

WELCOME TO ENGLISH

UNIT 1

Unit 1.0: You and Me

Lesson 1.1: Greetings

Hello, you are welcome to CEP English class. In the past nine months, we have learnt to read and write in our local language. This time we are going to learn how to speak English. Are you ready? Yes, I know you are all ready to learn how to speak English. We are going to begin our first lesson with Greetings. You will learn to greet one another in English.

Objectives

Pupils will be able to:

- Greet each other;
- Pronounce vocabulary items correctly;
- Use vocabulary items to construct simple sentences;

Vocabulary practice on greetings:

Continue with the Introduction of lesson by welcoming pupils to English using a song to arouse their interest.

Let's listen to a song.

Tape script begins. A song sung by Fuseini and Asana.

*Welcome! Welcome! Welcome!
How are you today?
I'm fine, I'm fine, I'm fine.
I hope that you are too!*

Tape script ends.

Vocabulary Practice

Choose one pupil to role-play greetings in front of the class.

[Name], **come to the front of the class.**

Hello.

Pupil: Hello.

My name is _____. What's your name?

Pupil: My name is _____.

Nice to meet you, _____.

Pupil: Nice to meet you, _____.

Move around the room and continue the same role play with each pupil.

Choose two pupils to role play greetings in front of the class.

[Name], come to the front of the class. [Name], come to the front of the class.

Pupils may need support. In this case, stand behind pupils and whisper pieces of the dialogue in their ears as appropriate.

Choose two pupils to role-play greetings at their desks.

Practise with your partner.

The two pupils demonstrate greeting each other.

Class, practise with your partner.

All pupils practise with partners. Walk around listening to practise and helping pupils.

Vocabulary

Oral vocabulary development: Introduce new vocabulary with picture word cards:

Welcome, good afternoon, how are you, I am fine, thank you, , goodbye

Explain vocabulary items to pupils in their first language. Let pupils say the vocabulary items several times together and individually. Correct any wrong pronunciation.

Lead pupils in "Do You Have?" Guessing Game, using vocabulary cards.

Do You Have?

(A Guessing Game)

Materials:

Large vocabulary cards and one small set of same cards put in one envelope.

How to play:

Warm up: Put the large vocabulary cards in view of all pupils.

Use the “point and say” method to start the game: Point to a word. Say it as you move your finger from left to right on the card. Gesture to your pupils to repeat after you by spreading your arms, palms up, and nodding.

Repeat the words several times. Always allow time for pupils to repeat after you.

Change the pace occasionally.

Add clapping: Clap for each syllable as you say the words slowly. Encourage pupils to clap for each syllable when it is their turn to repeat after you.

Add silent clapping: Clap silently by tapping your index fingers. Have pupils repeat these gestures.

Meaning practice:

What’s this in your language?

Repeat this question for all of the vocabulary.

I’ll say the English; you say it in your language.

Repeat for all of the vocabulary.

I’ll say it in your language; you say the English.

Repeat this for all of the vocabulary. Always point to the word from left to right as you say it.

Start of game:

Show the pupils that the small cards are the same as the big cards.

These are small cards. Here is ____ (say the word on the card).

Hold the small card next to the big card. Repeat this with several cards.

Show the pupils the envelope.

This is an envelope. What is this?

Gesture to the pupils to repeat after you by spreading your arms, palms up, and nodding encouragingly. If they say the word, repeat it in a sentence.

It’s an envelope.

Gesture again to encourage them to repeat the sentence.

Drill pupils so that they can recognize the vocabulary items before you put them into the envelope.

Turn the small cards so that the pupils cannot read them.

I’m turning these so you cannot read them. I’m shuffling them, too. Shuffle the cards.

Now, I’m choosing a card and putting it in the envelope.

Model a conversation between two people.

Stand in one place to role play the first person; then move to another place to role play the second person.

It's your turn, Fuseini.

Point to imaginary person.

Change places to take the role of Fuseini.

Role-playing Fuseini: **Do you have _____?**

Point to the word on the big card.

Change places to answer as the teacher.

Just a minute.

Look in the envelope.

No, I don't / Yes, I do.

Respond truthfully depending on which card is in the envelope. If the answer is correct, then it is the next person's turn.

Model this several times as you role play two different people playing the game.

Then, choose a new word and place the small cards out of sight. Play the game with the class. Have pupils raise hands to be called on. Give everyone a turn.

If pupils make incorrect guesses, take down the big card that corresponds. When someone guesses correctly, it's his or her turn to lead the game.

Help pupils practice simple, correct English. Prompt them throughout the game to use full simple question and answer forms. Prompt them by whispering in their ear.

These are the key target structures, body language, and helpful gestures:

[Name], it's your turn. What do I have?

Pupil: Do you have [reads word on a card]?

Pupil points to a big card.

Just a minute

Look in your envelope.

No, I don't. I don't have [repeat the pupil's guess].

Shake your head as you speak.

Or **Yes, I do. I have** [repeat the pupil's guess and show the small card].

Nod your head as you speak.