

Didattica della lingua inglese 1

Lesson 9

Selecting materials for teaching English Storytelling

About lesson 7

- In today's lesson we are going to...
 - Select teaching materials
 - Assess the difficulty level of materials
 - Assess the age-appropriateness of materials
- We are also going to focus on storytelling activities
 - Activities to do during storytelling
 - Activities to do after storytelling

Part 1

TEACHING MATERIALS: selection and pre-evaluation

Things to think about

- When you select materials, you have to think about all of these things
 - What do your pupils already know?
 - What do they have to learn?
 - How old are they?
 - What things do they find interesting?
 - What things do they find boring?
 - Are they good value for money?
 - How flexible are they, e.g. can you use them for different purposes, or with different levels?
 - Can you photocopy from them without getting into trouble?
 - Are they likely to date quickly?
 - Do they have audio/video/CDROM supplements?

What do they know?

- When you start teaching foreign languages, it is very difficult to judge what is too difficult and what is too easy.
 - Connect what you want to teach with what your pupils already know about the world
 - Always keep their age and interests in mind
 - Don't try to teach everything at once. Try to identify what is **core** and what is **supplementary** and scaffold the learning
 - e.g. teach 1-10, then 11-20, then 21-100;
 - teach basic colours, then specific colours;
 - teach **my**, then **his/hers**, then **ours/theirs**
 - Remember that there is a difference between reception and production
 - You will always introduce, then revise, before your pupils will be able to produce correct forms
 - Trust the coursebooks published by the major EFL publishers, especially Oxford University Press, Cambridge University Press, Heinle

What do they need to learn?

- This refers to the syllabus that you have to teach.
 - Your materials should include everything you need, plus one or two "extras"
- The syllabus may be presented as a list, but your pupils must be able to **combine** the elements of the list, so
 - avoid coursebooks which focus on only one language aspect at a time and don't recycle vocabulary
 - try to include as many communicative and functional tasks as you can, because these are language in action
- Knowing a language means being able to **use** it.
 - Avoid materials which focus on text-based activities.
 - Look for creative and physical activities which make learning more memorable and relevant.
 - Look for materials which incorporate stories and story-related tasks

How old are they?

- Children's age relates to two (related) things: cognitive ability and interest
 - As children grow up, they become less self-centred and more interested in the world around them
 - As they become interested in the world and other people, they learn new facts, new abilities and new social skills
- When you select materials, think carefully about how suitable they are for your pupils.
 - Are they too baby-ish?
 - Are they too grown-up?
 - Are they interesting and relevant to their lives?
 - And also think about yourself: boring materials = bored teacher

Value for money

- Last but not least, think about cost.
 - There are a lot of free materials on the internet, but usually free ≠ better
 - Expensive materials are usually photocopiable and aimed at libraries, not individual teachers
 - Most English language coursebooks and materials are inexpensive, because EFL is a lucrative world market
- Good value materials include
 - Comprehensive teachers' notes
 - An audio CD, or a CD-ROM
 - Supporting website (resources for teachers and pupils)
 - A variety of text and image-based resources, which you can use in different ways

What's inside?

- First, look at the Table of Contents (ToC)
 - How does it compare to your syllabus?
 - Are all the essential things listed?
 - Is there anything NOT listed which you need?
 - What is listed in the ToC but not in your syllabus?
- Look at the progression from one unit to the next one
 - Is there continuity?
 - Do later units build on the earlier ones?
 - Do they recycle vocabulary and structures?
 - Do they return to language points at different stages in the book?

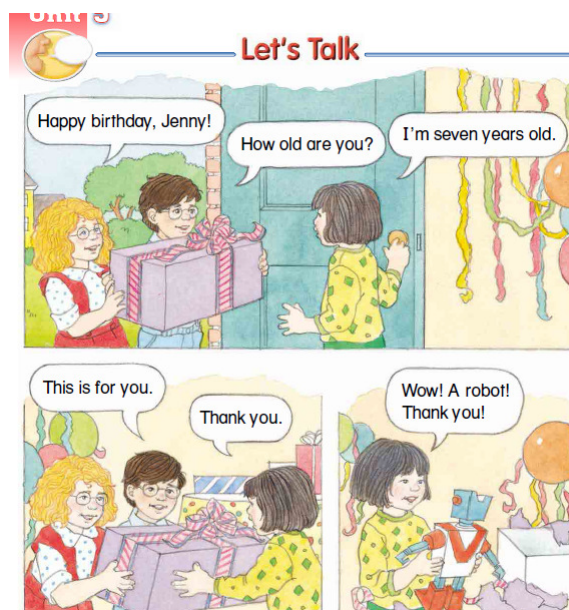


Unit	Title	Grammar	Vocabulary	Page
	Meeting our friends			4
1	On Holiday	present simple of TO BE - affirmative, negative and question	countries, a postcard	6
2	An Invitation	has / have got - affirmative, negative and question	in a restaurant, snow	10
3	Welcome to our farmhouse.	possessive adjectives possessive form ('s)	rooms, furniture	14
4	Eleven Fingers	plurals How many ...? prepositions of place	numbers 11-100, in the country, people	18
5	Naughty Dogs	possessive pronouns too + adjective	shops, at the cinema	22
	Revision 1 (Units 1-5)			26
6	Ant Town	present simple affirmative, negative and question	verbs, adverbs of frequency	28

Unit	Key language	Key vocabulary
1 Hi! page 2 	Hi, I'm ... , Goodbye, What's your name? How old are you? What color's (the crayon)? It's (red), numbers 1–10 Making friends	red, yellow, pink, green, orange, purple, blue, monster, rainbow, and, dark, light, staring, spying, Sid snake
2 My school page 10	Is this a (pen)? Yes / No, Who's that? Who's he/she? How old are you? How old is he/she? He/She is (7). How are you? I'm fine, thank you.	table, book, chair, eraser, pen, pencil, your, puppet, monkey, mouse, bookcase, pencil case, hooks, recycling bin, Michael monkey
3 Favorite toys page 16	What's your favorite toy? My favorite toy is ... , in, on, under, next to, Where's your ... ? Is your (bag) under your (chair)? Two and two is four. Keeping the classroom clean	car, ball, doll, computer, bike, train, black, brown, white, gray, turtle, two, toys, bookcase, pencil case, hook, recycling bin, Tommy turtle
4 My family page 24	Who's that? We're (young).	family, mother, father, brother, sister, grandmother, grandfather, box, old, young, ugly, beautiful, happy, sad, Bertie bat
 Review Units 1–4 Our world page 30		

First impressions

- Open the book and look at a few pages.
 - Are there clear instructions?
 - Do you like the visuals?
 - Are there different kinds of exercises?
 - Are there songs?
 - How does it fit the PPP model? Is there enough written/spoken production, or is it all reception-only?
 - Presentation = text/cartoon/pictures at the start
 - Practice = grammar point/ vocabulary learning
 - Production = more complex exercises; speaking



2 Happy birthday!

Lesson 3

A Read.

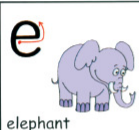
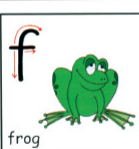
birthday cake party present teddy bear happy

Happy birthday!

Tina: Happy birthday, Jamie.
 Jamie: Thanks.
 Tina: Here you are.
 Jamie: Wow! A big present! Is it a teddy bear?
 Tina: No, it isn't.
 Jamie: It's a robot. Cool! Thank you.
 Tina: You're welcome. It's a great party. Are you happy?
 Jamie: Yes, I am.
 Tina: Wow! A big birthday cake.
 Jamie: Yes and it's yummy!

A second look

- Age and ability
 - Is the content interesting to pupils of 5-6 / 7-8 / 9-10?
 - Is it relevant to their lives or to their interests?
 - Is it relevant to other areas of the school curriculum?
 - Is the approach right for your age-group?
 - Are the images appropriate?
 - Are the topics and vocabulary suitable?
 - How stereotyped are the characters in the book?
 - How are different genders, races & ages represented?

 dog	ddd d
 elephant	eee e
 frog	f

Write.

ant _rog _ow lephant

ear _og



Practice.

What is it?



It's a yo-yo.



1. a yo-yo



2. a kite



3. a car



4. a ball



5. a doll



6. a puzzle



7. a robot



8. a jump rope



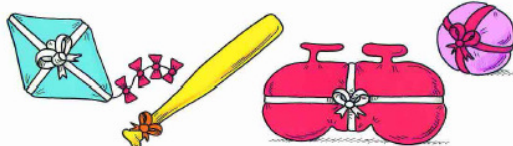
9. a bat



10. a bicycle

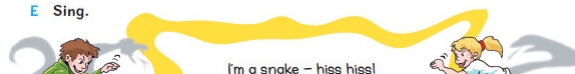
Guess.

What is it?

**C Look and learn.**

These teddy bears are brown.

Those teddy bears are white.

These are meerkats.
Those are spiders.**D Circle.**1. These / Those lizards are small.3. These / Those insects are ants.2. These / Those igloos aren't big.4. These / Those mountains are fantastic!**E Sing.**

I'm a snake - hiss hiss!

A Circle.

1 hat / hats

2 insects / insect



3 candles / candle

4 photo / photos

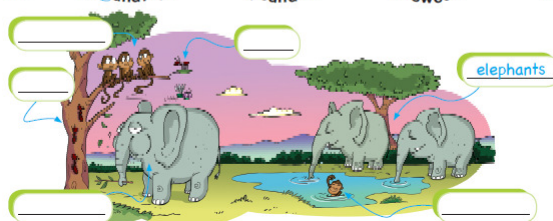
5 house / houses



6 brother / brothers

B Circle and write.

elephant sanafsy you monkeys and a monkey is ants we ant na elephant

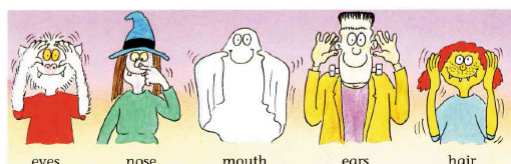


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Listen and choose



Listen and do



Practical matters

- Does the student's book have an accompanying workbook /practice book?
 - For young learners: is it in black and white so pupils can do colouring?
- Is there a teacher's book?
 - Does it make clear the aims of the unit?
 - Does it tell you what language to pre-teach?
 - Does it reproduce pages from the pupil's book, or is it just text? If it is just text, you will also need a copy of the pupil's book.
- Is there an audio CD and/or CD-ROM?
- Is there a website with extra resources?
- How much does the complete package cost?
 - remember that you can contact the publisher's representative and ask for a sample copy of the pupil's book(s) if you have adopted them for use in class at your school

Unit 17

Key Vocabulary

Bye!	study
cook	test
laugh	trainers
make	wear
spaghetti	

Lead-in

- Ask pupils to sing the song from page 72 of the Course Book with the cassette but with their books closed.
- Tell pupils to write the answers to Task F, page 66 of the Activity Book on the board.

Answers

- 1 lazy (given)
- 2 sleep
- 3 fun
- 4 pool
- 5 run
- 6 play
- 7 swim
- 8 morning

- Get pupils to read out their answers to Task H on page 67 of the Activity Book.

Unit 17 The Party present continuous

A Listen and read

1 I'm not happy. I'm studying for a test.

2 Oh, sorry. Hey, Cat. Who's that?

3 I'm talking to fish.

4 I'm cooking spaghetti for our party.

5 Miss Dolly is looking at our notebooks.

6 Mmm! Spaghetti! Where's Peter?

7 He is making a fire. Zack is laughing.

8 Cindy is wearing fantastic new trainers.

9 Oh, Miss Dolly is coming. Bye!

74 seventy-four

4

Lesson 1 Trek's reporters in Canada

Aims

- Learn and use new vocabulary: *fall, ice hockey, shout, ski, team, I'm freezing!*
- Learn and use new grammar: Present Continuous affirmative

Materials

- Flashcards: ice hockey, ski, team
- Masks: Ty, Mia, Leo, Dina

Lead-in

- Revise the clothes words from Unit 3. Ask pupils to remember the words and ask volunteers to write them on the board. Ask other volunteers to draw pictures of the clothes on the board or point to any items pupils are wearing.
- Revise *Is/Are there?* Ask pupils *Is there a belt on the board?* Elicit *Yes, there is.* Ask pupils *Are there any jeans on the board?* Elicit *No, there aren't.* You can continue with these questions:
Is there a fountain in the park?
Are there doors in your house?
Is there an MP3 player in your bag?
- Check homework. Tell pupils to open their Activity Books at pages 26 and 27. Ask volunteers to read out their

Background information

Calgary

Calgary is the largest city in the province of Alberta, Canada. The city is close to the Rocky Mountains and is a popular destination for winter sports such as skiing and snowboarding. It has got a large winter sport resort and has been host to the winter Olympics. Ice hockey is a popular sport in Canada and the Calgary team is called the Calgary Flames.

New vocabulary

- Teach the new words (*ice hockey, ski* and *team*) with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 38 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fall* and explain the meaning. Pretend to fall and then ask pupils to copy and repeat. Do the same with the words *shout* and *I'm freezing!*

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD worksheet found on page 110.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 15 for teachers using the DVD.

Before you watch