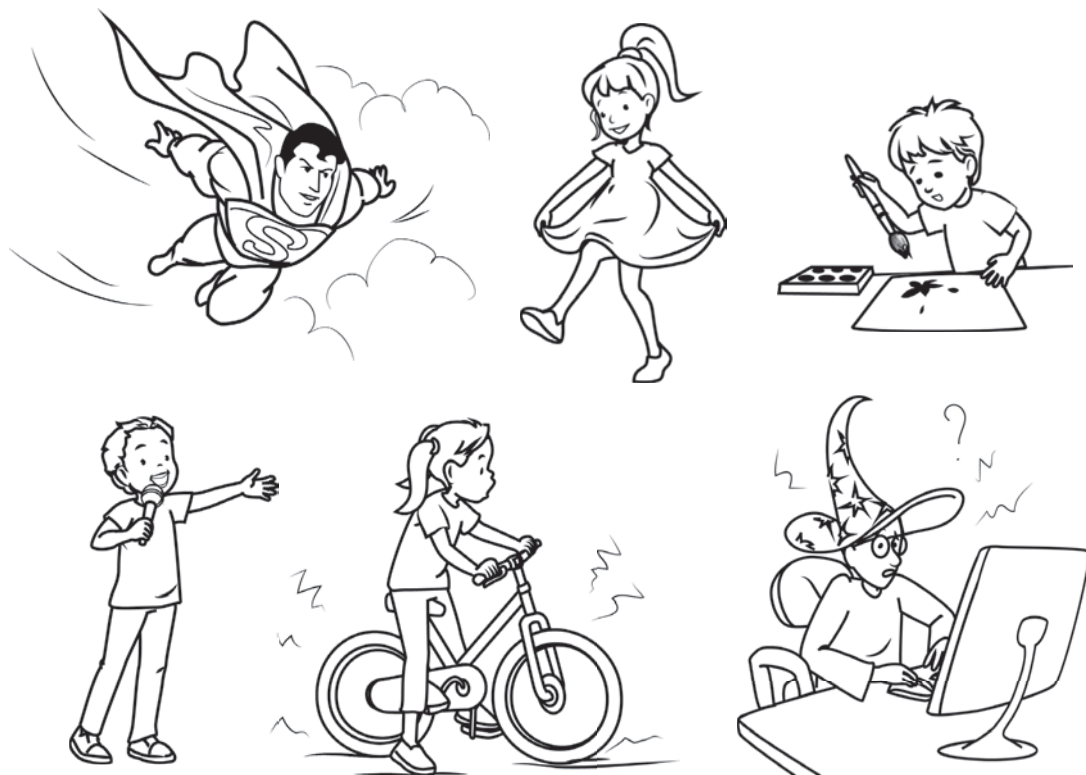


(idea taken from Evans, 2002)

B.

This activity trains the use of modal verbs 'can' and 'can't':

- 1 show students some pictures of people in action on the board, such as below;
- 2 give each student a sheet of paper with names of people and their actions, as in the example below;
- 3 match the first person to their action and then make a can/can't sentence as an example for the students;
- 4 let students do the rest of the activity on their own;
- 5 check their answers;
- 6 ask students what they can or can't do.



1. A superman

2. Ben

3. Sarah

4. Tom

5. Lilly

6. A magician

CAN

CAN'T

ride a bike

use a computer

draw

fly

dance

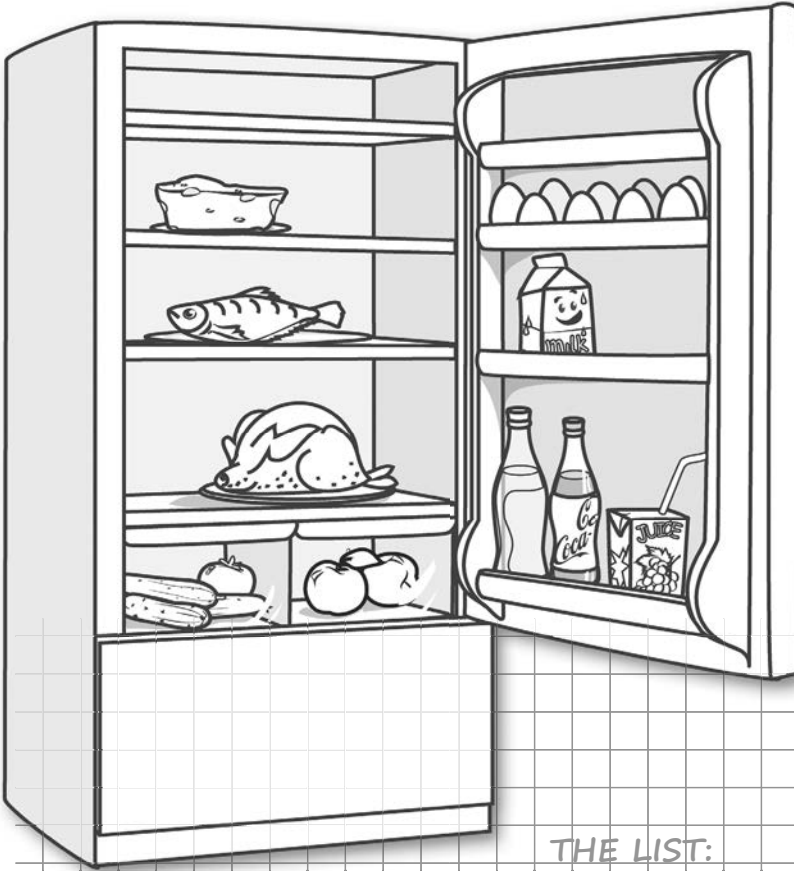
sing

Teacher: "A superman can fly."

C.

This activity trains the use of 'some' and 'any' as well as constructions 'there is/are'.

- 1 show the students a picture of an opened fridge;
- 2 write down a list of different products;
- 3 ask students what there is in the fridge;
- 4 let students in turn say what there is and isn't, using the names of the products on the list.



THE LIST:

- | | | |
|-------------|------------|---------------------|
| ✓ Eggs | ✓ Chicken | ✓ A bottle of water |
| ✓ Milk | ✓ Fish | ✓ Oranges |
| ✓ Cheese | ✓ Tomatoes | ✓ Juice |
| ✓ Cucumbers | ✓ Apples | ✓ Cola |

6 Finish the Story

- 1 put the students in pairs;
- 2 give each pair the story with the picture presented below;
- 3 let students fill out the story with the missing prepositions of time and place from the box;

- 4 check their answers;
- 5 let each pair write the last 3-5 sentences to finish up the story;
- 6 let the pairs exchange and compare their stories with each other's;
- 7 ask 2-3 pairs to read their stories aloud.

under, in (2), inside, on, at (2), to

Sally and Bill are ____ the park. They are walking ____ a tall tree. There are some birds ____ it. They are looking ____ them. Sally becomes thirsty and Bill - hungry. They go ____ a café. ____ it, there are a lot of tables with flowers ____ them. But there is only one waiter ____ the bar.

Answers: in, under, in, at, to, Inside, on, at.

Explain to children (or show a picture) that a bar in this case is a long table with drinks and a menu.

7 Guess the Question

This activity is made to train wh-questions:

- 1 put the students into two teams;
- 2 give each team cards with answers in a box;
- 3 let each student from the team pick up a card but not show it to anyone;
- 4 the students in that same team ask their mate some wh-questions until they ask the one which fits the answer on the card;
- 5 two teams do the activity at the same time while you walk around and note their questions;
- 6 the teams which successfully finishes the task first is the winner.

Cards:

A house.

An orange.

At nine o'clock.

Tomorrow.

Because I like it.

At home.

It is my brother.

Because it is nice.

It is my sister.

In Paris.

Possible questions:

- What is it? / What's this?
- When?
- Why?
- Where?
- Who is it? / Who's this?

8 Game "Higher or Lower?"

This game helps students to remind numbers and practise comparatives. You will need three dice, a shaker and a scoreboard for each group in this activity:

- 1 demonstrate the game to all students;
- 2 put the students into groups of 4-6;
- 3 student 1 rolls the three dice and adds up the points, saying, for instance, "I have 14." He/she then passes the dice and the shaker to student 2;
- 4 student 2 guesses whether he/she will roll a lower or a higher number, saying, "Lower!" or "Higher!" and rolling the dice;
- 5 if student's 2 guess is correct, he/she says, for example, "I have 13! 13 is lower than 14!" and gets a point on the scoreboard. If his/her guess is incorrect, another student can say, "You have 17! 17 is higher than 14!" and scores a point;
- 6 all students take turns to guess whether he/she will get a lower/higher number than the previously rolled one;
- 7 after a prearranged number of rounds, add the points up and the student with the most wins the game.

(suggested by Lewis and Bedson, 2018)

9 Game "Animals"

This activity helps students to practise describing other objects as well as to learn the degrees of comparison:

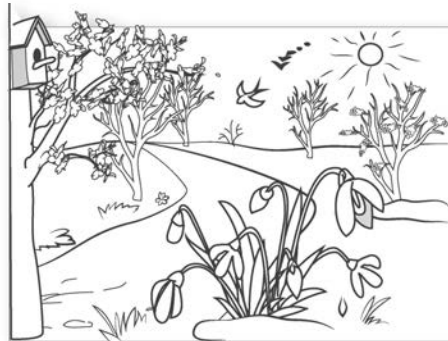
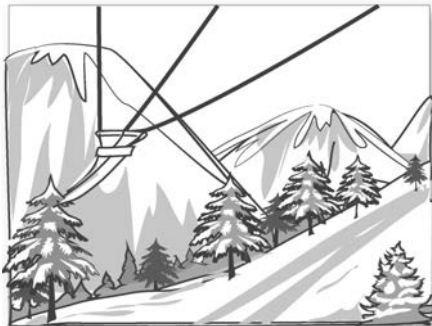
- 1 divide the students into groups;
- 2 provide each group with three pictures of the same animal but with a different appearance, as in the example below;
- 3 let the students compare the animals in the pictures by saying, for instance, "This dog is brown. It is bigger than that one" (do the first three pictures with the whole class to set an example for them);
- 4 walk around the class and listen to the students;
- 5 in the end, ask students which animal they like the most and why.



10 Activity “The Weather”

This task helps students to learn impersonal sentences and practise using ‘can/can’t’:

- 1 show students some pictures of different kinds of weather in different places, as in the example below;
- 2 ask the students to name the weather in the first picture (“It is sunny and hot”);
- 3 ask them what they can and can’t do in such weather (e.g., “We can go for a walk, lie in the sun, swim, dive, etc);
- 4 let the students do the rest of the activity on their own and write down their answers;
- 5 check the students’ answers and write them on the board under or next to each picture (the kind of weather and possible activities).



VOCABULARY ACTIVITIES

No language can exist without its words. However, teaching and learning them often turn out to be a real challenge. Explaining and remembering new lexis is not always easy and simple, respectively. Frequently, a great number of teachers consider translation as the best way to do it, forgetting about the harm which it can bring. There are many other effective ways to teach vocabulary using games, gestures, mimics, pictures. This part of the Appendix suggests many interesting vocabulary activities with the help of which you can forget about translation and create a great natural English environment right in your classroom.

1 Activity “Hungry Monster Worksheet”

- 1 ask the students to draw a hungry monster with a big tummy, as in the example below;
- 2 give them a sheet of paper with some pictures of different food items;
- 3 let the students choose only the healthy types of food, cut them out and ‘feed’ their monsters, by sticking food items to their stomachs;
- 4 ask the students what healthy food items they have chosen.

Before starting the activity, you can ask them to name all of the food items shown on the sheet and students can also compare their monsters with each other’s in the end.



(suggested by Esteves, 2016)

2 Activity “Animal Zoo/Farm”

- 1 prepare a big map of a zoo or a farm without animals on it, as in the example below;
- 2 give each student a card and tell them to draw one zoo/farm animal;
- 3 let the students present their cards and say what their animals eat;
- 4 let the students stick their animals to appropriate parts of the zoo/farm so that they would not eat each other.

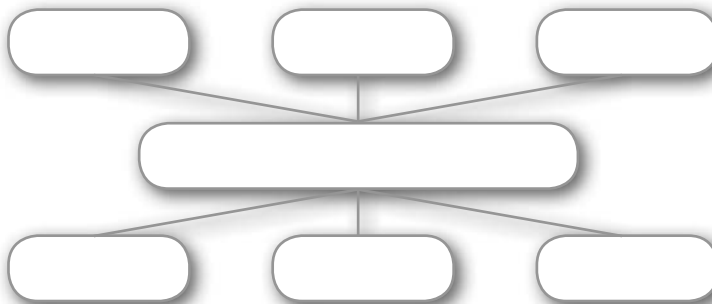
(idea taken from Esteves, 2016)

3 Game “What Is It?”

- 1 prepare a few recordings of different animals making sounds;
- 2 switch on the recordings one by one, asking students, “What do you hear?” and let them guess the animal who is making the sound;
- 3 the first student who has guessed correctly stands in front of the class, says what that animal looks like and mimes it.

4 Making Vocabulary Maps

- 1 put the students into pairs;
- 2 give each pair a diagram shown below and in the middle of which there is the name of the topic (‘Food’, ‘Toys’, ‘Free Time’, ‘Sports’, etc);
- 3 let students fill out the gaps with any words related to that topic;
- 4 let each pair present its diagram to the whole class (or exchange and compare their diagrams with each other’s, if there are too many pairs in the class).



5 Game “Guess the Word”

- 1 choose a topic;
- 2 make cards with words related to that topic and put them in a jar;
- 3 let each student in turn pick out one card from the jar but not show it to anyone;
- 4 let him/her gesture, mimic or make some sounds to describe the word on his/her card, without saying anything;
- 5 let all other students guess what the word is.

6 Activity “Odd Words Out”

- 1 give each student a sheet of paper with a few lists of words, as shown below;
- 2 let each student cross out the word from each list which is different and write the topic of the words opposite the list;
- 3 check their work;
- 4 ask the students to name any other words on the topic of each list.

I. *Dog, crocodile, computer, pig.* –

II. *Swimming, skiing, football, table.* –

III. *Flower, reading, drawing, playing games.* –

IV. *Jumper, meat, banana, cake.* –

Answers:

I. *Dog, crocodile, ~~computer~~, pig.* – “Animals”

II. *Swimming, skiing, football, ~~table~~.* – “Sports”

III. *~~Flower~~, reading, drawing, playing games.* – “Hobbies”

IV. *~~Jumper~~, meat, banana, cake.* – “Food”

7 Game “Got It!”

- 1 choose a vocabulary topic (food, animals, furniture, etc);
- 2 divide the students into groups, sitting round a table;
- 3 give each group cards with words on the chosen topic;
- 4 let the students in each group put the cards face up on the table so that all members in the group could see the words;

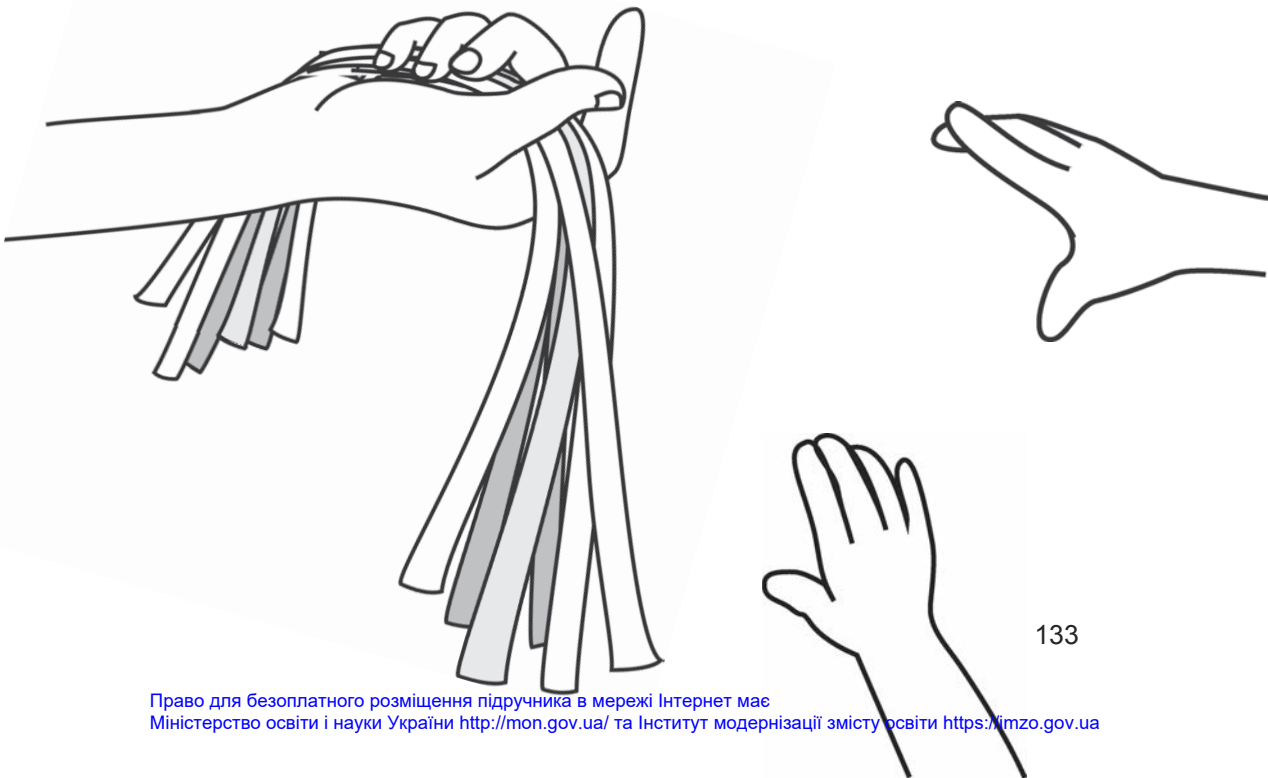
- 5 read each word aloud and let the students in each group pick up and show the card with that word;
- 6 the student who shows the appropriate card before his/her other group mates, shouts, "Got it!" and holds the card;
- 7 the student in each group who has most cards in the end wins.

(suggested by Harmer, 2015)

8 Game "Aliens"

- 1 hold a bunch of ribbons in one hand, as in the picture shown below;
- 2 let each student take one end of one ribbon;
- 3 let the ribbons go – the students holding one and the same ribbon are a pair;
- 4 let students in each pair sit back to back to each other;
- 5 give each student a picture of an alien but tell them not to show it to his/her partner;
- 6 let each student in turn tell their partner about the appearance of his/her alien and his/her partner should draw it;
- 7 walk around and observe the students;
- 8 in the end, let the students sit face to face to each other and compare their drawings with the pictures;
- 9 let a few students show their pictures to the class.

(suggested by Bozon, 2011)



9 Game “What’s in the Classroom?”

- 1 choose one object in the classroom and describe it;
- 2 let the students guess what the name of the object you are describing is;
- 3 ask the students to continue the game one by one but do not let the objects repeat.

10 Activity “Shopping”

- 1 put the students in a circle;
- 2 begin this activity by saying, “I went shopping yesterday and I bought a hat” and show an imaginary hat by circling your hands over your head;
- 3 let the student standing next to you repeat the phrase and add another object on the topic about clothes, shoes and accessories;
- 4 the activity continues until all of the students have repeated the phrase with their classmates’ additions and added their own words (if you have run out of words about clothes, shoes and accessories, choose any other objects you would like).

The vocabulary used in this activity can also be on other topics like food, pets, toys and so on.

ONE MORE POINT

Since our world is full of technology today, you may use various websites, like *Wizer Me* (**app.wizer.me**) or *Twinkl* (**twinkl.co.uk**) where you can yourself create different interactive worksheets and games for your students to practise different language aspects, including vocabulary and grammar.

SUMMARY

In general, remember: third- and fourth-form students are children. This means that they are active and full of life, but at the same time they get bored rather quickly. That is why your job as a primary English teacher is to make lessons useful as well as entertaining. Use a big variety of tasks and activities to train various language aspects, create a natural and positive English environment in your class and also keep in mind the fact that the most suitable way for primary students to learn English is the GAME.

ELT SITES AND BLOGS

1 British Council

Teaching English: <http://www.teachingenglish.org.uk>. This is a fantastic free site filled with ideas and free resources that you can take into class. It has lesson plans, school-subject-related suggestions, free webinars, ideas for teacher development and a wealth of tools that will help you put a smile on the children's faces.

Learn English Kids: <http://learnenglishkids.britishcouncil.org/en/>. This is a fantastic site for children and their parents. It has free online games, songs, stories and activities that children can do while learning English.

2 YLTSIG (IATEFL's Young Learner Teachers' Special Interest Group)

IATEFL has various special interest groups and this is the one to join if you're teaching young learners. This site, which you can find at <http://yltsig.net>, will help you find out about important international events, publications and resources related to young learners.

3 Magazines for children

Both National Geographic and Time Magazine are known around the world for their quality. Both of their sites have sections that have been adapted for children. They contain engaging articles and videos to help develop children's literacy skills and general knowledge.

National Geographic for Kids: <http://kids.nationalgeographic.com> (a site with fun facts, videos, photos, quizzes and lots more).

Time Magazine for Kids: <http://www.timeforkids.com> (this site also has a classroom app and various printables).

4 Resources

The following sites will help you find plenty of ready-made resources to take into your classroom:

Worksheets and resources:

<http://www.twinkl.co.uk>, <http://www.enchantedlearning.com>,
<http://www.esl-galaxy.com/Kids.htm>, <http://www.eslkidstuff.com>,
<http://www.vanda51pro.com/>, <http://www.onestopenglish.com>

Arts and crafts:

<http://www.dltk-kids.com>

Answering children's 'Why?' questions:

<http://www.howstuffworks.com>

5 Publishers' sites

You can find all sorts of ideas and free materials on the various publishers' sites, along with information about teacher development initiatives that they are holding.

- Oxford University Press's teachers' club: <https://elt.oup.com/teachersclub>
- Cambridge English Teacher: <http://www.cambridgeenglish.org>
- Macmillan Teaching Resources & Teachers' Corner: <http://www.macmillanenglish.com/resources/>
- Pearson's Teacher Resources: <http://www.pearson.rs/teacher-s-resources.html>
- Scholastic: <http://www.scholastic.com/teachers/>
- Express Publishing: <http://www.teachers-corner.co.uk>

6 Carol Read's blog: <https://carolread.wordpress.com>

Carol Read is a former IATEFL president and a renowned specialist on young learners. Her blog is an invaluable resource for any teacher of young learners, with lots of ideas, tips and resources that you can use.

7 Kylie Malinowska's blog: <https://klokanomil.wordpress.com>

This blog shares ideas to use when teaching very young learners and young learners, as well as a summary of online teacher training workshops that Kylie gives.

Some Other Useful Websites

- 1** UsingEnglish.com
- 2** Twinkl.co.uk
- 3** Everythingsl.net
- 4** Englishmedialab.com
- 5** Englishinteractive.net
- 6** Educationworld.com

You can find many interesting activities and games there that are aimed at practising the four language skills – listening, speaking, reading and writing.

There is also a big number of exercises and tests in grammar and vocabulary but that is not all – some of these websites contain lesson plans and ideas on how to develop your teaching.

USEFUL TEACHING PLATFORMS

Another tool which you can use in order to modernise and make your lessons more interesting, especially if some of them are online, are various teaching platforms. Unlike ordinary English-teaching websites, these do not only provide educators with some interactive materials, but can also be seen as certain programmes with the help of which educators can create their own interactive worksheets.

- 1 ESL Lab – where you can find a huge number of listening and speaking activities for your pupils at different levels.
- 2 Pizzaz – used for creative writing and has many storytelling ideas.
- 3 Primary Pad – helpful in collaborative writing.
- 4 English with Jo – this one produces questions on a variety of topics but it also includes important vocabulary, idioms and expressions for each conversation topic. There is also an audio component if you prefer to offer it for independent study.
- 5 Read, Write, Think – here you can find materials and tasks on teaching reading and writing. The activities presented on this platform are also aimed at developing your students' skills to analyse information as well as their critical thinking.
- 6 World Lists – this one is aimed at enriching the vocabulary as well as at practising pronouncing a specific sound. There are lists of words and even texts containing that sound. This platform especially comes in hand when you have identified a specific pronunciation difficulty, such as the TH sound, for example.
- 7 Dictionary.com – unlike an ordinary online-dictionary, this website-platform does not only provide teachers and students with definitions and pronunciation of different words, but also gives many examples of texts, idioms and expressions where those words are used. Even more – there is a huge number of word games, quizzes and crosswords aimed to practise the target vocabulary.
- 8 Perfect English Grammar - this one contains clear explanations on many grammar topics along with a lot of examples. In addition, most of the grammar points also have self-correcting exercises so that students can practise and the teacher does not have any extra marking to do. As a bonus, the website offers infographics on many grammar points to help visual learners understand the concepts more easily.
- 9 Wizer Me – a brilliant website-platform where you can create your own interactive worksheets, whether you are introducing a new topic or practising the current one.

21st CENTURY SKILLS

The Partnership for 21st Century Skills (a US educational organisation, <https://www.battelleforkids.org/networks/p21#SkillsMaps>) outlined skills that are essential to incorporate into the curriculum for students to prepare them for life in this century.

Learning and Innovation Skills	Critical thinking and problem-solving
	Communication and collaboration
	Creativity and innovation
Digital Literacy Skills	Information literacy
	Media literacy
	Information and communications technology (ICT) literacy
Career and Life Skills	Flexibility and adaptability
	Initiative and self-direction
	Social and cross-cultural interaction
	Productivity and accountability
	Leadership and responsibility

In Assessment and Teaching of 21st Century Skills, Binkley et al. (2012) also outlined the high-priority twenty-first century skills, conceptualised in a different way.

Ways of Thinking

- 1 Creativity and innovation
- 2 Critical thinking, problem-solving, decision-making
- 3 Learning to learn, metacognition

Ways of Working

- 4 Communication
- 5 Collaboration (teamwork)

Tools for Working

- 6 Information literacy
- 7 ICT literacy

Living in the World

- 8 Citizenship — local and global
- 9 Life and career
- 10 Personal and social responsibility — including cultural awareness and competence

Level A1: Skills and Descriptors

(Очікувані результати навчально-пізнавальної діяльності учнів відповідно до Загальноєвропейських Рекомендацій з мовної освіти)

Комунікативні види мовленнєвої діяльності	Комунікативні уміння	Рівень та дескриптори володіння іноземною мовою на кінець 4-го класу
		A1
Рецептивні	Сприймання на слух	В цілому
		Розуміє повільне та чітке мовлення з довгими паузами задля полегшення усвідомлення змісту почутого.
		Розуміє конкретну інформацію (наприклад, про місце або час) у знайомому повсякденному контексті, якщо мовлення повільне та чітке.
		Розуміння розмови між іншими людьми
		Розуміє деякі слова та вирази, коли люди говорять про себе, родину, школу, хобі або оточення, якщо мовлення повільне й чітке.
		Розуміє слова та короткі речення, слухаючи просту розмову (наприклад, між покупцем і продавцем у магазині), якщо мовлення повільне й дуже чітке.
		Слухання наживо
		Розуміє в загальних рисах дуже просту інформацію, яка пояснюється у передбачуваній ситуації (наприклад, на екскурсії), якщо мовлення дуже повільне й чітке з тривалими паузами час від часу.
Рецептивні	Зорове сприймання	Слухання оголошень та інструкцій
		Розуміє інструкції, які даються ретельно й повільно, виконує короткі, прості вказівки.
		Розуміє, коли хтось повільно й чітко розповідає, де знаходиться предмет, якщо той перебуває в безпосередньому оточенні.
		Розуміє числа, ціни та час, якщо вони повільно й чітко оголошуються через гучномовець (наприклад, на вокзалі або в магазині).
		Слухання радіо та аудіозаписів
		Виокремлює конкретну інформацію (наприклад, місце та час) з коротких аудіо- та відеозаписів на знайому повсякденну тематику, якщо мовлення повільне та чітке.
		Аудіовізуальне сприймання (телепрограми, фільми, відеозаписи)
		Дескриптори відсутні.
Рецептивні	Зорове сприймання	В цілому
		Розуміє дуже короткі, прості тексти, читаючи їх пофразово, впізнаючи знайомі імена, слова та основні фрази, перераховуючи за потреби.
		Читання кореспонденції
		Розуміє короткі прості повідомлення на листівках.
		Розуміє короткі, прості повідомлення (наприклад, розміщені в соцмережах або отримані на електронну скриньку) з пропозицією зустрітися в певному місці в певний час.
		Читання для орієнтування
		Впізнає знайомі імена, слова і базові фрази з простих оголошень у найпоширеніших повсякденних ситуаціях.
		Розуміє інформацію в путівниках по торгових центрах (наприклад, інформацію про розташування відділів) та вказівниках (наприклад, місцезнаходження ліфтів).
		Розуміє базову інформацію у готелі (наприклад, години подачі сніданку).
		Знаходить і розуміє просту важливу інформацію в рекламі, програмах заходів, листівках та брошурах.

Рецептивні	Зорове сприймання	Читання для отримання інформації та аргументування	Розуміє основний зміст простих інформаційних матеріалів, особливо за наявності ілюстрацій. Розуміє короткі тексти зі сфери особистих інтересів (наприклад, новини про спорт, музику, подорожі тощо), написані простими словами з ілюстраціями чи малюнками.
		Читання інструкцій	Розуміє короткий письмовий опис маршруту (як дістатися з пункту А до пункту Б).
		Читання для задоволення	Розуміє короткі ілюстровані розповіді про повсякденне життя, написані простими словами.
			Розуміє в загальних рисах короткі ілюстровані оповідання, якщо зображення допомагають здогадатися про зміст тексту.
Інтеракційні	Усна взаємодія	В цілому	Взаємодіє у простий спосіб, але комунікація повністю залежить від повторення в уповільненому темпі, перефразування та доповнення. Ставить і відповідає на прості запитання, ініціює і вербально реагує на прості твердження, які стосуються нагальних потреб і дуже знайомих тем.
		Розуміння співрозмовника	Розуміє повсякденні вирази, що використовуються для задоволення простих конкретних потреб, якщо співрозмовник доброзичливо звертається безпосередньо до нього/неї, за необхідності повторює сказане, а мовлення чітке й повільне. Розуміє ретельно й повільно артикульовані запитання та інструкції, звернені безпосередньо до нього/неї, дотримується простих вказівок.
		Бесіда	Розуміє повсякденні вирази, вживані для задоволення простих потреб певного типу, якщо співрозмовник доброзичливо звертається безпосередньо до нього/неї, за необхідності повторює сказане, а мовлення чітке й повільне. Бере участь у простій розмові фактологічного характеру на передбачувану тему (наприклад, рідна країна, родина, школа тощо). Представляється та використовує прості вирази для привітання і прощання. Питає, як справи, й вербально реагує на новини.
		Неофіційна дискусія (з друзями)	Спілкується про уподобання у спорті, їжі тощо, використовуючи обмежений діапазон мовних засобів, якщо співрозмовник звертається безпосередньо до нього/неї, а мовлення чітке та повільне.
		Цілеспрямована співпраця	Розуміє запитання та інструкції, якщо співрозмовник звертається безпосередньо до нього/неї, а мовлення чітке та повільне. Виконує прості інструкції, що включають час, місце, числа тощо.
		Отримання товарів та послуг	Просить дати певний предмет (наприклад, ручку, яблуко) та реагує на подібне прохання співрозмовника. Просить про послугу, використовуючи прості вирази (наприклад, дати пити, відчинити вікно). Оперує категоріями чисел, кількості, вартості, часу.
		Обмін інформацією	Ставить та відповідає на прості запитання, продукує та вербально реагує на прості твердження, що стосуються нагальних потреб чи дуже знайомих тем. Ставить та відповідає на запитання про себе та інших людей (наприклад, місце проживання, знайомі). Визначає час, використовуючи такі фрази, як наступного тижня, минулої п'ятниці, у листопаді, третя година. Повідомляє числа, кількість та вартість у обмежений спосіб. Називає колір одягу або інших знайомих предметів, а також запитує про їхній колір.

Інтеракційні	Письменна взаємодія	В цілому	Запитує та надає особисту інформацію у письмовій формі.
		Листування	Пише за допомогою словника повідомлення й онлайн-дописи, що складаються з низки дуже коротких речень про хобі, уподобання, вживаючи прості слова та формульні вирази.
			Пише короткі прості листівки.
			Пише короткі прості повідомлення друзям (наприклад, СМС), надаючи їм інформацію або запитуючи про щось.
	Онлайн	Записки, повідомлення, бланки	Пише числа та дати, своє ім'я, національність, адресу, вік, дату народження або прибуття до країни тощо (наприклад, у реєстраційному бланку готелю).
			Залишає прості повідомлення/записки, наприклад, про те, куди пішли та коли повернуться (Пішов у магазин. Повернусь о 5 годині.).
		В цілому	Пише дуже прості повідомлення та онлайн-дописи, які складаються з низки коротких речень. Здійснює прості онлайн-покупки та робить заявки під наглядом дорослих.
			Пише за допомогою онлайн-перекладача дуже прості повідомлення та онлайн-дописи, які складаються з низки дуже коротких речень про хобі, уподобання тощо.
Продуктивні	Усне продукування	В цілому	Використовує прості слова, смайлики та формульні вирази, стисло реагуючи на прості онлайн-дописи, вбудовані посилання та медіаоб'єкти, але на подальші коментарі відповідає лише стандартними виразами подяки чи вибачення.
			Цілеспрямована онлайн-співпраця
		Оформлює під наглядом дорослих прості онлайн-покупки та заявки, надаючи базову інформацію про себе (ім'я, e-mail адреса чи номер телефону).	
		В цілому	Будує прості, здебільшого відокремлені фрази про людей і місця.
			Тривалий монолог: опис власного досвіду
	Письменна взаємодія	Тривалий монолог: опис власного досвіду	Описує себе, те, що робить, місце, де живе.
			Описує прості аспекти свого повсякденного життя за допомогою низки простих речень, використовуючи прості слова та фрази, якщо має змогу заздалегідь підготуватися.
		Тривалий монолог: надання інформації	Описує за допомогою простих слів, виразів та кліше предмет чи малюнок, показуючи його іншим, якщо має змогу заздалегідь підготуватися.
			Тривалий монолог: обґрунтування власної думки
		Виступ перед аудиторією	Дескриптори відсутні.
			Дескриптори відсутні.
	Письменна взаємодія	В цілому	Надає у письмовому вигляді інформацію про себе (наприклад, уподобання, родина, домашні улюбленці), використовуючи прості слова та вирази.
			Пише прості фрази та речення.
		Творче письмо	Пише прості фрази та речення про себе та уявних людей, про те, де вони живуть і що роблять.
			Описує кімнату дуже простими словами.

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**Нова українська школа:
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