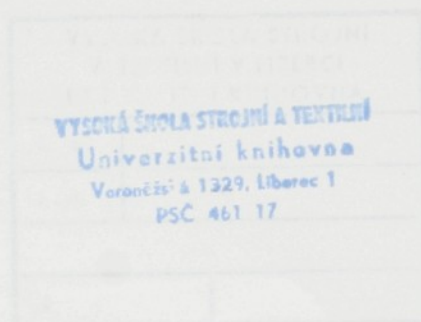


An audio oral course for beginners

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10 June, 1994



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OUTLINE 0 - 20

Thesis: An audio oral course can facilitate the way of using Project English 1 later for real beginners; classroom experience indicates strong need of listening and speaking activities before application of the text book.

A. Main purpose of teaching

I. Introduction of listening and speaking

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- B. What we need
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A. Main purpose of teaching

B. Priority of listening and speaking

Abstract

The audio and course is a method based on listening and speaking. It is designed to help students learn English through audio and course materials.

After 10 - 12 weeks of this course, pupils ought to know more words and phrases, and be able to use them in simple sentences. They should also be able to understand and respond to simple questions and statements. The course is designed to help students improve their listening and speaking skills, and to build their confidence in using English.

Abstract

An *audio oral course* is a method based on listening and speaking activities.

After about 10 - 12 weeks of this course, pupils ought to know most words and expressions used in several first lessons in Project English 1. When they meet first English texts they can compare what they know from the *audio oral course* and what is written. They are mostly successful in it and, therefore, I think that the *audio oral course* used before reading and writing can help pupils overcome difficulties in learning English according to the book.

Audio oral course

PART ONE

Introduction

This paper will discuss some ideas about teaching beginners in an *audio oral course*. It will show my own experience in teaching children about 10 years old. The real beginners can start without any book, they only listen and try to pronounce what they hear. It is not necessary to start work with a book from the very beginning, to start with reading and writing as in other languages, because English is different from Czech language, especially in its written form. A lot of pupils have difficulties with Czech, even though this language is mostly phonetic. So that most of them will probably have more difficulties with English--namely, in writing. That is why it is better to start with listening and speaking activities--with an *audio oral course*.

In an *audio oral course* we need only pictures, things around us in the classroom, pupils' active access to work and use of a large number of methods. With the active access pupils want to play games and they are concentrated on these activities. That is why I can motivate them for work, I must choose methods very carefully so as not to dissuade them from English but to interest them in this language. It is also necessary to motivate beginners for work with their success, they must see their increasing progress in this language. It is quite easy to achieve success in this area, because also weak pupils can answer some questions and speak in English without reading and writing. After several lessons they are able to answer my questions and hints, make simple dialogues, ask their friends simple questions like: "What is your name?, How old are you?, Where are you from?, What is this?" etc., play

games, speak in English or sing songs. They usually have no problems with speaking, even though some of them are weak students and often have difficulties in other subjects.

The most important aspects are also pupils' ability for learning (not only English, but other subjects, too), pupils' interest to work and their age. A lot of pupils are weak and they are not interested in learning at all. I must choose methods natural for their age group, that inspire them and draw them to English. They ought to forget that they are learning at the moment. They should do the work that they are interested in and that they like. On the other hand, one and the same method can work in a group of very young children, but it can be unsuccessful in a group of older children, because there are differences in perception of these two groups of children. Each teacher must choose what fits his classes best and try to practise these methods in his own classes. After that he ought to consult his experience and select which of them fit best.

Each teacher ought to like his job and children; he should know his class, try to understand their problems and wishes (if it is possible), see things through pupils' eyes and use individual methods for each group. To be an ideal teacher -- that is certainly a big dream. It is necessary for teachers to think critically about themselves and try to improve what is possible.

I have taught beginners for the third year, but I have not found books for teachers with specific methods and concrete exercises for beginners in this area. So I tried to produce several lessons of the *audio oral course* for beginners connected with Project English 1 that pupils will use later (after about 10 weeks with 3 lessons a week). I intend to use these exercises to demonstrate my ideas, I will show how they work in my class, what is difficult or easy in my opinion, where I must stop and practise longer and themes such as this.

PART TWO

Project English 1 is rather difficult to start teaching with to the beginners, who do not know any English word. So I decided to pick up the most important topics and according to them I tried to prepare audio oral lessons to help pupils overcome difficulties later with using this book.

Developing materials

All exercises should have some connection with Project English 1, because pupils will use this book later as their only text book. We must take, step-by-step, from very simple titles or activities to more difficult ones, such as:

Introducing themselves

Names, countries, cities

Asking and saying where someone is

Greetings

Identifying things

Asking what something is called

Colours

Numbers 0 - 20, 21 - 100

Differences between using A/AN

Using singular or plural nouns

Telling the time--o'clock, hours, minutes

The alphabet--spelling

Rhymes, songs, games

Asking for and giving personal information such as: What's your name?, Where are you from?, How old are you?, Can you spell your name?, What's this?, What is the time?, What colour is...? etc.

They should also be able to react to some commands as for example: stand up, sit down, listen, repeat, point and say, come here, show me, tell me, give me, ask somebody, sing a song etc.

Using methods

Children at the age of 10 are able to become enthusiastic about all methods of teaching familiar to their age and to their playfulness. They present their knowledge with pleasure and their interest is a very important condition for positive motivation to work. Of course, we also provide them in audio oral course with as much visual backup as possible through facial expression, through movement, through mime and through pictures. A necessary feature of all good teaching materials is variety. It keeps the learners' minds active and holds their interest. We can use a variety of exercise types--'listen and repeat', 'listen and draw'; variety of topics--introducing, identifying things, colours, numbers, time, alphabet ...; or a variety of activities such as: individual work, pair work or group work; miming, role - play, songs, games etc ...

Among the most obvious exercises are 'listen and repeat' exercises. They are the ones where the teacher or one of the pupils says something and others repeat what has been said. It may be a drill, it may be words with special sounds, it may be a short dialogue using puppets or toy figures, or it may be a message to give to someone else.

A favourite type of listening activity in almost all classes is the 'listen and draw' activity. It is particularly useful for checking object vocabulary, prepositions, colours or numbers, but it is not so useful for actions, because actions are sometimes quite difficult to draw.

Pupils are able to learn from others, and therefore it is very helpful to mime or act. If they do not understand the first time, they will still be able to

do the activity by watching the others including the teacher, who gives them the first instructions with miming. If the child hears some hint after several repetitions with miming, he surely understands what we want him to do. Nevertheless, instructions and commands ought to be absolutely clear and understandable, so it is possible to explain from the beginning in Czech, too.

All children love rhymes, songs and games, they like to repeat them again and again. We can use either traditional rhymes or modern rhymes and we really do not have to worry too much about the grading. Rhymes are repetitive, they have natural rhythm and they have an element of fun, of playing with the language. Children play with language in their mother tongue, so this is a familiar part of their world, and it has an important part to play in their learning process. Rhymes and songs are also a form of 'listen and repeat' activities. They should be used as a method to reach some concrete aim. For example, when we talk about numbers, it is fine to supply lessons with songs: Indians, 10 Green Bottles or One Man Went to Mow; or to add some rhymes such as: One, One, One, One, Two, Three, One, Two, Three, Four or a counting-out rhymes such as: One, Two, Three, Four, Five or Potatoes. (See Appendix, p.32)

Rhymes and songs can be used also in case when we find out the children are tired, without interest or unconcentrated.

Games are also natural for children. They are able to absorb language through games and through other enjoyable activities. They promote a highly positive attitude towards learning English. The emphasis is on learning through creative tasks: making things and doing things. The unforced pace builds children's confidence and keeps their motivation strong. But it is important to arrange games into the lesson functionally, not only as a marginal business for beating the time.

The next useful activities are dialogues and role-plays. They can bridge the gap between guided practice and freer activities. Dialogues which

involve some sort of action or movement are the ones which work best with young children.

Role-play is a kind of dialogue with some changes. Pupils are pretending to be someone else like the teacher, mother, father, shop assistant etc. According to Scott and Ytreberg (1991) dialogues and role-play are useful oral activities because:

1. Pupils speak in the first and second person. Texts are often in the third person.
2. Pupils learn to ask as well as answer.
3. They learn to use short complete bits of language and to respond appropriately.
4. They do not just use words, but also all the other parts of speaking a language--tone of voice, stress, intonation, facial expressions etc.
5. They can be used to encourage natural 'chat' in the classroom, making up dialogues about the little things which have happened and which occupy the children at that moment. If the atmosphere in the classroom is relaxed and nobody worries too much about formal mistakes or using the mother tongue, then even beginners can have great fun trying out the little language they know (Scott and Ytreberg, 1991; 41).

Correction has its place when you are working on guided language exercises, but not when you are using the language for communication. Children try to speak English if they know that the teacher accepts it with mistakes. The meaning of the speech is more important and valuable than correcting mistakes instantly. Children are afraid of speaking if they know that the teacher will correct them permanently. It is better to encourage pupils and correct only serious mistakes that prevent understanding. For small children we can use a puppet that corrects errors by repeating the same without mistakes. The puppet for example says: "Oh, I see, you want to

say..." or "You mean..." or something similar. Direct correction is not effective in communicative activities and it does not create a good class atmosphere. But we use it strictly for pronunciation or if the form has just been practised.

Before making the dialogue we can put pupils who are sitting near each other in pairs. "Pair work is a very useful and efficient way of working in language teaching and it is simple to organise and easy to explain"

(Scott and Ytreberg, 1991; 15).

Or we can group children together into groups of between three and five. As Scott and Ytreberg (1991) point out, we have more possibilities to choose the groups.

We might want to put them in mixed ability groups some of the time, but sometimes group them according to ability. Clever pupils can and do help the not so clever ones if the groups are mixed, but sometimes we want to give extra help to either the clever or the not-so-clever on their own. (Scott and Ytreberg, 1991; 17).

There is the danger of clever pupil's taking over an activity completely; that is why we must select as a leader for the group that pupil who is able to guide, help and check the others, but give them a chance to speak.

PART THREE

Lesson plans

The first lesson

Title : Introduction

Aim of the lesson: to inflame the positive motivation for learning English

basic structures: reaction on the question: What is your name?, What is this?, Where are you from?
new vocabulary, commands

Age level: 10 years old

Time needed for the lesson: 45 minutes

Materials: puppet--a penguin Kid
cards with very simple names
cards with pictures
magnetic board, magnet needles

Description of the lesson

Teacher

1) " Hello"

" My name is Věra."

" What's your name?"

2) practise with a puppet Kid

Kid:" Hello, what's your name?"

shake hands

3) names on cards

read, translate into Czech

Children

listen and repeat:

Hello, my name is..."

answer:" My name is..."

or:" I am..."

Hello, my name is..."

repeat: Tom, Bob,Bill,Lucy,Nelly, Peggy,

Peter, Ann, David, Jim

Teacher

Children

children can choose their own Czech
or English name

4) cards with pictures

listen, repeat:

" What's this?"

a pen, a book, a car, a dog, a cat, a boy,

change the order of the pictures

a house

Kid asks the same

answer: the whole class/ individually

5) the same pictures on the

point and say

magnetic board

come here and point

Kid can help them, praises

6) repetition: "What's your name?"

answer; choose their own name

Kid: "Where are you from?"

listen, repeat:

" I am from America."

"I am from". America, Czech Republic,
Europe, Germany, Italy, Hungary,
Poland, Austria, Australia, China,
Spain, Japan

7) teacher and Kid guide the

choose one classmate, walk round the

activity and check

classroom to him and ask him what

help pupils, if it is necessary

they want for instance:

" What's your name?"

" Where are you from?"

" What's this?"

change by turn

Comments

It was the first presentation of English, so I wanted to acquaint pupils with the first most useful expressions that were available in a lot of situations. I decided to use a puppet Kid who tried to help them communicate and lose fear of till to now unknown language. It was very helpful, but it was serviceable only for beginners about 10 (or small children), not for older pupils, because for small children it is natural to play with puppets, but the older children could make fun of it.

On cards with pictures I started to present to them new words from very simple in pronunciation to more difficult ones later. Most of the new words--new objects such as: table, desk, lamp, blackboard ... surround them in the class. All these words had to connect with Project English 1. Every lesson I chose only about 7 new words for students to remember them correctly.

In the next exercise I taught them to pronounce and understand some names of countries, but it was their first meeting with these words. Nevertheless, most of them are similar to Czech. It was not necessary to keep all of them in mind, because we repeated them in lessons after this and we added more new words later.

In the last exercise they had a possibility to practise all that they were able to keep in mind from this lesson. And because I know that children about 10 do not like sitting during the whole lesson, they want to move, I gave them a chance to choose a classmate, walk to him round the classroom, ask him and then sit back on his place. The chosen one had to answer the first one's question, then he stood up, walked round the classroom and asked somebody else. They could choose their own questions, names, countries or cities, where they could be from and they could ask their classmates or Kid too, if they wanted to.

Because I often mime or act during my speaking, it was not necessary to translate all English expressions. It was clear for them and I think the puppet Kid helped me a lot in this case. Children loved him and tried to communicate with him in English, because I told them that he was a foreigner and he did not understand Czech.

The second lesson

Title: Greetings

Aim of the lesson: questions beginning with 'Is'

ability to give right answer: Yes, it is or No, it isn't

new vocabulary, commands

Age level: 10 years old

Time needed for the lesson: 45 minutes

Materials: cards with names

pictures on cards

a puppet Kid

Description of the lesson

Teacher

1) Teacher with Kid

Hi, hello, good morning, good

afternoon, good evening, (good

night), good bye, bye bye

repetition: What's your name?

Where are you from?

2) check, correct pronunciation

Children

listen, repeat

translate into Czech

answer individually to Kid

choose somebody, walk round the classroom,

ask: some greeting, one question

Teacher

Children

3) a song

repeat the text and melody

Hello, Kid, how are you?

translate into Czech with miming Kid

I am fine, and what about you?

sing a song together with changed
names

change names on cards in front of

the class before singing the new

strophe

add new names: Mary, John, Paul, repeat the correct pronunciation of

Michael, Ben, Tony, Alice, Dick, these names

sing a song with these names

4) " What's that?"

answer (the known words)

(point) and say

pictures on cards or objects

surrounding pupils

look and say after me:

look, listen and repeat

a ball, a pencil, a picture,

a girl, a tree, a flower, a bird

Kid asks: "Is it a ...?"

look at the pictures and answer:

and shows a picture

"Yes, it is."

change all new words (pictures)

or: "No, it isn't."

5) a game: Come here and draw

one pupil comes to the blackboard

and draws a picture on the turned side

of it, the others ask him: "Is it a ...?"

explain making the questions

the chosen pupil answers: " No, it isn't.

beginning with 'Is'

or "Yes, it is."

TeacherChildren

strict correction	whoever guesses right, takes by turn
call pupils	the place of that one behind the board
	and draws another picture for the
	others

Comments

Starting a new lesson I greet them and I add more new expressions that we use also later, especially at the beginning or at the end of the lesson, or during the repetition of their small dialogues. I think it is very important to repeat all words and expressions that they know from the previous lessons, because they master them well and they are able to use them naturally in their communication. Besides, one Czech proverb says: Repetition is the mother of the wisdom. And I agree with it.

The song with names is very easy (See Appendix, p.33) , therefore if children know it well I can change names in every strophe. Later I add more new names connected with Project English 1 such as: Stuart, Cheryl, Mut, Bruce, Jane, Mandy, Mickey, Millie, Stephen. Pupils have difficulties with pronunciation, but if they have a chance to repeat these names often they will learn them well.

So that pupils are not bored with singing the song again and again only with substituted names I make some changes.

a) If I show them the boy's name on the card, the girls start to sing: "Hello, Dick, how are you?" and boys answer: "I am fine, and what about you?"

If I show them the girl's name, the boys must start to sing and girls answer them.

b) They can sing solo also. For example I start: "Hello, Michael, how are you?" and Michael answers: "I am fine, and what about you?" Then Michael stands

up, walks round the class, chooses somebody and sings to him the first part of this song and the chosen one answers.

But this last presented kind was not so successful in our class, because of some pupil's shyness. They did not like to sing solo, but they liked to move. That is why I decided to prepare for them more activities with moving as for example: small dialogues with walking round the class or with acting, showing and pointing to pictures in front of the class, naming colours and pointing to them in front of the class, drawing on the board, singing songs and telling rhymes with acting (stand up, sit down, clap your hands, snap your fingers...).

The game with drawing on the turned side of the blackboard is very popular in our class and everybody wants to ask that one behind the board, because they hope to guess right. They play very enthusiastically, so it is important to pay attention to making questions beginning with 'Is' and to check them. In this case, Kid is an indispensable assistant. He corrects children's mistakes (if it is necessary) and pupils accept it well.

The third lesson

Title: Numbers

Aim of the lesson: pronunciation and understanding No 0 - 20

practising in different kinds of activities

Age level: 10 years old

Time needed for the lesson: 45 minutes

Materials: numbers 0 - 20 on cards

cards with telephone numbers

a puppet Kid

Description of the lesson

Teacher

Children

1) Write numbers 0 - 20 on the

repeat numbers 0 - 20 and back

blackboard

changed order

pronounces (with Kid)

answer together/ individually

strict correction

a) asks numbers 0 - 20

show on their fingers

b) ask numbers, show them

on cards

2) gives several pupils cards

show the card to the others, somebody

with telephone numbers

from the class asks the pupil with the

telephone number:

"Hello, is it 709 1453?"

a) if the pupil asks the right NO, the

reply is: "Yes. Hello Tom." (or some

other name belonging to that one who

asked the first one)

Teacher

Children

b) after the wrong number the reply

is: " No, sorry. Wrong number."

3) Teacher and Kid: listen, translate

" How old are you" answer, add their own age

" I am ten, eleven..."

" How old is your sister, brother, react to the question individually:

friend, John, he, she?" " I am ten; my sister is..., he is..."

(your neighbour or a classmate)

4) a song: Indians (See Appendix, listen, sing a song

p.34)

gives them numbers 1 - 10 sing with acting (stand up, sit down)

according to their numbers

Comments

Work with numbers is very useful and I think it is not so difficult for children, if you give them a lot of possibilities to practise this activity. It is important to start with simple activities at first such as: pronunciation of numbers 0 - 20, showing numbers on cards, on their fingers (0 - 10), oral counting, telephone numbers (wrong x right), songs with acting or miming, rhymes, games etc. All numbers (0 - 100) cannot be taught only in one lesson; there is a strong need of practising and repeating of pronunciation in several kinds of activities by using different methods near to students' ability and age.

As Mary Finocchiaro (1989) suggests, one of the basic problems in teaching is to prepare learners to be able to use the language. How the

preparation is done, and how successful it is, depends very much on how we as teachers understand our aim (Finocchiaro, 1989: 1).

I believe that the main purpose in this area is to teach pupils to pronounce numbers correctly from the beginning, therefore, when I do these exercises I correct their pronunciation strictly. Later they usually have no problems when they meet numbers in their textbooks and use them in communication.

Every lesson should start with simple activities, this one begins with pronunciation of numbers 0 - 20 and showing them on fingers or on cards. The activity with telephone numbers could be quite difficult for pupils, because some of them are not able to concentrate on numbers and choose the right answer.(Reading of these numbers in English is different from our manner, because we are used to read them in groups of 3 or 2 with using hundreds. For example 243 58 is read as: two hundred and forty-three, fifty-eight). But after practising this game several times with reading one number by number as in English speaking countries, pupils start to devise their own numbers. Therefore it is not necessary to change the cards with telephone NO so often. Everybody in class can control each other, because they speak in front of the others and they must show the cards with their telephone numbers.

Another possibility to use numbers for practising is to arrange them into simple sentences and ask pupils. For instance: "How old are you, (your brother, sister, friend, John, he, she...)? Children ought to answer individually and they add their (or sister's, brother's...) age.

We can practise numbers also in songs, rhymes or in games. In Project English there are no songs; therefore, I sometimes choose for pupils some of those acceptable for the concrete theme. We can also sing these songs later to fill in a small part of the lesson with them. Songs always animate the lesson and pupils' minds, too. I choose three songs (See Appendix, pp. 33, 34), that can be sung with miming or acting. The first one is about Indians and it is

always very popular among children, because they can move during the singing (stand up and sit down according to their numbers). The next two songs are long, numbers are changed in every strophe, but the text is repeated in the same way during the whole song. It seems to me quite boring, but children like them. That is why I arrange these songs into lessons, but not so often. Not to be bored so much I devised a change. One pupil can stand in front of the class (or on his place, if he feels better there) and shows numbers on his fingers. He can also act or mime what is happening in the song. After two or three changed numbers the pupil in front of the class is changed too.

In Appendix, p. 32 I present some rhymes that can be used for practising numbers in lessons, especially in the audio oral course. I want to describe more fully one counting-out rhyme called 'Potatoes'. All pupils are repeating: "One potatoe, two potatoes, three potatoes, four !" and somebody counts other pupils. Who gets 'four' -- it is his bussiness to react to my command or a question such as: "Give me your pen; Sit down; Go to the window; How old are you?; What colour is your bag?" etc. His classmates check him and they can help him, if he does not know what to do. But they can only mime or act. Each pupil wants to be the fourth, but it is not necessary to repeat this activity till everybody takes by turn the place of each other.

Another possibility how to use numbers is clapping hands and counting. All pupils are sitting in a circle face to face and each of them has his/her own number. They are clapping their hands twice on their legs at first and one of the pupils has to say his own number during the clapping. They all are clapping their hands twice and the same pupil has to tell the others a new number (of somebody in their group). The second pupil who has the new number has to react quickly and says his own number and a new one during the clapping. If somebody makes a mistake, I write his number on the

blackboard and he falls out. If somebody repeats the fallen ones' number, he/she has to fall out too.

Pupils like this activity, but it is quite noisy.

It is evident, that all presented methods and activities cannot be used only in one lesson. We only have to choose merely several of them, not to overload children. They ought to feel themselves satisfied and enjoy the work. They should not be worried about their failure. It is necessary to go step by step from very simple words, expressions, activities... according to pupils' ability, knowledge and age to more difficult tasks, because only in this case they can be successful, they like English and it is also a strong motivation for their next work.

The fourth lesson

Title: Numbers 21 - 100

Aim of the lesson: correct pronunciation

look up numbers in the text

Age level: 10 years old

Time needed for the lesson: 45 minutes

Materials: numbers 21 - 100 on cards/on the blackboard

dictation--various numbers

simple sentences with numbers

Description of the lesson

Teacher

Children

1) Numbers: 10, 20, 30, 40, 50, 60, 70, listen correct pronunciation, repeat

80, 90, 100;

point numbers, pronounce

21, 22, 23... 34, 45, 56, 67, translate from Czech into English

78, 89, 91

written on the blackboard/on cards

strict correction

2) differences between: 2, 12, 20;

pronounce correctly

3, 13, 30, 33;

everybody/ individually

5, 15, 50, 55;

(and the others)

strict correction

3) do sums: $14 + 35 = 49$

a) count and answer individually

$87 - 62 = 25$

b) one pupil gives examples to the

,no attention on speed, but on

other, the other replies

pronunciation

Teacher

Children

c) competition between rows
points for correct questions
and answers

c) a question: How much is $12 + 20$?
or: How much is $88 - 40$?
reply: the correct number

4) "How old are you?"
your brother, sister, mum, dad,
drandma, grandpa
change relatives

each child has to think out its answer
itself

5) a game: " Who are you?"
help with age: Are you between
20 - 40; 40 - 60 etc.

Yes/ No questions
One pupil in front of the class; he
thinks out, who is he (a boy, a girl, a
man ...);
where is he from (country, city)
and how old is he.
Children ask him: " Are you a boy,...
a girl, a woman ...; are you from
Britain, London;
are you 10, 21 ... ?"

call up pupils
help with summarization:
he/ she is ... (a boy; from...;
years old)

he answers 'Yes' or 'No'
Who solves the riddle, completes
everything that he knows about the
first pupil and takes by turn his place.

6) dictation: a) plain numbers
b) simple sentences
such as: I am 10 and my brother
is 16.

listen twice, write (only numbers)
into their exercise book
one pupil writes on the turned side of
the blackboard for checking

Teacher

Children

My address is 47 Lime
Road.

This pen is 28 p and this one
is 21 p.

What number is your house? 69 ...

Comments

Children know numbers 0 - 20 from the previous lessons and they can pronounce them without problems. Pronunciation of numbers such as: 20, 30, 40, 50 etc. is something new for them, but it is similar to the articulation of the lower ones. So it is important to pay attention to direct diction, mainly of suffixes and some specific groups of numbers e. g. 3, 13, 30, 33; 5, 15, 50, 55 etc. Especially, at the beginning it is necessary to correct children's accent strictly.

When we work with numbers, it is always useful and helpful for pupils to do sums. We can practise different types of examples as for: addition, subtraction, maybe also multiplication or division, but we should not give them difficult examples. The main purpose is not to count quickly, but to listen to numbers, understand them and pronounce them correctly. We ought to give the chance -- give time to the weaker pupils, too and let them think them longer or give them an easier example.

We can change this activity as a competition between rows. I ask them and they obtain one point for their row after every correct reply. Or they can ask each other between rows. Row A gives questions, row B answers and I give them points for correct question and reply. Rows reverse roles after each example.

Very effective is to use games for practising any task for beginners, because games are natural for them. Children usually play games

enthusiastically, they can present their knowledge with pleasure and they want to be active. The game " Who are you?" helps pupils practise their simple English and their ability for communication. They know this game from the previous lessons, but now they can add more possibilities of who they are or their age, because they know all numbers from 0 to 100. For instance they can be a baby, a boy, a girl, a woman, a man, a grandma, a grandpa ... and their age is between 1 and 100. In this case I must help them. After some questions about their age (if they cannot solve them) I ask the child in front of the class, if he is between 20 and 40 etc. Then they use only these numbers belonging to this group. All of them usually want to solve the puzzle to have possibility to think out their own one.

The next very simple activity, how to practise using numbers with children, is a dictation. They are usually successful, if I dictate to them plain numbers and they write them in numerals. But I can also prepare simple sentences with numbers and I want pupils to write only numbers that they hear. It is not important to understand every word. They must only pick out the numbers.

This exercise is quite difficult for some, because they are not able to concentrate only on the numbers and they feel a little upset that they do not understand everything.

The fifth lesson

Title: The alphabet

Aim of the lesson: correct pronunciation a) of the letters of the alphabet

b) groups of letters different from Czech spelling

Age level: 10 years old

Time needed for the lesson: 45 minutes

Materials: the alphabet -- letters with phonetic transcription

magnetic board, magnet needles

a song: A, B, C

Description of the lesson

Teacher

Children

1) The alphabet on a tablet

look, repeat letter by letter

letters with phonetic transcription

show and read one by one letter

change order of these letters

pronounce them

2) groups of letters different

from Czech: a) A, E, I, O, U, Y

b) couples of letters: C - S; E - I;

practise correct pronunciation

I - A; G - J; K - Q; U - V; V - W;

V - Y; A - R; G - H;

strict correction

3) " Can you spell your name?"

spell names

help them, if it is necessary

they can look at a magnetic table with

the alphabet to help them

Teacher

Children

4) a song: A, B, C (See Appendix,p.33) listen, sing a song with the teacher
sing a song with showing the letters
on the tablet

5) spelling dictation	individually
dictate simple names or things	write on the blackboard, guess
they know only orally	pronunciation and the meaning of
e. g. : Mandy, John;	the word
three, one, twenty;	
ball, window, dog	

Comments

According to Linda Taylor (1992) there is no simple one-to-one relationship between the letters of the English alphabet and the way they are pronounced. Many words sound identical though they are spelled differently, so that it is important for teachers to attend to the relationship of sound and spelling (Taylor, 1992: 3).

It is not easy for children to pronounce letters of the alphabet correctly. That is why I must prepare a lot of amusing activities for them; they must practise without boredom and without resistance. If I want them to know the alphabet perfectly, I must give them a chance to practise pronunciation of these letters in different kinds of activities such as: spelling their names or addresses, spelling dictation, singing a song, competing among rows; later also giving them a code language (as in Project English 1, p. 29), help them with some unknown words in dictations etc.

It is also very useful to practise with them some groups of similar letters such as: C - S, E - I, I - A, G - J ... where they often make mistakes. It can be practised also as a competition between rows. One pupil from A shows a letter

of the alphabet and chooses somebody from B to answer. If his answer is correct, row B gets one point. Then they reverse roles.

They can also spell their names or addresses. They can prepare it for the next lesson at home, too, because it is difficult for them to do it the first lesson of spelling.

Also the song 'A, B, C' is very popular among children and they learn the letters by this way easier than according to the tablet.

We can use the alphabet also in a game 'Who are you?'. When children are not able to discover the country or the city, the pupil in front of the blackboard writes the first letter and some dots (the same number of the dots as the letters in this word) on the blackboard. Pupils ask him : "Is there A, C, D,...? etc. If their answer is right, the pupil writes the letter on the correct place in the word.

I often use spelling dictation for practising, because I can dictate to them words that they do not know. I am sure that they must know the alphabet well, if they write these words correctly, because they do not know them in the written form. It is better to write these words on the blackboard too, for checking. Then they can guess the pronunciation of the word and its meaning. So they can compare what they know by sounds with the written form. It is the first step to start with using their textbook.

Conclusion

In my paper I have chosen only some very specific lessons. It is not possible to teach and practise English with beginners only during these five presented lessons. It is necessary to repeat again and again these topics, find new methods, activities and exercises to practise the same, but in another way. Every teacher has his own procedure of teaching and it is not possible to say that only one method is correct. Teachers should include everything that helps their pupils to make themselves understood.

From the beginning of teaching, pupils are not able to read English words, because they try to do it in the same way as in Czech--phonetically. Before reading it is necessary to let children listen and pronounce some basic words and expressions to hear their sounds. It is important to give them a chance for listening to as much English as possible. That is why I prefer to speak English from the very beginning with my pupils. I speak Czech only when I must explain some problem and it is difficult for them to understand in English with their limited knowledge. The rule is to keep the language simple but natural and keep it at children's level. After several lessons they understand a lot.

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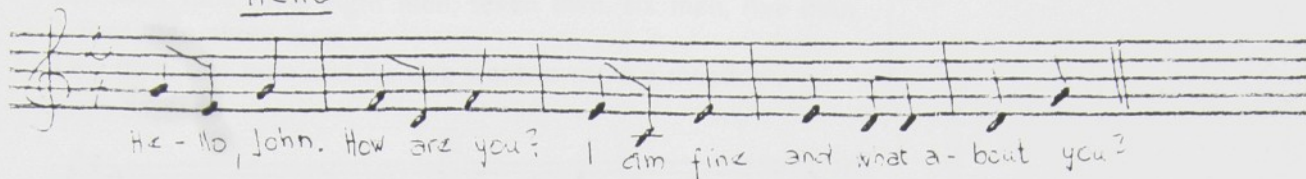
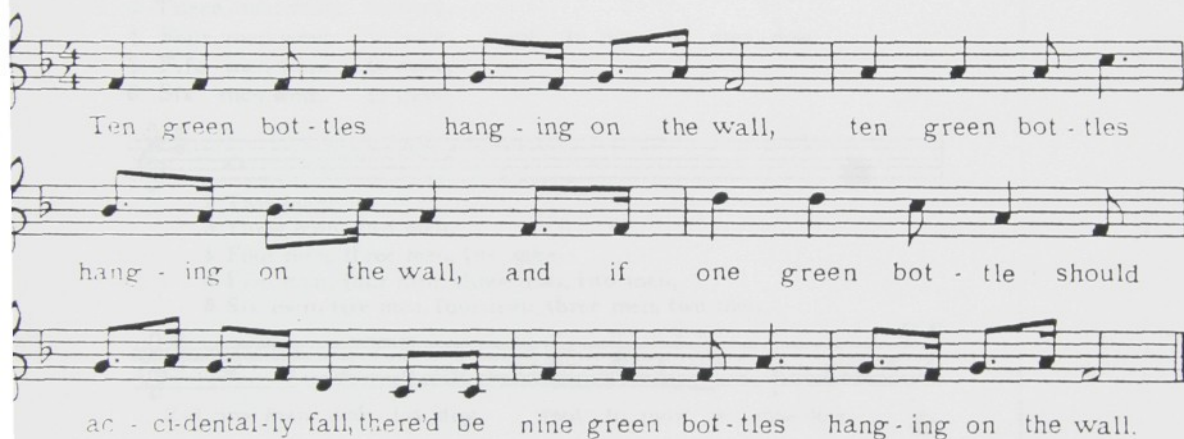
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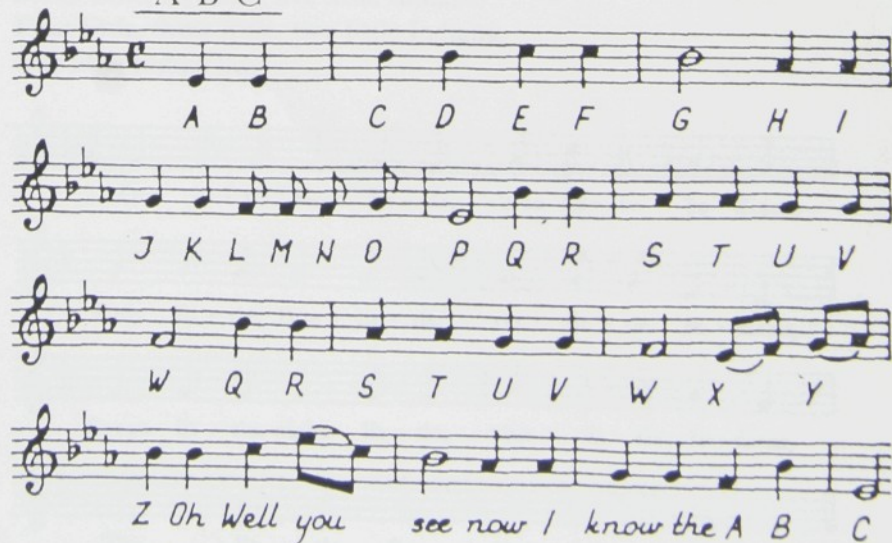
SONGS

HelloTen green bottles

Ten green bottles hanging on
the wall, (2 ×)
And if one green bottle should
accidentally fall,
There'd be nine green bottles
hanging on the wall.

Nine green bottles hanging on
the wall, etc.

One green bottle hanging on
the wall, (2 ×)
And if that green bottle should
accidentally fall,
There'd be no green bottles
hanging on the wall.

A B C

I know [ai nəu] umim
now [nau] nyni, ted
oh [ou] ó

oh well you see no tak vidiš
see [si:] vidět, pozorovat
well [wel] dobře

One Man Went to Mow

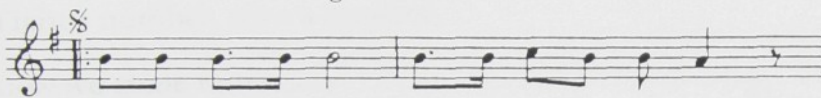
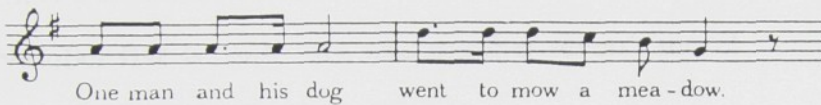
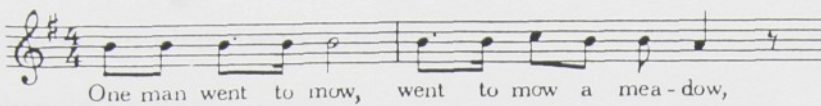
One man went to mow, went to mow a meadow,
One man and his dog went to mow a meadow.

Two men went to mow, went to mow a meadow,
Two men, one man and his dog went to mow a meadow.

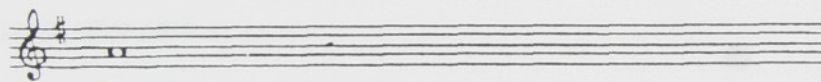
Three men went to mow, ...
Three men, two men, one man and his dog ...

Ten men went to mow, went to mow a meadow,
Ten men, nine men, eight men, seven men, six men, five men,
four men, three men,
Two men, one man and his dog went to mow a meadow.

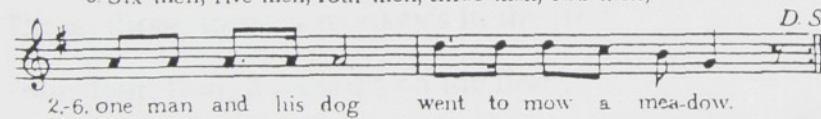
Audio oral course
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2. Two men went to mow,
3. Three men went to mow,
4. Four men went to mow, went to mow a mea-dow,
5. Five men went to mow,
6. Six men went to mow,



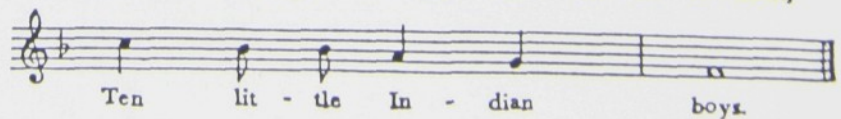
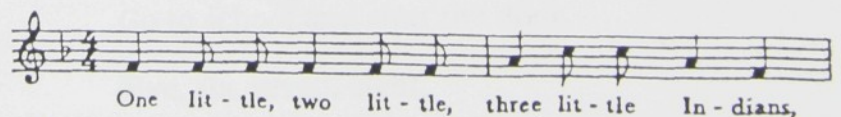
2. Two men,
3. Three men, two men,
4. Four men, three men, two men,
5. Five men, four men, three men, two men,
6. Six men, five men, four men, three men, two men,



One Little Indian

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.



Appendix

Rhymes

Numbers

One's a number, two's a number,
three's a number, four!
Number five is under six, and number seven's more!
Eight's number, nine's number,
now we come to ten ...
and we are back at one again!

One, one, one

One, one, one, monkey run;
Two, two, two, bananas for you;
Three, three, three, a monkey's in the tree;
Four, four, four, a record's on the floor;
Five, five, five, swim and dive;
Six, six, six, pick up sticks.

One, two, three

One, two, three, look at me,
four, five, six, pick up sticks.
Seven, eight, nine, life is fine!

One, two, three, four

One, two, three, four,
Go to school and shut the door.
Five, six, seven, eight,
Don't be lazy and don't be late.

Věra Hessová

An audio oral course for beginners

In her paper Věra Hessová writes about beginners and the necessity of motivation factors that has to be kept in mind especially with this group of learners. She stresses the influence of the introductory audio oral course on the work with pupils later and she describes the problems her pupils have in other subjects, namely Czech, and shows the links of these problems to problems in learning a foreign language.

She stresses that the audio oral course presented in her final paper is meant for Project English textbooks and that is why there is a link between the topics and areas covered.

In the next part of her paper she adds an explanation of methods suitable for this age group generally and also explains why the methods mentioned by her work.

Her five lesson plans have well defined aims. She adds the time and material needed, explains individual steps and phases in a clear and logical way. She adds a great number of comments about her experience, suggests variations and changes for future usage.

She expands the comments about her experience with quotations from the theoretical literature and generalises the results. So each lesson plan starts with theory, shows its application in practice and summarises results in a theoretical way.

In the appendix the author gives a list of rhymes and songs that are suggested for using for the audio oral introductory course in the project.

The paper is written with a generally good knowledge of English. Its organization and layout are easy to follow and neat.

I recommend this paper to be evaluated as a passing one.

Liberec, 17 June, 1994

PhDr. Ivana Pekařová

