

Background to Erayim, Krg

Self-help groups in rural areas from late 90s:

- Child minding
- Small businesses eg bakery/ home-stay
- Agricultural projects
- Legal advice for migrant families
- Summer camps and teachers' courses

See more at erayim.org!

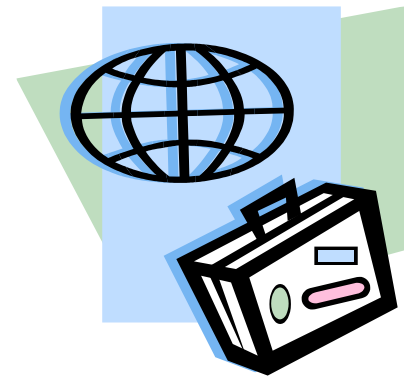
Kachru's 3 circles

Inner -UK USA Aus N Zealand etc (EMT)

Outer- India, Pakistan, Nigeria etc (ESL)

Expanding = China, Russia, Japan etc (EFL)

GLOBALISATION?



Yr 7 coursebook , ©Arkys 2017

b. Listen, check, and repeat.

2. Look at the school objects in exercise 1. Test your partner.

What's number 1?

It's an eraser.

3. Listen to the conversation between Tom and Aigul. What's in Aigul's schoolbag?

Tom: Oh, no.

Aigul: What's happened?

Tom: Aigul, have you got a textbook on Maths? Can you share it with me?

Aigul: OK. No problem. What else are you looking for in your bag?

Tom: I can't find my protractor.

Aigul: I've got an extra protractor. Here it is.

Tom: Thank you. I also haven't got a ruler. It seems I've left it at home.

Aigul: Don't worry. I've got a ruler. Here it is.

Tom: Thank you. Your schoolbag looks heavy. What else have you got?

Aigul: I've got other textbooks for the day, notebooks, pens, pencils, and a lunchbox.

Grammar

Have got

4. Complete the table with *have got*.

Positive I have (1) <i>got</i> He/she/it (2) _____ got You/we/they have (3) _____	Interrogative Have I (7) _____ ...? Has he/she/it (8) _____ ...? (9) _____ you/we/they got ...?
Negative I (4) _____ got He/she/it (5) _____ got You/we/they have not (6) _____	Short answers Yes, I have. / No, I haven't. Yes, he/she/it has. No, he/she/it hasn't. Yes, you/we/they have. No, you/we/they haven't.

5. Listen to the conversation again. Find the false sentences and correct them.

- Tom has got a textbook on Maths. *X He hasn't got a textbook on Maths.*
- Aigul has got an extra protractor.
- Tom has got a ruler.
- Aigul hasn't got a lunchbox.
- Aigul has got notebooks.
- Aigul hasn't got any pens and pencils.

6. Complete the sentences with *have got, has got, haven't got or hasn't got*.

- Oksana *has got* a runny nose. Now she's taking a medicine.
- My cousin _____ two bikes but he doesn't want to share one of them with me.
- I'm thirsty I _____ enough money to buy a packet of juice.
- What's wrong? - I _____ something in my eye.
- Jantai _____ a car. He walks everywhere.
- It's a nice house but it _____ a garden.
- Farhad _____ a judo lesson today.
- Timur _____ lots of electronic things in his house.

Speaking

7 a. Work in pairs. Ask your classmate what s/he has got in his/her bag.

Have you got a pencil sharpener?

Yes, I have. Here it is.

No, I haven't. It's at home.

b. Tell the class about your classmate.

Oksana's got a book and a pencil case, but she hasn't got a ruler and scissors.


Promoting English in class

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erayim-aid-trust-uk

Erayim Aid Trust UK Registered charity 1162024
... working for women and young people in Kyrgyzstan

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The image shows four women in a classroom setting. They are looking at two whiteboards. The left whiteboard is titled 'Words to talk about language' and lists various parts of speech and their uses. The right whiteboard is titled 'Classroom Language' and lists various classroom phrases and actions. The women are dressed in traditional Kyrgyz attire, including headscarves and shawls.

Words to talk about language
noun: a book, a student, a dress, a suit, a camera
verb: speak, an advertisement
part: I drink a glass of water.
I want to go to the park.
I will do my homework.

Classroom Language
• Open your book, please!
• Take your place.
• Go to the blackboard!
• Look at the wallchart!
• Describe the picture.
• Listen to the teacher!
• Write on the board.
• Read to me.
• Make up a dialogue.
• Compare the two.
• Give your opinion.
• Ask the teacher.
• Ask the class.
• Ask the student.
• Ask the teacher.
• Ask the class.
• Ask the student.

The Erayim Aid Trust UK works to facilitate professional development for Kyrgyz teachers of English, who are mostly women. A team of British educational professionals volunteers regularly in various parts of Kyrgyzstan in the delivery of a free, two-week course for teachers. [Read more...](#)

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Blended learning model for topic 'listening'

Video - 10 mins each	Local trainer
Why is listening difficult? Different kinds of listening	Carries out listening ex Eg Yuri Gagarin's life
What made that task easy/difficult? How to focus How to follow up	Jigsaw of a listening lesson
Sources of listening	List in groups/ compare Link extracts with tasks

'Teaching tasks' –suit volunteers

Practical tasks which can be overseen by local trainer and young UK volunteers:

- Making a poster for the classroom
- Collect a set of picture resources eg jobs
- Read a story aloud with voice to engage

Final presentations -songs



Challenges

- Resources in general
- Finding local trainers
- Getting the local organisation to maintain links with local trainers
- Schools don't have internet so video sessions recorded (but benefit of recap available)