



Classroom English

Today's class

- Review
- Target language
- Teaching new vocabulary
- Using flashcards
- Homework

Email: edpovey@hotmail.co.uk

Website: edwardtesol.com (Password: English)

REVIEW

Listen and identify for elementary students



2nd LISTENING

The teacher wants the children to...

- listen and point to the correct picture
- learn *he* and *she* for a boy and a girl
- learn about colour adjective order (*blue* sweater)

REVIEW



Listen and identify for grammar

Raise your left hand or right hand.



left



right

I saw a dog.

I saw some dogs.

They are black and brown.

It's white and brown.

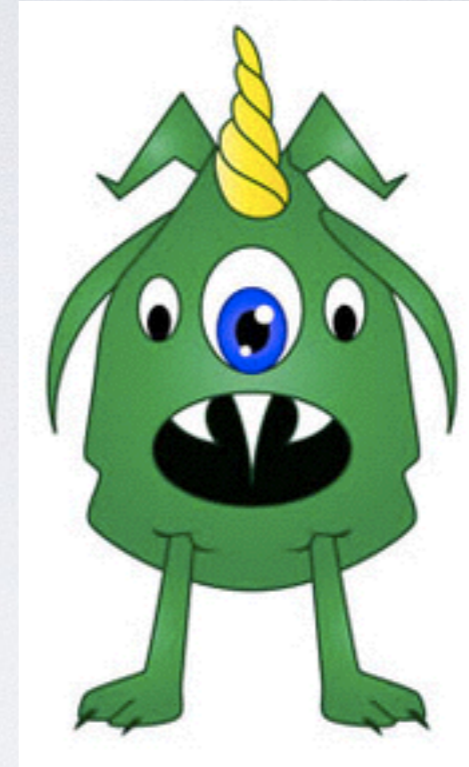
REVIEW



Listen and identify for grammar



left



right

It has one big eye.

It has three eyes.

It has pink fur.

It has green skin.

REVIEW



Listen and do with actions



Track 20

Clap your hands.
Clap your hands.
Slap your legs.
Slap your legs.
Stamp your feet.
Stamp your feet.
Snap your fingers.
Snap your fingers.
Clap your hands.
Clap your hands.



Track 21

Point to the ceiling.
Point to the floor.
Point to the window.
Point to the door.
Clap your hands together.
One, two, three.
Now sit down and look at me.

REVIEW



Let's try together.

Listen carefully...

If it's true...

If I'm right...

clap once like this.

nod your head like this.

shout 'yes'.

If it's not true...

If I'm wrong...

clap twice- two claps.

shake your head like this.

shout 'no'.

“I have long black hair.” “I'm wearing a pink shirt.” “Apples are black.”

This can also be done in groups with swopping places.

REVIEW



‘Please’ game



Track 27

1st LISTENING

What game are the teacher and the children playing?

2nd LISTENING

How does the teacher explain the game?

What useful expressions does the teacher use?

REVIEW PRACTICAL TECHNIQUE



Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

REVIEW PRACTICAL TECHNIQUE

Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



TASK: Pass the toy set to each group. Consider:

- target language (vocabulary, grammar, expressions)
- classroom activities



Task:

There are many things you can do with learners during listening. How many activities can you think of that students can do during listening?

Examples:

Listen and point to the picture

Listen and clap

Listen and touch the right flashcards

Make a list with your group!

Activities during listening

- Listen and point to the right word
- Listen and move your body or an object
- Listen and raise your hand or clap
- Listen and show your fingers
- Listen and mime
- Listen and follow directions
- Listen and draw or color a picture
- Listen and make
- Listen and circle the right picture or word
- Listen and match the pictures, words or sentences
- Listen and sequence the pictures, words or sentences
- Listen and find the mistakes or false answers
- Listen and choose the correct answer
- Listen and mark true or false
- Listen for stress or intonation
- Listen and translate
- Listen and fill in the blanks
- Listen and complete a graphic organizer

Target Language

English

The specific words
and expressions being
studied in a lesson or
activity

Target Language

The target language (TL) is the language that learners are studying.
Examples:

Vocabulary	Grammar & expressions	Situational language
Shapes (circle, square...)	It's a banana. Do you like soccer?	Airport travel "Do you have your passport"
Weather (rainy cloudy...)	We are reading.	Seeing a doctor "I have a cold"
Buildings (hotel, bank...)	I went to the museum.	Buying a ticket "How much is it?"
...

1. In your groups try to brainstorm 3 more examples for each category.
2. Now, try to find a song or chant on YouTube that include some of your TL.

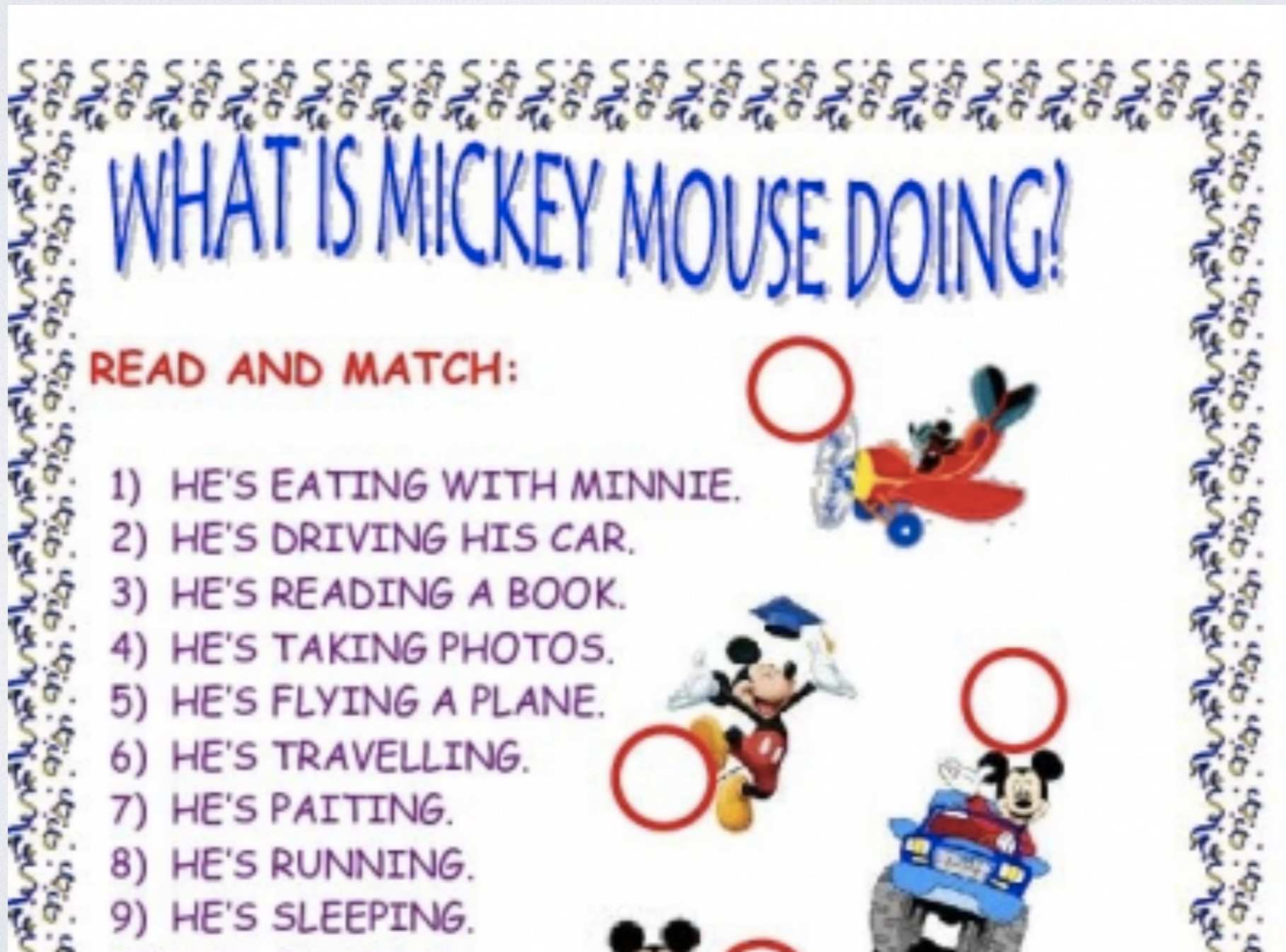
Target Language Examples

What is the target language?

WHAT IS MICKEY MOUSE DOING?

READ AND MATCH:

- 1) HE'S EATING WITH MINNIE.
- 2) HE'S DRIVING HIS CAR.
- 3) HE'S READING A BOOK.
- 4) HE'S TAKING PHOTOS.
- 5) HE'S FLYING A PLANE.
- 6) HE'S TRAVELLING.
- 7) HE'S PAINTING.
- 8) HE'S RUNNING.
- 9) HE'S SLEEPING.



Target Language Examples

There is/There are

		
Example: <i>There are two cars</i>	1. _____	2. _____
		
3. _____	4. _____	5. _____
		
6. _____	7. _____	8. _____
		
9. _____	10. _____	11. _____






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What is the target language?

Target Language Examples

NAME: _____

DO YOU LIKE ~ ?

What is the target language?

Target Language Examples



More
Beautiful

Uglier



What is the target language?

Target Language Examples

Match pictures to sentences



I've got a cough.



He has a toothache.

Paul's got a broken arm.

What is the target language?

Target Language Teaching Sequence (for speaking)

“How old are you?”
“I’m 8 years old.”

Teaching sequence:

1. Teach numbers 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
2. I’m ... years old
3. How old are you?

Variation:

- He’s 8 years old. / She’s 8 years old.

Target Language Teaching Sequence (for speaking)

Example target language:

“Do you ever eat pizza?”

“Yes, I sometimes eat pizza.”

Teaching sequence:

1. **“eat pizza, read comics, play basketball...”**
2. **“always, usually, sometimes, never”**
3. **“Do you ever...?” “Yes, I...” / “No, I...”**

Target Language Teaching Sequence (for speaking)

What should students practice first, second, third?”

“What do you like?”

“I like apples.”

“How’s the weather?”

“It’s sunny.”

“Can you dance?”

“Yes, I can.”

Task: Look at your list of TL from the last activity and decide which order to teach it.



Practicing New Vocabulary

New vocabulary is very important for young and beginner learners. It's the building blocks of language. Often YLs will naturally repeat words you say.

When introducing new vocabulary, you should:

- encourage them to repeat
- use pictures, sounds and other senses
- use gestures, actions and movement
- get children to color pictures of the new words
- repeat the words often and use them in sentences

Practicing New Vocabulary with drilling

Drilling is repeating a word or phrase to help memorization.

A good sequence for drilling new vocabulary is:

1. Repeat all words together
2. Show the cards and ask true/false questions.
3. Show the cards and ask “Which one is a ...?”
4. Show all cards and ask “What is it?”

Let's practice!



Practicing New Vocabulary with drilling

A substitution drill is repeating a phrase but changing one word each time.

For example:

I like dogs.

I like cats.

I like rabbits.

I like fish.

Let's practice!



Practicing New Vocabulary with flashcards



<https://www.youtube.com/watch?v=X9KebTgfLJI>

Remember the activities, because after you will demonstrate one of them!

Let's practice!



Homework:

Find or create a game for practicing new vocabulary. You will show and demonstrate the game with the class.

You can use flashcards, pictures, a song/chant, anything you want!

You can teach words or sentences.

Think about how you can encourage lots of practice and the classroom English you will use.