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العدد: الثاني – أغسطس 2024



## Enhancing Language Learning Outcomes: Integrating the Silent Way, Total Physical Response, and Suggestopedia in the New Headway Elementary Course

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### Abstract:

This paper delves into the integration of The Silent Way, Total Physical Response (TPR), and Suggestopedia language teaching methods within the New Headway English Course. The study analyzes the effectiveness of these methods in enhancing language learning outcomes by focusing on two specific lessons from the New Headway Elementary Course. Through an exploration of the theoretical underpinnings and practical application of each method in the context of language teaching, this paper aims to shed light on their impact on student motivation, engagement, and language proficiency. The research findings provide valuable guidance for educators seeking to optimize language teaching practices using innovative methodologies within the New Headway curriculum.

**Keywords:** language teaching methods, New Headway English Course, Total Physical Response, Suggestopedia, effectiveness, proficiency.

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## عزيز نتائج تعلم اللغة: دمج الطريقة الصامتة، والاستجابة البدنية الكاملة، ووسائط الاقتراحات في الدورة الابتدائية الجديدة للتقدم

<sup>1</sup>د. حيدوب إدريس الجبالي.

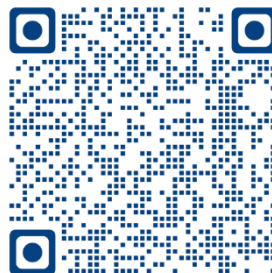
1. أستاذ مساعد بقسم اللغة الإنجليزية كلية الآداب والعلوم الأبيار

### الملخص

تتعمق هذه الورقة في دمج الطريقة الصامتة، والاستجابة الجسدية الكاملة (TPR)، وطرق تدريس اللغة Suggestopedia ضمن دورة اللغة الإنجليزية. New Headway تحلل الدراسة فعالية هذه الأساليب في تعزيز نتائج تعلم اللغة من خلال التركيز على درسين محددين من دورة New Headway الابتدائية. من خلال استكشاف الأسس النظرية والتطبيق العملي لكل طريقة في سياق تدريس اللغة، تهدف هذه الورقة إلى تسليط الضوء على تأثيرها على تحفيز الطلاب ومشاركتهم وإتقان اللغة. توفر نتائج البحث إرشادات قيمة للمعلمين الذين يسعون إلى تحسين ممارسات تدريس اللغة باستخدام منهجيات مبتكرة ضمن منهج New Headway.

الكلمات المفتاحية: طرق تدريس اللغة، دورة اللغة الإنجليزية الجديدة، الاستجابة البدنية الشاملة، ووسائط الاقتراحات، الفعالية، الكفاءة.

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## 1..Introduction.

Language teaching methods play a crucial role in shaping the learning experiences of students and influencing their language acquisition process. The New Headway English Course is a widely used curriculum that incorporates various teaching approaches to enhance language learning outcomes. This research paper focuses on exploring the application of three specific language teaching methods: The Silent Way, Total Physical Response (TPR), and Suggestopedia, within the context of the New Headway Elementary Course. These methods are known for their innovative and learner-centred approaches, aiming to engage students actively in the language learning process.

The integration of these methods in language teaching has been shown to have a positive impact on student engagement, motivation, and language proficiency. By examining the theoretical foundations and practical implementation of The Silent Way, TPR, and Suggestopedia within the New Headway curriculum, this study aims to provide insights into their ef-

fectiveness in facilitating language acquisition. Through the analysis of specific lessons from the New Headway Elementary Course, this paper seeks to evaluate the efficacy of these methods in enhancing student learning experiences and improving language skills.

## 2..Background studies

Prior research has examined the effectiveness of various language teaching methods in enhancing language learning outcomes. Studies have explored the theoretical foundations and practical applications of The Silent Way, Total Physical Response (TPR), and Suggestopedia in language education settings.

For example, a study by Richards and Rodgers (2001) discussed the principles of The Silent Way, emphasizing the importance of learner autonomy and self-discovery in language acquisition. The authors highlighted the role of the teacher as a facilitator who guides students through the learning process, allowing them to actively engage with the language and develop their communication skills.



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Similarly, research on TPR by Asher (2006) emphasized the significance of kinesthetic learning and the use of physical movement to reinforce language comprehension. The study suggested that TPR can be an effective method for teaching vocabulary and grammar structures, as it allows students to associate words and actions in a meaningful context.

Moreover, studies on Suggestopedia by Lozanov (1978) have explored the impact of relaxation techniques and positive suggestions on language learning. The method emphasizes creating a conducive learning environment that promotes relaxation and confidence, enabling students to absorb new language material more effectively.

In the context of the New Headway English Course, previous research has examined the curriculum's alignment with communicative language teaching principles and its focus on real-life communication skills. Studies have highlighted the course's structured approach to language learning, incorporating a variety of activities and

resources to engage students in meaningful language practice.

Overall, the existing literature provides insights into the theoretical foundations and practical applications of The Silent Way, TPR, and Suggestopedia in language teaching. By building on this body of research and examining the integration of these methods within the New Headway Elementary Course, this study aims to contribute to our understanding of effective language teaching practices and their impact on student learning outcomes.

### 3..The significance of the study

The paper explores the integration of The Silent Way, Total Physical Response (TPR), and Suggestopedia in the New Headway Elementary Course. The study offers insights into how these methods can be combined to enhance language learning experiences. It also contributes to the ongoing conversation about best practices in language education by synthesizing existing research and applying it to a specific course. This research could inform future curriculum design and teaching practices.





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#### 4..The.Research.question:

How.can.the.principles.and.metho  
dologies.of.The.Silent.Way,.Total.Ph  
ysical.Response.(TPR),.and.Suggesto  
pedia.be.effectively.integrated.within  
.the.New.Headway.Elementary.Cour  
se.to.enhance.language.learning.outc  
omes.for.students?

#### 5. Methodology

Using.the.New.Headway.Element  
ary.English.course.material,.this.stud  
y.focuses.on.implementing.three.lang  
uage.teaching.methods.within.the.fra  
mework.of.the.New.Headway.Eleme  
ntary.English.Course.written.by.Liz.  
and.Joan.Soars..The.course.consists.  
of.seven.units,.each.encompassing.a  
variety.of.topics.enhanced.with.gram  
mar,.vocabulary,.skill.work,.and.writ  
ing.exercises.

Three.distinct.methodologies.will.  
be.employed.in.the.course:.The.Silen  
t.Way,.The.Total.Physical.Response,  
.and.Suggestopedia..These.approache  
s.will.be.applied.in.presenting.two.sp  
ecific.lessons.of.units:.'Hello.everyb  
ody'.and.'Meeting.People'.The.resear  
cher.will.utilize.the.three.language.te  
aching.methods.to.deliver.lessons.fro  
m.two.units.in.the.New.Headway.co

ursebook,.integrating.them.with.the.c  
ommunicative.approach.for.content.a  
nalysis.

Analysis.of.Instructional.Material  
s:..Evaluate.the.course.materials.utiliz  
ed.in.these.lessons.to.identify.compo  
nents.that.correspond.with.the.variou  
s.language.teaching.methodologies..  
The.objective.of.this.investigation.is.  
to.integrate.these.three.language.teac  
hing.methods.into.the.New.Headway  
.Elementary.English.course.to.ascert  
ain.their.efficacy.in.teaching.this.curr  
iculum.

#### 3..The.importance.of.using.the.three .methods.of.teaching

Incorporating.The.Silent.Wa,.  
Total.Physical.Response.(TPR),.and.  
Suggestopedia.teaching.methods.into  
.the.New.Headway.English.Course.c  
an.significantly.benefit.English.langu  
age.learners..Below.are.some.practic  
al.and.effective.ways.to.utilize.these  
methods.for.maximum.benefit.

#### i..Th.Silent.Way:

Encourage.students.to.discov  
er.the.language.independently.by.pro  
viding.opportunities.for.self.correctio  
n.and.reflection.



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Use colour, coded rods, or charts to represent grammar structures and vocabulary, enabling students to comprehend the language visually. (Brown, 2007).

Use minimal verbal cues and feedback so that students can take control of their learning process.

### ii..Total.Physical.Response.(TPR):

Engage students in physical activities that involve listening and responding to English commands, such as Simon Says or action games.

Use gestures and body movements to help students understand vocabulary and language structures, making the learning process more dynamic and memorable. (Asher, J., 1969).

Incorporate TPR activities into the lesson to reinforce vocabulary and grammar points in a fun and interactive way. (ibid).

### iii..Suggestopedia:

Create a positive and relaxed learning environment by setting up the classroom with comfortable seating, soft music, and calming visuals. (Lozanov, G., 1986).

Employ music, art, and drama activities to stimulate students' creativity and imagination while learning English.

Integrate storytelling and role-playing exercises to help students internalize language patterns and structures in a non-threatening setting. (ibid).

By blending these teaching methods with the New Headway English Course, learners of English as a foreign language can experience a dynamic and engaging learning process. In this text, we explore a language learning approach that fosters acquisition and retention through interactive and supportive teaching methods. It is believed that by incorporating The Silent Way, Total Physical Response (TPR), and Suggestopedia into the New Headway English Course, learners of English can experience significant advantages. The researcher utilizes materials from different units and teaches three lessons, with each lesson incorporating one of the teaching methods at various stages.

## 4.Examples.of.incorporating.the.three.teaching.methods.in.two.lessons.of.the.New.Headway.Elementary.English.Course: Student's Book



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The research paper draws upon the New Headway Elementary English Course by Liz and Joan Soars. This course book is structured into 7 units, each exploring distinct subjects and featuring a diverse range of grammar, vocabulary, skill building, and writing exercises. To conduct this study, the researcher has chosen to focus on three specific units and will employ a variety of teaching techniques in each lesson.

The subsequent sections will present the implementation of three instructional lessons utilizing the resources from the units within the New Headway Elementary English Courses, integrating the aforementioned methodologies.

### **I..Presentation of a lesson from Unit 1. 'Hello everybody!**

#### **Lesson 1.**

Learning objectives: Grammar: verb to be (am, is, are) and possessive adjectives: my, your, his, her. Vocabulary: countries, plural nouns, everyday objects

Reading and writing: introducing yourself

Listening and speaking: the alphabet song

Writing: doing exercises in the workbook. Stage 1. (15 minutes)

Warm up: This stage aims to create a comfortable and relaxed physical environment for students with the help of visuals and comfortable seating arrangements, using the suggestedopedia method to reduce anxiety and enhance learning readiness.

The teacher first arranges a bright, cheerful classroom with comfortable chairs. When entering the class, he plays soothing background music in a calm mood and greets the class with a smile. Then he introduces himself and says his name. - Hello..I'm.... Invite students to say their names, and then explain briefly the main aims of the lesson. Next, the teacher will ask the students to introduce themselves by standing up and saying their names as the teacher did: I'm

### **Task one: the teacher.**

#### **Preview the unit: (10 minutes)**

1. This lesson is designed to teach students how to introduce themselves and others using the verb 'to be' (am, is, and are). The teacher will first



st.arrange.the.class.in.a.horseshoe.sh  
ape.so.that.the.students.are.facing.ea  
ch.other..Then,.using.the.verb.'to.be'.  
the.teacher.will.explain.what.to.do.w  
hen.meeting.someone.for.the.first.ti  
me..

To.start,.the.teacher.will.show.a.  
picture.of.two.women.introducing.th  
emselves..The.teacher.will.then.mod  
el.sentences.about.the.picture,.such.a  
s."Hello..My.name.is.Paula..What's.y  
our.name?.My.name.is..."..before.usi  
ng.various.techniques.to.draw.studen  
ts'.attention.to.the.contracted.form.of  
.the.verb.'to.be'.(such.as.'m.and.'s)..F  
or.example,.the.teacher.may.use.a.ge  
sture,.like.bringing.their.fingers.or.ha  
nds.together,.to.show.how.'he'.and.'is  
'..join.together.to.make.the.contracted  
.form.

**name's=.name.is**

**what's=.what.is**

**I'm=.I.am**

Then.the.teacher.tells.the.stud  
ents.to.read.and.listen.to.a.conversati  
on.of.two.people.introducing.each.ot  
her.

**2..Students.then.are.asked.to.work.  
together.in.pairs.or.small.groups.to.p  
ractice.the.conversation.silently.(The**

.Silent.Way)).using.gestures.and.poin  
ting.to.the.chart.to.communicate.by.u  
sing.their.names.before.moving.to.th  
e.next.stage

A:..Hello..My.name's.Paula..What's.y  
our.name?

B:..Rosa

A:..Where.are.you.from,.Rosa?

B:..I'm.from.Chicago.

**Grammar.spot:.verb.be.and.contra  
ction.(10.minutes)**

The.instructor.uses.the.Total.  
Physical.Response.(TPR).method.to.t  
each.contractions.of.the.verb."be".in.  
a.conversation..They.introduce.the.c  
oncept.of.contractions,.create.visual.  
aids.with.examples,.act.out.conversat  
ions.with.students,.and.have.students  
.practice.mimicking.gestures..Props.a  
nd.visuals.are.used.to.engage.student  
s,.and.opportunities.are.provided.for  
students.to.use.contractions.in.their.d  
ialogues,.promoting.creativity.and.pe  
er.interaction.

**3..Focus.attention.on.the.contracti  
on,,the.students.are.asked.to.circle.th  
e.contracted.forms.in.exercise.1.Dem  
onstrate.this.by.writing.the.conversat  
ion.on.the.board.and.putting.a.circle.  
around.the.first.contracted.form;I'm.**



**4..Next.the.instructor.writes.on.the**  
board.a.similar.conversation.for.the  
students.to.work.in.pairs.and.write.th  
e.missing.words.

A:..Hello..My.....Richr  
d.What's.....name?

B:..Kurt.

A:.....are.you.from, Kur?

B:.....from.Hamburg..

Where.....you.fro?

A:.....London.

**5..Then.the.teacher.lets.the.student**  
s.listen.to.the.conversation.and.check  
.their.answers.**6..Role.play.(15.minu**  
**tes).**

Once.again,.the.teacher.starts.  
by.showing.the.picture.of.two.men.in  
troducing.each.other..The.teacher.mo  
dels.sentences.about.the.picture..The  
n.Before.moving.to.the.next.stage,.as  
k.one.of.the.students.to.stand.up.and  
talk.to.the.student.in.the.class.by.sayi  
ng:.

(Hello..My.name.is.....What's.your  
.name?.Where.are.you.from?..I'm.fro  
m.....)..The.teacher.should.give.c  
hance.to.all.students.to.participate.

Stage.2.(20.minutes)

**-Vocabulary**

**-Countries,.his/her**

Table (1) shows how the instructor  
explains the contraction

| The.USA | Egypt   | Brazil | Mexico  |
|---------|---------|--------|---------|
| Spain   | Russia  |        | Germany |
| France  | England | Japan  | Italy   |
|         |         |        | Hungary |

In.this.stage,.the.students.will  
.listen.and.repeat.the.names.of.countr  
ies.listed.in.the.table.

**Stage.3:..Pronunciation.Stressed.syl**  
**lables**

The.instructor.will.place.a.ran  
ge.of.Cuisenaire.rods.of.varying.dim  
ensions.on.the.desk.(the.Silent.Way).  
.Each.rod.symbolizes.a.syllable,.with  
.larger.rods.signifying.emphasized.sy  
llables.and.smaller.ones.representing.  
unstressed.syllables..To.illustrate,.the  
.term.'Egypt'.could.be.made.using.on  
e.big.rod.and.a.smaller.one.

Following.that,.the.teacher.wi  
ll.motivate.the.pupils.to.apply.the.rod  
s.to.construct.words.comparably..  
Lastly,.the.students.will.collaborate.i  
n.pairs.to.rehearse.the.names.of.coun  
tries.by.posing.the.question."Where.a  
re.you.from?".and.answering.with."I'  
m.from..."Stage.4.Speaking.(15.minu  
tes)

Practice:.1..The.students.are.r  
equired.to.ask.and.answer.questions.



with a partner about a student in the  
class. For example: What is his name?  
and where is he from?

2. The teacher asks the students to introduce their partners in the class:

This is... He is from...

#### Stage 4: Listening and pronunciation (20 minutes)

1. The teacher tells the students to listen to a conversation and tick the sentence they hear.

i. (...) She's from Spain.

(...) He's from Spain.

ii. (...) What's her name?

(...) What is his name?

iii. (...) They're from Brazil.

(...) They're in Brazil.

iv. (...) Where's she from?

(...) Where's he from?

v. (...) He's a teacher in Italy.

(...) His teacher is in Italy.

#### Check it (10 minutes)

2. The students are asked to complete the following sentences with am, am, is, are, his, her, or your

1. My name..... Anne.

2. Where..... you from?

3. I..... from Japan.

4. What's..... name? My name's Tomoko.

5. Max and Liza..... from Chicago.

6. This..... my teacher..... name's Richards.

7. Where..... he from?

8. This is my sister..... name's Emma.

#### Stage 5: Reading and writing: introducing yourself (20 minutes)

1. Through using the Silent Way, the instructor encourages students to discover language patterns on their own. The instructor directed the students to focus their attention on Rafael's portrait before proceeding to educate them on his background. 'My name's Rafael Ramos and I'm a doctor. I have two children. I live in a house in Toluca, Mexico. I want to learn English for my job.'

2. Practice. The teacher gives the students a text and asks them to complete it.

My name's Yasmina Kamal and I'm a student. I..... 19. I'm not married. I have one..... and two brothers. I..... in a flat in the Cairo. I..... to learn English because it's an international.....





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**2..practice.(10.minutes).**The.student  
s.are.asked.to.listen.and.write.the.nu  
mbers.they.hear.

Then.they.will.ask.and.answer.the.qu  
estions.with.other.students.and.write.  
a.list.

For.example:.what's.your.phone.num  
ber?.It's.....Thank.you.very.much.

### 3..Assignment

In.the.workbook.Unit,.the.students.ar  
e.asked.to.do.the.following.exercises.  
as.homework.

Exercises.4.and.5.Third.person.is.and  
.are,.and.short.and.long.forms.

Exercises.6.and.7.Possessive.adjectiv  
es.

Exercises.8.and.9.Countries.and.nati  
onalities.with.stress.practice.

## II..Presentation.of.a.lesson.from.U nit.2.Meeting.People

### Lesson.2

Lesson.duration:..2.30.hours

Objectives:

Vocabulary:.the.family.

Grammar:Verb.to.be:..What's.her.first  
.name?.She.isn't.married.Questions.a  
nd.negatives.Negative.and.short.ans  
wers..The.possessive's

Reading.and.listening:..a.letter.from.  
America

Writing

### Stage.1..Icebreaker.(10.minutes)

Review.the.previous.topic.in.a.meani  
ngful.context

1.The.teacher.starts.the.lesson.by.gre  
eting.the.class.and.explaining.the.obj  
ectives..Then,.to.help.the.students.un  
derstand.the.language.better,.the.teac  
her.will.use.functional.vocabularies.s  
uch.as.pronouns.and.numbers.and.as  
k.the.students.to.count.from.1.to.20.u  
sing.rods..

Next,.the.teacher.will.remind.  
the.students.about.the.verb."to.be".an  
d.the.use.of.numbers.by.asking.them,  
."How.old.are.you?".The.teacher.will  
.model.the.question.and.then.ask.the  
students.to.work.in.pairs.and.practice  
.asking.and.answering.the.question,."  
How.old.are.you?".by.using.the.corre  
ct.form.of.the.verb."to.be."

**Stage.2:.Grammar:..Questions.and.  
Negative:..**What.is.her.first.name?.(1  
5.minutes)

This.stage.aims.to.provide.stu  
dents.with.a.basic.practical.understan  
ding.of.grammar..

1.To.teach.questions.and.negatives.ef  
fectively.in.the.New.Headway.Eleme  
ntary.English.Course,.the.teacher.ca.





employ various methods that make use of Total Physical Response (TPR) to engage students and enhance their comprehension of the concepts. For instance, the instructor can devise games or activities that require students to ask and answer questions using the target language. This can be done in pairs, small groups, or as a whole class activity..

One such method involves the instructor using a personal identity card to ask and answer questions..2.. The teacher presents the students with a personal identity card and asks them to read about Anderson.

|                        |               |
|------------------------|---------------|
| PERSONAL IDENTITY CARD |               |
| URNAME                 | ANDERSON      |
| FIRST NAME             | KEESHA        |
| COUNTRY                | ENGLAND       |
| JOB                    | JOURNALIST    |
| ADDRESS                | 42MUSWELL     |
|                        | HILL ROAD     |
|                        | LONDON N1D3jd |
| Phone number           | 020 5643 5741 |
| AGE                    | 28            |
| MARRIED                | NO            |

3..Ask the students to complete the questions below (10 minutes)

- 1.What's---surname?.Anderson
- 2.-----her.first.name?.Keesha
- 3.-----she.from?
- 4.-----job?.She's.a.journalist.

5.What's.42MUSWELL.HIL.ROAD  
LONDON.N1D3jd

6.----.phone.number?.020.5643.5741

7.How.old.-----?.Twenty-eight.

8.Is.she.-----?.No,.she.isn't.

3..Then.the.teacher.asks.the.class.to.l  
isten.and.check.their.answers;.then.p  
ractice.the.questions.and.answers..(1  
5.minutes)

4..The.instructor.tells.the.students.to.  
look.at.Keesha's.brother's.identity.car  
d,.and.write.questions.about.her.brot  
her,.for.example,.what's.his.name?.A  
nswer:.Anderson.

#### PERSONAL IDENTITY CARD

SURNAME.....ANDERSON

FIRST NAME-----

COUNTRY-----

JOB-----

ADDRESS-----

-----

Phone.number.-----

AGE-----

Then.the.students.are. asked.t  
o.complete.the.card.

Stage.3.:Negative.and.short.answers..  
(10.minutes)

For.teaching.negative.answer  
s.:the.Teacher.can.use.TPR.to.model.  
actions.that.represent.negative.respo



nses,,such.as.shaking.their.heads.or.c  
rossing.their.arms..Students.can.then.  
mimic.these.gestures.while.practisin  
g.giving.negative.answers.to.questio  
ns.or.prompts.

For.teaching.short.answers:.t  
he.teacher.can.incorporate.TPR.by.h  
aving.students.respond.physically.wi  
th.short.gestures.or.movements.to.in  
dicate.short.answers,,such.as.noddin  
g.for."yes".or.shaking.their.heads.for  
."no.",.or.can.use.the.Silent.Way.app  
roach.to.encourage.students.to.practc  
e.short.answers.in.a.self.directed.man  
ner..Students.can.work.with.languag  
e.patterns.and.structures.independent  
ly.to.form.short.responses.to.prompts  
.or.questions.

1.The.teacher.draws.attention.to.the.f  
ollowing.questions.and.short.answers  
.below.and.asks.the.students.to.read.  
and.listen...

Is.she.American? No,,she.isn't.

Is.she.French? No,,she.isn't.

Is.she.English?

Yes,,she.is.

2..The.teacher.orders.the.students.to.  
use.Yes/No.questions.about.Keesha..  
For.example,,Is.she.a.doctor?.(10.mi  
nutes).Answer:..No,,she.isn't

1.A.doctor?.A.teacher?.A.journalist?  
2.Eighteen?.Twenty.one?.Twenty.eig  
ht?

3.The.students.ask.questions.about.K  
eesha's.brother.

1.Peter?.Denial?.Rudi?

2.A.journalist?.A.policeman?.A.stud  
ent?

3.Sixteen?.Thirty?.Twenty-one?

To.check.their.understanding,  
.the.teacher.gave.an.assignment.to.ch  
eck.the.students'.understanding..The  
assignment.was.to.complete.the.answ  
ers.to.the.Yes/No.questions..The.stud  
ents.were.given.10.minutes.to.compl  
ete.the.assignment..The.questions.we  
re.as.follows:

-.Is.Keesha.English?.Yes,,she.is.

-.Is.her.surname.Smith?.No,,it.isn't.

-.Are.you.a.journalist?.No,,I'm.not.

After.the.assignment,,the.teac  
her.draws.the.student's.attention.to.th  
e.negatives.and.the.contracted.forms.  
in.the.following.examples:

-.She.isn't.married.

-.You.aren't.married.

The.teacher.points.out.that.the.contra  
ction."amn't".for."am.not".is.not.wid  
ely.used.in.English..Instead,."I'm.not  
".is.the.more.common.negative.contr



action.for."I.am"..Afterwards,.the tea  
cher.asks.the.students.to.complete.th  
e.answers.to.the.Yes/No.questions..T  
his.activity.lasts.for.10.minutes.

Is.Keesha.English?Yes,.she.-----

Is.her.surname.Smith?No,.it.-----.

Are.you.a.journalist?No,.I'm.-----.

Then.the.teacher.draws.the.st  
udents'.attention.to.look.at.the.negati  
ves.and.the.contracted.forms.in.the.f  
ollowing.examples:

She.isn't.married.You.aren't.married

But:.I'm.not.a.teacher.

#### **Stage.4:.Vocabulary:.Patrick's.fam il.(15.minutes)**

This.stage.is.aimed.at.explain  
ing.the.possessives..Each.of.the.three  
.methods.can.be.adapted.to.teach.pos  
sessives.in.a.language.learning.conte  
xt..For.instance,.the.teacher.can.use.  
TPR.to.demonstrate.possessive.form  
s.through.physical.actions..For.exam  
ple,.they.can.use.gestures.to.show.o

| Brother | Father    | girlfriend | daughter | aunt  | Wife   | grandmother |
|---------|-----------|------------|----------|-------|--------|-------------|
| Husband |           | Son        |          | Uncle |        | grandfather |
|         | Boyfriend |            | Mother   |       | sister |             |

2..Ask.the.students.to.read.about.Patr  
ick.Binchey.and.listen..Then.the.tea  
cher.shows.them.a.photo.of.the.family  
.with.a.number.for.each.member..Aft

wnership.or.possession,.such.as.point  
ing.to.themselves.for."my".or.pointin  
g.to.someone.else.for."his".or."her".  
Students.can.then.practice.mimickin  
g.these.gestures.while.learning.posse  
ssive.forms.in.context..In.the.Silent.  
Way,.the.teacher.can.use.visual.aids,.  
such.as.colored.rods.or.charts,.to.repr  
esent.possessive.forms..For.teaching.  
possessives:.Suggestopedia.emphasiz  
es.creating.a.positive.and.relaxing.le  
arning.environment.

1..In.this.stage,.the.teacher.starts.by.i  
ntroducing.the.new.vocabulary..He.p  
resents.the.new.words.by.using.pictu  
res.or.objects.and.introduces.them.in.  
the.context..Show.them.the.relations  
hip.of.the.family.members..Then.ask.  
the.class.to.write.the.words.below.in.  
the.correct.place

Table (2) shows how the teacher  
introduces the new vocabulary

er.that,.they.are.asked.to.write.the.na  
mes.of.the.people.in.the.correct.plac.  
(10.minutes)



"This.is.a.photo.of.**Patrick**,.h  
is.wife,.and.his.children..His.wife's.n  
ame.is.**Brenda**..She's.a.teacher..His.  
daughter's.name.is.**Lara**..She's.twent  
y.one.and.she's.a.nurse..His.son's.na  
me.is.**Benny**..He's.nineteen.and.he's.  
a.student..Lara's.boyfriend.is.a.nurs.t  
oo..His.name.is.**Mick**."

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

3..After.reading.about.Patrick's.fami  
y,.the.students.are.asked.to.ask.questi  
ons.about.the.family:.(10.minutes)  
Who's.Brenda?.She's.Patrick's.wife.

**Practice:**. (10.minutes)

4..Make.true.sentences.with.the.verb.  
be.

- 1.I.....at.home.
- 2.We.....in.class.
- 3.....Monday.today.
- 4.I.....married.
- 5.My.teacher's.name.....John.

**Stage.5:.adjectives.and.their.oppos  
it.(15.minutes)**

The.most.important.vocabula  
ry.for.learners.is.related.to.functional  
.words,.such.as.comparison.words.an

d.adjectives..For.this.reason,.the.teac  
her.will.focus.on.teaching.adjectives.  
and.their.opposites.in.this.stage.of.th  
e.lesson.

1..The.teacher.will.write.the.adjectiv  
es.on.the.board.along.with.their.oppo  
sites..They.will.then.model.the.adject  
ives.by.providing.a.poster.with.pictur  
es.that.illustrate.the.meaning.of.the.a  
djectives.through.description.or.mim  
ing.actions.

2..The.students.will.copy.the.adjectiv  
es.and.match.them.with.their.opposit  
es.

3..The.teacher.will.work.on.the.pron  
unciation.of.each.item.by.stressing.th  
e.number.of.syllables..Then,.they.wil  
l.ask.the.students.to.draw.the.adjectiv  
es.on.their.notes.and.write.about.the  
pictures.using.the.adjectives..Finally,  
.the.teacher.will.check.the.students'.a  
nswers.by.going.around.the.group.

**Stage.6:.Reading.and.listening:..A.  
Letter.from.America.(15.minutes)**

At.this.stage.of.the.class,.the.t  
eacher.introduces.new.language.to.th  
e.students.through.more.complex.co  
mmands.that.contain.not.only.verbs.  
but.also.adjectives.and.adverbs..This.  
is.done.once.the.class.has.improved.a





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nd.can.execute.commands.without.difficulty..

The teacher first shows pictures of envelopes, stamps and post offices to the class while giving commands. Then, the teacher starts giving the students more serious and careful commands, creating instructions about writing a letter. This includes taking a pen, taking out a piece of paper, writing a letter (imaginary), folding the letter, putting it in an envelope, writing the address on the envelope, putting a stamp in the envelope, and finally mailing the letter.

The students are then introduced to Dorita's letter from America to her brother, Miguel in Argentina. The teacher draws their attention to the pictures and asks them to match each photograph with a part of the letter. Additionally, the students are given true and false sentences about the letter and are asked to correct the false sentences.

- 1..Dorita.is.from.Argentina.
- 2..She.is.from.Miami.
- 3..Dorita.is.happy.in.New.York.
- 4..It's.a.very.big.class.

5..The.students.in.her.class.are.all.from.South.America.

6..Annie.and.Marina.are.both.students.

7..The.subway.is.easy.to.use.

8..She.is.on.holiday.Writing.Stage: (20.minutes)

As it is an elementary course, teachers can use TPR commands to guide students through the process of writing different types of sentences or paragraphs, such as giving commands like "Write a sentence about your favorite food" and then having students physically act out the writing process. In this lesson, the students are asked to write a letter about their classmates. Therefore, to teach students how to write a letter about their classmates using the Total Physical Response (TPR) method, the instructor employs these steps: introduce the topic, use TPR commands for brainstorming, model letter writing, encourage peer collaboration, draft the letter, exchange letters for peer review and feedback, and present the letter using TPR gestures. This dynamic and interactive learning experience helps students develop their writing skills, promote



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tes.collaboration,.and.communicates.  
effectively.among.classmates..Stude  
nts.should.use.TPR.gestures.to.repres  
ent.the.positive.qualities,.interests,.an  
d.experiences.of.their.classmates,.an  
d.act.out.gestures.to.represent.their.q  
ualities..This.approach.promotes.com  
munication.and.collaboration.among  
students,.enhancing.their.overall.lear  
ning.experience.(Richards,.J..C.,.&.R  
odgers,.T..S..(2001).

## 6..Discussion.and.Results

In.this.section,.we.will.discus  
s.the.outcome.of.our.teaching.experi  
ment.for.lessons.one.and.two,.which  
are.part.of.units.one.and.two.of.the.H  
eadway.Elementary.Student's.Book..  
Throughout.these.lessons,.we.utilize  
d.a.range.of.teaching.methodologies,.  
including.Suggestopedia,.Total.Physi  
cal.Response,.and.the.Silent.Way.

In.lesson.one,.we.began.with.  
a.warup.stage.in.which.the.teacher.us  
ed.Suggestopedia.to.create.a.relaxed.  
and.informal.environment.for.the.stu  
dents,.lowering.their.affective.filter..  
During.the.preview.stage,.the.teacher  
.demonstrated.the.use.of.contracted.f  
orms.by.using.a.gesture,.such.as.brin

ging.fingers.or.hands.together,.which  
.is.a.feature.of.the.Silent.Way.

Another.example.of.the.Silen  
t.Way.was.during.the.vocabulary.and  
.pronunciation.stage.when.the.teache  
r.used.Cuisenaire.rods.of.different.si  
zes..The.larger.rods.were.used.for.str  
essed.syllables,.while.the.smaller.rod  
s.were.used.for.unstressed.syllables.

During.the.icebreaker.stage.i  
n.lesson.2,.the.teacher.used.physical  
rods.to.help.the.students.count.from  
1.to.20.around.the.class..This.techniq  
ue.is.known.as.Total.Physical.Respo  
nse..

In.Grammar.Spot,.the.teacher  
.used.the.Total.Physical.Response.(T  
PR).approach.to.teach.contractions.o  
f.the.verb."be".through.role.playing,.  
visual.aids,.and.engaging.students.wi  
th.props.and.images.

During.lesson.two.in.the.ques  
tions.and.negative.stage,.Teachers.ca  
n.use.TPR.to.model.negative.respons  
es.and.short.answers,.allowing.stude  
nts.to.practice.and.mimic.these.gestu  
res..For.negative.answers,.students.c  
an.use.physical.gestures.or.the.Silent  
Way.approach,.while.for.short.answe  
rs,.students.can.work.independently



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with language patterns and structures  
..students have to ask and answer questions using the target language.. Therefore, the teacher used the Total Physical Response by dividing them into pairs and instructing them to read and complete a personal identity card.. In the reading and listening stage of the same lesson, the teacher introduced new language using more complex commands containing verbs, adjectives, and adverbs, by incorporating Total Physical Response.. This method can be effectively used to teach reading and listening skills to elementary-level students.. TPR is a language teaching approach that emphasizes the importance of physical movement and actions in language learning. (Asher, J., 2010).. In the writing stage in lesson two, the teacher used Total Physical Response (TPR) to teach the students various language skills.. During the icebreaker stage, the teacher used physical rods to help the students count from 1 to 20 around the class.. In Grammar Spot, TPR was used to teach contractions of the verb "be" through r

ole playing, visual aids, and engaging students with props and images.. During the questions and negative stage, TPR was used to model negative responses and short answers, allowing students to practice and mimic these gestures.. For negative answers, students used physical gestures or the Silent Way approach, while for short answers, they worked independently with language patterns and structures. The teacher also used TPR to divide students into pairs and instruct them to read and complete a personal identity card. In the reading and listening stage, the teacher introduced new language using more complex commands containing verbs, adjectives, and adverbs, incorporating TPR to effectively teach reading and listening skills to elementary-level students.. Similarly, in the writing stage, TPR was used to teach writing at the elementary level. This approach can particularly benefit elementary learners as it allows them to physically engage with the language and practice writing in a more interactive and kinesthetic way.

Overall, TPR is a language teaching approach that emphasizes the imp



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ortance.of.physical.movement.and.ac  
tions.in.language.learning.(Asher,.J.,  
2010).Through.the.use.of.Silent.Way  
.methodology.and.Total.Physical.Res  
ponse.(TPR).activities,.the.instructor.  
facilitated.independent.and.discover.  
based.learning,.while.also.helping.st  
udents.better.understand.the.present.s  
imple.tense.by.incorporating.movem  
ent.and.touch.into.the.lesson..This.ki  
nesthetic.approach.has.proven.partic  
ularly.beneficial.for.younger.learners  
.who.struggle.with.abstract.grammar.  
concepts..By.integrating.these.teachi  
ng.methodologies.into.the.New.Head  
way.English.course,.students.can.ben  
efit.from.an.engaging.and.dynamic.le  
arning.experience.that.caters.to.their.  
unique.learning.styles.and.preference  
s,.resulting.in.improved.language.acq  
uisition,.classroom.dynamics,.and.ov  
erall.success.

## 7..Conclusion

Through.the.integration.of.the.Sil  
ent.Way,.Total.Physical.Response,.a  
nd.Suggestopedia.techniques,.the.Ne  
w.Headway.Elementary.English.Cou  
rse.can.provide.students.with.an.exc  
ptional.language.learning.experienc.  
By.combining.these.innovative.teach

ing.methods,.teachers.can.create.inte  
ractive.and.captivating.lessons.that.f  
oster.language.acquisition,.student.en  
gagement,.and.optimal.learning.outc  
omes.

Our.investigation.revealed.that.inc  
orporating.multiple.teaching.strategie  
s.has.the.potential.to.yield.significant  
.benefits.for.students..The.Silent.Wa  
y.prioritizes.learner.autonomy.and.pr  
oblem.solving.skills,.Total.Physical.  
Response.emphasizes.kinesthetic.lear  
ning.and.comprehension.through.mo  
vement,.and.Suggestopedia.employs.  
music,.relaxation.techniques,.and.pos  
itive.suggestions.to.create.a.compreh  
ensive.and.engaging.language.learn  
ing.experience.

Continued.research.and.experime  
ntation.in.the.integration.of.diverse.l  
anguage.teaching.methodologies.are  
crucial.to.further.enhance.language.l  
earning.experiences.for.students..By  
leveraging.the.strengths.of.different.a  
pproaches.and.tailoring.them.to.spec  
ific.classroom.contexts,.educators.can  
.create.captivating.and.effective.lang  
uage.learning.environments.that.cate  
r.to.the.diverse.needs.of.learners.





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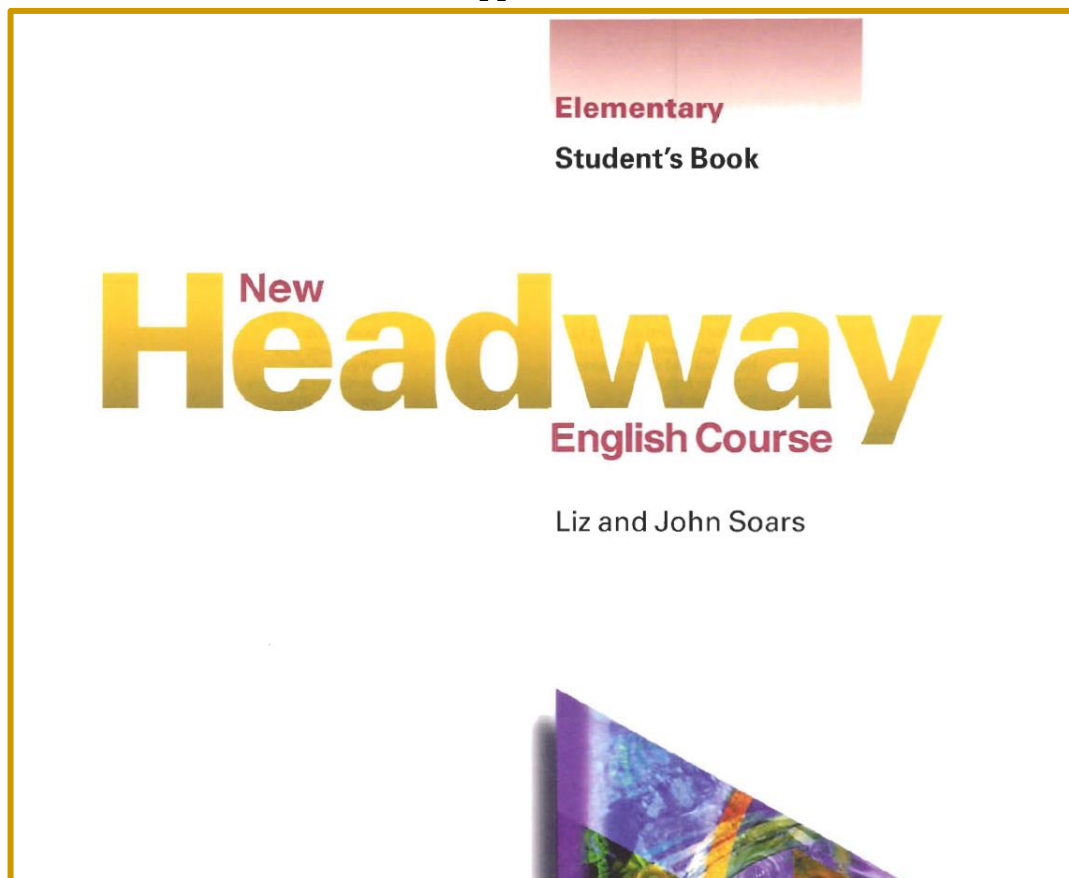
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## Appendices



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| Unit                                 | Grammar                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                                                                                                                                                                     |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Hello everybody!<br>p6             | Verb to be<br><i>am/is/are</i><br><i>I'm from Germany.</i><br><i>He's a doctor.</i> p6, p9<br>Possessive adjectives<br><i>my, your, his, her</i> p6, p7                                                                                                                                                                                                                                             | Countries<br><i>Mexico, Japan</i> p7, p8<br>Using a bilingual dictionary p10<br>Everyday objects<br><i>a key, a newspaper</i> p10<br>Plural nouns<br><i>bags, apples</i> p10                                                                                                                   |
| 2 Meeting people<br>p12              | Verb to be<br>Questions and negatives<br><i>What's her first name?</i> p12<br><i>She isn't married.</i> p13<br>Negatives and short answers<br><i>No, she isn't.</i> p12<br>Possessive 's<br><i>Patrick's daughter</i> p14                                                                                                                                                                           | The family<br><i>mother, uncle</i> p14–15<br>Opposite adjectives<br><i>old – young</i> p16<br>Food and drink<br><i>hamburger and chips</i><br><i>tea, coffee</i> p18                                                                                                                           |
| 3 The world of work<br>p20           | Present Simple 1<br><i>he/she/it</i> p20<br><i>He works 16 hours a day.</i> p20<br>Questions and negatives<br><i>Does he speak French? No, he doesn't.</i> p22                                                                                                                                                                                                                                      | Verbs<br><i>help, make, serve</i> p24<br>Jobs<br><i>A pilot flies planes.</i> p26                                                                                                                                                                                                              |
| 4 Take it easy!<br>p28               | Present Simple 2<br><i>If you/wel/they</i><br><i>I go to the gym.</i><br><i>We don't go out on Friday evenings.</i><br><i>Why do you like your job?</i> p29                                                                                                                                                                                                                                         | Verbs<br><i>relax, eat out, start</i> p29<br>Leisure activities<br><i>dancing, skiing</i> p34                                                                                                                                                                                                  |
| Stop and check 1 Teacher's Book p138 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                |
| 5 Where do you live?<br>p36          | <i>There is/are</i><br><i>There's a book on the table.</i> p36<br><i>How many ... ?</i><br><i>How many books are there?</i> p36<br>Prepositions of place<br><i>in front of the fire</i> p36<br><i>some and any</i><br><i>There are some cups.</i><br><i>There aren't any plates.</i> p38<br><i>this, that, these, those</i><br><i>This is the kitchen.</i><br><i>What's in these cupboards?</i> p38 | Rooms<br><i>living room, kitchen</i> p36<br>Household goods<br><i>armchair, lamp</i><br><i>cupboard, washing machine</i> p36<br><i>What's in your bag?</i><br><i>letter, bus ticket, mobile phone</i> p39<br>Parts of a plane<br><i>cockpit, steps</i> p40<br>Places<br><i>cinema, pub</i> p43 |
| 6 Can you speak English?             | <i>can/can't</i>                                                                                                                                                                                                                                                                                                                                                                                    | Countries and languages                                                                                                                                                                                                                                                                        |



**1 Hello everybody!**  
*am/is/are, my/your/his/her, Everyday objects, Numbers, Hello and goodbye*

**STARTER**

1 Say your names.  
*I'm Ali. I'm Thomas.*

2 Stand up in alphabetical order and say your names.  
*I'm Ali. I'm Brigitte. I'm Thomas. I'm Zak.*

**INTRODUCTIONS**  
*am/is/are, my/your*

1 **Read and listen.**  
A Hello. My name's Paula.  
What's your name?  
B Ross.



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كلية الآداب والعلوم الإخبار  
جامعة بنغازي

العدد: الثاني — أغسطس 2024



**2 Meeting people**  
am/is/are - questions and negatives - Possession 's - Family - Opposites - In a cafe

**STARTER**

- 1 Count from 1-20 round the class.
- 2 Count in 10s from 10-100 round the class.  
ten, twenty, thirty ... one hundred.
- 3 How old are you? Ask and answer in groups.

**WHO IS SHE?**  
Questions and negatives

- 1 Read Keesha Anderson's identity card.
- 2 Complete the questions.  
1 What's her surname? Anderson.

**PERSONAL IDENTITY CARD**

|            |                      |
|------------|----------------------|
| SURNAME    | ANDERSON             |
| FIRST NAME | KEESHA               |
| COUNTRY    | ENGLAND              |
| JOB        | JOURNALIST           |
| ADDRESS    | 45, MUSEUM HILL ROAD |