

Making the Children Speak In the Primary School.

R. GULABRAI

Sekolah Rendah Jenis Kebangsaan (Inggeris) 1, Jalan 10, Petaling Jaya.

One of the basic principles of teaching in the primary school is 'Learning by Doing'. This manifests itself in activities organised by the teacher to ensure pupil-participation. Language teaching and learning lends itself to this approach. I would like to illustrate this by showing how a lesson could be organised to teach Unit 87 of the New Primary Syllabus – item 'of the' – ensuring maximum pupil participation.

The teacher could use two or three periods to teach this unit. Depending on the ability of the class, the teacher could curtail or increase the activities as required.

Aids

Objects in the classroom and those brought by the pupils and the teacher – table, desk, chair, comb, bottle, tin with lid, etc.

Previous knowledge to be included in the lessons

1. Possessive Adjectives and Nouns – my, your, his, her, Ali's, John's, etc.
2. Questions – What is this / that?
– What are these / those?
– Is this / that?
– Are these / those?
3. Imperatives – Come here. Touch your Show me .

Introduction

1. Call out a pupil. "Ali, come here."
Point or touch his leg and say, "This is Ali's leg."
Do the same with his nose, mouth, eyes, etc.
As the words are mentioned, write them on the board
2. Call out another pupil. "Ah Meng, come here."
Point to various parts of his body as for Ali and ask th

class, "What is this?" or "What are these?"

Pupils answer, "That is Ah Meng's" or "Those are Ah Meng's"

Point to Ah Meng's nose and ask the class, "Is this Ah Meng's mouth?"

Pupils answer, "No, it isn't. It's his nose."

3. Call out another pupil – Sammy.

Point to various parts of his body and ask him, "What is this?" or "What are these?"

Sammy answers, "This is my" or "These are my"

Point to Sammy's eyes and ask him, "Are these your ears?"

Sammy answers, "No, they aren't. They are my eyes."

4. Teacher points to her own nose, eyes, etc. and asks individual pupils, "John, what is this / are these?"

John answers, "That is your" / "Those are your"

Stage 1

1. Point to a pupil's back and say, "This is" 's back."

Then point to the back of a chair and say, "This is the back of the chair."

Pointing to the back of the chair ask the class, "What is this?"

Pointing to the back of the chair ask individual pupils, "What is this?"

2. Do the above for the following:

legs of the table / desk

neck of the bottle

face / hands of the clock

teeth of the comb

Stage 2

Call out different pupils to the front to point to the various objects introduced above and to ask the class,

"What is this / are these?"

Pupils answer, "That is the" of the" or

"Those are the" of the"

Stage 3

Point to the back of the chair and ask individual pupils, "Is this the leg of the chair?"

Pupil answers, "No, it isn't. It's the back of the chair."

Do the same with the other objects already introduced.

Stage 4

Call out a pupil and tell him to point to any of the objects already introduced e.g. David points to the face of the clock.

Teacher asks, "David, is that your face?"

David answers, "No, it isn't. It's the face of the clock."

The same question could be repeated to the class with David pointing to the face of the clock.

Stage 5

Divide the class into 2 groups.

Point to various objects and individual pupils of one group ask the question and a pupil from the other group answers. Then the roles are reversed.

The teacher could make this a competition to see which group scores the more points.

Stage 6

Using imperatives introduce other objects and positions.

e.g. Point to the top of the cupboard.

Touch the top of your head.

Bring me the lid of the tin.

Show me the cover of your English book.

Put your bag at the back of the classroom.

Come to the front of the classroom.

Ask the pupil, "What are you doing?" as he carries out the instruction. Then ask the class, "What is" doing?"