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# Language

The following tips provide a starting point for using the Counting section to learn numbers 1-10. They also provide the basis of a methodology for introducing, practising and using the language for other sections or language areas.

## 5 Tips For Introducing New Vocabulary Orally

The 5 tips below provide an outline of one way of introducing pupils to new language. Each suggestion makes progressively more demands of pupils and helps to maintain pupils' interest whilst they are trying to get to grips with learning the numbers.

The teacher could be the class teacher, other adult in the classroom or a pupil who speaks the language. Once pupils are familiar with the language learning suggestions they could be used by small groups of pupils for self-access to learning numbers from other languages.

The extracts show pupils counting from 1-10. If this proves too much to cope with in one go, use the stop and slide controls to concentrate on groups of 3, 4 or 5 numbers.

Many of the resources for the activities could be used for any language. Additional sets would allow different groups of pupils to use the materials for self-access at the same time.

### Tip 1 Matching sound & meaning

Teacher shows a card with the correct figure or correct number of objects on it/fingers to represent the number and at the same time says what the word is. For self-access pupils listen to the video clip and point to/pick up a card showing the number or show each other the requisite number of fingers as it is said.

### Tip 2 Imitation

Cued by cards or fingers as above, teacher says the word and pupils repeat it with or after the teacher. Choral repetition can be made more interesting by changing pitch/tone of voice, saying in particular voice, in rows or other groups within the class. For self-access pupils take it in turn to follow the lead of a member of the group.

Teacher sets the numbers to popular tune/rap/rhythm, pupils repeat after teacher. This can be done as a whole class, in rows, other groups within class. For self-access pupils set the words to a tune/rap/rhythm themselves and practice as above.

### Tip 3 Understanding

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The teacher asks questions requiring a yes/no response, e.g. the teacher shows a card with a number on it or shows a number of fingers, then says a number (which may match the card/ number of fingers or not). Pupils show understanding by saying yes/no or showing true/false card (this can be in the language being learnt).

For self-access pupils take it in turns to be the “teacher”.

#### Tip 4 Supported production

The teacher asks questions which force pupils to choose between two possibilities, e.g. the teacher shows a card with a number on it or a number of fingers, and says “3,8?” in the language (one of these will match the card/numbers of fingers shown). The pupils say the correct number only.

For self-access pupils take it in turns to be the “teacher”.

#### Tip 5 Production

Teacher points to a card with a number on it and pupils respond with the correct number as quickly as possible. For self-access pupils take it in turns to be the “teacher”.