

VISUAL CUE SHEETS FOR ORAL PRACTICE

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Editor's Note: These cue sheets have been prepared by teachers attached to the Centre for British Teachers for use in Lower Secondary English classes.

The cue sheets can be drawn large on manila card for whole-class teaching; or on Gestetner stencils with the aid of a stencil pen and then produced in multiple copies.

1 ARE YOU HUNGRY?: TEACHER'S NOTES J.Y.K. Kerr

Aim: To provide practice of *some* and *any*; *a little*, *not much* and *a lot of*.

The worksheet is intended for oral work but can lead to written work for consolidation. Any one of several tenses can be used for practice: e.g.

What does Johari (usually) eat?
What is Johari going to eat?
What will Johari eat (for supper tonight)?
What did Johari eat?
What has Johari (just) eaten?

2. If wished, practice can begin with *some* and *any*:

Did Johari eat any chicken?
Yes, he did. He ate some.
Did Asiah drink any milk?
No, she didn't. She didn't drink any, etc.

3. Practice can then be extended to *a lot* and *a little*:

Did Johari eat a lot of rice or a little?
He ate a lot.
Did Rashid drink a lot of milk or a little?
He drank a little.

4. The next stage can be:

Did Asiah eat much rice?
No, she didn't eat much.
Did she eat much fruit?
Yes, she ate a lot, etc.

5. More demanding are the questions:

What did Rashid eat?
He ate a lot of rice and a lot of chicken and a little fruit.
What did Rashid drink?
He drank a little milk, etc.

6. It is desirable to end up by relating the topic to the pupils themselves by asking:

What did *you* eat (for breakfast/supper, etc.)?




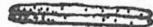





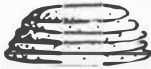
















7. The worksheet gives incidental practice in the *he/she* contrast. It would be possible to use it again in a subsequent lesson to practise:

Johari ate more rice than Siti.

Rashid ate less fruit than Rashid.

or:

Johari drank a lot of milk but Siti drank no milk/none.

	 rice	 chicken	 fruit	 bread	 milk	 tea
 Johari						
 Siti						
 Rashid						
 Asiah						

ARE YOU HUNGRY ?

The reason a data chart is chosen rather than pictures is that in the particular teaching circumstances data-use is a more economical way of presenting information: one big chart is all that is needed. However, some pictures are also used to support understanding. The chart is able to encompass LSES Units 4(a), 4(b), 4(c), 4(d) and 18(b). Here is a brief summary of what it provides:

- 4(a) *Nouns following 's*: Pictures of a house, a motorbike, a watch, a hairdryer, etc. Structures that can be taught:

It's Mr. Hussein's house. It's Mrs. Hussein's hairdryer, etc.
Also: It's Mr. Hussein's, etc.

- 4(c) *Possessive adjectives, pronouns*: Structures based on the questions:

Whose is this? or Whose . . . is this? to elicit
It's his house/her hairdryer/his guitar, etc.

This can be later contracted to: 'It's his/hers'. Using listening comprehension and reading passages on Ali's family, it is possible to bring in: 'It's my . . . ; it's mine'; 'It's your . . . ' and 'It's yours'. Of course real objects belonging to the children should also be used to practise the last four structures.

- 4(a) *Adjectives of quantity and quality*: With the inclusion of such adjectives in the chart, it is easy to produce structures such as; 'Mrs. Hussein has four gold rings' and 'Ali has two English books'.

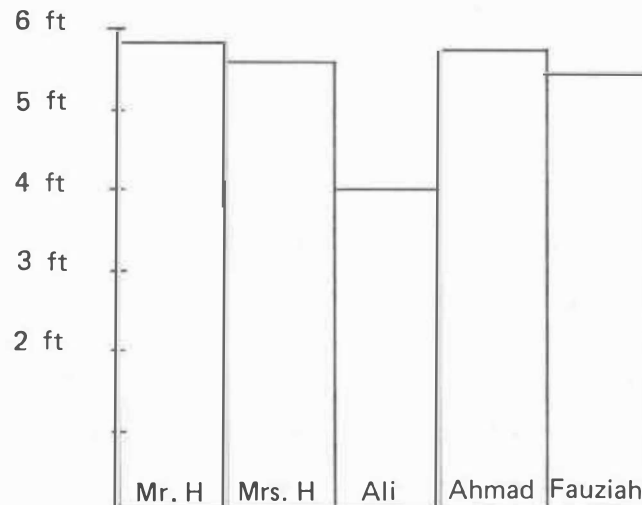
- 4(d) *Adjectives after to be*: This unit logically follows on from the previous one. Structural progressions such as 'The small ball – the ball is small – it's small' and 'The large fridge – the fridge is large' can be used.

- 18(b) *Comparatives*: This unit again follows logically on. Adjectives such as small, large, big, old, tall, heavy can be used in the comparative: 'This ball is smaller than that ball.' Here the details on height, weight and age come in useful: e.g.

Mr. Hussein is older/taller/heavier than Fauziah, Ali, etc.
Mr. Hussein is the tallest. Ali is the lightest, etc.

For this unit supplementary graphs can also be used to help the children with concepts of height, weight and age comparison.

For example:



Most children are able to grasp the concepts and the language with the help of the data and the graphs.

Similar data relating to different characters can be included in the English examinations and the pupils required to deduce their answers from it in the ways that they had previously practised with 'Ali's Family'.

ALL ABOUT ALI'S FAMILY

	MR. HUSSEIN	MRS. HUSSEIN	ALI	AHMAD	FAUZIAH
How tall?	5' 10"	5' 3"	4' 0"	5' 9"	5' 2"
How heavy?	180 lbs	100 lbs	90 lbs	200 lbs	105 lbs
How old?	55	50	13	17	18
Possessions	1 big house 1 red motorbike 1 new watch 1 old camera	1 red hairdryer 1 large fridge 4 gold rings 10 old dresses 10 old sarongs	3 balls: 2 big, 1 small 10 books: 2 English, 8 Malay 10 T-shirts: 4 white, 4 red, 2 blue 5 pencils: 4 blue, 1 red 1 bicycle 4 rulers: 1 long, 3 short	10 LP records 2 pairs boots 1 wooden guitar 2 tennis racquets: 1 wooden, 1 steel 2 badminton racquets: 1 old, 1 new	1 LP record 5 necklaces: 3 blue, 2 pink 1 old radio 1 new hi-fi 12 dresses: 6 old, 6 new 20 sarongs: 5 green, 5 blue, 5 red, 5 yellow

III WHOSE IS THIS X ?:

TEACHER'S NOTES

Anne Gordon

Aim: To practise or revise any of the following patterns orally:

Whose is this X?

It's my/our/their/etc. X.

Whose X is this?

It's mine/ours/theirs.

It's (Rohani's) X.

It belongs to (Ali/me/etc.).

It's (the Tans') X.

Notes on the drawing

The drawing can be done large-scale on manila card. If so, the lines of possession can be drawn in different colours with felt-tipped pens; otherwise it can be drawn on a stencil and multicopied as individual cue sheets.

'Form I' is intended to produce the items *our/ours*.

'Me' is a deliberately anonymous figure and refers to whoever is speaking. It is tempting, but conceptually difficult, to include 'you', so that item is missing.

Procedure

1. First demonstrate what the chart means: e.g.

This is Rohani. Here is a newspaper.

It is Rohani's newspaper. It is her newspaper.

Whose is this newspaper? It's her newspaper, etc.

Decide whether you wish to practise nouns in the possessive form or possessive adjectives and set up a drill: e.g.

Teacher : Look at this watch. Whose is this watch?

Pupil 1 : It's my watch.

Teacher : Look at the bag. Whose is this bag?

Pupil 2 : It's his bag.

3. Finally get one pupil or group to ask the question and another pupil or group to answer: e.g.

Pupil 3 : Whose is that money?

Pupil 4 : It's their money.

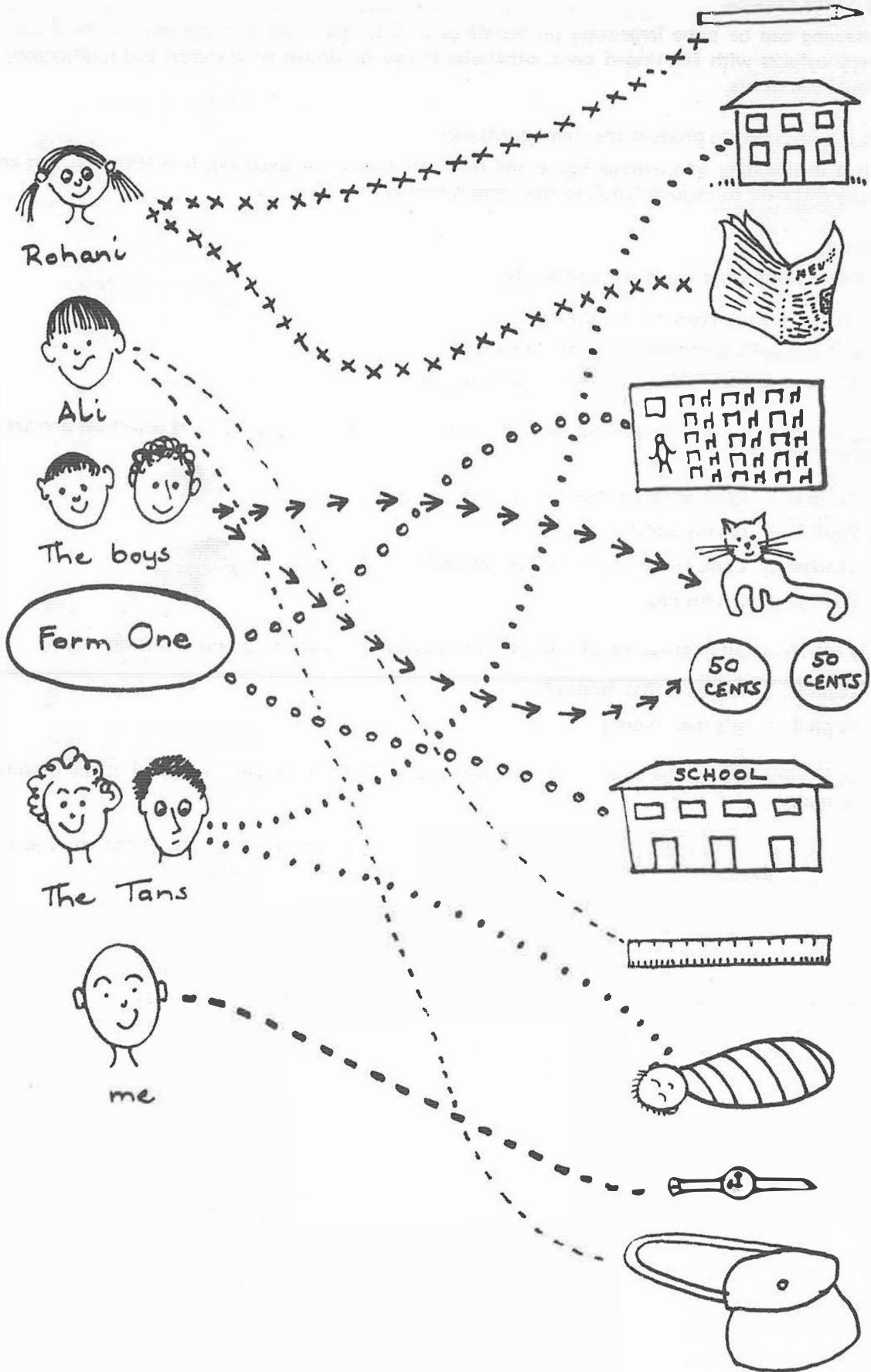
4. The same procedure can be used to practise orally any of the other patterns listed at the beginning of these notes.

Later, pupils can be asked to draw a given number of the objects on the right of the chart in their exercise books and write a descriptive sentence under each: e.g.

This is Rohani's pencil. It's her pencil.

Alternatively, prepare a number of written sentences based on the drawing with the possessive adjectives or pronouns blanked out to see if the pupils have learned to use them correctly.

WHOSE IS THIS X?



Aim: To practise or revise any of the following items:

the Present Perfect tense A lot of, many and (only) a few Some and any

Materials

Copy the Malaysian football table from any newspaper on a large piece of card with the words 'played, won, drawn, lost, for, against and points' written out in full.

1. *Present Perfect Tense.* It is necessary to explain to the class first that a football team is always referred to in English in the plural form. The Present Perfect tense can be used for practice: e.g.

How many games have Selangor won?

Have Pahang played 16 games yet?

How many games have Malacca lost?

This can be extended to include "scored" and 'let in' also: e.g.

Have Selangor scored a lot of goals?

Have Sarawak let in many goals?

2. *A lot of, many and (only) a few* can also be practised: e.g.

Have Selangor won a lot of games?

Have Brunei lost only a few games?

Have Kelantan scored many goals?

3. *Some and any* can also be practised: e.g.

Have Federal Territory won any games yet?

Have Kelantan lost any games?

TABLE

* Semifinal qualifiers in CAPITAL letters.

* Teams in contention in bold type.

	P	W	D	L	F	A	Pts
SELANGOR	15	11	3	1	30	11	25
PAHANG	15	10	3	2	22	13	23
Singapore	15	9	3	3	31	10	21
Kelantan	15	7	5	3	22	7	19
Malacca	15	7	5	3	22	10	19
Johore	15	7	4	4	25	14	18
Sabah	15	7	4	4	23	18	18
Penang	16	6	4	6	12	20	16
Trengganu	14	5	5	4	20	18	15
Perak	15	6	3	6	17	18	15
Perlis	15	5	4	6	19	22	14
Forces	15	5	2	8	20	27	12
Kedah	15	2	6	7	14	24	10
Brunei	14	3	4	7	9	13	10
Sarawak	15	4	2	9	11	29	10
N Sembilan	16	3	2	11	9	30	8
F Territory	16	0	3	13	5	27	3

THURSDAY: Trengganu v Singapore (Kuala Trengganu Stadium, 4.30); Pahang v Brunei (Stadium Darulmaktur, 7.30).

FRIDAY: Kelantan v Johore (Kota Bharu Stadium 8.0); Kedah v Malacca (Stadium Darulaman, 8.0).

SATURDAY: Sabah v Sarawak (Likas Stadium, 4.30); Armed Forces v Perak (Merdeka Stadium, 8.0).

SUNDAY: Selangor v Perlis (Merdeka Stadium, 8.0).

MONDAY: Trengganu v Brunei (Kuala Trengganu Stadium, 4.30).

* Completes preliminary round.