

## TPR Lesson One

Print these words on the board. They are your lesson.

Stand up  
Sit down  
Walk  
Sing  
Dance  
Turn around  
Look at

Tell class to do follow your commands. Model with them, then delay your modeling, then stop modeling so that they are responding to English, (not just imitating you)

Really watch the class CAREFULLY to be sure that every kid is doing the action immediately. Put lots of energy into looking around, checking everyone while you give the commands. When someone does a command with flair, make everyone sit down and look at the student who does the command so well. Then immediately have everyone respond to commands again. This is how you get energy and eagerness into their responses.

Keep giving the commands, watching and then add a variation like "fast" and Slow. Combine commands like : . Walk fast and sing slowly. Turn around slowly and sing fast. Chain commands (you say all three and they have to do them in order) Stand up fast, dance, and sit down slowly. Stand up slowly, look at the teacher and walk fast. Turn around, look at the door and sit down

Another variation: in a circle, in a triangle, in a rectangle. Like: Walk in a triangle. Sing in a circle. Dance in a rectangle. (They move their feet to make the shape on the floor, but in the case of sing they just stand still and draw the shape in the air with their heads while singing) Mix it up with slowly and fast.

More variety: This group do my commands while everyone else looks at them: Give the group about five commands and everyone applauds them. Then go to another group. More variety: half of the class does commands then the other half of the class does some. Also by gender: Boys stand up and walk, girls sit down and sing.

Smile and compliment them throughout the lesson.

More variety: Dance like Lady Gaga or like Madonna or... Obviously you will have to find out who their "stars" are -- might be cartoon characters.

If they know the words, then invite a student to give you commands. Than another student. Then another student to be the teacher for the class. Then put them into groups

of 5 - 6 kids per group and one teacher per group gives commands. After about three kids have given commands to the group stop the activity. That way there are kids who still WANT to give commands. (and the kids who didn't want to didn't have to... so that's a win for everyone)

Then hand out the dictionary page. Show them WHERE to write, and then have the students write each word, one at a time, in each frame. Their homework is to illustrate the seven words.

## TPR Lesson Two

Write these words on the board. They are your lesson and they will go into the students' dictionaries at the end of the lesson.

Touch  
Throw  
Hit  
yell  
hand  
nose  
table (if your room has tables and chairs. if not, then teach desk)  
Chair

Teach each word and make them act it out. But mix in words from lesson one: Stand up slowly. Throw fast. Hit the table. Dance the ballet. Touch the table. Sing to your hand. Yell at the table. Touch your nose. Dance the disco. Touch the chair with your hand. Touch the table with your nose. Touch your nose with your hand. Walk and sing and touch your hand. Turn around, dance and touch your nose.

REALLY WATCH them carefully. Act as if doing the actions perfectly is the most important thing you have ever done. Really zero in on them and if they are not doing it right, just say the command again and model for them and give them a BIG GRIN when they do it right. When everyone does one well, applaud and say "Good job!" You may have to speak quite slowly at first, but get them to respond with the actions immediately. If you put lots of energy in to getting these right, it sets the tone for believing that this is an academic workplace even though we are having a good time. Your insistence on perfection will persuade them to take it seriously.

Once they seem to know the words (or you feel the need to spice it up) make your commands goofier. Like this: The table walks (they grab the edge of the table and kind of walk the table) The chair walks fast. Your hand dances. Your hands walk. (Insist on the difference between hand and hands.) Your hand looks at your nose. Your nose walks (kind of grab each nostril and make it go up and down while making a funny noise like boop de boop de boop.) The chair turns around. Sit on the chair and turn around. The chair yells (they can sort of duck behind the chair and pretend to be the chair that is

yelling) Sit down under the chair and sing "Twinkle little star" (or some other song they know)

Now have a group of 5 - 6 kids do 3 - 5 commands (applause) and another group of 5 -6 kids do 3 - 5 commands (applause) -- it gets to be really fun. Also you can ask one or two kids to do a series of actions like a mini story: Walk fast to John. Look at John. Look at John's hand. Touch John's hand three times fast. Walk to your chair. Sit down.

Walk slowly to the big table (or blue table or Sally's table,...) Sit on the table. Sing Yankee Doodle fast. Hit the table four times with your left hand. The table yells "ouch!"

Then teach them a song: head and shoulders, knees and toes. Knees and toes, knees and toes. Head and shoulders, knees and toes. Eyes and ears and mouth and nose. You know the tune, right? It is the same tune as "London bridge is falling down" They have to stand up to sing it and they have to do the actions.

If you want to have them give commands, they love to do it. They will not really want to give commands until they have heard the words many many times out of your mouth first. That is why you need to mix and match the words over and over and over again until you could scream. And you probably will need to speak very slowly and deliberately and it will drive you nuts. But that is how they get to be really really good in language: by understanding every single word you say. Perfectly.

For the dictionaries, Have them take out their paper and copy each letter as you spell each word carefully for them. This is how they learn the alphabet: by your spelling every single word very carefully. You say the letter, write it on the board, and they write it in their dictionaries. Homework is to illustrate the dictionaries.

This is the end of lesson two. Each lesson may take more than one day to accomplish. No problem. I just want you to have a couple of lessons ready to go so you don't run out of steam.

### TPR Halloween Lesson

This was an email to my son (when he was an an EFL Teacher in China) but it may give you some ideas for your class anyway.

For this week you can teach a cultural lesson: Halloween in the US. Take in the pictures of you and G and Nik and Umida's kids going trick or treating last year. Ask things like "Is Nik a pirate?" "Am I a pirate?" Who is a vampire? What is Nik? etc. Then have them imagine what they could be for Halloween. Act out a little skit where they dress up and knock on a door and say "Trick or Treat" and they get candy and they are happy. If you have a couple of masks to take to class for kids to wear it is even more fun because more can participate. You can just use a

picture of a person from a magazine and make that into a mask. Or a picture of an animal.

Anyway, then you have a story: Susie is a tiger. (Make the kids yell AAAAAIIIIII!!!) Susie is a big tiger (AAAAIIII!!! ) Susie walks to Ralph's house. Susie knocks on the door. She hits the door three times with her right hand. Ralph walks to the door. Ralph opens the door. Ralph looks at Susie. Ralph yells, "A tiger! Help! Oh no oh no!!" Susie laughs and says "Trick or Treat." Ralph looks at Susie again and says, "Oh, it's you, Susie! Here is some candy" Susie takes the candy. She looks at the candy. She says, "M&Ms! Yum! I love M&Ms." She puts the candy into her bag and says "Thank you, Ralph! Good bye!" She walks to the next house.

While telling the story, ask questions to assure comprehension. Not just the circling questions but also questions where they have to translate into Chinese. Especially work on possessives like: She goes to his house. Her costume is a tiger. She puts the candy into her bag.

Then a true/false quiz:

1. Ralph is a tiger.
2. Susie walks to Ralph's house.
3. Susie opens Ralph's door.
4. Ralph yells "Help!"
5. Ralph says "Trick or treat"
6. Ralph gives candy to Susie.
7. Susie gives candy to Ralph.
8. Susie eats the candy.
9. Susie puts the candy into Ralphs' bag.
10. Susie is happy.

The implication that Susie is happy from her delight at getting the candy she loves might actually be hard for some kids. It is higher-level thinking because the story does not say if she is happy, you have to infer that information. So do not be surprised if there is puzzlement.

Then for grammar work, they can illustrate or they can translate or they can act out, but make them understand the difference between: He gives her some candy and She gives him some candy. He gives candy to us, to them, to him, etc.

For your afternoon activity period, get as many pumpkins and knives and a couple of cut out patterns (you should be able to get them on the net - probably [MarthaStewart.com](http://MarthaStewart.com) or a hobby site. Then have them carve a couple of pumpkins for the afternoon activity time.