



ACTIVIDADES DE CLASE PARA AUXILIARES DE CONVERSACIÓN

EDUCACIÓN PRIMARIA



TEACHING YOUNG STUDENTS

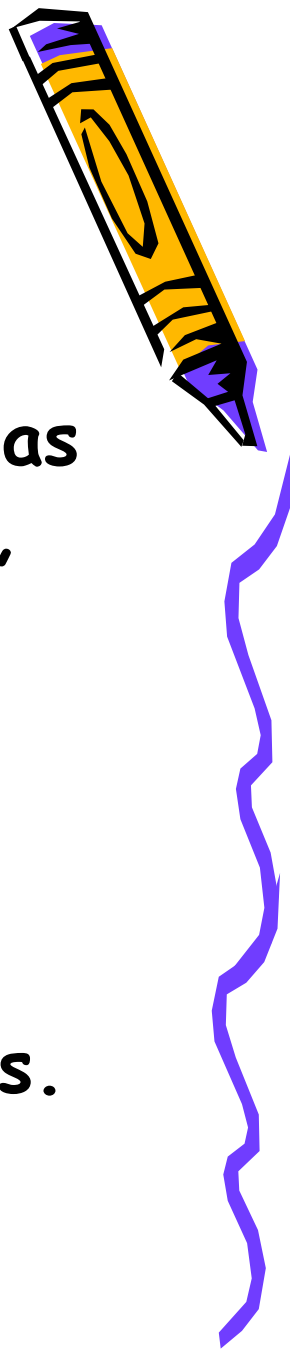


- When teaching young learners a foreign language, four words should be at the forefront of our mind: Movement, Memory, Imitation and Rapport.

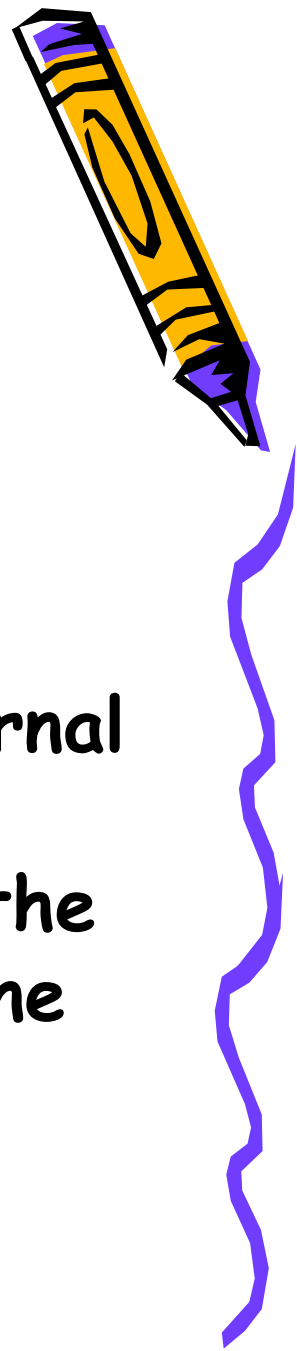


Movement

- When we encourage children to move as part of the learning process (clapping, stamping, walking, doing finger plays, etc.), we direct the newly acquired language to these subconscious levels. And that is precisely where language should be in the end. In other words, we link the language to the movements.



Memory



- We can use objects or places in the classroom to support memorising processes in our pupils.
- Firstly, memory is supported by external objects; secondly, memory can be supported by rhythm; and lastly, as the child grows older, memory work is done by the brain alone.



Imitation



- Young learners have huge imitative powers at their disposal. Human beings acquire their mother tongue by imitating the other human beings whom they hear talking. This process happens entirely at a subconscious level.
- Teachers must seize their opportunity and give material that can be easily imitated.



Rapport



- You are their teacher and therefore they will always associate the activities with you.
- They want to know who you are. The pleasure with which these activities can be done in class will have an effect not only on the relationship between you and your pupils, but also between the pupils themselves.
- These positive social effects will improve learning and will contribute to a general feeling of well-being.



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ACTIVITIES FOR YOUNG LEARNERS

**LISTENING AND
SPEAKING**



Birthday Calendar

- Focus : Formulating questions and answers
- Level : 6-8 years old
- Duration : 10 minutes
- Materials : 12 sheets of paper (A4)
- Rationale *Motivation*: Pupils will be highly involved in this activity. It is about themselves, so the target language will be very close to them.
- Preparation: Write down clearly the name of a month on each sheet of paper and add the numbers 1-30/31/28, as appropriate. Punch holes in the sheets and bind them together with a piece of string to make a calendar.

Birthday Calendar (Procedure)

Show your carefully prepared birthday calendar, saying: *I have made a birthday calendar for our class. All the months of the year are there.*

You say the name of the month, and pupils say it after you in chorus. By asking all sorts of questions, gradually enter the names of all the pupils, for example: *John, when is your birthday?! see. It's the sixth of June. Mary, in which month is your birthday? I see. It's in April. What date? Oh, yes. It's the twenty-first.*

When all the names have been entered (and this may take more than one lesson), put the calendar up on the classroom wall. In every lesson you can focus on the calendar like this:

YOU: *Peter, tell me, when is Frederic's birthday?*

Peter walks up to the calendar and looks for the right answer.

PETER: *Frederic's birthday is on the twelfth of December.*

YOU: *Rita, go to the birthday calendar and tell us who have their birthdays in May.*

RITA: *Gerard, Steve and Michael have their birthdays in May.*

YOU: *Barbara, go to the birthday calendar and tell me who will have his or her birthday next week.*

BARBARA: *Sylvio will have his birthday next week.*

YOU: *And what is the date?*

BARBARA: *It's the second of February.*

Many more questions are possible. Extension. All the pupils draw small pictures which are then glued onto the calendar.



Birthday Party

- Focus : Real conversation; mini-play; pronunciation
- Level : 6-8 years old.
- Duration : 15 minutes
- Materials Optional: some party hats
- Rationale Acting in a play: The pupils tend to forget they are speaking a foreign language. The 'actors' will do their best because the other pupils form a real audience.
- Preparation : Pre-teach those words from the text below that may be difficult for your pupils.

Birthday Party (Procedure)

- **Procedure**

Put six chairs in front of the class. One pupil is the birthday boy/girl. Five pupils, playing the party guests, are sent out of the classroom. In turn, they knock at the door and are shown in by the birthday boy/girl. The dialogue then goes as follows:

BIRTHDAY BOY/GIRL: Oh, hello. It's you, John.

GUEST: Many happy returns of the day.

BIRTHDAY BOY/GIRL: Do come in and sit down. This happens five times.

- When everybody is seated, the mini-play goes on like this:

BIRTHDAY BOY/GIRL: Now let's play a game. Let's play 'I went out to dinner'.

ALL THE GUESTS: Yes. That's a good game.

FIRST GUEST: I went out to dinner and I had roast beef.

SECOND GUEST: I went out to dinner and I had roast beef and potatoes.

THIRD GUEST: I went out to dinner and I had roast beef, potatoes and vegetables.

FOURTH GUEST: I went out to dinner and I had roast beef, potatoes, vegetables and gravy.

FIFTH GUEST: I went out to dinner and I had roast beef, potatoes, vegetables, gravy and bread.

BIRTHDAY BOY/GIRL: I went out to dinner and I had roast beef, potatoes, vegetables, gravy, bread and tomatoes.

ALL (STANDING UP): What is there for afters? I scream, you scream, we all scream for ice cream!

- **Extension:** When the pupils are familiar with this mini-play, they can come up with their own choice of food at the dinner.



Chalk Lines

- Focus : Colours; have got; Present Continuous; guessing
- Level : 6-8 years old.
- Duration : 10 minutes
- Materials : Five pieces of coloured chalk or coloured whiteboard markers
- Rationale : The subconscious; the names of the colours are either revised or taught and the Present Continuous is subconsciously highlighted in an easy game.
- Preparation : None

Chalk Lines (Procedure)

- Show a red piece of chalk to your pupils and say: This is a red piece of chalk. All pupils say the same sentence after you in chorus. Repeat this with four other colours. Then draw a green line on the board and say at the same time: "Look, I'm drawing a green line on the board."

You continue as follows:

Philip, please come here. Here's a red piece of chalk for you. Rita, please come here. Here's a blue piece of chalk for you. Barbara, please come here. Here's a yellow piece of chalk for you. Bozena, please come here. Here's an orange piece of chalk for you. Dick, please come here. Here's a green piece of chalk for you. Etc.

- Ask these five pupils in turn to draw a line on the board. Any kind of line will do. Say: Look, Philip is drawing a red line on the board, etc. When the five pupils have finished drawing a line each, ask them to swap colours in such a way that the others in the class do not see which colour moves into whose hands.

You ask: Barbara, have you got the red piece of chalk? If this is correct, Barbara goes to the board, draws a red line and goes back to her desk.

- After you have asked a couple of times, invite a pupil to ask the question. Go on until all five pupils have returned to their desks. Play the game two or three times.



Sing Hot and Cold

- Focus: Songs; awareness of sound level; spatial orientation
- Level : 6-8 years old.
- Duration 10 minutes
- Materials A small object, for example, a board wiper
- Rationale *Spatial orientation through listening:* Variable sound levels guide the pupils to interpret a 'message'.
- Preparation
- Select four English songs that the pupils know well.



Sing Hot and Cold (Procedure)

- Write on the board four titles of four English songs which the pupils know well. If they are uncertain about the correct words of a song, write the entire text on the board.
- Sing these songs with the pupils, paying attention to pronunciation.
- Have the songs sung at various levels of volume: from whispering to very loud.
- Show a board wiper to your pupils and say:
- *One of you will be sent out of the classroom. I'm going to hide this wiper. Then the pupil may come back in. All the other pupils will be singing these four songs. The louder the pupils sing, the closer the searcher will be to the hidden wiper. When the pupils sing very softly, the searcher is far away from the hidden wiper. So, if you listen carefully, you can find the wiper.*
- Then ask a volunteer to leave the room, and hide the wiper.
- The pupil comes back in and the others start singing straight away.
- The object should have been found before the four songs have ended.



Next to Me

- Focus: Paying attention; miming; animal names
- Level: 10-12 years old.
- Duration: 15 minutes
- Materials: None
- Rationale *Participation*: Each pupil gets a chance to say some lines in this game while all the others are listening.
- *Name and gesture*: The imagined animal movements are linked to the language.
- Preparation: None



Next to me (Procedure)

- All pupils sit in a big circle. There should be one empty seat. The pupil sitting on the right of the empty seat says: *There is no one sitting next to me. I want Thomas next to me.*
- Thomas then moves over to the empty seat. The pupil on the right of the newly emptied seat says the same sentence, now inviting another pupil to come over, for example: *There is no one sitting next to me. I want Angela next to me.*
- This goes on for some time. When attention levels drop, move on to the next stage: the name of an animal is added to the second sentence. The pupil must then move to the empty seat in the way that particular animal moves.
- *There is no one sitting next to me. I want Carl next to me. Like an elephant.*
- Carl moves over to the empty seat, clearly waving his arm like a trunk and walking with a heavy step.
- Extension: Before the game starts, ask each pupil in the circle to choose an animal name. Make a list of the names on board to refer to. The invitation then runs as follows: *There is no one sitting next to me. I want the kangaroo next to me.*



Street Calls

- Focus: Choral speaking; group work; pronunciation
- Level: 8-12 years old.
- Duration: 30 minutes (this may be divided over two lessons)
- Materials Optional: some props to illustrate the tradesmen's activities: see 'Procedure' below
- Rationale *Role-play*: Pupils will absorb the new phrases while playing a part. Things can develop from the choral speaking into something more like a play.
- Thinking and feeling: Strong feelings and the target language are linked.
- Preparation: Prepare some simple drawings to illustrate the texts. Ask the pupils to bring some objects or articles of clothing to illustrate the various professions.

Street Calls (Procedure)

Introduce the street calls orally: you say the following text, and the pupils say it after you.

- THE PEAR SELLER: *Peat's for pies. Come feast your eyes!*
- THE APPLE SELLER: *An apple a day keeps the doctor away!*
- THE CHERRY SELLER: *Round and round. 2p a pound. Big as plums. Who comes?*
- THE BROOM SELLER: *New brooms to sweep your rooms!*
- THE MILKMAN: *Cream and milk you buy from me. For custard, puddings and your tea!*
- THE BAKER: *Hot cross buns. One a penny. Two a penny. Hot cross buns!*
- THE BUTCHER: *Give yourself a treat. Buy my sausages and meat!*
- THE NUT SELLER: *Crack them and try them before you buy them. Nuts for sale!*
- THE LAVENDER MAN: *Ladies, don't delay. Buy my lavender today!*

Only when you are satisfied with pupils' pronunciation, write the street calls on the board. In this way the word picture cannot influence pronunciation. Pupils copy the text into their notebooks. Now divide the group into smaller groups, each representing a trade. In turn, each group chants its own slogan. Finish with everyone chanting their own slogan at the same time for one minute. They will find this great fun.

- **Extension:** Develop a mini-play out of this street scene. Some tradesmen stand at their stalls, and others walk across the stage, chanting. You will need some dressing-up clothes and some props. This is a good show for a parents' evening or a school party at the end of term.

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Talking Animals

- Focus: Vocabulary related to animals; intent listening; competition.
- Level: 8-12 years old.
- Duration: 15 minutes
- Materials: 12 drawings of animals
- Rationale: *Descriptions/guessing: Animals* and their characteristics are described in such a way that pupils recognise them from their pictures on the board.
- Preparation: Make 12 drawings of 12 animals (or collect photographs).

Talking Animals (Procedure)

- Put 12 pictures of animals up on the board.
- Describe an animal in the first person:

I have a fur coat. I don't like the summer when it's hot. I'm fond of fish. Sometimes I go for a swim. People are afraid of me and I'm afraid of them. I live in Canada.

(A bear.)

- Any pupil who recognises the animal in your description rushes to the board and points to the appropriate picture. This pupil gets a point.
- Start a second description and continue in the same way.
- Extension: Ask a pupil to describe an animal. Children write an animal's characteristics succinctly in their notebooks. This may give rise to some striking poetry.

Chant, Chant, Chant!

- Focus : chanting
- Level : depending on which chant you choose from <http://www.esl4kids.net/chants.html> for example.
- Duration : Sometimes just a minute or two, again depending on the chant
- Materials : The more advanced chants may be given out as handouts or written on the board
- Rationale Pronunciation and intonation: Both are improved through choral chanting. The musical element will be a great help for mastering the new language.
- Training of social skills: Pupils must listen carefully to one another while chanting the text. The group should sound as one voice. Weaker pupils will feel supported by the stronger ones and will be less held back by shyness or resistance.
- Multi-level teaching: Fast learners can act as solo speakers.
- Preparation : Write the text of the chant on the board, if you wish, or prepare a handout.

Chant, Chant, Chant! (Procedure)

Present the chant orally or provide the pupils with the text. Ask them to stand up.

Divide the class into two groups. Read the text aloud. The groups in turn repeat every line after you so that you can correct any mistakes.

Ideally, the two groups stand in two lines facing one another. In this formation, they can act out the chant as if on stage. If there isn't enough space, pupils can simply stand behind their desks. All sorts of gestures can be added to illustrate and stress parts of the text. Stepping forward and back again, squatting, turning round, etc. can support the text. The two groups behave as if they are two people having an argument, with all the appropriate body language.

Don't forget to swap roles! It is quite refreshing for the pupils to act out the other text as well.

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ACTIVITIES FOR YOUNG LEARNERS

**READING AND
WRITING**



Blanking the Alphabet

- Focus: The alphabet.
- Level: 6-8 years old.
- Duration: 10 minutes.
- Materials: None.
- Rationale: competition.
- *Order and pronunciation of letters:*
The competition element keeps pupils' attention in an essential area of foreign language learning.

Blanking the alphabet (Procedure)

- Write all the letters of the alphabet on the board, pronouncing them as you write. The pupils say the whole alphabet in chorus while you point to the letters. Say to a pupil: *Read the alphabet, but leave out one letter.*
- The missing letter is said only inwardly. A second pupil is invited to say the alphabet, leaving out the first missing letter and adding a second letter that is said only inwardly. A third pupil does the same, leaving out the two previous letters and adding a third missing letter.
- You can go on, depending on the level of your class, until all the letters are said only inwardly. Anyone who makes a mistake is out.
- If you think this seems difficult, memory aids might be as follows: Mark the letters that must be said silently.
- Wipe away the letters that must be said silently.
- Don't write the whole alphabet on the board at the start – write only the letters that are left out.
- Extension: Pupils who are saying the alphabet stand up and sit down when they pass a missing letter.



One Sun

- Focus: Cardinal numbers; creative writing
- Level: 6-8 years old.
- Duration: 20 minutes
- Materials: None
- Rationale: *Emotional and intellectual value:* Pupils are presented with the emotional and mathematical characteristics of numbers, resulting in a close link between the pupils and the final text.

- **Preparation**

Make a short list of the characteristics of some numbers: see Procedure below. Also look around the school to find fixed sets of numbers, for example, six windows in the classroom, nine doors in the corridor, 20 tiles on the wall.

- **Procedure**

Ask the pupils what they can say about the number one. Help them come up with some answers. Then ask about the number two, and so on.

Ask them to look around the classroom and find some things which can be counted.

One Sun (Procedure)

When you have discussed a series of numbers, write on the board the following text, possibly adapted to the suggestions your pupils came up with:

- *One: There is one sun in the sky. There is one headmaster/headmistress.*
- *Two: We have two eyes, ears, feet and arms.*
- *Three: I have a father and a mother: that's three people altogether.*
- *Four points of the compass: north, south, east, west.*
- *We all have five fingers on one hand.*
- *There are six eggs in a box. Snow White has seven dwarves. There are eight legs on a spider. Peter is nine years old. We all have ten toes.*

Pupils copy the text and draw pictures.

The class read the text in chorus from the board. Ask individual pupils to read one line each.

- **Extension:** Tell your pupils that you will start the next lesson asking them about the numbers in this way:

YOU: *Peter, tell me about number eight.*

PETER: *There are eight legs on a spider.*

Forum Reading

- Focus: Integrated study of a text
- Level: 10-12 years old.
- Duration: 30 minutes
- Materials: Pen and paper
- Rationale: *Integrated skills*: Reading to an audience requires good pronunciation as you are speaking. Listening to a text which is read aloud requires attention. Writing related questions requires a good understanding of the text in the new language.
- Preparation: Find a suitable text: see Procedure below.
- **Procedure:** Lesson 1

At the end of a lesson, give three pupils a copy of a suitable text: it should be interesting and within the linguistic skills of your pupils. A simple story will do.

Divide the text into three parts. 0 Say to the first pupil:

Study the whole text at home, but pay special attention to the first part.

Say to the second pupil:

Study the whole text at home, but pay special attention to the second part.

Say to the third pupil:

Study the whole text at home, but pay special attention to the third part.

Forum Reading (Procedure)

- Lesson 2

These three pupils sit in front of the class.

They each read their part aloud as well as they can. The other pupils listen very attentively and are asked at the end of each part, in a two-minute break, to

Write down one or two questions about the text. When the whole story has been read, each pupil in the class should have three to six questions on paper.

The three pupils in front of the class have studied the texts and are 'specialists'. In turn, the others now call out their questions to be answered by the 'forum' of specialists. The questions may be of any type, for example:

Martin, you told us about that mountain. Where is that mountain?

Sophie, how many ships were there in the story? Michel, why did the boy go to France?

- No one is allowed to look at the text while answering the questions.



Suggested Shopping

- Focus: Explaining vocabulary through gestures
- Level: 10-12 years old.
- Duration: 20 minutes
- Material: Pen and paper
- *Meaning through gesture: Without spoken language, words are explained by gestures suggested by the meaning. Awareness of the vocabulary that is used will be optimised.*

- **Preparation**

Prepare a list of words that you want to revise.

- **Procedure**

Divide the class into groups of five or six and give each member a number. All the number ones come to you.

In turn, you show each pupil a piece of paper with the first word on it, for example, *Tea*.



Suggested Shopping (Procedure)

These first pupils go back to their group and explain *with gestures only* what they want to buy, as if they were abroad and didn't speak the language.

When the group has found the word, the word is written on a piece of paper. Number two comes to you with that piece of paper.

If it is correct, they get a point and you give out the second word, and so on.

After 15 minutes, ask: *Which group has got the most points?*

- NOTE: Items that can be bought abroad:

A bottle of milk, a stamp, a bar of chocolate, an iron, a loaf of bread, sunglasses, peanuts, a dictionary, a postcard, sun cream, a penknife, plasters.



A 'Please Get in Touch' Letter

- Level: 10-12 years old
- Duration: 45 minutes
- Material: Pen and paper; dictionaries
- *Writing a letter:* In letter writing, whether on paper or in the form of an email, the target language is put into immediate use. The receiver needs to be able to get the message it contains without any misunderstandings, so language should be very much to the point.
- **Preparation:** Get in touch with a particular school somewhere abroad. It is surprisingly easy to find the address of a primary school abroad to do some letter writing with. You may be given some suggestions by colleagues or parents.



Letter (Procedure)

In their first language, explain to your pupils that they are going to write a letter to a primary school abroad. Give information about the school and the class, to get them interested. Show photographs if possible. The pupils abroad are likely to give information that will be of interest to your pupils. Elicit set phrases and subjects that can be mentioned in such a letter and write these on the board:

- *I am John and I have one brother. I am 11 years old and I am in Class 7. How many pupils are there in your class? Have you got to do much homework? Do you have to wear a uniform? What are your school hours? What time do you get up in the morning? We have school meals. And you? Do you get any pocket money? And what do you do with it?* Your pupils will come up with many more ideas.
- Now show on the board the overall plan of a letter: Pupils start writing their own individual letter. Dictionaries will be needed - and your help. Walk round the classroom and offer assistance whenever necessary. Correct obvious mistakes.
- All letters are collected, put into an addressed envelope and taken to the post by two pupils. And now just wait ...

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ACTIVITIES FOR YOUNG LEARNERS

VOCABULARY



Colour Run

- Focus: Names of colours in relation to various objects in the classroom
- Duration: 15 minutes.
- Level: 6-8 years old.
- Rationale: *Revision of vocabulary:* Attention is drawn to objects and their colours.
- Materials and Preparation: None
- **Procedure**

Divide the class into groups of five. Give numbers to each member of a group: *One, two, three, four, five.*

Give a colour to all number ones, for example, *Red.*

Give a colour to all number twos, for example, *Blue.* Give a colour to all number threes, for example, *Green,* etc.

Check that every pupil knows their colour.

Colour Run (Procedure)

Now name an object in the classroom that has a specific colour, for example: *Mary's schoolbag*.

While all the pupils look around in search of the object you mentioned, you say: *Ready, steady, go!*

All the number ones of the various groups must stand up (because the schoolbag happens to be red), touch the schoolbag as quickly as they can and sit at their desks again.

The first pupil back in his or her seat gets a point for their group.

Next say: *Peter's notebook ... Ready, steady, go!*

As this is green, all the number threes have to stand up, touch it and run back. The first to be seated again gets a point for their group. And so on.

After a certain number of turns, ask: *Which group has collected the most points?*

- **Extension:** Pupils write all the vocabulary, with the colours, in their notebooks.



Lucky Dip

- Focus: Comparatives; *this* and *that*; revising and extending vocabulary
- Level: 6-8 years old.
- Duration: 20 minutes
- Materials: A bin liner or large bag; drawings; sticky tack
- Rationale: *Word—picture association*: Attention is drawn to comparatives through an easy activity with pictures.

- **Preparation**

Draw a series of 20 pictures in sets of two, and put them in a bin liner:

- | | |
|---------------|-----------------|
| • a big cat | • a small cat |
| • a big mouse | • a small mouse |
| • a big house | • a small house |
| • a big apple | • a small apple |
| • a big hand | • a small hand |
| • a big hat | • a small hat |
| • a big key | • a small key |
| • a big shoe | • a small shoe |
| • a big leaf | • a small leaf |
| • a big tree | • a small tree |

Lucky Dip (Procedure)

- Show the pupils the bin liner, saying, for example: *Here I've got a bin liner. It's full of surprises. Mary, take something out of the bin liner. Wow! It's a big cat! Stick it up on the board, please.*
Thomas, take something out of the bin liner. Wow! It's a small tree! Stick it up on the board, please.
- Go on until all 20 pictures are on the board — the big ones and small ones mixed up.
- Reorganise the pictures by taking, for example, the small tree and saying: *What's this?*
- Pupils answer in chorus: *It's a small tree.*
- Now take the big tree and say: *What's this?*
- They answer in chorus: *It's a big tree.*
- After some minutes, there are two sections on the board: one with the big pictures, and the other with the smaller versions.
- Now compare some pictures by holding them up and saying:
- *This house is bigger than that house.* The pupils repeat in chorus.
- Then say: *That house is smaller than this house.* The pupils repeat in chorus.
- Pupils continue to repeat in chorus, after which you put the pictures into the bin liner again.
- The game can be played again. In turn, children take out a picture, say what it is and stick it up on the board.

Details

- Focus: Vocabulary related to familiar school surroundings
- Level: 8-10 years old
- Duration: 45 minutes
- Materials: Photographs; dictionaries
- Rationale: *Observation of familiar surroundings*: Words from the target language are highlighted when firmly linked to familiar objects.
- **Preparation:**
Take at least 12 photographs of details in and around the school building, for example:
 - *a door handle*
 - *a tile on the floor*
 - *a tap*
 - *a doormat*
 - *a peg*
 - *a ceiling decoration*
 - *a letter of the school's name on the facade*
 - *an electric socket*
 - *part of a fire extinguisher, etc.*



Details (Procedure)

- **Lesson 1.**

Explain your plans. Pupils have the task of carefully observing the school building, inside and out, before the next class.

- **Lesson 2.** The pupils will have had a fresh look at the school building when they come into class this time.

Stick up on the wall, well spaced out, your 12 photographs of details you noticed in and around the school building.

Divide your class into pairs.

Ask all the pupils to stand up and come and look at the photographs

When a photograph has been identified by a pair, they sit down and write in English what it is and where the detail can be found. Dictionaries may be used.

Finish the lesson by explaining where you took your photographs and ask some pupils to read out their texts

At a suitable moment, you might like to show your pupils where you took the photographs.

- **Extension:** Ask a parent with better equipment than yours to take photographs. Parent participation always gives extra zest to school life.



Marching Orders

- Focus: Irregular verbs; memorisation
- Level: 8-10 years old.
- Duration: 15 minutes
- Materials: None
- Rationale: *Chanting and walking rhythmically*: This musical element, experienced with the whole body, aids the memorisation process.
- **Preparation**: Preferably do this activity in a wide open space.

Matching Orders (Procedure)

- Divide your class into two groups. The two groups stand in line, facing one another. The first pupil of one line shouts out the infinitive of an irregular verb.
- The group opposite moves three steps forward, saying the three forms of the verb. After the third form, they take three steps back, saying the three forms in reverse: *drink – drank – drunk drunk – drank – drink*
- Then the first pupil of the other group shouts out the infinitive of another irregular verb. The first group does the walking and reciting. And so on, down the line.
- You may need a list of the verbs on the board for the pupils to refer to. You can recycle as many verbs as you think necessary.
- If you include 'ABB' verbs like *buy – bought – bought*, where the past participle is the same as the Past Simple, pupils mustn't jump forward a second time. This leads to great fun.
- NOTE: If there is no open space available, the pupils can stand by their desks and all step forward and back again. A pupil at the front shouts out the infinitives.
- **Variation:** The pupils stand in line, you shout out an infinitive and the two lines move forward and back at the same time. This battle-like approach gives new energy to the process.



The Final Product

- Focus: Vocabulary extension; making a comic strip
- Level: 10-12 years old.
- Duration: 45 minutes
- Material: Dictionaries
- Rationale: *Associative thinking*: Establishing logical sequences of words and sentences is achieved through interlinked vocabulary.
- Prepare a list of suitable 'final products': see Procedure step 1 below.
- **Procedure:** Write a list of everyday products on the board, for example: *a bottle of wine, a T-shirt, a wooden table, cheese.*

The Final Product (Procedure)

Think of six stages that are needed to produce these final products, for example:

- *Butter*
- *Grass grows in the meadow.*
- *Cows eat the grass.*
- *The farmer milks the cows.*
- *The farmer transports the milk to the factory.*
- *In the factory, they use the milk to produce butter.*
- *The lorry transports the butter to the shop.*

The pupils copy this example into their notebooks.

Divide the class into pairs. Each pair takes a final product from the list or starts working on any other suitable product.

The six stages get shaped into six sentences. The six stages are illustrated with six simple drawings, as in a comic strip. All the results are shown and read aloud.

- **Extension:** In case the pupils have the appropriate level, tell pupils to write all six sentences in the *passive*.

Three balloons (green, blue, and purple) are positioned on the left side of the slide, each with yellow streamers and small yellow triangular flags.

AND A FINAL COMMENT:

BASICALLY, HAVE
FUN WITH IT!!!

AND ENJOY
THE PROCESS!!!



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