

8 ORAL LANGUAGE GAMES

GUESS WHAT

- I am red.
- I can be found in your body.
- I am the symbol of love.
- Blood pumps through me.
- It hurts if I get broken.



GUESS WHAT

- I can go very fast.
- I cannot fly.
- I come in lots of different styles.
- I need a key to use me.
- I have four wheels.



GUESS WHAT

- I make a hiss when I open.
- I am brown.
- I will eat your health.
- I come in lots of different flavours.
- I come in a can or a bottle.



GUESS WHAT

- I make a good present.
- I smell lovely.
- I come in lots of different colours.
- You can smell me.
- Please water me.



GUESS WHAT

Do you like pizza?



Are you scared of sharks?



Do you like rain?



Do you like running?



Have you ever visited a farm?



Do you order popcorn when you go to the cinema?



EXPLAIN YOURSELF

gifts



Answer the question and explain what the gift is. You can also ask the person who gave you the gift what they like about it.

instruments



Answer the question and explain what the instrument is. You can also ask the person who gave you the instrument what they like about it.

pets



Answer the question and explain what the pet is. You can also ask the person who gave you the pet what they like about it.

video games



Answer the question and explain what the video game is. You can also ask the person who gave you the video game what they like about it.

THINK AND TALK ABOUT

NAME ?

places in Ireland



NAME ?

types of birds



NAME ?

animals you can see at the zoo



NAME ?

words that rhyme with -cat



NAME ?

things you can see in the sky



NAME ?

things that squeak



NAME ?

sports in the Olympics



NAME ?

foods that you dislike



NAME ?

laptop



Answer the question and explain what the laptop is. You can also ask the person who gave you the laptop what they like about it.

ice cube



Answer the question and explain what the ice cube is. You can also ask the person who gave you the ice cube what they like about it.

bell



Answer the question and explain what the bell is. You can also ask the person who gave you the bell what they like about it.

cycling



Answer the question and explain what cycling is. You can also ask the person who gave you the bicycle what they like about it.

pencil



Answer the question and explain what the pencil is. You can also ask the person who gave you the pencil what they like about it.

swimming



Answer the question and explain what swimming is. You can also ask the person who gave you the swimming cap what they like about it.

crayons



Answer the question and explain what the crayons are. You can also ask the person who gave you the crayons what they like about them.

kitchen



Answer the question and explain what the kitchen is. You can also ask the person who gave you the kitchen what they like about it.

DON'T SAY IT!

Would you rather go skiing or go snowboarding?



Would you rather be a bird or a puppy?



Would you rather be a teacher or a pupil?



Would you rather live on the moon or live on Mars?



Would you rather live in a coastal summer season or winter season?



Would you rather be a scientist or an athlete?



WOULD YOU RATHER

plane



igloo



chicken



piano



jar



hand



pizza



lion



WHAT AM I?

HOW DO YOU...

make a cup of tea?



How do you make a cup of tea? You can also ask the person who gave you the cup of tea what they like about it.

HOW DO YOU...

put a coat on?



How do you put a coat on? You can also ask the person who gave you the coat what they like about it.

HOW DO YOU...

play a game during yard?



How do you play a game during yard? You can also ask the person who gave you the game what they like about it.

HOW DO YOU...

get to school?



How do you get to school? You can also ask the person who gave you the school bus what they like about it.

HOW DO YOU...?



Ideas Language Learning

Miroław Pawlak



Ideas Language Learning:

Language Learning with Technology Graham Stanley, 2013-04-04 Contains over 130 practical classroom activities suitable for beginners to more advanced learners incorporating a wide range of up to date tools such as mobile technologies and social networking Page 4 of cover

Handing Over Jane Revell, Susan Norman, 1999 [Ideas and Options in English for Specific Purposes](#) Helen Basturkmen, 2014-03-14 This volume presents a range of views about language learning and teaching in English for Specific Purposes ESP Its purpose is to go beyond individual cases and practices to examine the approaches and ideas on which they are based The aim is for readers to adopt an analytical stance toward the field and to identify current perspectives in ESP and the ideas driving them Ideas and Options in English for Specific Purposes does not promote any one approach but rather identifies and illustrates those in evidence today The main emphasis is on the links between theory and ESP teaching and research Ideas from linguistics sociolinguistics education SLA and social theories are described Links are then made between these ideas and ESP course designs instructional materials and research projects Thus the book moves back and forth between descriptions of theories teaching practice and research Part I introduces the book's approach to description of ESP and the framework used to investigate it Part II examines ideas of language learning and teaching in ESP Recognizing that ESP is taught in many different countries and contexts the author draws on a wide range of examples of teaching practice and research from around the world and from different branches of ESP including English for Academic Purposes English for Professional Purposes and English for Vocational Purposes From Chapter 3 onward each chapter includes Questions for Discussion and Projects to encourage readers to research and analyze the practices of ESP in their own contexts and to consider the ideas they draw on in their own teaching This text is geared toward graduate level TESOL education courses

Second Language Learning and Language Teaching Vivian Cook, 2016-05-05 Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching Assuming no previous background in second language acquisition or language teaching methods this text starts by introducing readers to the basic issues of second language acquisition research It then examines how people learn particular aspects of the second language such as grammar vocabulary pronunciation and the writing system and at the strategies they adopt in their learning and the differences between individuals Final chapters look at second language learning in a broader context the goals of language teaching and how teaching methods relate to SLA research This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field particularly multilingual approaches to language teaching

Computer-Supported Collaborative Chinese Second Language Learning Yun Wen, 2019-09-25 This book explores the implementation of an online representational tool GroupScribbles in Chinese as a second language classrooms from primary school to secondary school It demonstrates the effectiveness of combining online representational tools with face to face classroom learning and provides

a workable approach to analysing interactions interweaving social and cognitive dimensions which take place in the networked classroom A series of suggestions regarding networked second language learning will help educators effectively implement information and communication technology tools in the classroom

New Perspectives on Individual Differences in Language Learning and Teaching Mirosław Pawlak, 2012-04-07 The volume constitutes an attempt to capture the intricate relationship between individual learner differences and other variables which are of interest to theorists researchers and practitioners representing such diverse branches of applied linguistics as psycholinguistics sociolinguistics pragmatics or language teaching methodology It brings together contributions by Polish and international authors including leading experts in the field touching upon changing perspectives on individual variation cognitive affective and social variables learning deficits as well as their impact on learning and teaching It offers a multifaceted perspective on these problems and shows how theory and research can be translated into classroom practice

Multiliteracies, Multimodality, and Learning by Design in Second Language Learning and Teacher Education Agustín Reyes-Torres, María Estela Brisk, Manel Lacorte, 2025-04-30 Multiliteracies Multimodality and Learning by Design in Second Language Learning and Teacher Education offers valuable insights and practical strategies for addressing the language and literacy needs of students in diverse multilingual classrooms This edited volume delves into the dynamic interplay between multimodality multiliteracies and Learning by Design LbyD providing evidence based research and actionable guidance for their effective implementation in second language learning and teacher education Examining the advantages of incorporating multimodality and multiliteracies in second language teacher training this book emphasizes the use of multimodal texts to create engaging and meaningful lessons for L2 learners By empowering students as active co constructors of knowledge this book equips educators with the necessary tools to foster a vibrant and inclusive learning environment Designed specifically for pre service and practicing teachers this book serves as an indispensable resource for integrating the pedagogy of multiliteracies into both coursework and classroom practices

Teaching and Learning Languages Jemma Buck, Christopher Wightwick, 2013-03-05 This publication provides essential reading for any language teacher Pupil engagement in the language learning process is key to success and with this in mind the authors provide a comprehensive list of ideas as well as explaining the underlying principles of successful language learning Neil Jones Assistant Headteacher Learning a language especially in a class or group is an intensely practical subject Active participation by students is the key to successful language learning at any age or ability level This book offers teachers a multitude of practical activities in which students take the lead and clearly links these to the various linguistic and pragmatic skills The book provides clear and comprehensive guidance on the classroom environment models of teaching and learning and assessment It aims to help teachers plan engaging lessons which will enable all students to develop the key skills of speaking listening reading and writing in the target language Topics covered include The essentials of language learning Use of the target language training the ear and

training the voice Exploiting audio and video recordings Exploiting texts and pictures Using stories and drama in the classroom and independent reading Making good use of written work Integrating multimedia resources and the Internet across the language skills Integrating grammar into communication Teaching and Learning Languages has been written in line with national and European language policies reflecting contemporary trends in the teaching and learning of languages The text s focus on active learning and its indispensable guidance for planning lessons make it essential reading for all trainee and practising teachers

Target Language Toolkit Miss Allison Chase,2015-02-21 The Target Language Toolkit offers you a comprehensive strategy and bank of ideas to ensure you are maximising opportunities for you and your learners to develop your target language skills There is also a wide range of easy to implement ideas for establishing target language routines and including no English activities in your lessons The book offers strategies for Identifying and internalising key language Implementing target language routines Monitoring and assessing learners target language progress Games and activities which promote use of the target language Using ICT to develop target language Developing target language beyond the classroom Cracking the toughest nuts in your classes Using homework and independent learning to develop target language confidence Implementing a whole department target language policy and initiativeThis book also considers Ofsted guidelines and how to ensure that you and your MFL department are inspection ready

Pictures for Language Learning Andrew Wright,1989-11-16 This richly illustrated book provides a valuable guide to the role of pictures and other visual materials in language teaching It brings together a wealth of ideas on how to use pictures in a wide range of language learning situations The first section discusses the contribution visuals can make to all the classroom settings in providing real opportunities for students to communicate whether they are working as a class in groups or in pairs Sections B and C contain over 200 practical suggestions for picture generated language work These make use of visual materials which are readily available to teachers anywhere or illustrations which have been kept simple so that they can be copied easily The activities can be integrated into all stages of the language teaching process and advice is given on how to adapt the ideas to suit different teaching environments The final section describes the process of setting up a picture library and offers guidance on where to begin looking for visuals how to categorise pictures and different methods of storage

Translation and Own-language Activities Philip Kerr,2014-03-27 Practical ideas for using students own languages within the language classroom

CTET and TET English Language and Pedagogy Paper 1 and 2 for 2021 Exams Arihant Experts,2021-07-28 1 The book English Language Grammar Unseen Prose and Poem and Pedagogy giving Chapterwise coverage to the syllabus 4 Previous Years Solved Papers and 5 Practice sets are designed exactly on the latest pattern of the examination 5 More than 1500 MCQs for thorough for practice 6 Useful for CTET UPTET HTET UTET CGTET and all other states TETs Robert Stenberg once said There is no Recipe to be a Great Teacher that s what is unique about them CTET provides you with an opportunity to make a mark as an educator while teaching in Central Government School Prepare yourself for the exam with

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Table of Contents Ideas Language Learning

1. Understanding the eBook Ideas Language Learning
 - The Rise of Digital Reading Ideas Language Learning
 - Advantages of eBooks Over Traditional Books
2. Identifying Ideas Language Learning
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Ideas Language Learning
 - User-Friendly Interface
4. Exploring eBook Recommendations from Ideas Language Learning
 - Personalized Recommendations
 - Ideas Language Learning User Reviews and Ratings
 - Ideas Language Learning and Bestseller Lists
5. Accessing Ideas Language Learning Free and Paid eBooks
 - Ideas Language Learning Public Domain eBooks
 - Ideas Language Learning eBook Subscription Services
 - Ideas Language Learning Budget-Friendly Options
6. Navigating Ideas Language Learning eBook Formats
 - ePub, PDF, MOBI, and More
 - Ideas Language Learning Compatibility with Devices
 - Ideas Language Learning Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Ideas Language Learning
 - Highlighting and Note-Taking Ideas Language Learning
 - Interactive Elements Ideas Language Learning
8. Staying Engaged with Ideas Language Learning

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Ideas Language Learning
- 9. Balancing eBooks and Physical Books Ideas Language Learning
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Ideas Language Learning
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Ideas Language Learning
 - Setting Reading Goals Ideas Language Learning
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Ideas Language Learning
 - Fact-Checking eBook Content of Ideas Language Learning
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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master record as a compilation of records containing the procedures and specifications for a

device master record template fully compliant with fda - Nov 29 2021

may 17 2023 the device master record is a document requested according to fda 21 cfr 820 regulation and having well organised device master record example and template exists vital the dmr is basically considered the collection of every to information needed to manufacturers of a specific medical device

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the mdr requires existing legacy medical devices to undergo conformity assessment to the mdr and to be ce marked anew even if they have been on the market previously under the mdd aimdd no grandfathering

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device master record index template upon compilation of all documents to be included in the master record a device master record index template should be prepared to identify all items in the record and locations of these records eng104 2 device master record index includes descriptions such as product specification and product literature

device master record procedure eng104 bizmanualz com - Mar 02 2022

the device master record procedure prescribes the responsibilities for preparing device master records dmr and to ensure the completeness of dmr indexes indices a device master record should be prepared and maintained for all devices products manufactured or under development all equipment specifically including medical devices

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device master record dmr information training medical device validation regulation the requirement for a device master record is outlined in the fda's quality system regulations qsr's per section 21 cfr 820 3 j

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description medical device standard operating procedure template describes the organization content creation and use of the device master record employed in the production of all medical devices distributed by the company package consists of the procedure and a device master record index log

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jan 7 2021 the device master record is a design document specifically requested by the fda quality system regulation as per 21 cfr 820 181 if we follow the definition reported in the regulation device master record dmr means a compilation of records containing the procedures and specifications for a finished device

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get a demo a device master record dmr is a collection of records that contains the procedures and specifications for a finished medical device according to the fda quality system regulation a device master record should include or

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oct 11 2006 1 can someone share their dmr index structure or format our contract manufacturer is asking for a dmr index and they even asked for the manufacturer s name and part number of each component is this valid i thought bom which contain manufacturer and part number would be enough and we don t have to specify those in the dmr index please advise
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device master record dmr a compilation of records containing the procedures and specifications for a finished device the device master record dmr may include device specifications including appropriate drawings composition formulation component specifications and software specifications

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contrivance master record index master upon compilation von all documents to be contained in the master record a device studienabschluss record index template should be prepared to identification all items in the record and location s of these records

white paper device master records and medical device files - Jan 12 2023

what are dmrs what are mdfs how do they compare this white paper focuses on medical device compliance per 21 cfr 820 181 for dmr and iso 13485 2016 4 2 3 for mdf documentation the intent is to demonstrate how these compare as well as how a single system can fulfill the requirements of each what is a device master record dmr

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dec 17 2021 a device master record dmr is a collection of all the records that must be used to produce a medical device product let s imagine that your medical devices company is planning on manufacturing a new and improved coronary stent which is a

best practices for maintaining device master records - May 16 2023

sep 30 2011 section 820 3 j of the federal code defines device master record dmr is a set of documents containing procedures and specifications for a finished medical device simply put device master record dmr is a collection of all the documents required to manufacture and test a medical device

device master record wikipedia - Jun 17 2023

a device master record dmr is a compilation of all the instructions drawings and other records that must be used to produce a product the term is used in quality management systems that cover product design and production contents

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aug 17 2021 overview what is a device master record when it boils down to it investing in a quality management system qms is the single most important thing you can do to ensure the safekeeping of your device master record as well as your

design history files and device history records for that matter

dhf template format and content of design history file - Jul 06 2022

apr 14 2016 for a device master record dmr i recommend creating a dmr index using a template that is organized in accordance with an international standard to meet the needs of a dmr and a technical file

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device master record contents template the device master records contents guide is a listing of items that may appear in a device master record manuals ceo 9 manual set 45 off cfo 5 manual set 34 off accounting manual finance manual it policy manual hr policy manual sales marketing manual iso 9001 quality procedures manual

documents change control and records u s food and drug administration - Oct 09 2022

definitions 21 cfr 820 3 device master record dmr compilation of records containing procedures and specifications for a finished device 21 cfr 820 3 j device history record