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Using and retelling Promote accuracy - accept errors Group work or pairs, suitable for large classes Procedure 1 Tell the children that they are going to do a mini dictogloss activity. Count these syllables together. How fast can you ... The results could be recorded in a graph. Sentence stems: You are / an ... 2 Then ask the children to stand and ...

green legs like the legs of an elephant. • For other personal recounts, see Activities 2.13, 2.15, 4.17, 5 Wah! Wah! Wah! 6 I hear him/her call! Follow-up There are many well-known activities which only assist with the development of fine motor and gross motor skills, e.g. Simon says. We hope that: • you will be better soon. Class sizes In designing the activities, we have been mindful that children learn English in many different settings, ranging from small groups to large classes. These may be verbs like is, prepositions such as on, or new vocabulary. Follow-up Encourage the children to include classification terms in their questions, e.g. Are you a mammal? Follow-up The children create a family tree diagram showing the queen and her relatives. Quickly we ran downstairs and into the street. Box 106 Accident timeline Random vocabulary Answers chemist, broken leg, doctor, ambulance, accident, aspirin, foggy weather, hospital foggy weather - accident - broken leg - ambulance - hospital - doctor - chemist - aspirin Follow-up • The children could write a short recount about an accident, following the timeline in the activity. 5 On a card, children write the items they would like to take on the holiday. Doctor: Five - it, six - it. BOX 112 Classroom objects Classroom objects: basic game Classroom objects: advanced game Book Pen Picture Eraser Pencil Ruler Ball Game Toy Bag Box Add one adjective: Red pencil Old toy Tennis ball Add two adjectives: New English book Big picture book Old test book Scheme of work in an ESL mainstream context: beginning a scheme of work on space travel In this example, in an ESL mainstream context, the teacher is using this five-minute activity to give her/his advanced ESL learners an opportunity to become familiar with the language of space travel, the new theme being studied by the mainstream class. Children at this level may have been exposed to these concepts in their mainstream classes, but do not have the English language to express their ideas. 37 Five-Minute Activities for Young Learners Box 30 Beach holiday checklist one two three four five six seven eight nine ten hat pairs of shoes shirts pairs of trousers pairs of socks T-shirts books badminton shuttlecocks fish hooks coloured pencils Follow-up Ask the children to draw up a checklist for another sort of holiday, e.g. a holiday in the snow, hiking in a forest, climbing a mountain, or visiting a famous city. It jumps and opens its mouth. Even when children are practising vocabulary, pronunciation or language structures, they do so in a meaningful way, in an activity where their own meanings are created, supported and exchanged with others. Follow-up • Create a class safety chart and display the children's rules in the classroom. I eat. • Box 100 Safety rules Safety rule Area of safety 1 Wear a hat and a long-sleeved shirt. Box 114 Label template Label template Completed label Name: 4.2 Map making Level Language focus Skills focus Thinking focus Teaching approach Interaction Preparation * Map, geography words, letters of the alphabet, numbers Listening for details Labelling Promote accuracy - correct errors Pairwork, suitable for large classes Draw a map-making grid on the board. He is very young and handsome. - you send the (8) 65 Five-Minute Activities for Young Learners Box 56 Queen's family tree Mother: Cinderella Uncle: Monster Cousin: Robot Queen Daughter: Fairy Granddaughter: Doll Aunt: Witch Son: Pirate Grandson: Rabbit Follow-up For other diagrams, see Activities 4.13, 5.17, 5.18, 6.15. 4 Point to Group 2 to join in the chant, and then to Group 3. For an example of how to describe a graph, see Activity 5.17. On Monday, Tuesday, Wednesday and Thursday William won five marbles each day. Allocate one of the feeling words to each child in the group. 6 I like it because. My daughter is a fairy. What is snow? 4 Call on groups to read out their answers. Are you brave and clever? Box 117 The friendship song The friendship song Adjectives: personal attributes Leisure activities Jacky Chan, Jacky Chan, We are happy to know you. © Cambridge University Press 2007 Follow-up • The children's procedures could be decorated with pictures to illustrate the instructions and then be displayed in the classroom. 4 Ask them if they know of any other animals that have a similar stress pattern. - is standing up. 5 Then ask the groups to sequence the spheres from the largest to the smallest. 8 The children's responses continue to add to the chant, e.g. Sam is the boy who walks to school; Mary is the girl who walks to school; Ben is the boy who rides to school. show more The activities can be used at any level and adapted to any teaching situation. You could ask the children to explain why these rules are important. We would be away for a long time. boat, plane, lorry, bus lorry Boats, planes and buses carry passengers, but a lorry carries goods. When they think they have found it, they should give a reason for their choice, using but to signal the odd one out. • your accident. Procedure 1 Ask the children to copy the note-taking grid from the board. It is called a 'house of horrors' because of the very strange people who live there. See Box 125. PROTECTION: How do koalas protect themselves? The witch is smaller than the pirate. • Children could try to come up with a definition for each category of animal, based on their knowledge of the animals in that category. Most of them can be adapted to suit classes of different levels of ability, and in many cases there are additional suggestions for variations or extensions of the basic activity. The particular value of the book is that it provides teachers with a store of activities that they can use, at long or short notice, to meet a specific learning objective, or to fill a gap (or reinforce a learning point) that becomes apparent as children study the scheduled curriculum or textbook. See Box 53 for a sample answer. with your left leg. A crocodile ate my school bag. Follow-up In pairs, children have to give reasons for their seating plans. 6 Now read out lines 2 and 3 and ask the children to listen and repeat while following your hand actions. Then the sun set, so I went back to my hole in the rock for the night. 3 Select one child to read out his/her clues. 4 While you are reading, the children are writing key words from the text. 24 Animals Box 16 Human attributes Animal Personal characteristic Sentence stems owl dog cat lion pig dolphin sheep camel horse elephants monkeys donkeys wise, clever loyal, friendly lazy, clean brave dirty playful, intelligent, smart stupid, silly bad-tempered, unfriendly hard-working have good memories, hard-working talkative, noisy, like to play tricks hard-working, stubborn I think. The winner is the one who remains standing and who can remember the long list of instructions. Box 32 1 2 3 4 5 6 7 Weather questions What is a rainbow? Show less Show more Performance and Analytics ON OFF If you agree, we will use cookies to understand how customers use our services (for example, by measuring site visits) so we can make improvements. 2 Refer to the large grid on the board. We use cookies to conduct research and diagnostics to improve our content, products and services, and to measure and analyse the performance of our services. 3 The children will need to think about where the animals can find food and shelter in their habitat. (*) Describing well-known animals (*) Animals moving about (*) Animal rhythms (*) Singing about animals (*) Writing an animal Haiku (*) Wild animals (**) What animal am I? I do not wear clothes. Each time the volume of the story increases as another group joins in the chant. See Box 51 for some suggestions. 59 Five-Minute Activities for Young Learners 3.5 Good king bad king Level Language focus Skills focus Thinking focus Teaching approach Interaction * Narrative, antonyms, simple present tense Listening and speaking Contrasting Promote creativity - accept errors Whole class work, suitable for large classes Procedure 1 Begin by starting to tell the story. The trolls are. Refer the children to the sentence stems on the board. Choose from the learners' column of Box 48. Some suggestions are in Box 95. Through this kind of activity, the ESL learners are therefore being given a chance to learn and apply some of the English vocabulary they need to talk about travel in space. Bend your knees. 3 I walk on a wooden leg. • For other narratives, see Activities 2.16, 3.5, 3.13, 3.18, 4.10, 5.1, 6.18. See Box 75 for some suggestions. Then they could add more rules to the list and prepare class wallcharts about various aspects of safety. Then write the sentence stems from Box 127. Some possible answers are in Box 54. Tell the children to use either should or should not in their advice. on a wooden leg. (A fruit bat) I am yellow and hairy. See Box 77. See Box 124. 2 Make sure the children understand that each line is limited by a number of syllables. holmes and margaret r.

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