



# TPR Lesson Demonstration

## One-Hour Lesson in English

[10 min]

- **NEW (12 items):** rise, walk, don't, dance, slowly, quickly, romantically, normally, like, boy, girl, and
- **Materials:** All colored clip art if possible. X on pictures for negatives. Have 2 sets. One with words and one without. **Assessment** found at end of lesson.
- **Narration form:** start each sentence with "The class . . ."

### List 1

FIRST PASS	SECOND PASS	THIRD PASS
Stands	Walks normally	Stands slowly
Sits	Walks fast	Walks
Stands	Doesn't walk	Doesn't walk
Walks	Walks	Sits slowly
Doesn't walk	Walks fast	Stands normally
Sits	Doesn't walk	Dances like Michael Jackson [MJ]
Stands	Dances like John Travolta [JT]	Doesn't dance
walks	Dances fast like JT	Dances slowly like MJ
Walks slowly	Doesn't dance	Doesn't dance
Doesn't walk	Sits fast	Sits normally [indicate seats]

After 3 passes, go to students and touch each – first 1 girl, then 1 boy:

### List 2

"the girl" . . .	"the boy" . . .	"the boy and the girl" . . .
<b>FIRST PASS</b>		
Walks normally Sits Stands rapidly Sits slowly	Stands rapidly Walks slowly Sits normally	Stand Dance like JT Sit slowly
<b>"the boy" SECOND PASS</b>		
	Stands Walks like Frankenstein [model what you want and do it with him] Doesn't walk like Fr	
<b>"the girl"</b>		<b>"the boy and girl"</b>
<b>THIRD PASS</b>		
Stands rapidly Doesn't walk like Frankenstein – ridiculous! Walks romantically like Angelina Jolie [model with 1 hand behind head and 1 hand on hip and do it with student]		Walk normally Sit slowly

[Model- "Everyone – boys and girls - applaud"]

**[1 min]**

- Divide class and repeat *FIRST PASS continuing to narrate with ‘the class’ and then with other group SECOND PASS.* Have each group applaud the other. [“thank you, please have a seat.”]

**[2 min]**

- “Please point to the picture I describe.” Hold up pictures and after class points, raise the correct one to verify correctness. [Super! Everyone applaud - thank you.]

**[5 min]**

- Request 4 volunteers - “Please hold these pictures at your chest and raise yours when I describe it, then lower it immediately.” Always add one which is not there for fun. When no one responds say “Excellent! Good job – I couldn’t trick you”
- Request an additional 4 volunteers and repeat.

**[2 min]**

- **NEW (5 items):** head, nose, hand, touches, raises
- **Materials:** Colored clip art for head, nose, hand.

**List 3**

<b>FIRST PASS</b> (repeat until no hesitation)	<b>SECOND PASS</b>	<b>THIRD PASS [1 MIN]</b> [1 min] (divide the class – “¡Excelente!” when finished)
Touches the head Touches the nose Touches the hand Raises the hand [keep repeating out of order until no hesitation]	-Touches the head Slowly -Touches the nose fast -Touches the nose fast -Doesn’t touch the nose fast	Touches the head and the nose Touches the nose Touches the hand Touches the head and the nose slowly Touches the nose fast Touches the head Doesn’t touch the head

**[5 min]**

- **Whole group** - Start adding Lists 1-2 to List 3

**List 4**

FIRST PASS	SECOND PASS (do not model)	THIRD PASS
Stands Walks and touches the head Dances and touches the nose Sits and touches the hand Walks and touches the nose Sits and raises the hand Raises the hand slowly and touches the head Stands quickly	Walks Doesn't walk Sits stands Raises the hand Touches the nose Raises the hand <b>NOVEL:</b> raises the nose "Super!"	Touches the hand -The hand touches the head -The hand touches the nose <b>-NOVEL:</b> the hand touches the hand fast –[repeat until they are clapping] "Super!"

Divide –and do list #3

**[You should be about half way through – 26 minutes]**

**[Part II** pictures that need drawings done on clip art: hand dances. head and nose walk. Boy lifts nose. Girl lifts hand. Boy touches head. Girls touches nose. Hand walks. Head doesn't walk. Hand raises the nose. Girl raises the boy.

**[15 min]**

- Show funny pictures from 10 samples above and give verbal choices [**example:** the hand dances or the nose dances?]/ 5 people up in front to raise funny pictures/ 5 more/ go to board - describe easy pictures from group #1 on board and class shows response through raising fingers first /then when it's clear they have it, describe and they shout out number of what you're describing.

**[10 min]**

- **Tappette** of easiest ones still on board. Divide by counting 1,2. Two lines. Pairs up front. Give about 3-4 chances to each pair. No running. No scoring.

**[10 min]**

- **Assessment** – If you are ESL teachers - there is no common language among students to do written assessments with. Assessment will be for teacher to describe pictures, they write numbers – correct together so they get immediate feedback.

**If you are FL teachers - have a handout with funny sentences written in both languages.** Explain 80% rule.

**CLASS FEEDBACK TO YOU:** "Please take a few minutes and give me feedback on the class 1) what activities worked 2) which didn't work 3) any suggestions 4) rate your comfort level 1-5 with 1 being the least comfortable. 5) rate your understanding at all times 1-5 with 1 being the worst." **[type these up and return with you own reaction paper]**



# Assessment

## TPR Demonstration

1. Michael Jackson walks slowly Las Vegas.
2. The hand and the nose dance the cha-cha romantically.
3. Lady Gaga raises her hands rapidly.
4. Big Bird stands and touches his head.
5. The boy does not walk like Frankenstein.
6. The girl dances and raises her nose.

Listen to the English and write  
the number of the sentence you hear :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Listen to the (target language) and write  
the number of the sentence you hear:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Teachers: One extra sentence is given above on purpose so that answers don't come from simply process of elimination. If students are literate and the new language has the same alphabet as the native language, there is **direct transfer** of most vocabulary from auditory fluency to reading skills. The use of **the absurd** illustrates how the mind is capable of **remixing** old vocabulary to understand sentences with completely new meanings (*a sign of fluency*), even though the meanings are absurd. You'll notice in the demo that people's bodies will begin to do the absurd narration correctly, but their rational minds will make them hesitate; they don't believe what they've heard. The use of **games** provides the safe trial and error context so necessary to grow dendrites, increasing the velocity at which the ear is capable of understanding the new language (*another sign of fluency*). Inserting things like plurals, adjectives, and cognates can serve as contextual clues to prime or **pre-teach new grammar**, providing a familiar aid for the future when new information needs a reference point to which it can run back and attach itself. Inserting **famous people and students** from the class is fun, helps grab attention, and makes this small assessment a pleasant learning experience. **Short, daily assessments** give the brain the quick feedback it wants and an opportunity for **pop-up grammar** lessons in context. This satisfies left hemisphere curiosity as is unconsciously compares L1 with L2 and confirms correctness (*another sign of fluency*) or need to change/adapt, a basic survival skill of the brain.