



Beginner Lesson

Classroom Questions

Lesson Objectives

- To teach a few classroom objects with the terms “this, that, these and those.”
- To teach simple singular and plural grammar skills using “is” and “are.”
- Introduce the students to basic time concepts.

**Only younger classes are likely to go through all of the activities in this lesson. The main difficulty for teachers in Basic level classes is trying to teach too much without enough practice for students to internalize what you teach. Students can learn a maximum of 15 words a day. We do well to learn 3 Russian words a day.*

Classroom Learning Activities

Activity 1

Introducing Classroom Objects

Resources Needed for Activity

- Three sets of Classroom Object Cue Cards (*find these in the May 2007 Basic/Beginner cue cards*)
- A white board or a sheet with vocabulary printed in large font
- A dry-erase marker to print on the white board or tape to hang the paper

Procedure for Activity

1. Teach the classroom objects using the cue cards until the students can name them quickly. It takes 5 to 7 times of naming an item before Beginner learners remember the words. Using the three sets of cue cards, put the students in groups of 2 or 3, and let them handle and name the objects to each other.
2. Teach the question, “What is this?” Go through each cue card. The students must answer, “**This is a _____.**”
3. Teach THAT by placing 1 pen near you and 1 pen across the room and pointing while speaking, “This pen ... That pen ... This pen ... That pen.” In this activity

some teachers prefer to use the actual objects in the classroom saying, “**This** is a pen.” (Hold up the pen in your hand.) “**That** is a pen.” Point to a pen across the room. *Be aware that you must point with your entire hand rather than with one finger. In some cultures that is considered rude.* Teach question “What is that?” Let students practice these questions and answers. Continue emphasizing THIS and THAT with classroom objects until students understand that we use THIS when referring to objects near us and THAT when referring to items across the room. Do not let this activity last for more than 5 minutes. After they can do this well move to Activity 2.

Many languages (especially Slavic languages) do not have a “th” sound. Students need to practice by putting their tongue flat on top teeth and saying phrase such as “Ten thousand things I think.”

Activity 2

Plurals For Classroom Object Words

Resources Needed for Activity

- Multiples of 5 or 6 small objects (3 pens, 5 papers, 2 books, 4 photos, etc.)
- White board to add new plural words for classroom objects after students say the singular and plural of each word seeing that “pen” is one and “pens” is 2 or more. *Because English spelling is not consistent with sounds, students must speak words before they see the words written.*
- Classroom Questions Dialogue Charts 1,2

Procedure for Activity

1. Hold up one pen and then two saying slowly, “Pen, Pens.” Do this with each object and allow the students to practice with you.
2. Then show the difference between “This pen; These pens.” Practice “This – These form with all of the objects. Then add ”That” “Those” pointing to object in the distance.
3. White board. Add THESE under This and THOSE under That to the words they have already learned.
4. Use plural questions and answers structures from dialogue chart 2 for practice; “What are these?” “What are those?” with answers, “These are _____.” “Those are _____.” Practice the plural structures with 3 or 4 objects. Then practice singular and plural structures randomly.

5. If students are confused and need more practice put them in pairs or threes. Appoint the stronger student as teacher. *They will help each other learn. This also keeps stronger students from feeling bored.*

Activity 3

HERE, THERE, WHERE and personal pronoun practice

Resources Needed for Activity

- White board on classroom wall
- Beginner Classroom Question Dialogue Chart 3

Procedure for Activity

1. Teach questions and answers from Beginner Classroom questions Dialogue Chart 3. Use students nearby for HERE and across the circle for THERE.
The WH sound in what and where are difficult sounds for Slavic speakers. Teach them to form a circle for the W and blow on their hand. It's fun and it helps them.
2. Using the dialogue charts posted, let the students practice in groups. Change students in the groups so that students will get to know others in their class.

Activity 4

Grab Bag

Resources Needed for Activity

- 1 or 2 grab bags with classroom objects plus a few other objects like chocolate, gum, a marker – 10 or 12 in all.

Procedure for Activity

1. List new items in the grab bag on the white sheet. Teach the words. They should already know most of the words.
2. Play grab bag with all of the items, having one student pull an item and ask, "What is this?" to the next student. The students must answer, "That is a _____."
3. With a large class you may use two grab bags and begin from each side of the group.

Activity 5 (As time permits)

Beginning Time Concepts -

Resources Needed for Activity

- Word strip labels with the following titles: “Morning” “Afternoon” “Evening” “Night”

Procedure for Activity

1. Draw a clock and teach time concepts using the cardboard labels. (In Ukraine morning is until noon, afternoon is from 1 - 5 p.m., evening is from 6 - 10 p.m., night is from 10 or 11 until 4 a.m.)
2. Ask students, “When is morning?” Let them label the clock. Then test their knowledge. If you have a large class, it is important to prepare 3 or 4 clocks so that all students can practice.
3. Teach them to shout “Good morning!” in a cheerful manner. Then practice saying “Good afternoon.” “Good evening.” “Good night.”

Activity 6

Simple Time Phrases

Procedure for Activity

1. Count with the students from one to 20. Students need pronunciation practice to differentiate between 13 and 30, 14 and 40, etc. Practice with them saying all of the teens with two claps to show students that we emphasize the last syllable: thirTEEN – thirty; fourTEEN – forty; fifTEEN – fifty, etc.
2. Teach “in the morning”; “in the afternoon”; “in the evening”; “at night”. Repeat all phrases many times pointing to the labeled clocks.
3. Teach the word O’CLOCK by going through all of the numbers on the clock. One o’clock, Two o’clock – all of the way to 12 o’clock.
4. Put the phrases together going through the whole clock in order. Then mix up the times between morning and evening to test the students.
5. Let the students test each other in pairs. Borrow 4 clocks with moveable hands from the teacher bag so that you can divide the class into groups for practice. One teacher will move the hands, and others will say the time.

Practice with Questions and Answers

1. What is this? This is a table.
2. What is that? That is a chair.
3. What is this? This is a pen.
4. What's that? That is a window.
5. What are these? These are pencils.
6. What are those? Those are books.
7. Where is Oleg? He is there.
8. Where is Marina? She is here.
9. Where is Sasha? He is there.
10. Where is Vadim? He is there.

Time Concept Phrase Practice

Point to the different hours on the clock and teach:

10 o'clock in the morning

11 o'clock in the morning

12 o'clock **noon**

2 o'clock in the afternoon

4 o'clock in the afternoon

6 o'clock in the evening

8 o'clock in the evening

10 o'clock **at** night

11 o'clock **at** night

12 o'clock **midnight**

1 o'clock at night

3 o'clock at night

5 o'clock in the morning

6 o'clock in the morning

pencil

table

paper

door

window

floor

clock

lights

book

backpack

pen

computer

chair

paperclip

mobile phone