# Learning English

A Textbook for English Teachers
to be used during Amity Foundation’s
Summer English Program
(Adapted from the book by Don Snow)

## Teachers Book

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Special thanks to Jane Coates and Virginia Heslinga for contributions to editing and writing
“Learning English” is a textbook for use in the Amity Foundation Summer English Program (SEP.) With volunteers from so many different places and backgrounds, teaching lessons based on such a variety of sources, it is good to have one common textbook across all this diversity.

The foundation of this “Learning English” is a textbook written by Don Snow, with Amity Foundation at the time, in collaboration with a number of Amity long-term teachers.

This version is a new layout with reduced content. This is the teachers book; for the first time, there is a separate students book. Each participant in your classes will have the student book. You have both and it is intended that you would use both in your lesson planning.

As always, the lesson planning is flexible, pick and choose among the activities suggested; consider any of the activities suggested among the lessons as a resource to be used with any other appropriate lesson, or dream up your own. The idea is for the participants to talk among themselves, respond in a variety of ways, report to you and to each other, and have a good time exploring all the complexities of learning English.

The nature of the content is based on the theory of learning English, perhaps as their students may be learning it. Some of the participants in these classes will be teachers of middle schools, either junior or senior, but others will be teachers in primary school. Of course, primary school children learn English differently. Consider varying the activities based on the participants in your classes. If there are a number of primary school teachers in your classes, check out the Primary School Supplement or add your own.
Instructions for the reading:
The reading for each lesson is found in the student book. Treat each chapter reading in various ways, day by day.
- As homework, with review, comprehension questions in class
- Read in unison, practicing proper stress and intonation
- Assign one point to each table and ask them to present the information as a report
- Sometimes the nature of the way the reading is presented will suggest an approach

Reading comprehension:
Include a statement about how they should follow up on the reading by asking a few questions to see if the reading is understood or if there are any questions.

Instructions for debates:
Most of the English speaking in a debate exercise takes place in small groups, so allow plenty of time for this. Then, have at least one mini-debate by putting groups together to debate group-to-group, simultaneously with other groups. Finally, have a debate involving either a ‘winning’ group from each side, or asking each group to send one or two representatives to the main debate.

Monitor the debates to be sure they stay on task and don’t endlessly repeat their arguments. Remind participants that their goal is not to get the other side to agree with them, but to think of the best arguments against the other side’s positions.

At the end, comment on each side’s good points and good use of English.

Concentric Circles:
Divide the class in half and ask one half to form a circle; then the other half of the class forms a circle around that one, so you have an inner and an outer circle. They should face each other, so the circles need to be big enough that there is a comfortable space between partners. If your room does not have movable desks, you can do the same thing with two lines facing each other, but the persons at one end have to move to the top at each move.

Pair/Small Group Tasks are good for speaking practice because many students have a chance to speak. Shy or nervous students are under less pressure in small groups because they can choose not to speak, but still find it relatively easy to speak up when they choose to.

Procedure:
Place students in pairs or groups of three or four. (Larger groups give fewer people chances to speak.)

Give groups a clear task, so that they know exactly what they are supposed to do. (It is harder for groups to get started if you only tell them to "talk about" something.) Good examples of tasks include:

"Make a list": (Ex: List the most beautiful places in your country.)

"List reasons why ______": (Ex: List ten reasons why middle school children should -- or shouldn't -- study a foreign language.)

"List advantages and disadvantages of ______": (Ex: List the advantages and disadvantages of using standardized examinations to determine who should have the opportunity to enter university.)

"Prepare directions": (Ex: Prepare a list of directions for how your foreign teacher should bargain at the market. Or: Make a list of suggestions on how to choose a good bicycle).

"Decide whether or not ___": (Ex: Decide whether or not middle school students should be allowed to date.)

"Decide whether you agree or disagree with (a statement)" (Such as "It should be against the law to not wear a seatbelt when riding in a car.")

Reports: when asking groups for reports, ask each group for only one item, going from group to group, collecting report information. Go around two or three times if necessary to collect all the information.
Unit 1

Why should language teachers be language learners?

I. Reading readiness: Ask: *Why is it important for language teachers to have experience as language learners? List as many reasons as you can think of.* Ask for reports.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Follow up: ask, for pair or group work: Can you think of more reasons why a language teacher should be a language learner?

A role model
There is space in the student book for some preliminary thinking about a teacher who was a role model for language learning, suggest they make some notes. Then, share this information with group members. Listen to the stories of other group members. Take notes, and be ready to report on at least one of the teachers you heard about, explaining what made him or her her/him a good role model.

In advance, obtain colored paper on which to print characteristics of the model language teacher. As the reports are made, make mini-posters to tape on the walls.

Pair/Small Group Task: "Ten rules for learning English"
Say: “Imagine that a young Chinese student comes to you and asks for advice about how to learn English. Based on your experience learning English, what would you tell him/her? (See student book)
In pairs or groups: 1) Make a list of ten "golden rules" for learning English. State each as a rule. (Ex: "Regularly review vocabulary words.") 2) Decide which three are the most important. 3) Be ready to present your rules to the class, and explain why you felt the top three were the most important.”
Prepare a schedule
Pair/group assignment: Since language teachers have much experience in learning language, work out a schedule and plan for someone who wants to gain English skills.

Pair/ Small Group Task: "What are the characteristics of a good language learner?"
Instructions: Based on your experience as a student and teacher, do the following: 1) List characteristics of good language learners. 2) After you have a list, discuss and decide which three characteristics are most important.
Record on the board each characteristic. Group like characteristics. When completed, review the list orally.

Pair/Small Group Task: "Ten rules for learning English"
Assignment: Imagine that a young Chinese student comes to you and asks for advice about how to learn English. Based on your experience learning English, what would you tell him/her? (See student book)
In pairs or groups: 1) Make a list of ten "golden rules" for learning English. State each as a rule. (Ex: "Regularly review vocabulary words.") 2) Decide which three are the most important. 3) Be ready to present your rules to the class, and explain why you felt the top three were the most important.

Other Discussion Questions for pair or small group work:
- What experiences do you remember of success in language learning? Of failure or difficulty?
- What habits do good language learners have?
- If you could learn one language that you don’t already know (excluding English), what would it be?

Further reading:
See a selection for further reading in the student book; if desired, you may use this as a basis for another discussion topic or for reading in unison for stress and intonation practice.
Unit 2

What are the most important roles of the English teacher?

I. Reading readiness: Ask the participants to follow the instructions in their student book, Ask for reports.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Ask: What makes a good English teacher? (allow time for participants to list characteristics as suggested on page 2 of the student book) then follow up with further activities, such as:

Wall Chart: Find wide white paper in a local office supply shop (文化用品) and tape to the wall – to allow everyone access, have several sections – and ask participants to use markers to write characteristics of a good English teacher on the paper. If their idea has been written, ask them to put a check ✔ beside it; some characteristics will have many checks. (or, duplicate many “like” symbols, for them to tape beside characteristics with which they agree.

Perhaps you might like to ‘seed’ the list by scattering out on the papers ideas such as:
*Good preparation and planning * Clear learning objectives * Good organization * Clear communication. Good instructions. * Good control of the class * Good sense of humour * Warmth, care and good relationships with students

Instead of wall chart, use paper cutouts:
Create large paper cutouts of a stick figure; attach them to the walls for them to write on.

Or, use this idea for an expansion of the ‘roles’ of an English teacher.
A Good Teacher: Puzzle it out
If your class finds discussion to be difficult, consider this activity to stress characteristics of a good English teacher.

Use one large piece of poster board for each group. Print with colored markers various phrases and words at angles around on the poster board, several per sheet. Use different phrases on each sheet so the total is rather large.

Then, cut the poster board into a variety of shapes, at least as many as there are group members.

Mix up the pieces and place them on the tables, one poster board per table. The group assembles the puzzle pieces. When all groups have assembled their puzzles, have each group read the characteristics on their poster.

Some suggested characteristics:

- High expectations of yourself
- High expectations of your students
- Good preparation and planning
- Clear learning objectives
- Good organisation
- Good, clear communication. Good instructions.
- Someone who has good control of the class
- Encourages independent learning and skills
- A motivator
- Good sense of humour
- Warmth, care and good relationships with the students
- Develops the skills of the students
- Able to judge the correct level of work for the students
- Good relationships with the parents of the students

Advice for a new teacher, tag game:
Refer to the section of the student book, page 2 of Unit 2, about giving advice to a new teacher. Ask for a few entries in that space, then extend the exercise by using a role play tag game.

1. Hold up a small sign saying:

   I am a new English teacher, What advice do you have for me?

2. Call on a group and ask them for advice, in the form of, “You should…” or, “You shouldn’t”

3. After a few suggestions, ‘tag’ one of the teacher/students, who then becomes the “new teacher”, who repeats the process. Continue until several people have been the “new teacher” and all groups have made several suggestions.

Obstacles:
The student book has a block of type that lists a number of obstacles or problems that Chinese English teachers face. The items are run together without breaks or capital letters. The enlarged or artistic words are not necessarily key words. Ask them to follow the instructions, then to compare with group mates. Point out that some problems are beyond their control, but even those can be worked around or minimized with good tactics.

Collect the three most serious problems from each group and assign each group one; ask them to develop strategies for circumventing or overcoming to the greatest extent possible.
Ping-pong Debates are informal debates on topics that have two fairly equal sides. The idea is that responses must alternate between ‘for’ and ‘against.’ Teams may be assigned a position, or individuals may voluntarily respond, so long as they alternate between the two points. Try to spread out the responses among the class so that more than just a vocal few speak.

Possible topics for today:

• “Does my English have to be really good for me to be a good role model for my students?”
• In English class, should only English be used?
• Is an English teacher more like a “sage” or a “coach”?
• Should English classes be lively, with songs and games?
• In spoken English, which is more important – accuracy or fluency?
Unit 3

Why do students fail to learn English well?

I. Reading readiness: Ask the participants to follow the instructions in their student book, to take the multiple choice ‘exam,’ and then among their group, discuss the ones they feel are the most serious. Ask for reports.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Thumbs Up! Thumbs Down!
Ahead of time, ask some students for a list of ways they studied English when they were in junior middle school (exams, reading, listening to the teacher, drills, exercise books, etc.)
As you read the items one by one, direct class members to respond by holding up a hand with the thumb up or thumb down, depending on whether they had liked or not liked that activity.

Debate: Should All Study English?
In China all students, from primary school through university, must study English, yet many never develop functional skills. Conduct a debate on who should be required to study English, beginning when and for how long.
The question is:
Should all Chinese students study English?
Pro: Yes, all should study - list reasons
Con: No, only some, decide who, when, how long?
Assign sides to participants in whatever way you choose, but try to have an even number of groups so they can debate each other.
Introduce the topic and assign positions. Each group should argue for its assigned side. Allow 10-15 minutes for preparation.
Then, pair up groups and ask them to debate simultaneously, taking turns from one side to another, for five to ten minutes.
Move groups around and repeat the process for another five to ten minutes.
Ask each debate team to select one person to join a class-wide debate. There should be an equal number for each side.
Conduct a debate in front of the class, allowing group members to make suggestions to their team members.

Is it worthwhile to study English?
A group project; introduce the situation (see student book) and after discussion, ask for reports.
**When is an exam not an exam?**

In China, exams are used for many purposes, from periodic evaluation of student achievement to entrance into various levels of education.

Ask participants to draw pictures in their student book that show how exams are used. They should label each picture and explain them to their group members. (Possibilities: doors, gates, bridges, hurdles, stairs, and more)

After everyone has drawn pictures and shared them with group members, ask for two or three participants to volunteer to come to the chalk board to draw one of their pictures and explain it to the class, repeating the process until there are no new ideas.

**How to encourage students to practice speaking, even outside of class and without the pressure of exams?**

If the best way to develop skills that lead to speaking, reading, and writing English is for students to take the initiative to develop their own plan and to carry it out, how can you as a teacher encourage and promote this?

Pair or group work: Discuss ways teachers can encourage students to take initiative for improving their own English skills, especially for speaking and reading.

**Examples:**

Who do they know who has done this? What did they do? Is it only an internal motivation, or can teachers encourage this?
Unit 4

What is the best way to learn English?

I. Reading readiness: Allow a few minutes for participants to share responses to the question, “What is the best way to learn English?” Ask for some volunteers to write their ideas on the board, repeat until no one has any new ideas to add.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and active participation.

Follow-up to reading:
1. If you had volunteers to write their ideas on the board for the best way to learn English, look at the items and tag with Rule #1 and Rule #2 to show how they stack up. If an item doesn’t meet the rule, could it be adapted so that it does.
2. Actually, Rule #1 and Rule #2 are essentially the same. If you put them together, you have, “Practice doing what you want to improve on in the way that is closest to your desired result.”

3. Make some cards similar to the following (add more topics), and give one to each group. Ask them to list as many ways as possible to apply the rules to achieve the desired result.

Strengths and weaknesses
Make a bar chart using the chart in the student’s book, showing strengths and weaknesses in English knowledge and skills. Group participants according to areas of greatest interest and ask them to discuss plans to improve in those areas.

Reading aloud in the morning

Memorizing and reciting passages from textbooks

“Crazy English”

A common practice among Chinese students is to find a spot outside (or in an open area inside in bad weather), stand and read aloud from passages in their textbooks. Other common practices include: memorizing passages from texts, and following the styles promoted by “Crazy English,” (ask your students).

Are these methods effective? What skills do they develop? Ask the participants to work in their groups to decide just what skills are developed by these and other activities commonly used.

For your information: Ask your class members what methods Chinese students commonly use to study English. Ask why these methods are followed.
Unit 5

Why is listening in English so hard?

I. Reading readiness: The participants are asked to evaluate their listening skills during this first week of classes, and to express that evaluation in a percentage, from the first day until today. You might walk among the tables to see how they have evaluated themselves. It might also give you an idea of how well they are understanding you and the other foreign volunteers.

II. Reading: Since this is a lesson on listening, the reading will be oral. Read the text aloud; the student books provide various kinds of feedback for them to employ as you read each paragraph. Be careful to notice if they need you to repeat or to slow down.

Why is listening in English so hard?

For beginning students of English, the main reason listening comprehension is difficult is that there are simply too many new and unfamiliar words. But, even students who have studied for years - and who know hundreds or thousands of English words - often still find listening comprehension quite difficult. Why?

(pause for them to write, watch to see if most people are understanding; repeat if necessary)

(The following paragraph is presented with blank spaces left for certain words (underlined in your text). Pause periodically for them to write the words they hear, but don’t stop for every word, since that would negate the point.)

The problem with listening comprehension is that when you listen to an English speaker, you not only have to recognize words by hearing them instead of by reading them, you also have to recognize the words very quickly, because, if you pause to think, the English speaker will keep right on going and you will miss much of what he or she says.

(For the following paragraph the assignment is to identify the important skill, “listening fluency.” Later, there will be opportunity to interpret and reinforce this skill.)

So it is very important to build "listening fluency," or, the ability to recognize and understand English words and phrases very quickly when you hear them - without pausing to translate or try to remember the words. Obviously, this is a skill that is built mainly through practice - lots and lots of practice.

(For the following paragraph they are to make a list of different types of listening materials.)

What is the best kind of listening practice? There are many good ways to practice - listening to the radio, MP3s, to native English speakers, and even to non-native speakers of English. These days, the Internet is a good source of listening material.

The most important thing is to find listening practice material that has the right level of difficulty: not too easy, or it will be boring, but not too hard, or it will be too frustrating. Even more important is to practice, practice, practice.
III. Actions

1. Listening fluency:
Assign groups to write an English definition of “Listening fluency.”
Then, discuss what they think it means and how they can improve their listening fluency.

2. Turn the Radio On:
Before coming to China, you might record a few different kinds of audio material: news clips, popular songs, audio books, etc.
Ask the participants to listen to pieces of these materials. Play each one for a minute or less. At the end of each, ask comprehension questions, what did it say, what was it about, etc. Then, at the conclusion, ask which ones were the easiest, most difficult, and why they think this was so.

3. Available resources:
These days there are many resources for listening opportunities and materials. Ask each group to make a list and rate them for ease of availability and effectiveness for developing listening skills. (see student book)

Call for reports.

4. Simon Says:
This old game can be a fun way to practice listening skills, especially if your class has problems with listening comprehension. But, it is useful for all the classes, in that it may be an activity they can use with their own students, and it’s fun to practice it here.

Procedure:
Before the activity, make a list of the instructions you wish to use. (Ex: "Open your books." "Turn to page six." Touch your nose with your friend's pen." Etc.) Conduct the activity in a game-like manner, repeating instructions and building for faster student responses.
If you want to make it more like a game, add the "Simon Says" element; i.e. tell students they should only carry out instructions if prefaced by "Simon Says."

- Stand up
- Put your right hand in the air
- Touch your nose
- Turn around
- Clap your hands
- Shake hands with your neighbor
- Jump up and down
- Face the window
- Face the blackboard
- Sit down
- Pick up your pencil
- Write your name
- Stand up
- Balance on one leg
- Touch your ear
- Put both hands in the air
- Touch your chin with your left hand
- Touch your elbow with your right hand
- Pick up your chair
- Sit down
Is it useful to practice speaking English with other students?

I. Reading readiness: This topic is a bit ironic, since the participants have been speaking English together for several days in your classes, but it is still true that most Chinese do not like to speak English to other Chinese. Ask for responses to the True/False question and responses to ‘why?’

II. Reading: Since the text is presented as something of a dialogue, consider asking half the class to read aloud alternating boxes and all reading the last one, or divide the reading among the groups with each group reading aloud one paragraph.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

How I learned to speak English:
Since all of the participants in this program can speak English, they must have had a lot of experience with many methods or ideas. This can be done in groups or pairs, but you might try “Concentric Circles.” (See Methods & Activity Tips in the front of the book) This activity is good for groups in which the members are not so fluent in speaking English.

The assignment: Each partner is to tell some ways they have used in order to improve their speaking. When enough time has passed for each partner to share, maybe one or two minutes, ring a bell, clap your hands, blow a whistle, or play music when they are to speak and stop it when they are to stop. The outer circle takes one (two? as you like) step to the right and the cycle begins again. Repeat the cycle several times, but stop before it gets boring.

2. English Corner, China:
In many Chinese cities, there is an informal ‘English Corner’ that functions on a Saturday or Sunday in a certain plaza or park to which anyone may come who wants to speak, or listen to, English.

Many colleges and middle schools also have a designated time for English corner.

Assignment: Have each group design their idea of a better English corner for their school. What are the problems of English corners; should there be a topic, and if so, how to choose; how to promote participation, etc. and present to the class. There will be many commonalities, highlight those elements that are different.
Chance encounters:

Say: “Imagine you are walking in a park and you see a foreign tourist. You want to practice your English, so you want to strike up a conversation.”

First, ask groups to make a plan: “How would you approach the tourist, what would you say?”

Ask them to list one or more strategies for starting up a conversation:

• First, you should...
• Then, you should...

Ask for reports, then ask two people to act out what they think might happen in this situation following their strategy. After they have finished, repeat the idea with different volunteers.

After each role play, ask the group for suggestions on ways to improve the results.

Finally, make your own suggestions, perhaps based on your own experiences.

Encounters: The shopper

The Amity Tool Kit contains a section called “Encounters,” which includes a number of stories of encounters between Westerners and Chinese. The following one is good for this lesson. Reading the story slowly, or twice, is sufficient for understanding.

Story:

“Xiao Wang is out shopping and sees a middle-aged western woman who is trying to ask the storekeeper if an item she wants comes in another color. The woman looks frustrated and is using lots of sign language but the storekeeper still does not understand what she wants. Xiao Wang decides that this would be a good chance to practice his English, so he goes over, explains to the clerk what the tourist wants, finds out the answer and then tells the tourist about other colors. The tourist says thank you, and then begins looking at other items in the store. Encouraged by his success, Xiao Wang asks the tourist if she would like him to act as interpreter as she shops. The tourist however says “no, thank you” and then walks off to another part of the store.”

Ask:

How do you think Xiao Wang might have felt when the shopper refused his offer of help?

What do you think Xiao Wang expected

Why do you think the shopper refused his offer of help?

List as many explanations as you can think of.

After sufficient time, ask for reports. At the end, you may add your opinion.

What if there are no foreigners?

Collect from the group members all the ideas they have for speaking practice. Find a way to display these ideas around the room in a chain, or on posters, or banners, so it will give the impression that there are many ways to speak English without a foreigner.
Unit 7

Should I try to sound like a native English speaker?

I. Reading readiness: Ask the participants if they feel it is important to speak like a native speaker of English. Collect some comments.

II. Reading: Decide how to present the reading for this text. If, in preparation, you have downloaded some of the accents and pronunciations found on this website: http://alt-usage-english.org/audio_archive.shtml, you might play a few sentences from several of them now, in order to demonstrate that English pronunciation, even by native speakers, varies considerably.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Learning language as a ‘mimic’
We all learn to speak our native language at our mother’s knee; that is, we mimic what we hear our parents and others say.
As an exercise, read a portion of a text other than the text in front of the participants, so they must listen and not also read. Read phrases for them to repeat. The result may give you some ideas for other activities to practice.

Intonation and stress
Intonation and stress are very important in speaking English. Here are some principles and examples. If you have an advanced class, they might enjoy the challenge. Otherwise, there are some examples in the student book which give

**General stress:**
Basically, stress words are considered CONTENT WORDS such as:
Nouns e.g. kitchen, Peter
(most) principal verbs e.g. visit, construct
Adjectives e.g. beautiful, interesting
Adverbs e.g. often, carefully

**Emphatic stress:**
When you want to stress a specific meaning, any word can be stressed.
Normal: That was a difficult test.
Emphatic: That was a difficult test.

**Contrastic stress:**
Normal: I want to wear this dress.
Emphatic: I want to wear this dress.

**New information stress:** When asked a question, the reply will stress the information asked for.
When does class begin? It begins at nine o’clock

Difficult sounds for Chinese speakers of English
Non-native English learners will nearly all have difficulty with some sounds in English, depending on their native language. So, there are some sounds used in English pronunciation that are difficult for Chinese learners of English. The student book has some exercises and problem sounds.
Keep drills short.
**Jazz Chants help with pronunciation and stress**

The repetition and rhythm make it easier to understand and remember; it’s also fun and effective.

The jazz chant in the student book is a good example. The culture point has to do with avoiding personal questions. Notice that the questions get more and more personal.

**Method:**

**Review the chant**-the cultural context, the situation.

**Model the chant.** Suggest that they tap out the rhythm with a pencil or tap the table with their fingers as they listen to the chant.

**Practice the chant.** Take one line or section at a time depending on the ability of the class. Practice any parts, pronunciation that the students have difficulty with.

**Personalize the chant.** Substitute their own names or town or situation.

Fortunately, the Internet offers many free audio programs to help with pronunciation. Since British English is the standard taught in China, encourage your students to check with the BBC website for practice.
Unit 8

Which is more important - fluency or accuracy?

I. Reading readiness: Ask the participants to follow the instructions in their student book, to conduct a mini-debate on the relative importance of fluency and accuracy. Ask for reports.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

English and Chinese grammar differ significantly in ways that affect accuracy in speaking English. Literal translation of good Chinese does not result in good English. This has given rise to what is often called ‘Chinglish,’ that is, English spoken with mixtures of English and Chinese grammar. (see the student book for a group assignment.)

Another he, she, and it story:
Prepare a story involving a male, a female, and an object. Draw or find a head shot of a male, a female, and a large picture of an object; paste them on a piece of poster board so they may be held up quickly, as needed. Tell the story orally, but every time the word, ‘he,’ ‘she,’ or ‘it,’ appears, instead of speaking it out, you hold up one of the pictures; the group is to respond quickly, aloud, calling out the correct pronoun.

He, she, it
The Chinese characters for ‘he,’ ‘she,’ and ‘it,’ are all pronounced ‘ta,’ with no difference in tone, so in speaking English, this often results in: “My husband, she likes...”
To practice, prepare sheets of paper on which you have pasted magazine pictures of males, females, and objects or animals. Ask groups to create a story, requiring several minutes to tell, each figure should be referred to as ‘he,’ ‘she,’ or ‘it.’ Then, each group should tell their story to the class, preferably with more than one person doing the telling.

An interesting grammar lesson
Grammar lessons are seldom interesting. See the student book on the assignment. Decide how best to share these ideas. Some possibilities:
• Concentric circles (see lesson ____)
• Fruit basket-turn-over - play music, during which participants walk around the room; when the music stops, each sits down in the nearest chair. Each one shares his or her interesting grammar lesson; repeat.
• Report by birthdays - January birthdays report, in the order of day of the month; then February, etc.
Encounters: The English Teacher
The story is in the student book; see those instructions. When the groups appear to have finished their deliberations, ask for reports. Since they were allowed to collaborate, the lists should be similar, with some exceptions. Ask each group to suggest one item from their report; continue asking for ideas until no one has a new idea to report.
Here are some possible explanations, not necessarily equally likely. As the reports are given, some of these ideas may be mentioned; if they are not, you may add those you think are most likely, if any.

• The teacher avoids explaining grammar because she doesn't know how to explain grammar very well (and doesn't like it very much).
• The teacher doesn't think grammar is important. The teacher's main goal is to build students' communication skills, so she focuses more on communication and fluency than on grammar.
• The teacher refuses to give long explanations because she thinks they will slow down the lesson.
• She feels her method is more efficient.
• The teacher thinks the students rely too much on memorizing grammar rules, so tries to encourage them to figure out rules for themselves.

The verb ‘to be,’ adjectives, adverbs
In Chinese, it is not necessary, except under certain conditions, to say “I AM happy.” The correct Chinese literally translated is “I very happy.” Also, adverbs precede verbs, so that “I like him very much,” becomes “I very like him.” This leads to spoken English problems.
Here is a simple game, use these words or others that better meet your needs.
Have enough sentence-words for everyone in the class. Give one sheet to each person.
Play music, and a bit like musical chairs; while the music is playing, everyone is to move around, keeping an eye on who has what words. When the music stops, everyone must join others to make a correct English sentence. Sentences must be at least 3 words, longer is good. Repeat sentences with the same players are not allowed. Not every word goes with every other word, but many variations are possible.
Repeat as long as it is fun or until you run out of new combinations.
Possible words, one unit per sheet of paper:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Verbs</th>
<th>Objects or adverbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was</td>
<td>him</td>
<td>happy</td>
</tr>
<tr>
<td>She</td>
<td>will be</td>
<td>her</td>
<td>unhappy</td>
</tr>
<tr>
<td>Harry</td>
<td>is</td>
<td>them</td>
<td>a lot</td>
</tr>
<tr>
<td>John</td>
<td>doesn’t like</td>
<td>very</td>
<td>nervous</td>
</tr>
<tr>
<td>Mary</td>
<td>is being</td>
<td>not very</td>
<td>upset</td>
</tr>
<tr>
<td>The little girl</td>
<td>likes</td>
<td>quite</td>
<td>satisfied</td>
</tr>
<tr>
<td>The boy</td>
<td>would be</td>
<td>very much</td>
<td>smiling</td>
</tr>
<tr>
<td>The teacher</td>
<td>was</td>
<td>not</td>
<td>sitting down</td>
</tr>
</tbody>
</table>
Unit 9

What is the best way to develop reading skills?

I. Reading readiness: Ask the participants to think about the question in their student book. Ask for their opinions.

II. Reading: Before the reading, you might want to ask for an explanation of ‘intensive reading’ and ‘extensive reading’ and how they are administered in English language study. Then decide how you will choose to present the reading material.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Mini-debate: do you think it is true that intensive reading can hinder reading extensively? Why or why not?
Since the text has implied this, a short debate on this topic might be useful to clarify the issues and to give you a better understanding of these two reading tools.

What have you been reading?
Ask each group to develop a reading list of books they have read in the last year - in Chinese. Compare the lists, are there some books that have been widely read among the class? What kinds of books are they? Now, how many books in English have they read? What kinds of books are they? If not books, how about magazines, newspapers, or the Internet? Does online reading ‘count’?
What is the greatest hindrance to reading more English books?
Are English books available in their hometown or in a nearby city?

Book review: Ask for volunteers to give a one-minute review of an English book, and whether they recommend it or not.

When to use a dictionary
Mobile phones in China all have English - Chinese dictionaries, or some still use an electronic dictionary, and all English students use them frequently.
First question: What’s good and not good about instantly checking with the dictionary for every word you don’t know?
Second question: When to check, and when not to check, the dictionary while reading?
Third question: How to wean yourself from the habit of checking the dictionary so often?
Fourth question: When to use a ‘real’ dictionary, that is, a hard copy book?

What kind of a reading plan do you recommend?
How should a person improve their reading skills? What would be a good schedule and ‘diet’ of reading? How to improve reading comprehension? Prepare a plan to share with the class.
What kinds of reading plans have you followed in the past?
Skimming is a way of quickly looking over an article or book to get a rough idea of what it is about. Skimming is not the same thing as fast reading; instead, it is selective reading of a few parts of a text. In real life, people often skim to decide whether or not they want to read something. In class this is a useful pre-reading exercise before reading an article or a book.

Procedure:
1) Choose a passage for students to skim. (You can often have them skim whatever reading text they will study next in their textbook, or you may prepare in advance and bring some brochures or materials from home. Notice the procedure and provide reading that has all the elements that the procedure refers to, e.g. titles, sub-titles, multiple paragraphs, illustrations, etc.)

2) Tell students their goal is to very quickly get a rough idea of what the text is about. Then give them the following instructions:
   a. Read any titles or sub-titles.
   b. Read the first few lines of the first paragraph.
   c. Read the first line of one or two paragraphs on each page.
   d. Read a few lines from the conclusion.
   e. Look at any pictures or illustrations.

3) Give students a time limit.
   a. This depends on the length of the text, but usually one or two minutes is enough.
   b. Be sure you don't give students enough time to actually read the text.

4) Have students skim. While they skim, you should count down the time, perhaps calling it out every minute. Also check to make sure students aren't trying to read.

5) To end the exercise, have students tell you as much as they can about the contents of the article.

6) Good questions include:
   What is it about?
   What else can you tell me about it?
   Does it look interesting?
Unit 10

What is the best way to build vocabulary?

I. **Reading readiness:** Ask participants to hold on to their lists on improving vocabulary; they will be used in a later activity.

II. **Reading:** Prepare small posters with sentences such as the following: That project has been dogged with problems from the beginning. I can’t wait to get home and rest my dogs. I like small dogs best. In the winter, I like dog. Get up, you dog. I dated a dog last night. It’s raining cats and dogs. They fight like cats and dogs. My first pet was a black dog. My dogs are tired. A dog is a canine animal. Be sure there is at least one for every example in the text, but you can have more. Distribute them at random among the class.

As the text is read, each group should try to decide if their sentence or sentences go with that example.

The issue is not really the word ‘dog.’ In fact, most of the time it is just that, a four-legged animal, but it is just an example of how English words can have a lot of meanings.

III. **Involvement:** Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

**Brainstorm ways to build vocabulary**

Organize the groups to share and multiply their suggestions on ways to improve vocabulary. Following is a list of some ways. You may suggest them if the class does not think of them.

- Make lists
- Learn 10 new words each day
- Learn words according to spelling patterns or letter strings
- Flash cards
- Partner work-test each other
- Put the new words into a sentence/silly sentence/phrase
- Say it out loud
- Visualisation
- Link new words together into a story
- Antonyms and synonyms-learn the opposites/put them into a sentence
- Model a sentence-students then repeat it and give an alternative
- Crosswords and word searches
- Songs
- Put new words together into a silly story
- Words that are the same grammar type e.g. adverbs
- Copy the word out many times
Vocabulary games

Concentration: If you have time, or save this for an afternoon activity.

- Take a deck of cards, divide into half, with hearts and diamonds together, clubs and spades together. One deck of cards will work for two groups.
- Choose 13 words with their definitions. For instance, hearts and diamonds - tape the words on the bottom side of the hearts cards and the definition on the corresponding diamond card (6 of hearts has word, 6 of diamonds has definition). Mix up, face down.
- The people in each group take turns turning up cards until someone matches a word and the definition, which they then remove. At the end, whoever has the most pairs wins.

Memory flash: Make a list of ten words they might not know, with a simple definition.

Post the list for a few minutes, then remove the list. Call out each word, one at a time, and ask for definitions. See who can remember the most definitions. Then do it with definitions, who can think of the word. Extend with other words or longer/shorter times, if it seems useful.

(Like this, substitute your own words and definitions, or make additional lists)

- contagious – infectious
- asthma - breathing difficulties
- sketch – draw a picture
- cosmetics – make up worn on the face
- reservation – a booking
- aerobics – keep fit, exercise to music
- itinerary – schedule/diary entries/plans
- duplicate – a copy, to imitate
- recreation – a sport/past time/a hobby
- pantomime – a theatre performance for children and families
Why study culture along with English?

I. Reading readiness: Encourage the participants to read and complete the Reading Readiness activity in their student book. Ask for reports from the groups.

II. Reading: The reading for this text is broken up into units. Call for reading each one, followed by the activities, in turn.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Baseball idiom quiz:
This multiple-choice game is just a fun activity to introduce a very few of the baseball idioms found in American English; if the participants do not know the answers, they can try and guess. If you are an American and like baseball, you may want to embellish the activity. Answers to the questions are: 1b; 2a; 3c; 4b; 5a; 6b

For SEP volunteer teachers who are not Americans, and may not wish to use the baseball activity, you might substitute an activity from a sport that influences your culture, or just choose other discussion activities

"My culture"
Imagine that you have been invited to give a talk on "Chinese culture" to a group of foreigners who have never been to China before. What are the main things you would talk to them about?

Pair/Small Group Task: "What is 'culture'?'"
In pairs or small groups, discuss the question:

What is culture?
Pair/Small Group Task: "The ten most famous people"
In pairs or small groups, list the ten most famous people (places, events) in Chinese history. List them in order of importance. Be prepared to explain why each is important, and what this person symbolizes to Chinese people today.

Pair/Small Group Task: "Learning Western culture from movies"
1) First list the advantages of using films as a way to learn about Western culture. 2) Then list the disadvantages. 3) Finally, list tips you would give to Chinese students who are learning about Western culture by watching Western films.

“Critical Incident”: The following activity is one that involves some creative thinking. The story is simple and if you read carefully, and repeat if necessary, it won’t need to be printed. You might consider enlisting students to act it out as a role play.

"Why didn't she want my help?"
Imagine the following situation: This summer at your school there is a short-term English training course being offered by several Western teachers, and you have been assigned to be one of the assistants for the program. The Western teachers have not been in China before, and don't speak any Chinese, so your duty is to help them with daily life issues. It is also your duty to make sure that they remain safe and well while they are in China.

During a break between classes, you overhear Janet, one of the older Western teachers, say that she needs to buy some T-shirts. You offer to go out shopping with her this afternoon, but Janet says, "No thank you" and then rushes off to class.
The next day, you overhear the students talking about how Janet got lost yesterday when she went off alone to a market on the other side of the city to shop for T-shirts.

Ask participants, in groups, do the following: 1) First, decide how you would feel when you heard the students talking about Janet. 2) Then think of several possible explanations for why Janet turned down your offer to take her shopping. (There is no single right answer, but there are a number of likely possibilities.) 3) Ask for responses from the groups, and then give your impression of what you think the reasons might be.
Unit 12

What is the best way to study for tests?

I. Reading readiness: Ask the participants to share some of their ideas for the best ways to study for tests, then introduce the reading.

II. Reading: Decide how to present the reading for this text.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Follow up the reading with: “What is the ‘funniest, worst, most interesting’ test you ever took?"
Ask each group to select the best story, then ask for reports from each group.

Just how many exams are there, anyway?
You might just be surprised at how many exams a student will take in his or her student career. Make a chart, starting with regular exams each semester, then moving to major exams, then national standardized exams, through university.

Debate: The ‘gao kao’ should be eliminated.
Organize a debate on whether or not the university entrance examination should be eliminated. Those assigned the task of defending the exam should give reasons why it should be kept. Those assigned to argue that it should eliminated should give their reasons and suggest alternatives.

Alternative to debate: Divide into 3 groups: The ‘gao kao’ should be 1) kept; 2) replaced (with what?) 3) revised (how?)
Each group should create a forceful presentation to push their view - use visuals, each person to give part of the argument.

Learning styles can have an impact on studying for exams as well as on learning the material in the first place
The student book has some material on learning styles. Ask the participants to identify the style that is most effective for them.
Unit 13

How can I continue to improve my English skills?

I. Reading readiness: The main focus of the lesson today will be to talk about plans to continuing to improve English skills

II. Reading: Decide how to present the reading for this text, based on the way you plan to address the activities regarding planning for future expansion of English skills.

III. Involvement: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Mind Map Plan
Call attention to the Mind Map Plan in the student book. Explain what a mind map is and encourage them to use it freely, with freehand lines and circles to write plans for their continued English skill development. Use the mind map in conjunction with their planning projects in the class.

Realistic planning
In pairs or groups, discuss three questions:
1) Realistically, how much time do you have on the average day to study English, especially time when you are not exhausted?
2) Realistically, which opportunities can you create to use English outside teaching?
3) Realistically, which kinds of English study do you like enough that you will do them even when you are tired and busy?
Be prepared to report your answers to these questions.
The purpose of “Learning English” is to use the topic to stimulate conversation on the part of Chinese teachers of English. The content is based on principles involved in learning English and activities and discussions to reinforce those principles. It is not the purpose of this textbook to teach Chinese teachers how to teach English, though the process may influence teachers to adopt similar methods in their own classes.

Because the original book was written at a time in which English learning in China began in junior middle school, many of the activities in this book appear more suitable for adaptation to the middle school environment than to the primary school.

This supplement is an effort to provide ideas for activities that are more suitable for adaptation to teaching English in primary school and to address the issues that primary school teachers of English face. Included are statements from experienced Chinese teachers of English in primary schools that may facilitate our understanding. This supplement includes only a few resources. As more material becomes available, it will be added. It is our hope that it will be increasingly useful.

Ms Luo Xinping, a teaching supervisor in Ya’an County, Sichuan, made these suggestions regarding the best ways to teach English in primary school in China:

• Primary school students are active and easily distracted. Different teaching methods should be used to make the class full of fun, to stimulate interest in learning English.
• In one forty-minute class, there should be four or five activities and tasks, changing about every ten minutes.
• Activities such as: English songs, chants, and guessing games (after learning new words), role play (after learning a short dialogue) and students in higher grades can come up with their own conversations, based on patterns provided by the teacher.
• Organizing students for discussion and role-play activities in a crowded classroom can be done by grouping four students in two rows, the front two turning around to face the back two. In this way, the children can use English to carry out a variety of tasks.
• Before setting the task, the teacher should tell the students the rule of the activity, such as what the task is, what dialogue patterns they should use, how many minutes they have and also when they discuss, they should try to control the volume.
• While the students are talking, the teacher should walk around and see how it is going, if the students have problems, they should provide help immediately.
• After the discussion or practice, the teacher could ask three or four groups to act out their dialogues in front of the class.
• If our teachers try to organize some interesting activities and provide students with opportunities to practice language, I think students can experience success and love English gradually.
**Bella**, a young primary school teacher in Nanjing has shared similar principles for teaching English in primary school:

Key words:
• Communicative Method - pay attention to integrated skills, giving students more opportunities to speak English
• PPP (Presentation, Practice, and Production)
• Task-based learning
• Total Physical Response
• Group work
• Songs and rhymes
• Information Gap

Presentation includes presenting some new words, arousing the students’ interest, reviewing some related knowledge and so on. It’s more like warming up, Brain-storming, free-talk, guessing game or songs are some of the many ways to accomplish this.

**Practice**: We learn the text together. The teacher plays the tape or cartoon about the text, so the students can get an impression of the whole text. But before listening or watching, a question could be asked: who, when, where…Let the students listen and watch with a clear purpose. In order to improve the students’ comprehension ability, we designed some “T” or “F” questions or some choices for the students. Through solving these problems, they try to get the right and useful information from the text. We design these according to Task-based Learning.

Then, the students read after the tape or the teacher, read together, and read by themselves. The children read in various of ways: read in roles, read in groups, read and act.

**Production**: After learning the new text, the students may try to use the language items learned in this class. They may be asked to make a dialogue in a group, to summarize, to act, to write a short passage, to do a survey, to do a report, to make a poster and so on. The students learn to communicate and negotiate with each other during this process.
Jane Coates has submitted the following suggestions for activities suited for primary school students and young middle school students.

Working with younger students
• The lesson must be fun and there should be involvement and action.
• Lots of repetition
• Use real objects-look and say
• Lots of pictures
• Role play
• Make things that you see in the text book e.g. postcards
• Rhyming words
• Songs and chants
• Competitive team games

Following are some jazz chants suitable for young students. Jazz chants are fun and provide practice in pronunciation and intonation.

I found a cow
• I found a cow
• I found a cow!
• How?
• I found a cow!
• How?
• I found a bear!
• Where?
• I found a bear!
• Where?
• I found a hen!
• When?
• I found a hen!
• When?
• I found a cow.
• I found a bear.
• I found a hen.
• When?
• I found a cow.
• I found a bear.
• I found a hen.
• When?

I found a cow.
• I found a cow.
• I found a bear.
• I found a hen.
• When?
• I found a hen.
• I found a cow.
• Where?
• I found a bear.
• I found a hen.
• I found a cow.
• How?
• I found a bear.
• I found a hen.
• I found a cow.
• Wow!

Shoes and socks
• Shoes and socks
• What do you wear on your head?
• A hat.
• What do you wear on your hands?
• Gloves.
• What do you wear on your feet?
• Socks
• Shoes and socks
• Shoes and socks
• What do you wear when it’s cold?
• Socks
• Shoes and socks
• Shoes and socks
• What do you wear when it’s warm?
• Socks
• Shoes and socks
• Shoes and socks
• Where do you wear your hat?
• On my head.
• Where do you wear your gloves?
• On my hands.
• What do you wear on your feet?
• Socks.
• Shoes and socks.
• Shoes and socks.
I'm always right
- I'm always right
- I'm right.
- I'm always right.
- I'm right.
- I'm always right.
- You're wrong.
  - You're always wrong.
  - You're wrong.
  - You're always wrong.
- Sometimes I'm wrong.
  - That's right.
  - Sometimes I'm wrong.
  - That's right.
  - You're always wrong.
  - I'm right.
  - You're always wrong.
  - I'm right.
  - Clap, clap
- Clap, clap
- You're always wrong.
- You're always wrong.
- You're wrong.
- You're always wrong.
- Sometimes I'm wrong.
  - That's right.
  - Sometimes I'm wrong.
  - That's right.
  - You're always wrong.
  - I'm right.
  - You're always wrong.
  - I'm right.
  - Clap, clap
- Clap, clap

If you go, I'll go
- If you go, I'll go
  - If you go, I'll go,
  - I'll go with you.
  - If you go, I'll go,
  - I'll go along with you.
  - If you go, I'll go, I'll go too.
  - If you go, I'll go too.
  - I'll go along with you.
  - If she goes, I'll go, I'll go too.
  - If she goes, I'll go,
  - I'll go along with her.
  - If she goes, I'll go, I'll go too.
  - If she goes, I'll go,
  - I'll go along with you.
  - If he goes, I'll go, I'll go too.
  - If he goes, I'll go,
  - I'll go along with him.
  - If he goes, I'll go, I'll go too.
  - If he goes, I'll go,
  - I'll go along with you.
  - If they go, we'll go, we'll go too.
  - If they go, we'll go,
  - We'll go along with them.
  - If they go, we'll go, we'll go too.
  - We'll go along with you.
- Clap, clap
- Clap, clap
- Clap, clap
- Clap, clap

Gus always takes the bus
- Gus always takes the bus
  - Gus always takes the bus
  - Why?
  - Gus always takes the bus
  - Why?
  - Why does he take the bus?
  - Because he loves it.
  - He loves it.
  - Elaine always takes the plane.
  - Why?
  - Elaine always takes the plane.
  - Why?
  - Why does she take the plane?
  - Because she likes it.
  - She likes it.
  - Jane never takes the train.
  - Why not?
  - Jane never takes the train.
  - Why not?
  - Why doesn't she take the train?
  - Because she hates it.
  - She hates it.
  - Mike always rides his bike.
  - Why?
  - Mike always rides his bike.
  - Why?
  - Why does he ride his bike?
  - Because he loves it.
  - He loves it.

It's time to go to bed
- It's time to go to bed
  - It's time to go to bed.
  - What time is it?
  - Its time to go to bed.
  - What time is it?
  - It's time to go to bed
  - I don't want to go to bed.
  - You have to go to bed.
  - What time is it?
  - You've got to go to bed.
  - I don't want to go to bed.
  - You must go to bed.
  - I don't want to go to bed.
• I’m not sleepy.
• I’m not sleepy.
• It’s time to get up.
• What time is it?
• It’s time to get up.
• What time is it?
• It’s time to get up.
• I don’t want to get up.
• You have to get up.
• I don’t want to get up.
• You’ve got to get up.
• I don’t want to get up.
• You must get up.
• I don’t want to get up.
• I don’t want to get up
• I’m not sleepy.
• I’m not sleepy.

One, two, three, four, one, two, three, four
Stamp, stamp, stamp, stamp feet like lead.
One, two, three, four One, two, three, four
All we want is to go to bed.

Counting Song
• One two three four five
• Once I caught a fish alive.
• Six seven eight nine ten
• Then I let him go again.
• Why did you let him go?
• Because he bit my finger so.
• Which finger did he bite?
• This little finger on the right.

Instruction Song
• TUNE: Row, row, row your boat
• Gently down the stream
• Run, run, run to school
• Hurry don’t be late
• Don’t forget to take your books
• And tell all your classmates
  Add verses
• Don’t forget to tie your shoes
• Don’t forget to brush your hair
• Don’t forget to ………………

Warning Song
• Tune: Are you sleeping, brother John
• Are you talking? Are you talking?
• Student Li? Student Li?
• Mrs.Wang is coming .Mrs.Wang is coming
• Quiet please! Quiet please!
• Can you hear it? Can you hear it?
• Zhu Mei Ling? Zhu Mei Ling?
• Your cell phone is ringing, your cell phone is ringing.
• Turn it off please. Turn it off please