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Луганський обласний інститут  
післядипломної педагогічної освіти

# ACTIVITY PACK

*Навчально-методичний посібник*

Харків  
«Друкарня Мадрид»  
2018

*Друкується за рішенням ученої ради  
Луганського обласного інституту післядипломної педагогічної освіти  
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Посібник – це збірка практичних ідей, простих у використанні, які можна гнучко та творчо адаптувати в різних контекстах і ситуаціях. Завдання призначені для творчого використання та формування низки подальших персоналізованих навчальних ідей.

Видання адресоване вчителям англійської мови, які викладають або планують викладати в початковій школі закладів загальної середньої освіти, студентам педагогічних закладів вищої освіти та всім, хто цікавиться новими тенденціями в організації й проведенні уроків іноземної мови.

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## ВСТУП

У 2018–2019 навчальному році стартувала Нова українська школа. Відповідно до освітньої реформи володіння іноземною мовою є однією з ключових компетентностей, тобто іноземні мови є не лише предметом вивчення, а й незамінним засобом комунікації.

З початком освітньої реформи вчителі отримали можливості вільного вибору підручників, форм календарно-тематичного та поурочного планування, навіть освітні програми є рамковими й не обмежують діяльності вчителів у виборі порядку вивчення та змісту кожної теми, деякі теми можуть вивчатись інтегровано; мовний інвентар є орієнтовним і добирається відповідно до комунікативної ситуації, потреб учнів та принципу концентричного навчання.

Разом зі змінами педагоги отримали й велику відповідальність: вони мають синтезувати різні методи, шукати нові можливості, підвищити мотивацію та ефективність навчання кожної дитини. Учителю необхідно поєднати все: сучасні методики, компетенції, компетентності, наскрізні лінії.

Зараз є дуже важливими й підтримка рівня викладання іноземних мов в освітніх закладах на належному рівні, і підтримка кожного вчителя.

На виконання наказу Міністерства освіти і науки України від 27.02.2018 № 208 «Про організацію та проведення підготовки вчителів іноземних мов, які навчатимуть учнів перших класів у 2018/2019 навчальному році, закладами післядипломної педагогічної освіти до викладання іноземних мов (англійської, німецької, французької) відповідно до реалізації Концепції «Нова українська школа», Луганський обласний інститут післядипломної педагогічної освіти протягом червня – серпня 2018 року провів заходи щодо підвищення кваліфікації вчителів іноземних мов за участі підготовлених Британською Радою в Україні тренерів та вчителів пілотних шкіл.

Для формування компетентності спілкування іноземними мовами педагогам насамперед слід переглянути власні підходи до навчання учнів з урахуванням характеристик їхнього віку, когнітивних умінь, особливостей мотивації.

Участь учителів англійської мови в тренінгах сприяла професійному розвитку через рефлексію власної фахової діяльності в тісній співпраці зі своїми колегами, подоланню стереотипів щодо ролі вчителя в освітньому процесі.

Надані на тренінгах матеріали, набуті знання та навички потрібно застосовувати кожному вчителю у власній практиці. Створення ж на уроці умов, які дійсно сприяють спілкуванню учнів англійською мовою в природний та значущий спосіб, усе ще є дуже складним завданням.

Навіть досвідчені вчителі зіткнулись із проблемою керування учнями початкових класів, які є дуже енергійними та непосидючими. Справжнім викликом для багатьох учителів залишається об'єднання учнів у групи та пари.

За методичними рекомендаціями Міністерства освіти і науки України перше півріччя є лише усним увідним курсом, тому перед багатьма вчителями постало питання: як же навчати літер англійського алфавіту та розпочати процес навчання читання?

Упевнені: наші колеги-вчителі англійської мови – творчі, завзяті й віддані своїй справі фахівці, але в періоди змін кожен з нас може потребувати допомоги та підтримки.

Посібник – це збірка практичних ідей, простих у використанні, які можна гнучко й творчо адаптувати в різних контекстах і ситуаціях. Завдання призначені для творчого використання та формування низки подальших персоналізованих навчальних ідей, а також покликані слугувати керівництвом і підтримкою в розробці власних критеріїв для відбору та використання відповідних видів діяльності в класі.

Видання адресоване вчителям англійської мови, які викладають або планують викладати в початковій школі закладів загальної середньої освіти, студентам педагогічних закладів вищої освіти та всім, хто цікавиться новими тенденціями в організації й проведенні уроків іноземної мови.

## MANAGING STUDENTS

“Classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organized and controlled by the teacher” (Richards, 1990).

Managing primary students may be quite a challenge for a teacher as kids may be rather energetic and fidgety. It is a “must to start” a school year with ***setting the rules and establishing routines***. Rules are a guideline for students to follow as well as they set clear boundaries. Rules should be positive, comprehensive and enforceable. Having 3-5 rules is enough so think thoroughly which rules are really necessary for your classroom. Give your students an opportunity to pitch in and create the rules together (it should look like a guided creation, you have to lead kids to the rules you really need to be established), thus they feel they had a hand in deciding on which rules to be set and will tend to follow them more closely. While ‘leading’ your kids to desirable rules, demonstrate what the rule looks like and/or what the breaking of that rule looks like and what consequences it may have (e.g. You want to establish the rule of being respectful, show the students an example of disrespectful behavior, ask them about their feelings while being disrespected, so they make a conclusion of their own that this rule is really necessary to set and follow). The simpler the rules, the easier it is for students to remember them and to follow them.

Here are two sets of rules to be followed in the classroom:

1. Be respectful to all.
  2. Come to class prepared.
  3. Do your best.
  4. Have a winning attitude.
  5. Have fun and learn!
- 
1. Come to class prepared.
  2. Listen to others.
  3. Follow Directions.
  4. Raise your hand before speaking.
  5. Respect yourself and others.

Take time to teach those rules. Make a poster of the rules and post it in your classroom. It is a good idea to “sign” those rules with kids’ fingerprints.

Establishing routines is also one of the first to do tasks as they help keep your classroom running smoothly. Students do not waste time wondering what they should be doing. Classroom routines can be established for many activities, including entering the classroom before the lesson, transitioning between activities and preparing to leave the classroom.

Routines have to be explained, modeled, practiced, and implemented. It can be a slow process in the beginning, but spending time to build competence will pay off in the end. Think of the stages of your lesson and highlight those which are similar every time. Start the lesson in the same way, e.g. a special greeting or a song. Have a regular procedure of collecting in or giving out materials/books/workbooks. Always use the same instruction for getting kids into pairs/groups. Use a similar procedure for activities, such as story reading, team games every time they are carried out. Teach children a regular procedure for asking permission to go to the toilet, etc. use the same procedure for tidying up or putting things away. Always end your lesson the same way, e.g. with a ‘good-bye song’.

You can use special pictures for transition to another activity, e.g. watching a video, doing some writing or starting a circle activity. Using special rhymed lines can also help mark some activities.

Here are examples of such “markers” for some regular activities.

*Good morning rap*

1-2-3-4-5

(take 5 steps forward)

My name’s \_\_\_\_\_ and I say, “Hi!”

(point to self and wave)

6-7-8-9-10

(take 5 steps back)

Back it up and meet my friend.

*Give me Five*

(Tune: Farmer in the dell)

It’s time to give me five.

It’s time to give me five.

Let’s all say together, it’s time to give me five.

*Hello, neighbor!*

Hello, neighbor. (wave to your partner)

What do you say? (give high five)

It’s going to be a (slap thighs, clap hands)

Happy day. (slap hands in the air with your partner’s hands)

Greet your neighbor. (shake hands)

Boogie on down. (wiggle hips)

Give a bump. (bump hips)

And turn around (wave hands in the air and turn around)

*Shake a hand*

Everybody shake a hand, (walk around the room and shake hands)

Shake a hand, shake a hand.

Everybody shake a hand,

And walk around the room.

Everybody give high five, (go around the room giving high five)

Give high five, give high five.

Everybody give high five

And walk around the room.

Everybody smile and wink, (smile and wink at your friends walking around the room)

Smile and wink, smile and wink.

Everybody smile and wink

And walk around the room.

Everybody give a hug, (hug your friends)

Give a hug, give a hug.

Everybody give a hug

And walk around the room.

*Clean up time*

(Tune: Wheels on the bus)

The clock on the wall says it's clean up time.

Clean up time, clean up time.

The clock on the wall says it's clean up time.

Let's put the toys away.

*Cleaning up*

(Tune: The more we get together)

The more we help each other to clean up, to clean up,

The more we help each other, the easier it will be.

So let's all grab some toys,

And put them away.

The more we help each other the easier it will be.

*Line up song*

I am waiting,

I am waiting,

I am waiting for a line.

A straight one,

A quiet one,

I am waiting for a line.

*Story time*

(Tune: The more we get together)

It's time to hear the story.

It's time to hear the story, what will we find out.

Will there be some animals or kids like my friends?

It's time to hear the story so let us begin!

*Story time line*

Author, author, what do you do?

I write the words in the story for you!

Illustrator, illustrator, what do you do?

I draw the pictures in the story for you!

*Saying "Bye"*

Tomorrow, tomorrow

We'll see you tomorrow.

It's only a day away.

*See You Later, Alligator*

See you later, alligator.

After a while, crocodile.

Bye-bye, butterfly.

Give a hug, ladybug.

Toodle-ee-oo, kangaroo.

See you soon, raccoon.

Time to go, buffalo.

Can't stay, blue jay.

Manana, iguana.

The end, my friend!

*We had a good day*

We had a good day

And we learned so much,

Now it's time to say goodbye

(Children Repeat Each Line)

See you later, alligator,

In a while, crocodile.

Had a thriller, big gorilla.

Bye-bye, butterfly.

Gotta cat, kitty cat.

Out the door, dinosaur.

(Chorus)

Everybody celebrate.

Bye-bye, bye-bye, bye.

Everybody celebrate.

We had a real good time.

Hit the trail, tiny snail.

Got to truck, baby duck.

Take good care, brown bear.

Thumbs up, little pup.

In the morn, unicorn.

See ya soon, raccoon.

(Chorus)

See you later, alligator.

In a while, crocodile.

If your class is not a large one, you can give your kids a chance to choose a special way of greeting every time they enter your classroom.



**Attention getters (grabbers)** are a useful tool to get your students ready to start an activity. Here are some ideas to grab your students' attention.

- Put a wireless doorbell in the classroom. Ring it when you need your kids' attention.

- Use musical instruments, e.g. a xylophone, and play a simple tune.

Use short rhymes to get attention or calm kids down.

- Tootsie Roll Lollipop,

We've been talking, now let's stop!

- Give me a clap, give me a snap.

Now fold your arms and put them down onto your laps.

- Everybody have a seat, have a seat, have a seat

On the floor.

Not on the ceiling, not on the door.

Everybody have a seat, have a seat, have a seat

On the floor!0

- Hands on top,

Everybody stop!

- Clap once if you can hear me.
- Clap twice if you can hear me.
- Clap three times if you can hear me!
- Alligator, alligator!
- Chomp!
- Zip it, lock it!
- Put it in your pocket!
- Some attention getters are call backs.
- Teacher says, Class, class, class!
- Students respond, Yes, yes, yes!
- Teacher says, Macaroni and cheese!
- Students respond, Everybody freeze!
- Teacher says, Hocus Pocus!
- Students respond, Everybody focus!
- Teacher says, Oh, watch me, watch me!
- Students respond, Oh, watching you, watching you!
- Teacher says, One, two, three, eyes on me!
- Students respond, One, two eyes on you!
- Teacher says, Pop!
- Students respond, Corn!
- Teacher says, Apple!
- Students respond, Sauce!
- Teacher says, Hot!
- Students respond, Dog!
- Teacher says, Milk!
- Students respond, Shake!
- Teacher says, Scoobie Doobie Doo!
- Students respond, Where are you?
- Teacher says, One, two, three, eyes on me!
- Students respond, Four, five, six eyes are fixed!

## ICEBREAKERS

*Icebreakers* are useful for the beginning of a class period or the beginning of a semester when students don't know each other well. They help dissipate feelings of nervousness and begin to foster new relationships.

**Animal Sounds** is a very simple icebreaker that gets students to act as animals do and find other of the same animals just by listening and making the specific animal sounds. This icebreaker is good for kids aged 6 and up. Animal Sounds is best for larger groups of people.

*Group Size:* 15+

*Length of Activity:* 5 minutes.

*Developmental Goal:* To develop concentration skills and tactile development.

*Equipment Needed:* pieces of paper; 1 pen or pencil; fabric blindfolds for each player in the game.

*Before You Start:*

Prepare the papers ahead of the game. Cut or tear the sheets of paper into small pieces. Write names or draw pictures of different types of animals that make distinctive sounds on each paper, making sure to duplicate each animal at least once. You should end up with lots of small papers with pairs of animals listed.

*How to play:*

Give each player a piece of paper with an animal listed. Make sure you only hand out an animal whose pair is given to someone else. Instruct players not to reveal what their animal is and to keep it a secret.

Blindfold each player. Ask all the players to find their match, the other person with the same assigned animal as them, by only using the sounds which their animal makes. Players cannot speak, remove the blindfolds, or perform any actions other than moving around the room.

Watch as the players try to find their matches. As different pairs of people find the correct match, check the papers they have to make sure they are actually the same animal. If not, send them back to the group to keep looking. Those who have found their pair should remove themselves from the game area to avoid further confusion. If time is a constraint, use a timer or stopwatch to make sure the game lasts for only a set amount of time.

Make the game more interesting by choosing a wide variety of exotic animals and “common” animals that most people would know such as lions, baboons, blue whales, camels, elephants, and others. The more variety, the more fun for players is as they listen to the crazy noises going on around them.

### ***Bob the Bunny***

*Group Size:* 8-20.

*Length of Activity:* 5-10 minutes.

*Developmental Goal:* To develop observation skills and tactile development.

*Skills Practiced:* Teamwork and keeping a rhythm.

*Equipment Needed:* A small object, preferably a bunny.

*Before You Start:* Gather group of students in a circle. Have students place their hands behind their backs. Choose one student to be in the middle.

*How to Play:* The person in the middle is trying to guess who on the outside of the circle is holding the bunny. To begin, the person in the middle closes their eyes while the group begins chanting in rhythm, “Bob the Bunny, Bob, Bob, the bunny!” As you are chanting start passing the bunny around the circle, keeping the bunny behind you. Once the bunny is in motion, the person in the middle opens their eyes. S/he gets 3 tries to guess who is holding the bunny;

the group is still chanting and passing the bunny. If the person in the middle guesses correctly they change places with who was caught holding the bunny. If the person in the middle does not guess correctly within 3 tries s/he becomes part of the circle and a new person is chosen to go in the middle.

*Variations:* Give students the opportunity to change the name of the character (i.e. incorporate the school/local sports team mascot, birthday students' name, etc.). Play with multiple bunnies.

### ***Hi, My Name Is...***

*Group Size:* 3-30

*Length of Activity:* 10-15 minutes

*Developmental Goal:* To learn everyone's name, increase social comfort

*Skills Practiced:* Public speaking

*Equipment Needed:* None

*Before You Start:* Gather the group in a contained area. If played outside, lay out clear boundaries. Demonstrate the greetings with a volunteer. Make sure all students can repeat back to you greetings.

*How to Play:* At a given signal everyone goes around introducing themselves to one another. Students go up to each other and they shake hands. Four exchanges happen while shaking hands: 1. The first person says, "Hi, my name is \_\_\_\_\_". 2. The second person says, "Hi, my name is \_\_\_\_\_". 3. The first person says, "Nice to meet you". The second person repeats this back to his/her partner. 4. The first person says, "See you later". The second person says something similar in response, "See ya!" or "Bye!" Once that four-part exchange happens, the partners split up and find someone else to introduce themselves to. Players go around trying to meet as many other players as possible in one minute. *Variations:* Students can use signals or sign language to develop nonverbal communication.

### ***Movement Name Game***

*Group Size:* 3-25.

*Length of Activity:* 10-15 minutes.

*Developmental Goal:* To learn everyone's name.

*Skills Practiced:* Repetition and memorization.

*Before You Start:* Have the whole group stand in a circle. Demonstrate how to speak loudly while doing a large movement. Have everyone repeat your name and movement.

*How to Play:* The first person begins the circle rotation by loudly saying his/her name while at the same time doing a movement. The whole group repeats back the name and movement. The next student says her/his name and does a movement of his/her own. Again whole group repeats back her name and movement. This call and response continues around the circle until everyone has gotten a turn.

*Variations:* For a second rotation specify the kind of movement the students are to make - must leave the ground, must land on one foot, must spin around, etc. You can make this activity easier by sending students into the middle of the circle to do their movement so everyone can see.

### ***Pumpkin Face, Raisin Face***

*Group Size:* 5-20.

*Length of Activity:* 5-10 minutes.

*Developmental Goal:* To develop the ability to listen and follow directions

*Skills Practiced:* Following instructions, social comfort

*Set-Up:* Classroom or small area

*Before You Start:* A magic word can be used to get the students to stand up and move to the starting area after you explain the game to them.

*How to Play:* Children and adults stand in a circle. Adult models what a 'Pumpkin Face' and a 'Raisin Face' look like. "Pumpkin Face" = open your body up. Stand on your tip-toes. Put your arms up and stretch. Stretch out your face by opening your mouth big, your eyes wide, and look like a scary Pumpkin Face. "Raisin Face" = getting very low and stretching out your legs until you are sitting on the back of your legs (get very small). Close your face in by squinting your eyes, sucking in your lips, and tightening your cheeks. Have the children practice while also saying 'Pumpkin Face' or 'Raisin Face.' The adult leads the activity by going back and forth between calling out Pumpkin Face and Raisin Face. Children will then act out and stretch in character.

### ***Animal Farm***

*Group Size:* 20-40.

*Length of Activity:* 10-15 minutes.

*Developmental Goal:* To develop children's listening and cooperation skills.

*Skills Practiced:* Awareness and listening.

*Before You Start:* Get students into a circle and have them number off from one to five. Assign an animal for each of the five numbers. Tell students what animal their number corresponds to and what sound that animal makes. They could be a dog (bark), a duck (quack), a cow (moo), a cat (meow), a sheep (baa), a lion (roar), etc. Make sure every student has been assigned and remembers their animal.

*How to Play:* Students must keep their eyes shut during the game. They must find their fellow matching animals by making their sounds while walking slowly around the area with their hands up to act as a bumper. The game is over when everyone has found their group or when the first group is complete and together. *Variations:* Instead of numbers, give students pictures of different animals which they need to represent with the corresponding sound. Depending on the age and ability of your group you can add more or less animals to make groups larger or smaller.

*Animals Two by Two style:* Have animal cards with or without pictures depending on age group. Begin the game by giving each student one animal card. Explain that s/he must move around the room while imitating the movements of the animal whose name appears on the card (For younger students a picture may be necessary). As each student moves around the room, s/he must look for another who is imitating the same animal. When a student finds her/his animal mate, the partners stand together until everyone has found a mate.

### ***Clap and Move***

*Group Size:* 5-30.

*Length of Activity:* 5 minutes.

*Developmental Goal:* To develop listening skills.

*Skills Practiced:* Running forward and backward, skipping, hopping, galloping, etc...

*Set-Up:* Set up a clearly designated rectangular play area with visible boundaries.

*Before You Start:* Students know what signal indicates they can begin to run. Clap a few times with a different number, i.e. twice or six times, to demonstrate what signal does not sound like. Then clearly clap three times and count out loud to show what the signal sounds like.

*How to Play:* Students are listening for the signal of three claps in a row. When you clap three times they will run to the other side of the field without touching anyone else. Once the students have done this successfully several times, you repeat the game with a different method for them to get across the field, for example skipping, hopping or leaping.

*Variations:* Change the number of claps students are listening for. Change the rhythm of the claps so it is harder to hear the number of claps. Other visual cues such as body movements for students who have difficulty hearing.

*Indoor Modifications:* Instead of clapping, snap your fingers to keep the noise down. Modify movements so that they are safe for the area that you are using.

### ***Tornado***

*Group Size:* 10-30.

*Length of Activity:* 5-10 minutes.

*Developmental Goal:* To develop social comfort and strategic thinking.

*Skills Practiced:* Throwing and following directions.

*Equipment Needed:* One playground ball.

*Before You Start:* Make sure the students understand the object of the game is not to have the ball. Students understand that only the Tornado spins, and that they must pass the ball to the student next to them.

*How to Play:* Students make one big circle. A single student begins in the middle as the Tornado. The class passes the ball around the circle while

the Tornado in the middle spins around 10 times. When the Tornado stops, whoever has the ball becomes the next Tornado.

*Variations:* Allow students to alter the direction of the ball, have more than one ball going at the same time, or alter the number of spins.

***The Blanket Game*** is a funny icebreaker to get to know other students in the room. A large blanket is held up between two groups, and one player from each team stands behind the blanket. The goal of the game is to be the first to identify the other person behind the blanket.

*Group Size:* This game works for small, medium, and large groups, although teams of 10 people probably work best. For extremely large groups, pick about 20 volunteers to go to the front of the room to play.

*Equipment Needed:* One very large blanket. (or curtain)..

*Set-up:* There is not much setup involved for this activity. Form two large teams, preferably about 5-10 people per team. Have each team go to the front of the room. Have two volunteers hold a blanket or curtain open between the two groups, so that each group cannot see behind the blanket. If players do not know each other well, quickly have each player introduce their name to the room.

*How to play:* For each turn, each team chooses a volunteer to stand (or sit) behind the blanket. The facilitator will count “1, 2, 3” and then drop the blanket. The first player to correctly identify the name of the other player wins the round, earning one point. Repeat until one team reaches a desired number of points (or whenever time runs out). This activity is a good way to learn names.

***The Extremes Game: Where Do You Stand?*** is a useful classroom icebreaker that helps people get to know each other’s opinions and stances a bit better.

*Group Size:* It can be played with medium to extra large sized groups and is a good way to get everyone moving around a little bit.

*Length of Activity:* The game can vary in time depending on how many questions you use; in general allow for 5-15 minutes as a good range.

*Set-up:* In the front of the room, create an imaginary line. All the way on the left side is one extreme, and all the way on the right side is the other extreme. Make sure there is enough space for people to stand anywhere along this imaginary line.

*How to play:* To play this game, you will ask everyone several questions. Everyone will then respond by standing somewhere along the imaginary line according to how strong of an opinion they have on that item. For example, if you ask people “coffee or tea?” people will stand far along the left hand side if they strongly prefer coffee, and they will stand on the far end of the right hand side if they strongly prefer tea. If they are neutral, they will stand in the middle.

You can ask many kinds of questions. For example,

- winter or summer?

- sweet or salty?
- Hawaii or New York City?
- rock music or classical?
- chocolate or strawberry?
- would you rather be short or tall?
- would you rather be rich or beautiful?

***Giants, Wizards, and Elves*** is an icebreaker that is similar to Rock, Paper, Scissors except more hilarious!

This icebreaker game involves two teams and requires no special materials to play. It works both indoors and outdoors, so go ahead and have fun!

**Group Size:** It's a versatile game — it works in groups of all sizes, including large groups of 50 or above.

**Set-up:**

This game involves two teams who will act as one of 3 characters: giants, wizards, and elves. When a player acts out a character, he or she does the specific hand motions and also makes the noise associated with the character.

**Giants.** Stand on your tiptoes, raise your arms like a giant, and make a menacing growling noise: “Rarr!”

**Wizards.** Crouch slightly, as wizards are a bit shorter. Wave your fingers as though you're casting a magical spell, and make a magical noise: “Shaazaam!”

**Elves.** Crouch down very low, cup your hands around your ears, and make a high pitched elf noise: “Eeeee!”

Make sure everyone knows the motions and sounds. Feel free to practice until everyone knows how to become each character. Split everyone into two teams and divide them into separate sides of the room. For each round, both teams huddle and choose to become a giant, wizard, or elf. When ready, both teams then line up and stand facing each other, about five or six feet apart. At the start of each round, the leader says “Three, two, one, go!!”

At this point, each team acts out the character they chose (giant, wizard, or elf). As soon as they do this, the winner tries to grab the loser — as many people over to their side as they can. The loser tries to retreat back to their own side to be safe for that round. If captured, a person now belongs to the other team. The following determines who beats who:

Giants beat elves, because giants are able to “squash” elves. Elves beat wizards because they outsmart them. Wizards beat giants because they are able to zap them with a magic spell. If both teams show the same character, no one wins. Rounds keep repeating until one team wins (the other team is completely captured).

***King Elephant*** (also known as Animal Kingdom Game)

It involves a little bit of silliness and is a lot of fun. The goal of the game is to become the King Elephant, the head of the circle.

*Group size:* This active game works best if you have between 8 and 15 people. It is a good indoor game, and although it does require some movements (mainly making animal gestures), there is no running involved. No special props are required – it's pretty simple to play! The recommended age is 10 and up.

*Set-up:* Not much setup is required. Instruct all players to have a seat and arrange everyone in a circle, facing each other. Each seat in the circle will be a different animal, arranged in order from the top of the food chain (the King Elephant) down to the bottom of the food chain (a slimy worm). Designate one person to be the King Elephant and then assign the other animals in order. If you wish, you can let players choose their own animal and invent their own gesture for the animal. Otherwise, typical motions for the animals are:

- King Elephant – hold one arm out, extended away from your nose, while the other arm wraps around and holds your nose.
- Bird – join both of your thumbs together and flap your hands like a bird flying
- Chicken – place your hands under armpits and flap your arms
- Alligator – extend your arms out in front of you, with one hand facing up, and the other down, and clamp them both together like an alligator's jaws
- Bear – hold your two hands out like giant bear claws
- Lion – connect your hands above your head like a circle, make a growling face like a lion's roar
- Snake – make a slithering snake movement with one of your arms
- Fish – clasp both your hands together and imitate a fish swimming upstream
- Monkey – puff cheeks, while pulling your ears out
- Worm – wiggle one bent finger

*How to Play:* King Elephant is a rhythm game in that you must successfully stay on beat. Depending on the chair you are currently seated in, each person adopts an animal gesture (as described above, or you may create a new one). The task is to correctly do your animal signal when called upon, and then to make another animal's signal to try to get that person to make a mistake.

The rhythm to maintain is set by the person who is King Elephant. He or she can alter the speed as desired. Everyone follows the rhythm of a 1-2-3-4 pattern, where 1 is a pat on the knee, 2 is a clap, 3 and 4 are left and right thumbs (or the signals). The person does his or her own signal (animal gesture and noise) first, followed by another animal's signal. So for example, a round could look like this:

King Elephant starts rhythm: knee pat, clap, elephant signal (his or her own signal), King Elephant signals a different player: knee pat, clap, bear signal (or anyone else's signal), Bear continues: knee pat, clap, bear signal (his or her own signal), Bear signals another player: knee pat, clap, fish signal, Fish continues: knee pat, clap, fish signal (his or her own signal) and so on. When people fail to keep the rhythm or make a mistake on their signal (e.g. do a signal when they

aren't supposed to) then they become the new worm and everyone else moves up by sliding up a seat. Those who change seats take on the role of a new animal. The goal is to try to be the King Elephant by knocking out anyone in front of you.

Great fun! Be sure to get everyone to make funny animal sound effects when they do their signal too.

**Name Aerobics** is a simple icebreaker to help group members introduce themselves in a fun and energetic way! You can think of it was a name memorization activity with a touch of aerobics. It's good for players ages 10+.

**Group size:** This activity works best with medium or large sized groups of 6+ people each.

**Equipment needed:** There are no required materials to play this game. You can play it anywhere with just the members of the group! Indoors (such as in a classroom) may be the most ideal place to play.

**Set-up:** The ideal setup is to have all group members standing in a circle, but you can also have the individuals take turns coming in front to introduce themselves. Placing people in a circle may help those who are shy to feel easier about participating. This is the only setup needed for the game to be played.

**How to play:** Ask for someone to volunteer to go first, or you as the host can start off the activity. The first person can either go to the center of the circle or else stay where they are, depending on your preference as the host. Ask the person to introduce themselves by their first and last name, but instruct them to make some sort of movement or do an action for each syllable of their name. For example: The name "Jonathan Smith" (Jon-a-than Smith) would require that person to make four distinct movements of their choice. Have each person in the group repeat the person's name while also mimicking the actions they performed. Have the person repeat their name and actions as many times as it takes for most of the group to get it right before moving on to the next participant. The person to the right of the one making the introduction should go next until all participants have introduced themselves with a name and simultaneous actions.

**Variation:** After everyone has introduced themselves, quickly go through the group members from the first person again to make sure everyone remembers the names of the others.

## WARMERS AND FILLERS

**Warmers** (warm-up activities) are activities at the start of the lesson to warm up learners, they are short and dynamic.

**Fillers** are short activities done between the stages of the lesson.

### Guess who

Write the colour of a student's shirt, jeans, backpack or shoes on board and ask the class to guess who is wearing the colour. Whoever gets the correct answer can choose the next colour.

### Simon Says

Clear up a space in the classroom, so your students can easily walk around. Standing in front of the students, you tell them what they must do. However, the players must only follow the commands that begin with the words "Simon says". If you say, "Simon says touch your nose," then players must touch their noses. But, if you just say, "Jump," the players must not jump. Those who jump are out. Here is a table with instructions you can use. Make sure students understand them. This game can also be used as the calm down activity.

## Simon says...



- > Bend your knees
- > Bow
- > Clap your hands
- > Clap your knees
- > Climb the stairs
- > Close your eyes
- > Cross your arms/legs
- > Dance
- > Freeze
- > Give yourself a hug
- > Hop on your left/right foot
- > Jump
- > Laugh
- > Make a funny face
- > Move forward/back one step
- > Move like a robot
- > Open your mouth
- > Play the air- guitar
- > Pretend to sit in a chair
- > Put your hands on your hips
- > Put your hands on your shoulders
- > Put your hands on your stomach
- > Put your thumbs up

- > Raise your left/right arm
- > Reach for the sky
- > Roll your eyes
- > Shake your body
- > Shake your head
- > Shake your left/right foot
- > Sing a song
- > Smile
- > Snap your fingers
- > Stamp your feet
- > Stand on your left/right foot
- > Stand on your toes
- > Stick your tongue out
- > Swim
- > Touch your elbow
- > Touch your mouth
- > Touch your nose
- > Touch your toes
- > Turn around
- > Walk on the spot
- > Wave goodbye
- > Wave with your left/right hand
- > Wiggle your fingers

### ***Marching Game***

The marching game provides a useful way for your students to warm up through movement while helping them maintain focus and prepare for the lesson ahead. In this simple activity, ask your students to march in place while reciting the alphabet. Ask students to count by multiples of 2, 5 or 10 if the following lesson teaches math skills.

### ***Beans Game***

This activity helps children get rid of excess energy, which works well when students have trouble settling down. Ask your students to walk calmly around the room. Call out a specific command telling students to perform a certain action. For example, shout out, “Jumping bean”. Your students should jump up and down. Use the “Frozen bean” command to instruct your students to stand as still as possible, or “Runner bean,” which asks them to run in place. Use your own ideas to add interesting and creative variations to this game.

### ***Sheep Tag***

Play sheep tag for a simple and engaging way to stimulate your students. Ask most of the children to pretend to be sheep. Choose a few students to act as farmers, and other students to serve as chasers. The chasers try to tag the sheep. The tagged students must lie on their backs with their legs in the air, making a “baa” sound. They can only return to a standing position once a farmer rolls them over. Play the game more than once so students get the chance to play different roles.

### ***Jumping lines***

Find a line and jump to and fro sideways. Feet must be together and cannot touch the lines.

### ***Follow the leader***

Pair up and number yourselves 1 and 2. 1 will follow 2 wherever 2 goes. Tell pupils to stay away from hard objects to prevent accidents. Blow whistle and stop activity. Change the pupil’s roles. 2 will follow 1 wherever 1 goes. Variation for different levels: Say “Move” for lower primary pupils and “Jog slowly” for upper primary pupils. Lower primary pupils may run or jog even if you tell them to “move” so avoid telling lower primary pupils to “run as fast as you can”.

### ***Touch and come back***

Locate distinctive and safe targets e.g lines on the ground, shapes and colours on the floor, fence. Say “Watch out for one another when you move around”. Say “Touch the blue rectangle/ white line and come back here”. Begin with targets that are nearer to the teacher first. Then, progressively go on to targets further away. Please, vary the distance and intensity (walk or slow jog for lower primary).

### ***Category game***

Select category for calling out to the pupils. Examples of categories – those who are boys, those who are 9/10/11 years old, those who are wearing watches. Those pupils who belong to the category will walk/jog/hop/run to a specified target and come back quickly.

### ***Wizards and rocks***

Select two pupils to be the “wizards”. State boundary clearly e.g you can only move around this rectangle. Say “If you are touched by the wizards, you will turn into a rock immediately. To become a pupil again, someone must run around you two times”.

### ***Fish and net***

Select at least 4 pupils to form 2 pairs of nets by holding hand and standing side by side. State the boundary clearly. Both must hold hands all the time. At the command “Go!”, nets will try to catch the fish by touching them. Once there are 4 kids forming a net, the net will split up into 2 pairs again and continue to catch fish. The game stops when most or all of the fish are caught.

### ***One-legged tag***

Select 2 or more pupils, depending on the size of the boundary. The selected pupils will be catchers, trying to touch the rest of the class while hopping on one leg (the catcher may change leg if he/she feels tired).

### ***Attention***

Good at the beginning of class to wake everyone up! Call out commands such as: Attention, salute, march on the spot... stop, sit down, stand up, walk in a circle... stop, clap your hands... stop, run on the spot... stop, jumping jacks... stop, swim on the spot... stop, etc. At first students will copy you but later they should be able to do the commands without you.

### ***Exercises***

This one is great for over excited students who need to burn off a bit of energy. It's also good for classroom commands and numbers. Line the students up and call out instructions: “Jump 10 times”, “Turn around 4 times” etc. Other good ones to use are: run (on the spot), hop, hands up & down, touch your (body part), stand up & sit down and star jump.

### ***Knock-Knock***

This can be used at the beginning of each class. Teach the students to knock on the door before entering the classroom. There are 2 variations for the next step: 1. When the student knocks, teacher says “Who's there?” The student replies “It's (name)” and then the teacher says “Come in (name)”. 2. When the

student knocks the teacher must guess who it is “Is that (name)?” The student replies yes or no - if no, the teacher continues guessing. Having your develop their own knocking styles makes this even more fun.

### ***Name Game***

Sit the students in a circle. Point to yourself and say your name “I’m Jason”. Then students say their names around the circle. You can use a ball to pass around the circle as each student says his/her name. After going around the circle a few times get each student to throw a ball to another student. The student that catches the ball has to say the name of the student who threw it. This will really test if they were listening!

### ***Name Memorizing Game***

Have children sit in a circle. Start by saying “My name is...” and then answer a question about yourself. For example “My name is Jo and I like purple”. The next person says “This is Jo and he likes the color purple and my name is Rose and I am 8 years old”. The next person says “That is Jo, he likes purple, this is Rose and she is 8 and I am Jeremy and I like blue”. It’s a chain and the kids have to repeat what the last people have said about themselves. It’s really hard to be the last person in the circle!

### ***Spin the Bottle***

Sit in a circle with a bottle in the middle. Teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct then that student can spin the bottle. This is a good class warm up activity (e.g. What did you do last weekend? Did it rain yesterday? What did you have for breakfast this morning?).

### ***ABC Game***

Name a topic and as a whole class or in groups of 2–3, kids try to get through the alphabet by naming items that start with each letter and match whatever topic you’ve named. If a child gets stuck, his/her partner can suggest an idea and then keep going.

### ***How Many Can You Name?***

Give kids a topic. Then they write down/say as many words as they can in the time given. After a few minutes, ask all the kids to stand if they wrote at least 5...10...15... until you find the child with the most answers. Then if there’s time, have that child read the list to the class.

## GROUPING/PAIRING

### *Puzzle pieces*

Take small puzzles and have students randomly select a piece. Then have them find the other students who have the rest of that puzzle's pieces. You can use postcards to make puzzles.



### *Use coloured index cards*

Let students choose coloured index cards from a stack, and sort them based on the colours they picked up. You can even write items on the cards that further indicate tasks or topics.

### *Use sticks or names from a hat*

Write students' names on popsicle sticks, shake them up in a cup, and pop out the number of names you want in a group. Or you can pull sticks from a hat. You can also make sticks of different colours to group students or write any words on the topic you learn.

### *Famous Book Pairs*

Pass out the cards and ask students to look for a classmate who has another character from the same book or cartoon. Use characters that most of your students know well. Here are the famous book and cartoon pairs for your class to try:

- Pooh and Piglet;
- Gerda and Kai ;
- Hansel and Gretel;
- Tom and Jerry;
- Spongebob and Patrick;
- Scooby-Doo and Shaggy;

- Pinocchio and Geppetto;
- Leo and Tig;
- Masha and the Bear;
- Cinderella and Prince.

### ***Book Cover Puzzles***

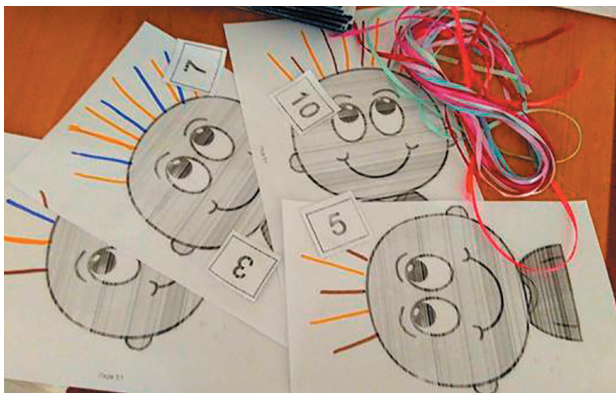
Scan several different favourite book covers, print, laminate and cut into puzzle pieces. Students search the room looking for classmates that have matching pieces to the puzzle.

### ***Alphabet Soup***

Kids use the first letter of their first names for this grouping strategy. Kids break up into groups based on these categories: A-F, G-K, L-Q, R-Z. You can also use cards with letters for grouping into two teams (lowercase and uppercase letters) as well as for making pairs.

### ***Matchy-Match***

Put sets of matching objects in a bag. Kids reach in and pull out an object. Then they find their matches and that becomes their group. You can also do this with slips of paper where each word is associated with a topic. Or you can draw a funny face of a boy with necessary number of hair on his head on one set of the cards and write numbers on the other sets. Ask them to find their group. For example, the students should match the picture of the boy with a single tiny hair to the cards with number 1. This activity can also be used for pairing.



### ***Birthday Buddies***

Have students get in groups based on birthday months (or groups of months, i.e. Jan-Mar, Apr-Jun, etc.). For older kids, you can have them find group members who were born in the same season.

## ENERGIZERS/STIRRERS

***Stirring activities*** energise learners at the beginning of the class and during the lesson when energy levels can drop and children might lose their focus.

### ***Sports gallery***

It is a very intensive example of the energizer. The teacher calls out different sport skills. Students have to mime them for at least 10 seconds. After a while the teacher speeds up the tempo. Here are the examples of sport skills the teacher can call out:

- Jumping high
- Catching a ball
- Dancing like a ballerina
- Running
- Swimming

### ***Jigsaw***

Divide your students into four groups. Use four blank jigsaw puzzles and ask the groups to fill in the puzzle with something they learned today. Afterwards, as a revision and energizer, you can let the students solve each other's jigsaw puzzle. You can also design the puzzles yourself and let the students make them. That will take less time. There are plenty of printable jigsaw puzzles templates at [www.activities.websincloud.com](http://www.activities.websincloud.com).

### ***“Prrr” and “Pukutu”***

Ask everyone to imagine two birds. One named “Prrr” and the other named “Pukutu”. If you call out “Prrr”, the students need to stand on their toes and move their elbows out sideways. When you call out “Pukutu”, the students have to stay still and may not move. If a student moves, he/she is disqualified. This student may distract the other students.

### ***Buzz***

Ask the group to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. At every number with a 4 in it the person needs to say BUZZ instead of the number. The next person just continues the series as normal. You can choose any number that might be relevant and replace the *buzz* with another word. You can make this energizer more challenging asking students to say any word related to the topic they are studying now (e.g. animals, toys, etc.).

### ***Stop/Start***

Use this activity to motivate and energise learners at the start of the lesson. Ask learners to walk around and give instructions as follows. Start with just ‘Start’ and ‘Stop’, and then add different instructions as the activity goes on:

1. Start – Learners begin moving around the space.
2. Stop – Learners freeze on the spot.
3. Change – Learners change direction.
4. Jump – Learners jump up and down on the spot.
5. Clap – Learners clap their hands once.
6. Duck – Learners crouch down on the floor.

As learners become more familiar with the instructions, try swapping them around. For example; say ‘Start’ means ‘Stop’ and ‘Stop’ means ‘Start’. Learners will suddenly have to think much harder.

### ***Action cup***

Write different actions on popsicle sticks. Have a student to pick up an action from the cup, such as “Run slowly” and have the class do that action.

## **SETTLERS/CALM DOWN ACTIVITIES**

***Settlers*** are activities with a task that will settle kids down after stirring activities and allow them to work quietly.

### ***Shake It Off***

Time Required: 1-5 minutes. This activity releases excess energy and teaches body awareness of yourself and others. It is best with music and requires each student to have their own space. Students should not be able to touch, and each student’s arm span is their space.

Find a fast, upbeat song to play for this activity. Tell students that when they hear the music, they should shake their bodies as much as possible, their legs, arms, feet, hands, everything! Shake, shake, shake!

Tell students that when the music stops, they are to clap their hands as loudly as possible, three times. On the third clap, they have to leave their hands together and bring them to their heart. They should close their eyes and take three deep breaths.

When you start the activity by playing the music and having students shake, have them shake for at least 30 seconds before clapping and deeply breathing. This allows them to release their excess energy. The clapping and breathing at the end allows them to re-center themselves. If you notice that students still have lots of excess energy after one round of the activity, repeat the exercise a few times.

### ***Do the actions slowly***

If students are getting overexcited and not paying attention to what you are saying, get them to do a few actions in an extremely slow way, saying the name

of the action very slowly, too. Making it extremely slow means it is still fun even though the concentration levels are increased and the noise level is decreased. The anticipation of doing it fast again eventually also leads to controlled excitement. This technique also works with action songs like “Head, Shoulders, Knees, and Toes”.

### ***Stop***

Easy way to control action games and songs is just to get students to freeze whenever you randomly shout “Stop!”, stop the music or hold up a red card with “Stop!” written on it. You can increase the level of control further by stopping after shorter and shorter periods of movement and/ or stopping for longer and longer each time.

### ***Sleep***

Even more calming is getting students to spend a few seconds pretending to be asleep. This can occasionally be used in any kind of action activity after “Stop”, or can be tied into the lesson by deliberately using a song or storybook that has it included.

### ***Drill quietly***

Another thing to add to the mix of drilling for the purposes of variety and control is to compete to say the word as quietly as possible while still being audible. Alternatively, you can start at a usual loud level and decrease the volume more and more by bringing the flashcard down towards the floor. This also works well with counting down from 10 to 1.

### ***Drill silently***

Even better than drilling quietly, you can get the students to copy your mouth movement silently and then guess what it is you have just said.

### ***Chinese whispers***

A team game that involves whispering is lining up a team of students and getting them to whisper something along the row, e.g. the flashcard that the person at the end of the row must slap.

### ***Finger songs***

They not only involve action while sitting down, but also tend to have calming tunes. There are plenty of ones that are used with kids that can be adapted, e. g. “Daddy Finger”. You can also make finger puppets to act the song.

*Lyrics of the song “Daddy Finger”*

*Daddy finger, daddy finger, where are you?*

*Here I am, here I am. How do you do*

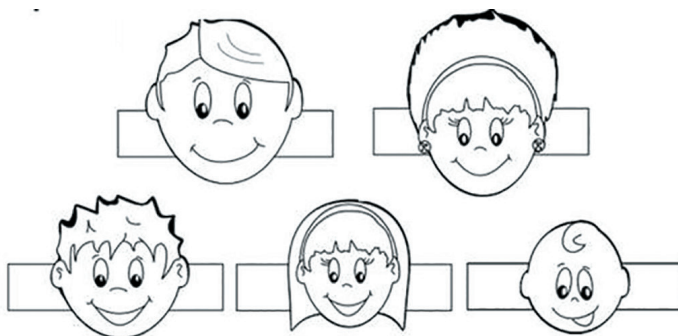
*Mommy finger, Mommy finger, where are you?*

*Here I am, here I am. How do you do?*

*Brother finger, Brother finger, where are you?  
Here I am, here I am. How do you do?*

*Sister finger, Sister finger, where are you?  
Here I am, here I am. How do you do?*

*Baby finger, Baby finger, where are you?  
Here I am, here I am. How do you do?  
Family Finger Puppets Template*



### ***Categorizing and brainstorming activities***

Give children 10 words randomly across the board and ask them to put the words into the right category. You can use flashcards with pictures and when categorizing ask pupils to name these words. Revise familiar lexical sets such as colours, numbers, school things, animals, etc.

## **TONGUE TWISTERS**

One of your routines can be tongue twister time. They are perfect for mastering kids' pronunciation and intonation as well as kids can have some fun playing with sounds (or with a tongue twister itself). Tongue twisters also master kids' letter-sound recognition.

A big black bug bit a big black dog on his big black nose.

Ann and Andy's anniversary is in April.

Six slimy snails sailed silently.

Seven slick slimy snakes slowly sliding southward.

I wish to wash my Irish wristwatch.  
Two tiny tigers take two taxis to town.  
I wish you were a fish in my dish.  
The big black bug bit the big black bear, but the big black bear bit the big black bug back!  
Five frantic frogs fled from fifty fierce fishes.  
Silly sheep weep and sleep.  
Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?  
She sells sea shells by the seashore.  
Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?  
If a dog chews shoes, whose shoes does he choose?  
Four fine fresh fish for you.  
Six sticky skeletons.  
Which witch is which?  
She sees cheese.  
A fat cat sat on a mat and ate a fat rat.  
Can a fat cat walk up a wall?  
The white rabbit runs around Wendy's wardrobe.  
When William washes the windows, water runs everywhere.  
Monty, the mouse, has got a big mouth.  
The mechanic should check the robot with a toothache.  
The knight with the light was in a fight last night.  
Dean is eating chocolate ice-cream.  
Gus and Gordon are singing and dancing.  
Look! It's a panda in a purple party hat.  
He washes his spaceship every Saturday.  
A blue ball is on the wall.  
Five fat fishers fried aft fish.  
Don't go home alone, nobody knows how lonely the road is.  
Sam's shop stocks short spotted socks.  
Sharon sells shoes on Saturdays.  
Only frogs and toads can cross the road.  
Buy a bottle of coconut cola from the shop, please.  
Hurry! The cheetah and the whale need your help!  
My three favourite friends were at the theatre on Friday.  
The doctor wanted to be an actor and a dancer.  
A green giant guards the magic garden.  
My name is Jane and this is Dave.  
Look! A red fox is in a blue box.  
Grandma's at the zoo and the kangaroos, too!  
A big brown bear is in the bath.

The circus clown can colour the circles.  
His shirt is too short and his shorts are too long.

## FINGERPLAYS

Fingerplays are nursery rhymes for children that use hand movements coordinated with words sung or spoken. Fingerplays are really valuable in teaching English to young learners as they help children with their fine motor development, pre-writing skills, language skills. Fingerplays are perfect for circle time, large group learning as well as small group learning. They can be used:

- as attention getters;
- as a way to extend learning after reading a book/story;
- as a tool to promote language skills and vocabulary;
- to increase creativity, body awareness;
- as a way to help with listening skills;
- as a transition to a listening activity.

### ***Turtle***

Here is the turtle. (make a fist with your thumb out)  
He lives in a shell. (put your thumb in)  
He likes his home very well.  
When he gets hungry, (rub your tummy)  
He comes out to eat. (put your thumb out, move it and make sounds pretending you are eating)  
Then he goes back to his house to sleep. (put your thumb in again)

### ***Dolly***

(Fold your arms as you are rocking a baby)  
Miss Molly had a dolly who was sick, sick, sick.  
So she called for the doctor who came quick, quick, quick. (put your hand to your ear pretending you're speaking on the phone)  
The doctor came with his bag and his hat  
And knocked at the door  
With a "rat-a-tat-tat". (pretend you're knocking at the door)  
He looked at the dolly and shook his head. (shake your head)  
He said, "Miss Molly,  
Put her straight to bed". (wag point finger like scolding someone)  
He wrote on some paper for some pills, pills, pills. (pretend you are writing)  
"I'll be back in the morning with the bills, bills, bills".

***Little Black Birds***

Two little black birds sitting on the hill, (hands with thumbs up)

One named Jack, (put your right hand up) and one named Jill. (put your left hand up)

Fly away, Jack. (hide your right hand behind your back)

Fly away Jill. (hide your left hand behind your back)

Come back, Jack. (put your right hand in front of you again)

Come back Jill. (put your left hand in front of you again)

Two little black birds sitting on the hill, (hands with thumbs up)

One named Fast (say it fast and put your right hand up), and one named Slow. (say it slowly and put your left hand up)

Fly away, Fast. (hide your right hand behind your back fast making an appropriate sound)

Fly away Slow. (hide your left hand behind your back slowly making an appropriate sound)

Come back, Fast. (put your right hand in front of you again fast making an appropriate sound)

Come back Slow. (put your left hand in front of you again slowly making an appropriate sound)

Two little black birds sitting on the hill, (hands with thumbs up )

One named Loud (speak loudly and put your right hand up), and one named Quiet. (whisper and put your left hand up)

Fly away, Loud. (hide your right hand behind your back and make a loud sound)

Fly away Quiet. (hide your left hand behind your back and make a loud sound)

Come back, Loud. (put your right hand in front of you again and make a whispering sound)

Come back Quiet. (put your left hand in front of you again and make a whispering sound)

***Here is the Beehive***

Here is the beehive. (make a fist)

Where are the bees?

Hiding inside where nobody sees.

Watch them come creeping out of the hive.

One, two, three, four, five. (release one finger at a time from the fist/hive)

... BUZZ-ZZZ (wiggle fingers)

***Five Currant Buns***

Five currant buns in a baker's shop, (hold up five fingers)

Big and round with a cherry on the top. (draw a circle in the air)

Along came a girl/boy (or child's name) with a penny one day,

Bought a currant bun and took it away (tuck one finger down into fist).  
 Four currant buns in a baker's shop...  
*Continue until no currant buns are left in the baker's shop.*

***Five Green, Speckled Frogs***

Five green and speckled frogs (hold up five fingers)  
 Sat on a speckled log,  
 Eating the most delicious bugs,  
 Yum, yum! (rub tummy with other hand)  
 One jumped into the pool (tuck one finger down)  
 Where it was nice and cool,  
 Then there were four green speckled frogs,  
 Glub, glub!  
 Four green and speckled frogs...  
*Continue until there are no speckled frogs on the log.*

***Five Little Ducks***

Five little ducks went swimming one day (hold up five fingers)  
 Over the hills and far away. (hold arm across body and tuck fingers behind  
 shoulder on the opposite side of the body)  
 Mother duck said, "Quack, quack, quack, quack". (use other hand to make a  
 mother duck beak and open and close hand to quack)  
 But only four little ducks came back. (bring first hand back to the front with  
 four fingers showing)  
*Continue until no little ducks came back, then;*  
 Old Mother Duck went out one day,  
 Over the hills and far away,  
 Mother Duck said "Quack, quack, quack, quack". (use other hand to make a  
 mother duck beak and open and close hand to quack)  
 And all of those five little ducks came back. (hold up five fingers again)

***Five Jellyfish***

Five jellyfish, five jellyfish, (hold up five fingers)  
 Five jellyfish sitting on a rock.  
 One jumped off! Splash! (tuck one finger down into a fist)  
 Four jellyfish...  
*Continue until*  
 No jellyfish, no jellyfish,  
 No jellyfish sitting on a rock.  
 One jumped up! Hooray!  
 One jellyfish...

***The Ants Go Marching***

The ants go marching one by one, (hold up one finger)

Hoorah! Hoorah!

The ants go marching one by one,

Hoorah! Hoorah!

The ants go marching one by one,

The little one stops to suck his thumb, (pretend to suck thumb)

And they all go marching down to the ground to get out of the rain.

The ants go marching two by two, (hold up two fingers)

Hoorah! Hoorah!

The ants go marching two by two,

Hoorah! Hoorah!

The ants go marching two by two,

The little one stops to tie his shoe, (pretend to tie shoe)

And they all go marching down to the ground to get out of the rain.

The ants go marching three by three, (hold up three fingers)

Hoorah! Hoorah!

The ants go marching three by three,

Hoorah! Hoorah!

The ants go marching three by three,

The little one stops to climb a tree, (pretend to climb a tree)

And they all go marching down to the ground to get out of the rain.

The ants go marching four by four (hold up four fingers)

Hoorah! Hoorah!

The ants go marching four by four,

Hoorah! Hoorah!

The ants go marching four by four,

The little one stops to shut the door, (pretend to shut a door)

And they all go marching down to the ground to get out of the rain.

The ants go marching five by five (hold up five fingers)

Hoorah! Hoorah!

The ants go marching five by five,

Hoorah! Hoorah!

The ants go marching five by five,

The little one stops to take a dive, (pretend to dive)

And they all go marching down to the ground to get out of the rain.

The ants go marching six by six, (hold up six fingers)

Hoorah! Hoorah!

The ants go marching six by six,

Hoorah! Hoorah!

The ants go marching six by six,

The little one stops to pick up sticks, (pretend to pick up sticks)

And they all go marching down to the ground to get out of the rain.

The ants go marching seven by seven, (hold up seven fingers)  
Hoorah! Hoorah!  
The ants go marching seven by seven,  
Hoorah! Hoorah!  
The ants go marching seven by seven,  
The little one stops to pray to heaven, (pretend to pray)  
And they all go marching down to the ground to get out of the rain.  
The ants go marching eight by eight, (hold up eight fingers)  
Hoorah! Hoorah!  
The ants go marching eight by eight,  
Hoorah! Hoorah!  
The ants go marching eight by eight,  
The little one stops to shut the gate, (pretend to shut a gate)  
And they all go marching down to the ground to get out of the rain.  
The ants go marching nine by nine, (hold up nine fingers)  
Hoorah! Hoorah!  
The ants go marching nine by nine,  
Hoorah! Hoorah!  
The ants go marching nine by nine,  
The little one stops to check the time, (pretend to check wristwatch)  
And they all go marching down to the ground to get out of the rain.  
The ants go marching ten by ten, (hold up ten fingers)  
Hoorah! Hoorah!  
The ants go marching ten by ten,  
Hoorah! Hoorah!  
The ants go marching ten by ten,  
The little one stops to shout  
"THE END!"

### ***One, Two, Buckle My Shoe***

One, two buckle my shoe. (pretend to tie shoe)  
Three, four knock on the door. (pretend to knock on door)  
Five, six pick up sticks. (pretend to pick up sticks)  
Seven, eight lay them straight. (pretend to lay sticks down)  
Nine, ten a big fat hen!

### ***5 Cheeky Monkeys Jumping On The Bed***

Five cheeky monkeys jumping on the bed (hold up five fingers and make them jump up and down)  
One fell off and bumped his head. (rub head)  
Mama called the doctor and the doctor said. (pretend to call on phone)  
"No more monkeys jumping on the bed". (wag pointer finger like scolding someone)

Four cheeky monkeys jumping on the bed...  
*Continue until the last monkey falls off the bed.*

***There Were Ten In The Bed***

There were ten in the bed, (show ten fingers)  
And the little one said, 'Roll over, roll over', (roll your arms)  
So they all rolled over and one fell out. (make a gesture to show falling out of the bed)  
There were nine in the bed...  
*Continue until the last falls out.*

***Ten Cheeky Monkeys Swinging in the Tree***

Ten cheeky monkeys swinging in the tree (hold up ten fingers and swing hands from side to side)  
Teasing Mr Crocodile, "You can't catch me!" (make a teasing gesture)  
Along came Mr Crocodile as quiet as can be, (make a "hush" gesture)  
And SNAP! (snap hands together)  
Nine cheeky monkeys swinging in the tree...  
*Continue until the last monkey gets snapped.*

***Johnny Works With One Hammer***

Johnny works with one hammer (children hammer with one hand)  
One hammer, one hammer,  
Johnny works with one hammer,  
Johnny works with two.  
Johnny works with two hammers. (children hammer with two hands)...  
Johnny works with three hammers. (children hammer with two hands and one leg)...  
Johnny works with four hammers. (children hammer with both hands and both legs)  
Johnny works with five hammers. (children hammer with both hands, both legs, and head)  
Five hammers, five hammers.  
Johnny works with five hammers.  
Johnny's work is DONE!

***Ten Fat Sausages***

Ten fat sausages sizzling in a pan (hold up ten fingers)  
All of a sudden one went BANG! (clap hands on loud bang!)  
Nine fat sausages sizzling in a pan, (hold up nine fingers)  
All of a sudden one went BANG! (clap hands on loud bang!)  
*Continue until No fat sausages...*

***Five Fat Peas***

Five fat peas in a pea pod pressed.  
(children hold hand in a fist)  
One grew, two grew, so did all the rest.  
(put thumb and fingers up one by one)  
They grew and grew  
(raise hand in the air very slowly)  
And did not stop,  
Until one day  
The pod went POP!  
(children clap hands together)

***Ten Fingers***

I have ten fingers, (hold up both hands, fingers spread)  
And they all belong to me, (point to self)  
I can make them do things  
Would you like to see?  
I can shut them up tight. (make fists)  
I can open them wide. (open hands)  
I can put them together. (place palms together)  
I can make them all hide. (put hands behind back)  
I can make them jump high. (hands over head)  
I can make them jump low. (touch floor)  
I can fold them up quietly. (fold hands in lap)  
And hold them just so.

***Three Balls***

Here's a ball. (make ball with thumb and index finger)  
And here's a ball. (make ball with other thumb and index)  
A great big ball, I see. (put arms up and touch fingers over head)  
Shall we count them?  
Are you ready?  
One, Two, Three. (make all three balls in succession)

***Counting Apples***

Five red apples  
Hanging on a tree. (five fingers held up)  
The juiciest apples you ever did see!  
The wind came past  
And gave an angry frown. (shake head and look angry)  
And one little apple came tumbling down.  
Four red apples...  
*Continue until the last apple tumbles down.*

***Little bunny Foo-Foo***

Little bunny Foo-Foo (make a victory gesture, that's your bunny) hopping through the forest (move your hand up and down as it the bunny is hopping), scooping up the field mice (make a scooping gesture) and bopping them on heads (bump your fist with the other hand). Down came a good fairy (make a slow movement of your hands down) and she said, "Little bunny Foo-Foo, I don't want to see you scooping up the field mice and bopping them on heads. I'll give you two more chances to behave but if you don't, I'll turn you into a goon, an ugly little monster".

Little bunny Foo-Foo (make a victory gesture, that's your bunny) hopping through the forest (move your hand up and down as it the bunny is hopping), scooping up the field mice (make a scooping gesture) and bopping them on heads (bump your fist with the other hand). Down came a good fairy (make a slow movement of your hands down) and she said, "Little bunny Foo-Foo, I don't want to see you scooping up the field mice and bopping them on heads. I'll give you one more chance to behave but if you don't, I'll turn you into a goon, an ugly little monster".

Little bunny Foo-Foo (make a victory gesture, that's your bunny) hopping through the forest (move your hand up and down as it the bunny is hopping), scooping up the field mice (make a scooping gesture) and bopping them on heads (bump your fist with the other hand). Down came a good fairy (make a slow movement of your hands down) and she said, "Little bunny Foo-Foo, you had three chances to behave but you didn't. So now get out magic wards (make a gesture as if you are taking something out of the pocket). One, two, three, poof!"

## SONGS

Songs can be introduced in the classroom for a variety of goals. The main reasons to use them are

- teaching certain vocabulary or grammar;
- making kids sing along thus producing oral English;
- bringing certain cultural elements of the English-speaking countries into the classroom;
- having fun.

As a rule, children like singing songs.

Here are three a bit different sequences of the steps to introduce/present a song:

(1)

- The teacher sings or plays it.
- The pupils listen only.

- The song is repeated together with the teacher and the pupils humming quietly the melody.

- The lyrics are introduced.

- All the pupils sing together with the teacher being the leader while singing.

- The teacher does not sing and lets the pupils sing on their own.

(2)

- Teach unknown words or phrases in advance.

- Let the kids listen to the song.

- Recite the lyrics in chorus tapping the rhythm.

- Combine the lyrics with the melody.

(3)

- Play the song to the pupils and ask if they like it.

- Play the song again and ask the kids to hum the melody.

- Play the song one more time pausing after small sections and asking the kids to sing those small parts along. It should be repeated more times.

While introducing a song during your lesson, you have to consider its type.

Songs can be:

- for special occasion (holiday, festival) or traditional songs;

- game songs;

- action songs;

- grammar or vocabulary songs (songs in which certain vocabulary, grammar or/and language chunks are repeated);

- songs telling a story.

Here are some songs of different types with activities your kids can do.

***The Wheels on the Bus Go*** is a traditional American folk song.

The wheels on the bus go

Round and round, round and round, round and round.

The wheels on the bus go round and round, round and round.

The doors on the bus go

Open and shut, open and shut, open and shut.

The doors on the bus go open and shut, open and shut.

The wipers on the bus go

Swish, swish, swish, swish, swish, swish, swish, swish.

The wipers on the bus go swish, swish, swish, swish, swish, swish.

The horn on the bus goes

Beep, beep, beep, beep, beep, beep, beep, beep.

The horn on the bus goes beep, beep, beep, beep, beep, beep.

The people on the bus go

Up and down, up and down, up and down.

The people on the bus go up and down, up and down.

The babies on the bus go

Wah, wah, wah! Wah, wah, wah! Wah, wah, wah!  
The babies on the bus go, Wah, wah, wah! Wah, wah, wah!  
The daddies on the bus go  
Sh-sh-sh, Sh-sh-sh, Sh-sh-sh.  
The mummies on the bus go  
Sh-sh-sh, Sh-sh-sh.

**Pre-listening activity:** With a picture or with a model of a bus, let your pupils describe its parts (this may be done in L1). Help them if they do not know enough words. Write the words which you have found together on the blackboard (if the kids don't read yet, just place the pictures on the board). Repeat the words again by pointing at them on the picture or on the bus model. (You can do more activities to practise the vocabulary if you really need the kids to remember them well). Talk to the children about the school buses (in L1).

**While-listening activity:** Pupils are given each a simple picture of a bus/school bus. During the first listening of the song pupils' task is to mark by colouring which parts of a bus were mentioned in the song. The parts which are not in the picture can be drawn into the picture. Pause the song after each strophe as the pupils might find it difficult to colour the parts so quickly.

(If the kids can read) For the second listening the tables with lyrics are given to pupils, this time ask the pupils to circle the words which indicate parts of a bus in the texts. After the listening read the lyrics with pupils aloud, slowly but surely passing towards the melody.

If the kids cannot read yet, ask them to hum along and make some easy sounds (like swish, wah! etc.).

With another listening, dance together with singing.

The wheels on the bus go round and round, round and round. (turn your arms one around another to show the turning of wheels)

The doors on the bus go open and shut, open and shut. (stretch your arms horizontally into the sides to show "open" and then flex your arms in elbows towards the body – shut)

The wipers on the bus go swish, swish, swish, swish, swish, swish. (flex your arms in elbows and then move them from left to right to imitate the movement of window wipers)

The horn on the bus goes beep, beep, beep, beep, beep, beep. (move your arm forward as if pressing a horn button on the bus steering wheel)

The people on the bus go up and down, up and down. (reach your arms high and then bent your knees, go down and touch the ground)

The babies on the bus go, Wah, wah, wah! Wah, wah, wah! (rub your eyes, pretend to cry)

The daddies on the bus go

Sh-sh-sh, Sh-sh-sh, Sh-sh-sh. (make a 'hush' gesture)

The mummies on the bus go  
Sh-sh-sh, Sh-sh-sh.

**Follow up activity:** You can play a Memo game. Make sets of two pictures of each word (wheels, doors, horn, wipers, people, babies, daddies, mummies). Divide the kids into pairs or small groups. Give each pair/group a set of cards. They decide on who goes first (using rock, scissors, paper or an easy counting rhyme). Put the pictures face down in rows. The first kid opens two cards. If they match, the kid takes them. If not, the pictures are turned over again. The kids play till the last picture.







***The Farmer Plants the Seeds*** is a song with the help of which you can try CLIL (Content and Language Integrated Learning) in your classroom.

Lyrics	Actions
The farmer plants the seeds, The farmer plants the seeds, Hi, ho, the dairy-o The farmer plants the seeds. (Sure, I do!)	Pretend to plant the seeds.
(Wow! Look at the sun!) The sun comes out to shine, The sun comes out to shine, Hi, ho, the dairy-o The sun comes out to shine.	Make a large circle with your arms.
(Oh, no, take cover! It's raining!) The rain begins to fall, The rain begins to fall, Hi, ho, the dairy-o The rain begins to fall.	Hand flutter up and down.
(Come on, guys, let's go and check on the seeds!) (Looking good!) The seeds begin to grow, The seeds begin to grow, Hi, ho, the dairy-o The seeds begin to grow.	Stand up slowly.
(Wow! Look at the vegetables!) The vegetables are here, The vegetables are here, Hi, ho, the dairy-o The vegetables are here.	Pretend to gather the vegetables into the basket.
(Everybody, take your shovels! Let's go and help the farmer!) (I'd appreciate it, Miss!) The farmer digs them up, The farmer digs them up, Hi, ho, the dairy-o The farmer digs them up. (Sure, I do!)	Pretend to dig the ground with the shovel.
(Mmm, those vegetables are so tasty!) Now it's time to eat, Yes, now it's time to eat, Hi, ho, the dairy-o Yes, now it's time to eat!	Pretend to eat the vegetables.

Word search

Find ten words from the song.

Key:

x	f	g	f	v	b
f	a	r	m	e	r
t	l	o	y	g	a
v	l	w	e	e	i
s	s	d	v	t	n
e	s	u	n	a	c
e	h	k	i	b	d
d	e	a	t	l	i
s	h	i	n	e	g

x	f	g	f	v	b
f	a	r	m	e	r
t	l	o	y	g	a
v	l	w	e	e	i
s	s	d	v	t	n
e	s	u	n	a	c
e	h	k	i	b	d
d	e	a	t	l	i
s	h	i	n	e	g

Worksheet 2

Print out different *BINGO* cards for each child plus a call sheet. Cut out the call sheet and put the squares into a hat or bowl. Hand out one Bingo card to each child (each card should be different). The caller should pull out one image, describe it and show it to the children. The children will then place pennies, rocks, fun foam pieces or something similar on the called image if it is on their card. Once a predetermined pattern is made on a card, the child with that card calls out BINGO.



*Handwriting*

Trace the words/sentences.

*farmer*

*farmer*

*farmer*

*farmer*

*farmer*

*farmer*

*The seeds grow.*

*The seeds grow.*

*The seeds grow.*

*The seeds grow.*

***The Hungry Monster Rap*** is a typical vocabulary and grammar song. You can practise food and articles with this song.

(Listen, girls and boys,

What's that noise?

It's coming from over there.

Ahhhh!

Look – a monster!

“Whhahahahaah! I'm hungry!”

Just a minute...)

An egg?

No, thanks.

A sausage?

No, thanks.

An orange?

No, thanks.

A yoghurt?  
No, thanks.  
An apple?  
No, thanks.  
A mango?  
No, thanks.  
Aren't you hungry?  
Yes, of course!  
But I eat desks, and doors, and wooden floors  
(He's eaten my desk and my doll!  
Do you want ketchup with that?  
Ooh, I've got a tummy ache!)

*Worksheet A*

Complete the words.  
(Listen, girls and boys,  
What's that noise?  
It's coming from over there.  
Ahhhh!  
Look – a monster!  
“Whhahahahahaah! I'm hungry!”  
Just a minute...)  
An e\_\_\_\_\_?  
No, thanks.  
A s\_\_\_\_\_?  
No, thanks.  
An o\_\_\_\_\_?  
No, thanks.  
A y\_\_\_\_\_?  
No, thanks.  
An a\_\_\_\_\_?  
No, thanks.  
A m\_\_\_\_\_?  
No, thanks.  
Aren't you hungry?  
Yes, of course!  
But I eat desks, and doors, and wooden floors  
(He's eaten my desk and my doll!  
Do you want ketchup with that?  
Ooh, I've got a tummy ache!)

Find the food items from the song.

Colour those used with a red, and those used with an green.

A	N	F	P	O	Y	F
B	M	Z	N	R	O	W
S	A	U	S	A	G	E
R	N	Z	Y	N	H	G
F	G	S	N	G	U	G
Q	O	M	L	E	R	K
A	P	P	L	E	T	A

You can also give kids an opportunity to create their own monster rap choosing other food to eat. Project work also can be done e.g. kids can make a menu for a monster café.

## CHANTS

Chanting has many of the benefits of a song:

- rhythm and rhyme;
- has a pattern which is easy to remember;
- builds child's confidence in oral language;
- can promote a sense of community;
- provides a change of pace and mood thus improves student motivation;
- can be used as a writing prompt for creating verses of their own.

There are several good reasons to use chants in teaching English as they can

▪ teach the natural rhythm, stress and intonation of conversational English;

▪ help to recall a grammatical point, i.e., present simple, past simple, pronouns, questions, etc.;

▪ teach language functions, i.e., asking for information, giving explanations, etc.;

▪ develop students' listening and speaking skills;

▪ create an interesting, relaxing atmosphere that helps students in acquiring the new language.

Here is an easy to follow sequence of steps to present a chant to your pupil:

- review the main structure in the chant;
- chant it to familiarize students with it;
- say one line at a time and ask students to repeat after you;

- say the line again, clapping or snapping your fingers where the language is stressed;
- have students repeat the chant several times with clapping or snapping of fingers;
- write the chant on the blackboard or a chart;
- many chants are designed for two groups. For these, divide the class into two groups. Group A chants the lines on the left. Group B chants lines on the right. In a question-answer chant, for example, Group A would ask the questions and group B answer them.

***We are robots.***

We are robots.

Robots thinking. (Lift arm stiffly and point to head).

Robots drinking. (Mime lifting a cup to your mouth in two sudden movements).

Robots walking. (Walk with straight legs and arms).

Robots talking. (Talk with a mechanical voice).

We are robots.

We are robots.

Robots writing. (Mime writing with stiff movements).

Robots fighting. (Lift fists and punch the air with stiff movements).

Robots hopping. (Stand on one leg and jump into the air with very straight arms and legs).

Robots stopping. (Stop very suddenly).

We are robots.

We are robots.

*Helpful Tips:* You can ask kids to make word cards or/and flashcards for the chant.

You can use Conduct the orchestra activity to practise this chant. Ask kids to say it slowly, fast, loudly, quietly, and in combination. Create special hand/arm movements for these modes like a conductor in front of the orchestra. Give kids a chance to conduct the class.

***We are going on a dragon hunt***

Teacher: We're going on a dragon hunt.

Kids: We're going on a dragon hunt.

T: We're going to catch a big one.

Ks: We're going to catch a big one.

T: We're nit scared.

Ks: We're not scared.

T: Oh, no, grass, long green grass.

Ks: Oh, no, grass, long green grass.

T: We can't go over it!

Ks: We can't go over it.

T: We can't go under it.

Ks: We can't go under it.

T: We can't go round it.

Ks: We can't go round it.

T: We must go through it.

Ks: We must go through it.

Together: Swish, swish, swish, swish, swish.

*Continue with*

Oh, no, water, cold wet water.

Splash, splash, splash, splash, splash.

Oh, no, mud, black sticky mud.

Squelch, squelch, squelch, squelch, squelch.

Oh, look, cave, a big dark cave.

Shh, shh, shh, shh, shh.

Oh, no a dragon, a fierce fiery dragon.

T: Quick run.

Ks: Quick run.

T: Out of the cave.

Together: Shh, shh, shh, shh, shh.

T: Through the mud.

Together: Squelch, squelch, squelch, squelch, squelch.

T: Through the water.

Together: Splash, splash, splash, splash, splash.

T: Through the grass.

Together: Swish, swish, swish, swish, swish.

T: And back home.

Together: Phew!

*Helpful Tips:* Start with showing the flashcards of grass, water, mud, cave, dragon. Practise in chorus word combinations: long green grass, cold wet water, black sticky mud, big dark cave, fierce fiery dragon. Practise noise sounds. Start practising each verse.

The chant can be changed, e.g. you can go on a bear/lion/tiger hunt.

### ***A greeting chant***

*Language Goals:* Basic greetings.

Girls: Hello, boys.

Hello, boys,

How are you?

Boys: We're fine, thanks.

We're fine, thanks.

We hope you are, too.

Hello, girls.

Hello, girls.  
How are you?  
Girls: We're fine, thanks.  
We're fine, thanks.  
We hope you are, too.

***Hind, Hind, What's in the Fridge?***

*Language Goals:* Questions and answers. Food. Sounds and rhythms of English.

Hind, Hind, What's in the fridge?  
What's in the fridge, Hind?  
There's some honey, Ali.  
There's some honey, Ali.  
There's some honey in the fridge, Ali.  
Hind, Hind, What's in the fridge?  
What's in the fridge, Hind?  
There's some cheese, Lamees.  
There's some cheese, Lamees.  
There's some cheese in the fridge, Lamees.  
Hind, Hind, What's in the fridge?  
What's in the fridge, Hind?  
There's some jam, Riham.  
There's some jam, Riham.  
There's some jam in the fridge, Riham.  
There's some honey, Ali.  
There's some cheese, Lamees.  
There's some jam, Riham.

***Who is Salma?***

*Language goals:* Questions and answers. Letter names and sounds. Initial, medial and final sounds in English.

Who has a name that starts with S?  
I do.  
She does.  
What's her name?  
Salma.  
Who has a name that ends with A?  
I do.  
She does.  
What's her name?  
Salma.  
Who has a name with an L in the middle?  
I do.  
She does.

What's her name?  
Salma.  
Who is Salma?  
I am.  
She is.  
What's her name? Salma.

***Show me a Friend***

*Language Goals* Follow directions in English. Imperative. Names for objects in the classroom. Making students feel comfortable and helping them use English during the first days of school.

Show me a pencil.  
Point to your teacher.  
Show me a pen.  
Point to yourself.  
Show me some paper.  
Point to the trash can.  
Show me your friend.  
Point to the shelf.  
Open the window.  
Raise your hand high.  
Shut the door.  
Put it down.  
Hands on the table.  
Give me a smile.  
Feet on the floor.  
Never a frown.  
Point to the ceiling.  
Over to the left.  
Point to the ground.  
Now to the right.  
Stand up. Sit down.  
Stand up. Sit down.  
Look around  
Point to the light.  
Show me a chalkboard.  
Show me a pencil.  
Show me a book.  
Show me a pen.  
Show me a chair.  
Show me some paper.  
Give me a look.  
Show me a friend.

***Make it...***

*Language Goals:* Degrees of comparison.

Make a ball. Make it small.

Make it smaller. Make it smaller.

Make the smallest ball of all.

Make a ball. Make it big.

Make it bigger. Make it bigger.

Make the biggest ball of all.

***Knock at the Door, Peep In***

*Language Goals:* Imperatives.

Knock at the door.

Peep in.

Lift the latch.

Wipe your feet,

And walk in.

***I like animals***

*Language Goals:* Practise language chunk I like... Intonation and rhythm.

I like snails. Snails? Yes, snails.

I like kangaroos. Kangaroos? Yes, kangaroos.

I like bears. Bears? Yes, bears.

I like you!

***Days of the week***

*Language Goals:* Questions. Short answers. Intonation and rhythm.

Is it Monday?

Yes, it is.

Is it Tuesday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Wednesday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Thursday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Friday?

No, it isn't.

Is it Monday?

Yes, it is.

***My town***

*Language Goals:* Buildings in a town.

A police station, a toy shop,

A library, a market.

In my town. In my town.

A café, a post office,

A playground, a school.

In my town. In my town.

***Nice...***

*Language Goals:* Food.

Mmm! Spaghetti . . . nice spaghetti!

Mmm! Soup . . . nice soup!

Mmm! Milk . . . nice milk!

Mmm! Rice . . . nice rice!

Mmm! Salad . . . nice salad!

Mmm! Fish . . . nice fish!

Mmm! Bread . . . nice bread!

Mmm! Chicken . . . nice chicken!

(This chant can be easily transformed into one practising I like.../I don't like...)

Mmm! Spaghetti . . . I like spaghetti!

Mmm! Soup . . . I like soup!

Mmm! Milk . . . I like milk!

Mmm! Rice . . . I like rice!

Mmm! Salad . . . nice salad!

Mmm! Fish . . . I don't like fish!

Mmm! Bread . . . I don't like bread!

Mmm! Chicken . . . I don't like chicken!

## RHYMES

Rhymes are words and phrases that have a memorable rhythm and end in the same sound to add a musical effect. Nursery Rhymes are traditional English language rhymes that most children in English-speaking countries learn at an early age. They can be helpful for learning English as a foreign language, and they have the benefit of introducing students to important aspects of the cultures of English-speaking countries.

***Humpty Dumpty*** is a traditional Mother Goose Rhyme

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.  
All the king's horses, and all the king's men,  
Couldn't put Humpty  
Together again.

***The Twelve Months of the Year***

January, February, March, April, May.  
These are the months, they're easy to say.  
June, July, August, September.  
Repeat them with me and you will remember.  
October, November and December.  
The twelve months of the year are easy to remember.

***Thank you, Mommy***

This is your day, Mommy,  
This is your day, Mommy,  
I want you to know  
That I love you so.  
Thank you, thank you, Mommy.  
Who's always there? Mommy.  
To love and care? Mommy.  
This is your day  
And I want to say:  
Thank you, thank you, Mommy.

***Moving On***

I'm a plane  
Flying high,  
Touching clouds  
In the sky.  
I'm a boat  
Sailing by,  
Making waves  
Oh so high  
I'm a bike  
Bright and new,  
Won't you take me  
Home with you.

***Little Bird***

Little bird, little bird, hop, hop, hop.  
Little bird, little bird, stop, stop, stop.  
Little bird, little bird, wave goodbye.

Little bird, little bird, fly, fly, fly.

### ***Georgie Porgie***

Georgie Porgie pudding and pie,  
Kissed the girls and made them cry  
When the boys came out to play,  
Georgie Porgie ran away.

### ***I'm big, I'm small***

I'm big.  
I'm small.  
I'm short.  
I tall.  
I'm happy.  
I'm sad.  
I'm good.  
I'm bad.  
We're friends.  
That's the end.

*Helpful Tips:* Divide the class into groups to present the poem. You can also ask them to draw their characters. You can make this activity more challenging: ask kids to brainstorm other adjectives for describing people and their feelings (old, young, hot, cold, dirty, clean, kind, mean), ask kids to create their own poems. You can vary the pattern into You're..., He's..., They're..., etc.

### ***Two daddies***

Two tall daddies (stand on tiptoes and walk around being tall)  
Walking down the lane (march in one direction)  
Waved to each other (wave your arm)  
And then they waved again. (wave again)  
How are you? (nod heads)  
How are you? (nod heads again)  
Lovely day again! (point to the sky)

*Helpful Tips:* You can change the characters of the poem into two busy mummies, two best friends, two noisy sisters, two little brothers. You can divide the class into groups and assign characters to them asking to roleplay the rhyme.

## ROLE PLAYING AND DRAMA ACTIVITIES

Using drama has clear advantages for learning languages. It can encourage kids to speak and gives them a real chance to communicate, using non-verbal communication. Drama involves kids at many levels, through their bodies, minds, emotions, language and social interaction.

It's important to make a difference between a role play and a dramatic performance. The last are done in public thus need more practising, learning the lines by heart. Role playing should be concerned with the process of playing a part, rather than the finished product. It's necessary to make this clear, especially if you have shy and self-conscious students.

It is a good idea to choose real-life situations for roleplaying, like shopping, talking on the phone, going to a restaurant, seeing a doctor/dentist, etc.

Here is an easy to roleplay situation, it has got its benefits for the classroom such as easy to remember phrases, a good number of students involved. One more advantage of roleplays like this is the fact that it can be easily changed (e.g. other food ordered). You can create lots of pre-roleplaying and post-roleplaying activities. E.g. you can start with talking about fast food restaurants/cafes (when it comes to young learners you can do it in L1), then ask kids to create a menu for their restaurant (it is better to be done in groups) or draw/make their favourite kind of burger and tell about its toppings, etc.

### ***A fast food stall***

*Customer 1* A hamburger, please.

*Assistant* Right. A hamburger.

*Customer 1* Hurry up, please. I'm hungry.

*Assistant* Ketchup?

*Customer 1* Yes.

*Assistant* Onions?

*Customer 1* No.

*Assistant* No onions?

*Customer 1* No, please, hurry up. I'm hungry.

*Assistant* On a blue plate or a pink one?

*Customer 1* Doesn't matter. Hurry up!

*(The shop assistant slowly presents various napkins).*

*Assistant* A red napkin?

*Customer 1* Doesn't matter. Hurry up!

*Assistant* A green napkin?

*Customer 1* OK, a green napkin. Please, hurry!

*(Customer 2 enters. The assistant slowly turns to the second customer).*

*Customer 2* A hot dog, please.

*Assistant* Right. A hamburger.

*Customer 2* No, not a hamburger. A hot dog.

*Assistant* OK, a hot dog. Mustard?

*Customer 2* Yes.

*Assistant* Ketchup?

*Customer 2* No.

*Assistant* No ketchup?

*Customer 2* No, hurry up. I'm hungry.

*Assistant* On a blue plate or a pink one?

*Customer 2* Doesn't matter. Hurry up!

*(The assistant presents various napkins).*

*Assistant* A red napkin?

*Customer 2* Doesn't matter. Hurry up.

*Assistant* A green napkin?

*Customer 2* OK, a green napkin. Please, hurry!

*(Customer 3 enters).*

*Customer 3* Fish and chips, please.

*Assistant* Right, a hot dog.

*Customer 3* No, I said fish and chips.

*Assistant* Vinegar?

*Customer 3* Yes.

*Assistant* Ketchup?

*Customer 3* No.

*Customer 3* No, hurry up, please. I'm hungry.

*Assistant* On a blue plate or a yellow one?

*Customer 3* Doesn't matter. Hurry up.

*(The assistant slowly presents various napkins).*

*Assistant* A red napkin?

*Customer 3* Doesn't matter. Hurry up.

*Assistant* A green napkin?

*Customer 3* OK, a green napkin. Please, hurry.

*Assistant* OK, a hamburger with ketchup on a pink plate and a green napkin, a hot dog with mustard on a blue plate and a green napkin and fish and chips with vinegar on a yellow plate and a green napkin.

*(Assistant turns round to prepare food. The three customers hear him singing some rock music. They get more and more impatient and after half a minute they leave, shouting 'I can't believe it!', 'Slow as a snail!', 'Terrible service!' and swearing. The audience can hear loud rock music. Meanwhile, customers 4, 5, 6 appear. They listen to the music for a while, then they shout).*

*Customer 4* A hot dog, please.

*Customer 5* A hamburger, please.

*Customer 6* Fish and chips, please.

*(Assistant appears with the food after five seconds).*

*Assistant* Where are they?

*Customer 4, 5, 6* Here we are.

*Assistant* Ah! A hot dog, a hamburger, and fish and chips.

*(Customers take the food and start eating).*

*Customer 4* That was quick. Wonderful!

*Customer 5* Great service. Perfect!

*Customer 6* Let's come here again tomorrow. I've never been serviced so fast!

With your primary school children you can use puppets, finger puppets to roleplay short situations.

## DRILLING

Drilling is a classroom technique which involves listening to a model (either a teacher or a recording) and repeating what is heard.

Among the benefits of drilling one can name the following:

- Drills have a clear focus on accuracy and they let the teacher correct students mistakes.
- Let learners have intensive practice in hearing and saying particular words or phrases.
- They provide kids with a safe environment thus help build their confidence.
- They help memorise common language patterns and language chunks through repetition.
- Drills help the teacher with classroom management enabling them to vary the pace of the lesson or get all learners involved.
- They can be effectively incorporated into many types of lessons, e.g. a PPP lesson or a task-based lesson.

Drilling is used to practise vocabulary or chunks of language. They are good to practise sounds, consonant clusters, intonation, stress.

To be more effective drilling should be meaningful, i.e. learners need understand the meaning of the language.

As there's no or little place for students' creativity while drilling and because of the fact that while drilling students have no or little choice of what is said, kids may not like drilling and get easily bored with it. That is why you should remember to

- make your drills realistic and meaningful;
- say them with an appropriate expression;
- use for only a minute or two;
- use signs and pictures and sound prompts to provide briskness and interest to practice;

▪ vary the way in which you do drills to make the language more memorable.

Here are different kinds of drills.

***Chorus drills:*** the teacher says and the students repeat.

Teacher: I've got a kite

Students: I've got a kite.

You can make this drilling more fun and lively by saying things in different ways, e.g. sound very happy, very sad, very bored, very excited, etc. you can do drilling in whisper/shouting or slow/fast modes.

You can vary the drill in terms who repeats it, e.g. the whole class, half of the class, boys only, girls only or individual students.

***Back chaining*** helps grab learners' attention. You model a phrase starting from the end, getting the learners repeat each part you give them.

Teacher: Swim.

Students: Swim.

Teacher: Can swim.

Students: Can swim.

Teacher: Crocodiles can swim.

Students: Crocodiles can swim.

***Substitution drills*** can be used to practise different structures or vocabulary items. Change one or more words while drilling.

Teacher: I like lollipops. He?

Students: He likes lollipops.

Teacher: We?

Students: We like lollipops.

***Question/answer drill***

The teacher gives students practice with answering questions. The task is to answer very quickly. You can let students ask questions as well.

Teacher: Does he like pizza? (nod your head)

Students: Yes, he does.

Teacher: Does he like pasta? (shake your head)

Students: No, he doesn't.

***Transformation drill***

Give students a certain kind of sentence pattern, e.g. an affirmative sentence. Students have to transform it into a negative one.

Teacher: I can swim.

Students: I can't swim.

Teacher: He can run.

Students: He can't run.

### ***Chain drill***

Begin the chain addressing one of the students.

Teacher: I like apples. What do you like, (name)?

The first student answers your question and addresses the next student.

Student: I like oranges. What do you like, (name)?

You can make this activity more challenging asking the kids to repeat the remarks of the previous student/students. E.g.

Teacher: I like apples. What do you like, (name)?

Student: I like oranges. (turns to the next student) Ms./Mr. (name) likes apples. I like oranges. What do you like, (name)?

### ***Expansion drill***

These drills help practice long texts/dialogues breaking them into parts.

Teacher: This is a crocodile.

Students: This is a crocodile.

Teacher: This is a crocodile. It is green.

Students: This is a crocodile. It is green.

Teacher: This is a crocodile. It is green. It can swim.

Students: This is a crocodile. It is green. It can swim.

Teacher: This is a crocodile. It is green. It can swim. It can't climb.

Students: This is a crocodile. It is green. It can swim. It can't climb.

### ***Disappearing text***

This can be done with a list of words or phrases, a short text/dialogue. Write the text on the board. Read out the text and drill. Rub off a small part of it. Students have to say the whole text again. Gradually rub off more and more and each time get the students to say the whole text.

This provides intensive drilling practice as the students have to repeat it so many times. However, the kids are still motivated to get it right and that gets more challenging as the activity continues.

### ***Split drill***

Split the target structure across a group, one word each. If there's a mistake, start again.

Teacher: Lucy likes apples but Ben doesn't.

Student 1: Lucy

Student 2: likes

Student 3: apples

Student 4: but

Student 5: Ben

Student 6: doesn't.

## GAMES AND GAME-LIKE ACTIVITIES

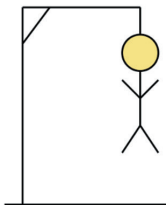
Kids enjoy playing games in real life as well as in the classroom. Using games while teaching young learners a foreign language is a good idea because learning/educational games:

- are enjoyable;
- are interactive;
- help practise and revise language in a meaningful way;
- use a multi-sensory approach;
- are familiar to kids and built on their knowledge of playing games;
- are challenging;
- encourage team work and cooperation;
- usually have a final outcome;
- are easy to learn;
- use repeated language;
- develop kids' social skills;
- encourage children's creativity and imagination;
- grab students' attention and engage them.

### *Hangman*

Hangman is a great game for cementing spelling and vocabulary knowledge. You must be able to recognize how letters fit together to form English words as well as know how to spell words so that you can guess the correct letters. Finally, you must know a wide range of vocabulary in order to correctly guess the mystery word.

One person, whom we'll call the "chooser," selects a mystery word and writes down a blank for each letter in it. People in the group then take turns guessing a letter. For each incorrect guess, the chooser draws part of a hangman. For each correct guess, the chooser fills in the missing letters wherever they appear in the word. Play ends when either the mystery word is guessed (in which case the group wins) or when the hangman is complete (in which case the chooser wins).



H A N G M A N

### ***Hot potato***

Arrange the children sitting in a circle. Pass a beanbag around the circle to music, pretending that the beanbag is a very hot potato. When the music stops, the person holding the beanbag should say any word on the topic you want to revise. If the students didn't say the words, he or she is out. The music starts again and the remaining children continue passing the hot potato until the music stops. The last person in the circle is the winner.

### ***Bingo***

Divide the class into groups and hand out copies of a 3x3 grid or ask them to draw one sheet of paper. Instruct the students in each team to choose nine words from the lesson/module and write one in each box of the grid. Explain to students that you will call out words in random order. If the word you call out is the same as a word they have in their grid, they cross out that particular word. The first group to cross off all the words shouts 'Bingo!' and wins. Alternatively, you can ask students to draw these words, for example. This game can be used when you learn letters and numbers as well.

### ***Freeze circle***

The teacher calls 4-5 kids to the front and has them walk in a circle one behind the other following the teacher while repeating the vocabulary or sentence together. When the teacher says "freeze" all the kids have to stop and not move at all regardless of what the teacher tries to do to make them move (tickle, blow air, scare, etc.). The kid who moves loses and has to repeat the vocabulary and go back to his seat. Do this until one kid remains and is declared the winner. Repeat for as many groups as possible.

### ***"20 questions"***

One person (the "thinker") starts the game by saying, "I'm thinking of something..".

The thinker then tells the other players the category they will guess from. It can be an animal, a plant, a food, a household or classroom object, an occupation.

Then other players ask questions to see who can be first to guess what the "thinker" has in mind. Before trying to guess the exact answer, players ask questions to "narrow down" the possibilities.

The challenge is that the "thinker" must answer truthfully, but will only answer "yes" or "no".

### ***"I am going on a picnic"***

This memory game can be played with as few as two players, but it's much more fun when the whole group joins in.

One person takes a ball and says something that he or she can eat "I'm going on a picnic and I'm bringing..".

The second player repeats what the first person said, but adds one more word. "I'm going on a picnic and I'm bringing \_\_\_\_\_ and \_\_\_\_\_".

Continue with the next player repeating the line with the first two items and adding something "I'm going on a picnic and I'm bringing \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_".

### ***"Odd one out"***

In a classroom, divide students into groups of 2-4 or more, and distribute sheets with lists of four or five words (or pictures) per set and instructions to choose the word that is different, the "odd one".

In the easiest version, players simply choose which word or thing is different from the others.

### ***Rotten Apples***

Tell your class you'll be going to the market today! Divide your class into shoppers and stall owners. Give each stall owner a booth (a desk) and a set of plastic fruits or veggies they must sell at \$1 each. Give your shoppers \$30 in play money. Give them enough time to go around and shop for fruits and vegetables. They must use the expressions and phrases they've learned for shopping. Then call out the name of one of the items, say "apples" and tell them they're rotten. All of the students who bought apples must place them in a separate container – the "trash". Allow them to continue shopping and then call out the name of another "rotten" item. At the end of the game, the student who has the most items – the one who relinquished the fewest "rotten" items – wins.

### ***"Team game"***

To play this game you need two teams. The teams have to name things they imagine hearing the word "food". For every word team gets a fruit from teacher's basket. The winner is the team which has got the largest number of fruits.

### ***Fruit Salad***

Make a fruit salad with as many fruits as you can. Students take turns being blindfolded and guessing the fruit they've been given to taste. You may divide them into teams, give them points for correct guesses.

### ***I spy***

This is a simple word game most people know. Spot something nearby and tell kids the sound or letter it begins with. Children must look around and try to guess what it is you "spied".

### ***Crazy train***

Ideal for primary and kindergarten kids, the crazy train is a choo-choo train with added fun.

Number of players: Ten or more

You will need: Space to play

How to play:

Line up the kids to form a human choo-choo train.

Then shout-out commands such as 'slow', 'fast', 'slow-motion', 'turn right', 'move backward', and 'stop' randomly to make the train go 'crazy'!

Younger children will love playing this one.

### ***The mime***

The mime is a fun game to revise verbs or action words. It can be played with primary or middle schools kids.

Number of players: Ten or more

You will need: A list of action words

How to play:

Write down a list of action words (you can use pictures). Put them in a bag.

Divide the class into two teams.

The student has to enact that word while the other students try to guess what the word is.

The team that guesses the word correctly gets a point and the team with the maximum points, wins.

### ***Card recall***

This memory game involves the use of flashcards to recall something from the short term memory.

Number of players: Ten or more

You will need: Flashcards on chosen subject

How to play:

Divide the class into pairs and place different sets of flashcards on the table.

Each student takes three flash cards from the table and counts to ten, as he or she shows it to the partner. He/she then places them face down.

The partners have to recall what the three cards are. If they succeed, they get to keep the cards.

The student with the highest number of cards wins the game. This game can also be played at home, with two or more people.

### ***What's missing?***

A simple game that works well with younger children, 'What's missing' helps the children try and recall things they have seen recently.

Number of players: Four or more

You will need: Flashcards

How to play:

Pick up three to five cards each and show it to the class, for a few seconds.

Turn the cards away, shuffle them and show only two of the cards. Ask the class what cards are missing.

You can have two volunteers to show and hold the cards. In that case, you could also ask which card the person was holding before.

This game may seem too simple for higher classes, but the younger ones will enjoy exercising their memory.

### ***Doggy Doggy, Where's Your Bone***

This is a simple game of "Where is it?" One student is called to be the guesser and goes outside of the classroom, while another student hides a fake dog bone under their "bottom" while they are sitting on the floor. When the student re-enters the classroom, the students chant "Doggy, doggy where's your bone, somebody took it from your home, guess who". Then the child guesses which student is hiding it. Older students can do this as the hot/cold game and just hide the bone somewhere in the classroom instead of chanting the doggy song. Then the other students tell them if they are getting close (hot) or are not (cold).

### ***Simon Says***

How to Play:

Stand in front of the class (you are Simon for the duration of this game).

Do an action and say Simon Says [action]. The students must copy what you do.

Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.

Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.

The winner is the last student standing.

To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

### ***Pictionary***

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play.

Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

How to play:

Before the class starts, prepare a bunch of words and put them in a bag.

Split the class into teams of 2 and draw a line down the middle of the board.

Give one team member from each team a pen and ask them to choose a word from the bag.

Tell the students to draw the word as a picture on the board and encourage their team to guess the word.

The first team to shout the correct answer gets a point.

The student who has completed drawing should then nominate someone else to draw for their team.

Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

### ***Traffic lights***

Type of game: Small group game

Resources needed: Flashcards, two pieces of paper (one has a picture of a red light; the other has a picture of a green light drawn on it), blindfold,

Rules of the game:

1. First the teacher will tell all the kids to stand up and make a circle, inviting a kid to come to the centre of the circle with a blindfold on.

2. When the kid in the centre says, "green light", all the other kids will walk around the circle, at the same time repeating the target language sentence, such as, "I like ice cream" or "I like bread". The content of the target language will be based on the flash card that the teacher holds up for the students to see.

3. But when the kid says, "red light", all the kids must stop and squat down quietly. The kid in the centre will try to tag somebody. When he/she touches somebody, all the other kids should ask, "What do you like?" The one who was tagged will answer according to the card. All the kids repeat the same sentence three times.

4. Change the kid in the circle. Continue the game.

Things to consider:

Monitor the game well to make sure the student who tags others does it gently and avoids hitting others in the face. Demonstrate how you want the students to tag others.

To make the activity more fun you can ask the students to hop around the circle, fly around, swim around... Keep in mind safety and classroom furniture or other hazards when letting the students be more active.

### ***Action treasure hunt***

Write and hide instructions on slips of paper: Play the guitar. Make a film. Count to 20, etc. Hide these around the classroom. Pupils take turns to find a slip of paper and do or mime a question to ask another pupil, e.g. Does Luis like playing the guitar? You can use pictures instead of written phrases.

### ***Act it out***

Pupils think of an activity or a word they know in English (e.g. paint a picture of a zebra). They write this down on a slip of paper and put the slips of paper

into a box or bag. Pupils or pairs of pupils take turns to draw out a slip of paper read the activity or the word and act it out for the class to guess: What's he/she doing?

### ***Anagrams***

Write anagrams of target vocabulary on the board, e.g., decronutyis: (countryside). pupils work in pairs to solve the anagrams. When they have solved each one, they put their hands up, say a word and spell it out correctly. This can also be played as a team game.

### ***Bluff***

Invite three pupils to the front of the class. Give each one a flashcard or picture and ask them to keep them secret from the class. The three pupils decide (without telling the rest of the class) who is going to be the bluffer (the one who doesn't tell the truth). The three pupils then say a sentence that might or might not correspond with the flashcard or picture they are holding. Pupils guess who is bluffing. Pupils say Bluff and the name of the pupil they think is the bluffer. Check by showing the pictures, and then repeat the activity with other groups of pupils. Pupils can also play this as a team game.

### ***Can I have..?***

Use a matching set of flashcards and word cards. This activity works best with vocabulary sets of nouns that pupils would want to borrow, buy or use (e.g., fruit and vegetables). Attach the flashcards to the board or display them on a table. Put the word cards in a pile face down on a table at the front of the class. Ask two pupils to the front. One takes a card and uses the word on it to ask Can I have (an onion)? The other pupil then collects the onion flashcard and hand it over, saying Yes, of course. Here you are. You can make this activity more challenging by removing some of the flashcards, so sometimes the pupil searching has to reply No, I'm sorry. I haven't got an onion.

### ***Categories***

Use flashcards or word cards from different vocabulary sets. Write the category headings for each vocabulary set on the board. Distribute the flashcards or word cards to different pupils in the class. Pupils with a card take turns to say or read the word(s). The class decides which category the word is from. Pupils can then come to the front of the class and put their cards into piles for each category. When the piles are completed, invite other pupils to come and take two cards from one pile and one from another. They read them out in a jumbled order. The rest of the class listen and say which word is the odd one out.

### ***Class survey***

Class surveys can be used to compare a range of pupils' experiences, e.g. finding out who is most helpful at home. Divide the pupils into groups of five.

Pupils draw a chart with six columns and five rows on a piece of paper. They write the names of the other pupils in their group along the top of the chart, and the jobs at home down the side at the chart. Pupils then ask and answer in their groups, e.g. Do you tidy your bedroom? They record each person's answers with ticks or crosses. Pupils then look at the completed chart to see who has the most ticks and therefore is the most helpful pupil in their group. They then compare this pupil with the most helpful pupils in the other groups in order to find the most helpful pupils in the class.

### ***Copycat***

Give a pupil or pair of pupils a series of instructions to perform, e.g. Touch your head. Open the door. Point to your nose. Pick up a pencil. Sit down. (Keep a note of the sequence of instructions you give). To another pupil/pair of pupils, say Copycat. The pupils perform the same actions in the same order as the first pair. The rest of the class can correct them if they make mistakes. Repeat the activity with a new sequence and different 'copycats'.

### ***Correct my mistakes***

This game can be played with photos, pictures or texts with pupils and items in your class. Make false sentences for pupils to correct, e.g. if a door is red, say It's a blue door. Nominate individual pupils to correct the sentences.

### ***Count and collect***

Pupils play this game in teams. Say a number, e.g. Eight. One pupil from each team has to find and name eight of the same classroom objects, e.g. eight books, eight rubbers. The first pupil to do so scores a point for their team.

### ***Describe and draw***

This is a picture dictation game. Pupils choose and draw three or four items, e.g. food items. They don't show their drawing. They then take turns to describe to a partner what they've drawn, e.g. I've got chicken. I haven't got water. I've got milk. Their partner listens and draws the same items onto another piece of paper. They then compare their drawings and check they match. If there are any mistakes, they can say, e.g., No, I haven't got water. I've got milk!

### ***Does it match?***

Use flashcards and matching word cards. Stick four flashcards on the board face down so pupils can't see the pictures. Invite four pupils to the board and give each one a word card. Pupils stick the word cards face up below the flashcards so they can be read. Point to the first word card and pupils read out the word. Turn over the flashcard above it. Ask the rest of the class Does it match? (Yes/No). When all word cards are turned over, pupils move them

around so that they match the flashcards correctly. Repeat with other groups of pupils. See which group can guess the most number of flashcards correctly.

### ***Drawing game***

Choose a vocabulary item pupils know that is simple to draw. Draw a picture of the item on the board, line by line, pausing to ask each time What am I drawing? Can you guess? Pupils try to guess what the picture is before you have finished it. They can also play this in teams, with pupils taking turns to do the drawing. Alternatively, they can play the game in pairs.

### ***Drawing in the air***

Trace the outline of a number or an item in the air. Pupils have to watch and guess what you are “drawing”.

### ***Find a partner***

Pupils draw or write down something that is their favourite/ they like/ they can do/ they are wearing. Then they have to find someone, who has drawn or written the same thing. They do this by asking different pupils a question about what they have on their paper, e.g. Are you wearing a red T-shirt? (Yes, I am./No, I am not). when they find a partner they make a pair by sitting or standing together.

### ***Describe and guess***

Play this game with flashcards, pictures or small objects. Display them on the board or elsewhere in the classroom. Ask two pupils to come to the front of the class. Then describe one of the pictures. Pupils try to find and point to the correct flashcard first. This can also be played as a team game, with a representative from each team coming to the front of the class to guess.

### ***Pass the flashcards***

Use any set of flashcards or objects. Distribute these to pupils in the class. Play some music ask pupils to pass the flashcards round the class. Then stop the music or say “Stop!”. Pupils with flashcards or objects take turns to name or make a sentence about the item on their flashcard.

### ***Pass the present***

Wrap a classroom object or a piece of food (e.g. a carrot or a banana) or a small toy (e.g. a helicopter) in layers of wrapping paper. Play some music and ask pupils to pass the present. Pupils pass the present carefully round the class. Then stop the music and ask the pupil holding the parcel a question, e.g. What are you wearing? The pupil answers and can then unwrap one layer of the present. Continue until one pupil opens and names the final object inside the present.

***Point to (red)***

Give pupils simple colour instructions: Point to (red). Pupils have to look around the class and be the first one to find and point to something of that colour. Repeat with other colours. This pointing game can also be played with any nouns – e.g., Point to a cupboard. Pupils have to be the first one to find and point to a cupboard in the classroom.

***Questions noughts and crosses***

Draw a Noughts and crosses grid on the board (a grid 3×3). Attach a flashcard into each of the nine squares. Divide the class into two teams – the Noughts and the Crosses. Each team takes it in turn for a pair of pupils from the team to ask and answer an appropriate question using the picture in the square. If the question and answer is grammatically correct, they store a nought or cross in the square. The first team to get three noughts or crosses in a row is the winner.

***Reading race***

Use any set of flashcards or a mix of flashcards from different sets. Write sentences on pieces of paper each describing one at the flashcards you have chosen, e.g. It's a purple skirt. for the skirt flashcard or I like cereal for breakfast. for the cereal flashcard. Attach the flashcards you have chosen to the board. Divide the class into two teams and give each team half the sentences (face down in a pile). Say Ready! Steady! Go! One pupil from each team stands up, picks up a sentence, reads it and sticks it below the correct flashcard on the board. They then walk quickly back to their team and sit down, naming the next pupil to read a sentence. The first team to stick up all its sentences is the winner.

***Sentence chain game***

This is a chain activity. Start with an initial sentence, e.g. I can't find my mouse. Ask a pupil to continue repeating your sentence and adding a pet of their own: I can't find my mouse or my spider. The game continues until someone targets a pet or can't think of one to add. Repeat the activity, seeing how long you can make the sentence chain.

***Sound bingo***

Pupils think of four words with the target sound in them and write them on a piece of paper, e.g. with the [f] sound frog, fish, five football. Then call out a mixture of words, some that have [f] (four, feet) or other sounds to contrast, e.g., [v]. Pupils listen carefully, when you say a word with the target sound e.g. [f], they say Yes, and cross it off their list if they have written it down when you say a word without this target sound in it, pupils say No. The pupil to cross out all four of their words calls out Bingo!

***Sound pairs***

Draw or write pairs of sound words on the board in a jumbled order, e.g., for words with /j/, /m/ and /n/ yak and yellow, man and mum, nine and nice. Make sure the words you choose only contain one of the target sounds in them (avoid name as it contains both /n/ and /m/. Pupils then work in pairs to see who can match up the correct sound pairs the most quickly.

***Stand in order***

Use any set of flashcards or number cards. Distribute these to pupils in the class and then ask these pupils to come to the front. Name the items on the flashcards in a random order (or say the numbers in ascending or descending order). Pupils with the flashcards have to arrange themselves in the correct order.

***Stand up and sit down***

This is an agreement game. Make sentences about something relating to pupils, e.g. I like toast for breakfast. Pupils who this is true stand up, the others remain seated. Repeat with different sentences.

***Test the teacher***

Pupils test your knowledge by asking you questions. The questions can be about themselves or other pupils in the class, about flashcards, the course book or general knowledge questions they know the answer to. Pupils can just take turns to think of and ask you questions, or you can arrange this as a team game, with teams taking turns to think of and ask you a question. If you knew the answer, you get a point. If you don't know the answer, their team or group gets a point. The team or group with the most points at the end of the game is the winner.

***The last word***

Say a sentence from the lesson using target language but stop before you say the last word each time. Pupils say the word, e.g. say lines from the story/song with the last word missing.

***Meet and greet***

Ask pupils to stand up. If you have some music, play it while pupils move around the classroom. Then stop the music. Pupils turn to the pupil on their left and introduce themselves, e.g. saying Hello/Hi! I'm (name). I'm (age). What's your name?. They can wave to each other or shake hands and say Pleased to meet you. Repeat several times (Note: if you don't have music, just do this activity with pupils moving around until you say Stop! Alternatively, pupils do the same activity from their seats, turning to ask the pupils next to them, behind and in front of them in turn).

***Memory 1 to 10***

Play this game with any set at ten flashcards. Show the cards to the pupils one by one and elicit the word or a sentence about the card. Then attach

the flashcard to the board face down and write a number underneath it from 1 to 10. Pupils have to try and remember where each flashcard is. Divide the pupils into two teams. Pupils from one team name a card and ask you a question about it, e.g. Number 3. Is it a baby? Turn the chosen flashcard over. If it is a baby, answer Yes, it is. and the guessing team keeps the card. If it isn't a baby, say No, it isn't. and turn it face down on the board again in the same position. Continue the game until all the cards have been guessed correctly. The team with the most flashcards wins the game.

### ***Memory pairs***

Play this game with any set at the matching flashcards and word cards. Distribute the flashcards and word cards to ten pupils and ask them to stand at the front of the class, the pupils with flashcards to the left and the pupils with word cards to the right. Pupils show their flashcards and word cards and say or read the word. They then hold the cards facing away from the class. Other pupils in the class take turns to remember who is holding the matching flashcards and word cards. They name a pair at pupils, e.g. Jacques and Laura. The named pupils show their cards. If they match, they give the cards to the pupil who guessed correctly. If they don't, they keep them and turn them to face away from the class. At the end of the game the winners are pupils who have matching pairs of cards. Repeat with the other ten pairs at matching flashcards and word cards.

### ***Messages***

Pupils write a message down on a slip of paper and put the slips of paper into a box or bag. The message can be an offer, an instruction, a request, or an invitation. For example, pupils write messages offering food Would you like an apple? Pupils then take turns to draw out a message and pass on the message to another pupil by reading it. The other pupil responds, e.g., Yes, please./ No, thank you, and the pupil who reads the message mimes carrying out the message if appropriate e.g. handing over the food if the other pupil says 'Yes').

### ***Mime and match***

Use flashcards and the matching word cards for a target vocabulary set. Distribute the flashcards to half the class and matching word cards to the other half of the class. Ask a pupil with a flashcard to mime doing something with the word shown on his/her card, e.g. flying a plane for plane, getting ready to serve for play tennis or swimming like a duck. The pupil with the matching word card stands up, shows the word and reads it aloud, e.g. I've got 'plane'. Check the answer is correct and then repeat with other pupils.

### ***Mirror game***

Pupils stand facing each other in pairs. They take turns to touch an item of clothing/part of the body or face, e.g. touch their shoes. Their partner has

to do the same action at exactly the same time, as if they are looking in their mirror. They can both then say the action Touch your shoes! Pupils can make this activity more challenging by tricking their partner with their movements, i.e. seem to be about to touch their shoes and then touch their socks instead.

### ***Noughts and crosses***

Use any nine flashcards or word cards. Draw a noughts and crosses grid on the board (a grid 3 x 3). Attach one flashcard or word card face down into each of the nine squares. Divide the class into two teams the Noughts and the Crosses. Each team takes it in turn to select a card and turn it over. They have to say or read the word on the card, or make a sentence, or ask a question using it. If they do this correctly, they score a nought or cross in the square. If they make a mistake, the other team scores the nought or cross. The first team to get three noughts or crosses in a row is the winner.

### ***Pass the ball***

Pupils pass a soft ball or another object carefully around the class. Play some music or ask pupils to pass the ball around the class. Then stop the music or say Stop! The pupil holding the ball has to answer a question posed by you or another pupil in the class.

### ***Word race***

Stick the word cards for the unit on the board (or write the words). Give pupils a time limit of five minutes to look at the words and practise spelling (e.g. by writing them out or testing each other). Divide the class into teams (there should be no more pupils in each team than there are words to remember, so that each pupil gets a turn. If there are nine words to remember, you need teams of nine or fewer). Remove/Erase the words from the board. Divide the board into as many sections as you have teams by drawing vertical lines (i.e. if you have four teams, there will be four sections). Pupils line up in their teams, facing the board. Give the first person in each team a board pen. Say Write the words! These four pupils come to the front and write one of the words they practised earlier in their team's section. Then they pass the board pen to the next person in the team, who writes a different word from the list and so on. Pupils must not copy other teams but they can help the members of their team with words and spelling. Make sure a different pupil writes each word (and that there isn't a stranger pupil writing/spelling out all the words). The team which finishes first and has the most correctly spelt words wins.

### ***Yes/No game***

This game can be used for various vocabulary items. Think of an item pupils know the English word for. Pupils have to guess what you are thinking of by asking yes or no questions only, e.g. Is it a team sport?/Do you need a racquet? Allow them a maximum number of questions to ask, e.g. five. This can also be played as a team game. If pupils guess correctly within this number of questions, they score a point for their team.

### ***Times semaphore***

Say times for pupils to make using their arms, e.g. one pointing down and one to the left for It's half past three. Then ask pupils to the front of the class. Whisper or show them a slip of paper with a time written on it, e.g., It's half past eight. for them to show in 'semaphore' for the rest of the class to guess.

### ***True or false?***

Make sentences about a picture, photo, text, story, pupils in the class or factual statements. Use a variety of true and false statements. Pupils listen and guess which ones are true or false, e.g. You see tractors in a city (False). Pupils can also take turns to make the sentences. They can then correct the false sentences to make them all true ones.

### ***What's in the bag?***

Put objects in a bag for a pupil to feel (e.g., classroom objects). He/She must guess what the object is without looking.

### ***What time is it, Mr. Wolf?***

This is a traditional playground game. You will need space for pupils to move about. One pupil is the wolf and stands at the front of the class facing the wall. The other pupils (or a small group of them) tiptoe up to them, asking What time is it, Mr. Wolf? The wolf turns around and says a time: It's two o'clock. This continues until the wolf turns around and says It's dinner time! The wolf then attempts to catch one of the pupils as if for his/her dinner. The caught pupil then takes the turn of being the wolf.

### ***Whisper***

Whisper an instruction or an action for a pupil to mime for the rest of the class. Pupils can guess either by stating what they think the instruction was, e.g. you're reading a book or by asking questions, e.g. Are you reading a book?

### ***Is that your (mum)?***

Use this game with pupils' drawings of people or possessions. Put them in a pile at the front of the class. Ask a pupil to come and select a drawing. The class asks Who's that? or What's that? The pupil choosing a picture tries

to guess who drew it and who or what it is. They take the drawing to their chosen pupil and asks Is that/this your (mum)? The pupil says Yes, it is and takes the drawing back or No, it isn't and the questioner has to guess again. This can also be played in teams with a point awarded for each correct guess.

### ***Last one standing***

Start the game with all pupils standing. Make a sentence, practising a target structure, e.g. I've got blue eyes. Pupils who agree with you stay standing. Those who don't agree sit down. Ask a standing pupil Have you got blue eyes? (Yes, I have). Then ask a sitting pupil to elicit No, I haven't. Repeat with different sentences using I have got/I haven't got. The last pupil standing wins.

### ***Listen for the sound***

Say a mixture of words that do or don't have a target sound in them, e.g. for /a/: ant, apple, flat, book, house. Pupils listen and put up their hands or stand up when they hear an /a/ word.

### ***Match the pictures and words***

Use any set of flashcards and matching word cards. Hold up the word cards and read them with the class. Then attach them to the board or put them on your desk. Distribute the matching flashcards to pairs of pupils in the class. One pupil shows the flashcard and names the item or place on it. The other pupil finds the matching word card and brings it back. Check that each word matches the flashcard.

### ***Sequences***

Play this game with any words that are easy to draw, e.g. a simple sequence using food items: an apple, a banana, a banana, an apple, a banana,?. Point to each food item and elicit the food words. Ask pupils to guess the missing word from the pattern of the sequence. Pupils can put up their hands and say the word, or you can distribute flashcards or word cards to them first. Pupils with the correct card put their hands up then come to the board to attach the card and complete the sequence.

### ***Find the owner***

Ask some pupils to give you one or two of their possessions to put into a bag, e.g. a rubber, two pens. Before putting them into the bag, pupils make sentences about their possessions, e.g. These pens are mine. Pupils then take turns to take an object out of the bag and try to remember who it belongs to, e.g. This rubber is his/hers. This can also be played as a team game with points for each possession remembered correctly.

***Fruit salad***

Give each pupil a fruit name to remember. Make sure that each fruit is used more than once. Call out a fruit word: Bananas! All pupils given the word bananas stand up and change seats.

***Guess what/Guess who***

This is a simple description game. Describe a word, a picture or a person for other to guess what/who it is, e.g. It's a pet. It's small. It's white. (a rabbit)

***Guess where!***

Ask pupils to close their eyes while you hide a flashcard or small item somewhere in the classroom. Pupils then open their eyes. Ask Where's the..? Pupils have to guess by asking questions Is it under the desk?

***I can see...***

Play this observation game with photos or illustrations in the Pupil's Book. Ask pupils to look at the photos/illustrations and make sentences about them, e.g. I can see a child with a pink bag. Pupils find and point to the correct items in the photo/illustration. Pupils can also do the same activity in pairs.

***Listen and do***

Say a mixture of words that have two target sounds. Pupils listen and do a specific action or mime for each target sound.

***Me too!***

Each pupil writes a list of sentences about themselves which are true, e.g. I'm seven. I've got a sister. I don't like basketball. I can swim. I can't dance. They work in pairs. Pupil A reads his/her sentence. Pupil B responds Me too! if the sentence is true for him/her, or Not me!, if it is not true. Pupil A ticks the sentences if the respond is Me too! Then Pupil B reads his/her first sentence and pupil A responds. Pupils continue in this way until they have said all their sentences. See which pair have the most in common. If time, pupils can swap partners and repeat the activity (with the same sentences).

***Jigsaw matching***

Find pictures of items from your target vocabulary set and cut these up into two or three pieces to make a simple jigsaw. Distribute the pieces to pupils so each pupil has one. Pupils have to guess what their item is. Then they have to find other pupils in the class with the same item asking questions. E.g. they ask Have you got a horse? They put their pieces together to make a complete picture.

***Find something...***

Give pupils simple instructions to find objects of a colour or material: Find something red. Pupils have to look around the class finding all the items they can that are of the specified colour/material. This can also be played as a team game with pupils seeing which team can find the most objects. If they know the words, pupils list the objects they have found.

***Follow my instructions***

Give a pupil an instruction, e.g. Put a pencil in the cupboard. When the pupil has done so, ask the rest of the class Where's the pencil? If the pupil has obeyed your instruction correctly, congratulate him/her and say Thank you. If the pupil has made a mistake, e.g. the pencil is on the chair, say Sorry, and repeat the instruction. Repeat giving instructions about other items to other pupils. This can be played as a team game with the team getting a point when the pupil carries out the instruction correctly.

***Two minutes***

Write a category heading for words you want to brainstorm, e.g. Wild animals. Divide the class into teams of five or six pupils. Each team chooses someone to write for them. Tell them to write the names of as many things in the category as they can in English. Set a time limit of two minutes. Teams stop writing when the time is up. Ask pupils to count the items on their list. Elicit the words from the team with the most items and write them on the board (or invite the pupil with the list to do so). The other teams cross off the ones they have on their lists. Elicit any extra items from the other teams. Check comprehension and practise any new words.

***Alphabetical order***

Hand out slips of paper to each pupil (one slip for each word you want to practise spelling). Dictate the words. Pupils write one on each piece of paper. Tell pupils to turn the slips of paper over and mix them up. Say Look at the words! Pupils turn over their slips of paper and put them in alphabetical order as quickly as they can. When they have finished, they put up their hands. Check the spelling and order of the words as each pupil puts up his/her hand. Fast finishers can mix up their words again and repeat the activity. To make the game competitive, the first pupil to finish with all the words correctly spelt and in the right order is the winner.

***Where's the (lamp)?***

Show the pupils flashcards of pieces of furniture: wardrobe, bookcase, cupboard, table and sofa. Elicit the words, then attach them face down on the board in a row. Then show the following flashcards: phone, TV, mirror, lamp and clock, and attach one above each of the five furniture flashcards. Turn over the first furnishings flashcard in the top row. Using the item on the flashcard, ask Where's the (phone)? Tap the piece of furniture below. Pupils have to guess

It's on the table. Turn the furniture flashcard over. If it is a table, give both flashcards to the pupil who guessed correctly. If not, turn both cards over again and ask about another item, returning to the phone again later. At the end of the game, pupils who have the most pairs of cards are the winners of the game.

### ***Whisper down the line***

Make four teams. Teams line up facing the board. Give the pupil at the front of each team a board pen. Whisper a different number between 1 and 20 or a word to each of the pupils at the front of the teams. Pupils whisper it back along the line and the pupil at the back of their team comes and writes it on the board. Teams get a point for writing the number/word correctly. The four pupils at the front go to the back of the line. Repeat with different numbers/words.

### ***Who's got it?***

Hand out the unit flashcards at random. Pupils with flashcards stand up, show them to the class and make a sentence, e.g. I've got a robot. Give pupils two minutes to look at the flashcards and remember who has what. Then pupils with the flashcards put them face down on their desks. You can make a sentence She's got a robot. Pupils guess the name and say Mira has got a robot. When someone guesses correctly, the pupil with the flashcard says Yes, I've got a robot, and gives the card back to you. Alternatively ask a question Who's got a robot? Pupils guess the name in the same way. When pupils got the idea, repeat but this time volunteers can try to say where all the cards are by pointing to the pupils and making sentences Mira has got a robot. Mike has got a car, etc. you can make the game more competitive by giving points to pupils who guess correctly.

### ***Which sound is it?***

This is a sound differentiation activity. Choose two sounds, e.g. /p/ and /b/. Write these letters on the board or draw a simple picture to represent each sound. Say a list of words which contain one of these sounds, e.g. pen, book, panda, bear, blue, purple, board, ball. Pupils listen and say /p/ or /b/.

### ***Who am I?***

Play this game with any pictures, photos, flashcards of people. Nominate a pupil to ask Who am I?, and then mime being a person in one of the pictures, copying actions, facial expressions or standing stance of a chosen person. The rest of the class watches the mime and guesses by referring back to the pictures.

### ***Who's speaking?***

Play the game after pupils have listened to one of the stories. Pupils look at the picture frames. Say Listen! Who's speaking? Read a line from the recording script for the story. Pupils listen and try to guess who's speaking. They answer with the character's name.

***Loudly and soft combined with touching the flashcard***

The teacher will show the cards to the kids and let all the kids read after the teacher three times. When the teacher raises the card high, the kids will read it three times loudly. When the teacher lowers the card to the floor, the kids will read it three times softly. When the teacher holds the card at chest level the kids will read the word three times normally. Sometimes the kids will not repeat the vocabulary out loud so the teacher will motivate them by having the kid who is fastest/loudest/most accurate touch the flashcard or jump and hit the flashcard.

***Race and ring the bell***

The teacher will place two cards at opposite sides of the classroom with a bell next to each of them. Then, two kids will stand in the center of the room back to back. When the teacher says 1/2/3/go the kids will run to the flashcard and the one who says the vocabulary and rings the bell first will be the winner. Winner gets a sticker/point. Repeat with a few kids.

***Rubber chicken***

The teacher has a squeaky rubber chicken and calls a volunteer to the front. All the cards are placed in a row in front of the class. The kid will have to press the chicken to make a noise on the flashcard that the teacher indicates. Repeat with a few kids.

***Shoot the flashcard***

The teacher places a flashcard on the target and calls a kid to the front. The kid will have to say the vocabulary and then have a try at shooting the target. If he/she hits the target he/she wins a sticker/point. Repeat with a few kids a couple of times.

***Throw the ball through the circle***

The teacher holds the circle and a kid has to throw the ball through the circle after he/she says the vocabulary. If the kid misses the circle he/she will not get a sticker/point.

***Throw the ball at the target***

The teacher places a flashcard on the target and calls a kid to the front. The kid will have to say the vocabulary and then have a try at hitting the target with the ball. If he/she hits the target he wins a sticker/point. Repeat with a few kids a couple of times.

### ***Flashcards on the head***

The teacher calls 3 kids to the front. He/she places flashcards on their heads. Then he/she calls a word or sentence and the kid whose flashcard corresponds has to take a step forward while balancing the card on his/her head. If the card falls down, the kid will have to go back to his/her seat. The last remaining kid will be the winner.

### ***Spin and sit***

The teacher asks 4-5 kids to come to the front and make a circle. Then the circle starts to spin while everyone is repeating the vocabulary. When the teacher says stop all the kids have to sit down, but the teacher will also occupy a chair. The kid that doesn't have where to sit down will have to say the vocabulary out loud. Repeat a couple of times with different kids.

### ***Throw the dice***

The teacher prepares a dice with different images on all sides. He/she asks one student to come to the front and throw the dice. The kid then has to say out loud what image is represented on the side of the dice that landed face up.

### ***Throw the golden bag in the circle***

The teacher places the circle on the floor. He then asks the students what a certain flashcard represents. Afterwards, the teacher places the flashcard inside the circle. Once a student answers correctly what that flashcard represents he/she can have a try at throwing the golden bag inside the circle and winning a sticker/point. Repeat with as many students as possible.

### ***Zombie game***

The teacher calls 2-4 kids to the front. He/she gives each of them a flashcard. Each kid will say a sentence or word on some other kids' flashcard, thus making the zombie (teacher) change his/her direction from him/her and go towards that other kid. Basically, the kids have to protect themselves from the zombie by saying the content on other kids' flashcards.

### ***Run and touch***

The teacher places the flashcards around the classroom. He/she then asks one kid to the front. That kid has to run from flashcard to flashcard and touch it depending on what word the teacher says.

### ***Spinning arrow***

Teacher places all the cards on the floor in a circle. He/she asks for a volunteer who will come to the front. The teacher places the spinning arrow in the middle of the flashcard circle. He/she asks the kid to spin the arrow, and when it stops the kid has to speak out the content from the flashcard that

the arrow is pointing at. Repeat for 2-3 times with each kid, depending on the number of kids. (While the arrow is spinning everyone will clap their hands and tap their feet. When the arrow stops, the teacher says “stop” and shows the stop gesture and everyone becomes quiet).

### ***Circle game***

Teacher places all the cards on the floor. He/she asks for a volunteer who will come to the front. When the teacher says the words (and maybe points to one card if he/she is not understood) the kid will answer loudly and place the circle on the card. All kids will follow together. Repeat with as many kids as possible.

### ***Find the sticker***

Teacher places all the cards on the floor. He/she asks for a volunteer who will come to the front. The teacher asks the kid to close his/her eyes. He/she hides a sticker under one of the flashcards. When the kid opens his/her eyes he/she has to point to a certain flashcard, say it out loud and look under it to see if he/she has guessed and won a sticker. All kids will follow and repeat the content on the flashcard. He/she will look under as many flashcards as is necessary, until he/she finds the sticker. Repeat with as many kids as possible.

### ***Turn and shout***

Two kids stand back to back, each holding flashcard. The teacher says 1, 2, 3, 4, 5 and both kids do 5 steps forward. On 5 both kids jump and turn around. They both have to say the word out loud the other kid is holding. All other kids should follow and repeat afterwards.

### ***Wolf is coming***

The children stand in a line on one side of the classroom, while the teacher is on the other side. The teacher holds the flashcards, but the kids can't see the front side. The teacher then will quickly show one of the cards and the children have to say the vocabulary. Once they get it correct, they can all jump once towards the teacher. The teacher will keep repeating this until the kids are close. Once the teacher shows the wolf card, the kids have to run back to their chair. The teacher has to try and catch one or more of the kids and they will have to repeat after the teacher. In this game it is important to scare the kids and make them believe the wolf card could be shown every round.

### ***Passing game***

The kids all stay in their seats. The teacher will hand out the object/flashcard to pass around. While the children pass the object/flashcard, they all have to sing along or repeat after the teacher. The teacher will say stop and the children holding the object/flashcard have to say the vocabulary out loud. This can be repeated several times.

### ***Random flashcard***

The teacher places all flashcards in a pile on a table or on the floor. He/she then asks one kid to come to the front and pick a random card. Once he/she picks the card, the kid has to raise it, speak out the vocabulary corresponding to that card and then repeat with the whole class. Do this with as many kids as possible until the flashcards finish.

### ***Hammer game***

The teacher places all the cards on the floor. He/she asks for a volunteer who will come to the front. When the teacher points to one card and says the word, the kid will answer loudly and hit that card. Then, repeat the vocabulary on the respective flashcard with the whole class. Do the game again with as many kids as possible.

### ***Jumping game***

The teacher places all the flashcards on the floor in a line. He/she then asks one or two kids to come to the front and jump from one end of the line to the end. While jumping, the kids have to speak out the vocabulary on the flashcards. The whole class should follow and say the words out loud also. Repeat with as many kids as possible.

### ***Golden bag toss***

The teacher lays out the flashcards on the floor in a grid formation. One student is asked to come to the front and toss the golden bag in the air above the flashcards. Then, he/she has to identify the flashcard it lands on. Repeat with as many kids as possible.

### ***Uncover***

After the vocabulary has been thoroughly taught sit and slowly expose a flashcard until someone can guess what it is. Reward everyone as they will tend to guess at the same time.

### ***Find the flashcard***

The teacher asks one kid to come to the front and close his eyes. He/she then hides a flashcard around the classroom. The kid will have to find the flashcard with the help of other students that will point him/her in the right direction. Repeat with as many kids as necessary to finish the flashcards.

### ***Reposition***

The teacher places the flashcards on the floor on one side of the room. He/she also puts the circle on the other side. Then, he/she calls one kid to the front and asks him/her to pick up a certain card and move it into the circle. Repeat with as many flashcards and students as possible.

***Guess what is missing***

The teacher places all the cards on the floor. He/she asks the kids to close their eyes and turns one card. Then they read all the cards and the kid who is the fastest to guess which card is missing gets to come to the front and select the next card to be hidden.

***Race jumping game***

The teacher places the flashcards on the floor and selects 2 kids to come to the front. The kids will race by jumping and saying the words out loud. Kid who loses gets to change with another kid.

***Hug game***

The teacher will pick 5 or 7 kids to play this game. It has to be an odd number. If the teacher decides to join in it has to be an even number. The kids have to stand in a circle and hold hands. They have to repeat after the teacher, but when the teacher says hug, they have to stop and hug another kid. This has to be done in pairs of two. One of the kids won't have a partner and loses.

***Jump to the circle ("Spotlight")***

Ask one kid to come to the front and jump from one side of the classroom to the other until he/she reaches the circle. Once inside the circle, the kid has to answer the question "What is your name?" (the whole class will ask). Repeat with as many kids as possible.

***Switch places***

Draw a number in front of each kid and when the teacher says one number that kid has to stand up. Then the teacher says a second number and that kid will also stand up. Then the two kids will switch places. Repeat for more kids. It can be used to practise any kind of vocabulary.

***Hop-scotch***

The teacher will draw a hop scotch on the floor with numbers from 1 to 10. He/she will then select one kid to the front to jump on all the squares and repeat the numbers. Repeat for more kids.

***Big circle***

All the kids have to stand up and make a big circle. They have to walk around. The teacher will walk with them. All of them have to say the vocabulary or sentence. Once the teacher sits down on one of the kids chairs, all the kids have to hurry to find a chair for themselves. One of the kids won't find a chair and will have to say the vocabulary out loud. To make it more interesting, multiple chairs can be taken away, so more than just one kid will lose.

### ***Do the action to the checkpoint***

The teacher places all the flashcards on the floor with quite some distance in between them. Then he/she selects a kid from the classroom to come to the front. That kid will have to go from checkpoint to checkpoint (flashcard) and mimic the action on the flashcard until he/she reaches it (walk/run/etc...). So on until he/she passes through all the checkpoints. Repeat with as many kids as possible.

### ***Can I pet the...***

The teacher calls 6 kids to the front and places 6 flashcards on the floor. They all walk in a circle holding hands and repeating the vocabulary: "It's a monkey/goat/parrot/lion/tiger/camel". Once they finish with all the flashcards each kid will pick one up and hold it towards the class in a straight line. Then the teacher walks from kid to kid asking the whole class: "Can I pet the..?" If it is an animal that can be petted, the kids will answer with yes and the teacher will pet the respective kid on the head; if not the kids will answer no and the teacher will advance to the next kid. Repeat with as many kids as possible.

## **TEACHING A LETTER**

***Steps to introduce a letter*** (from the British Council's presentation "Literacy Development Workshop")

- Close the books.
- Show the object (e.g. a book).
- Name the object.
- Students say the word several times.
- Draw attention to the initial sound (e.g. /b/).
- Write the letter on the board.
- Say the sound of the letter several times. Ask learners for other words (e.g. ball, balloon, etc.).
- Demonstrate how to write the letter.
- Say movements as you write (e.g. "Start at the top. Draw a straight line down to the bottom and then make a curve from the middle of the line to the bottom").
- Draw the letter in the air.
- Draw the letter on the table.
- Open the books.
- Look at the initial letter.
- Trace the letter in the books.
- Get learners to complete two lines of the letter.

- Check learners as they are writing.
- Review the letter and the sound.

### 1. Activities to practise a letter.

It's crucially necessary to do lots of various activities aimed at recognizing/identifying a letter.

#### **Letters in the air**

- Show the children a picture or flashcard of a familiar vocabulary item, *eg banana* and children say the word.
  - Say, *eg Banana starts with 'b' (/bi:/). It's 'b' (/b/) for banana. Can you draw 'b' like this?*
    - Stand with your back to the children, hold out your arm to the right and draw a big 'b' in the air with your finger.
    - Get the children to do the same.
    - Repeat the procedure with other familiar vocabulary, *eg apple, ball, car, doll, elephant, fish*.
      - Stick the pictures or flashcards on the board.
      - Secretly choose one and write the initial letter in the air. Children identify the letter you draw and say the word.
      - Repeat once or twice, then ask individual children to take turns to do the same while the rest of the class looks and identifies the letters and words.
      - Write the initial letters for all the words in jumbled order on the board.
      - Invite individual children to draw matching lines from the letters to the corresponding pictures or flashcards on the board.
      - Ask the children if they can think of other words they know which start with each letter and sound you have worked on, *eg cat, dog, egg, frog*.

#### **Fishing a letter**

The activity can be done with paper fish (with magnets on them) and a fishing rod (also with a magnet on the top) or kids can fish letters out with their hands. Write the letter on some of the fish. Put the fish into a box ("an aquarium") or a bowl. Kids then "go fishing. Pre-teach them phrases to accompany their fishing (e.g. "Oops!"/"Yah! Got it!").

Helpful Tips. For large classes the activity can be done in groups. You can add letters as learning the ABC making the activity more challenging. You can also change the activity into a kind of a sensory fishing (fill your "aquarium" with beans, pasta, LEGO items, etc. and plastic letters), kids can go "blind" fishing which is more challenging.

#### **Letter Hunt**

After introducing the letter you can ask kids to go around the classroom. The task is to find the letter.

**Helpful Tips.** You can make this activity into a game. Divide kids into groups, give every group a set of post-it notes so every group has a different colour. Ask kids to go hunting, every letter can be “trapped” only once. It’s a ban to “trap” the same letter once again (on a “trapped” letter there should be only one post-it note). The team which has hunted more letters wins.

If you haven’t got many posters in your classroom think of “scattering” some words or phrases around the classroom.

### ***Alphabet Wall Mural***

You can design a special alphabet wall mural with the letters of ABC. Draw the letters big enough so kids can write/stick smaller letters on them. It should look like this.



**Helpful Tips.** You can ask kids to write the letter with different colours, with their pens/pencils/paints. You can also ask them to cut the letter and stick it onto the mural.

### ***Sorting***

There’s a great variety of sorting activities. You can ask kids to sort letters according to one of the characteristics which makes them different, e.g. uppercase letters/lowercase letters, letters which have vertical lines, letters which have got hooks, etc. You can use various things or materials, such as magnetic letters, letters cut-outs (paper, cardboard), you can write letters on LEGO brick, beans, small stones, etc.

**Helpful Tips.** It seems to be a good idea to use sorting activities for developing critical thinking skills. Don’t explain kids what exactly they should pay attention to while sorting letters, just give two examples of each category and let them guess. E.g., you take letters H and I and put them into one group while letters y and j are in another one. If it’s difficult for kids to guess the criterion, have a guided discovery or give them some hints.

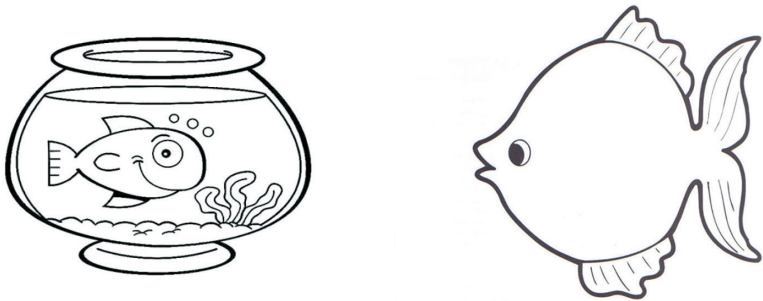
### ***Matching***

Matching activities can be also done with the help of various materials (LEGO bricks, magnetic letters, etc.). You can use lots of recyclable ones

such as packaging (boxes, paper bags), plastic bottles, jar lids, etc. The most common matching activity tasks are matching uppercase and lowercase letters, matching a letter to a picture. The more varied materials you use, the more engaging activity turns out to be. Kids easily get bored with matching cut-ups of upper-case and lower-case letters. What about doing this activity with the help of plastic bottles? Write upper-case letters on bottles, and lower-case letters on bottle caps, it brings variety and fun into your classroom. You can use containers from Kindersurprise with an uppercase letter written on one part of it and a lowercase letter on the other, ask kids to put the same letters together.

***Examples of sorting/matching activities for recognising uppercase and lowercase letters.***

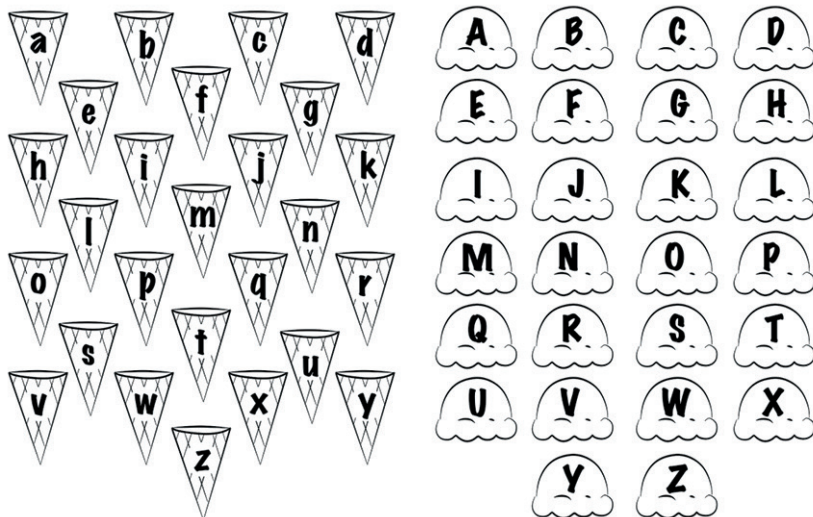
Students should put fish with uppercase and lowercase letters into two fish tanks.



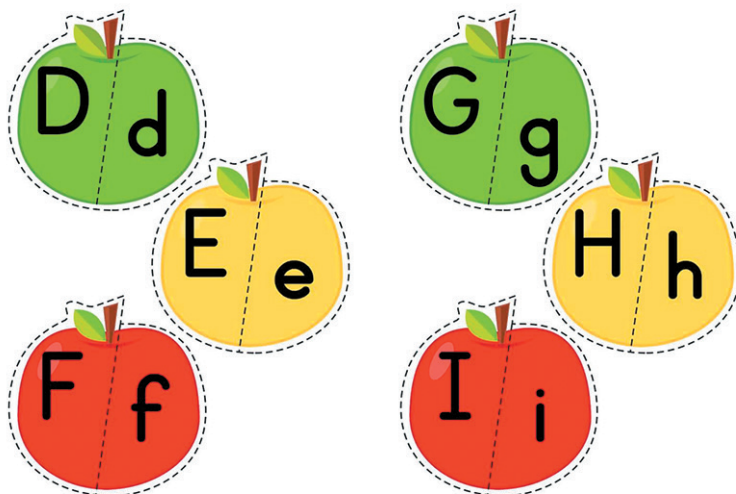
You can also write uppercase and lowercase letters on fish and tanks correspondingly. Ask students to match them.



Alternatively, ask them to match ice-cream with uppercase letters to cones with lowercase letters.



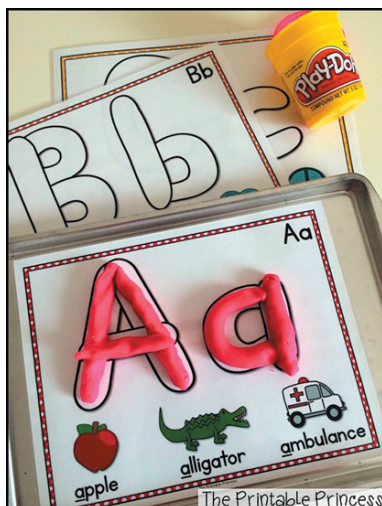
Or ask you students to match two halves of the apples.



***Playdough or plasticine mats***

Write a large letter on a piece of paper. Show your children how to roll the playdough in order to create a “snake”. Then have them trace the shape of the letter using the playdough snake.

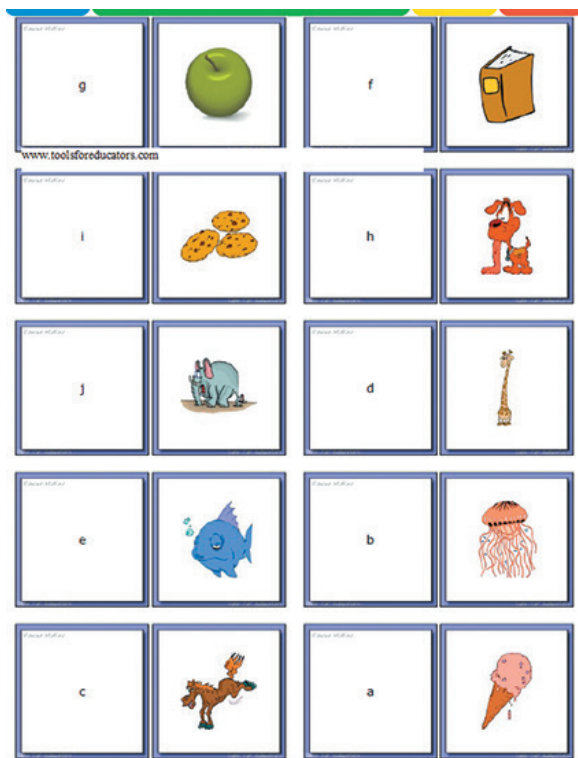
Helpful Tips. You can use thread or yarn as well.



### ***Dominoes***

Teach your kids to play dominoes with letters. You can use domino cards creators to make domino card you need. Sightwords.com can be used not only to make sightwords dominoes but letters dominoes as well.

One more useful resource is [www.toolsforeducators.com](http://www.toolsforeducators.com), it helps you make picture-letter dominoes.



### ***Alphabet Soup***

Take a big bowl or a saucepan and spoons. Put the letters into the saucepan. The letters can be made of plastic or polymer clay (FIMO), they can be cut out of cardboard. The letters should be small enough to “fit” some into a spoon. Kids stir the “soup” with their spoons, spoon some letters and name them.

Helpful Tips. If you class is a large one, divide students into groups or make this activity into a team game. You can make the activity more challenging asking kids to spoon the letter you name.

### ***Jar Lid Letter***

Stick, glue or write letters in jar lids or bottle caps. You can do it on either outsides or insides of the lids. The letters are facing up and you ask kids “Can you find ...?”.



**Helpful Tips.** This activity can be done individually, in pairs or small groups. You can make it more challenging having made the letters of different colours. You can also do the activity with the letters facing down which is more complicated as kids have to remember where the letters are.

### ***Bang! (letter identification game)***

You need craft sticks, a tin, a box or a basket to keep them in, a permanent marker. Write a letter on one end of each craft stick. You should write the word BANG! on some craft sticks. Put the craft sticks in a bin/box/basket and start playing. Players take turns drawing one stick from the container and name the letter. If the name is correct, the player keeps the letter stick and begins making their own pile. If the letter is incorrect, the player must return the stick to the container and the game moves to the next player. If a player draws a BANG! stick, that player loses all his/her letter sticks and must return them to the bin.

**Helpful tips.** The activity can be done in a more challenging way, the task is to name the letter, its sound and say any word which begins with this letter.



### ***Hungry Bear***

Make a bear cave out of a small old box. You can use plastic, magnetic or paper letters. Kids take turns being hungry bears, growling loudly “I’m hungry for a G (or any other letter) fish!” The other kid finds the letter and puts it in the bear cave.

Helpful Tips. The activity can be done in pairs or in groups like a circle activity.

### ***Stamping Game***

Write about ten letters on a piece of paper for each child. Put the same ten letters in a bowl or bag, and pass it around the table. Each child has a turn to pull a letter out of the bowl or bag, and announce the letter to the group. Children find the letter on their paper and stamp it out with a rubber stamp.

Helpful Tips. You can put small objects into a bin and ask kids to identify the beginning letter. You can put all letters of the ABC into a bin and ask kids to tell whether it is on their paper or not.

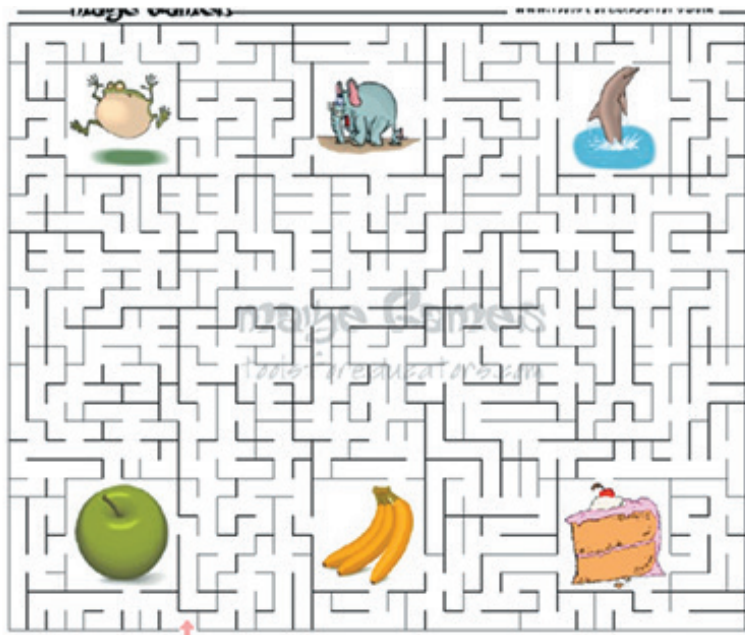


### ***Maze***

You can create mazes to practice word-letter recognition. You can draw a maze by yourselves or use one of online maze generators.

The task is to follow the route from the picture for letter a, though the pictures for letters b, c, d, e to the picture for letter f.

Helpful Tips. Mazes can be done individually, in pairs or small groups. They can be done as a game as well.



1. a

2. b

3. c

4. d

5. e

6. f

[www.toolsforeducators.com](http://www.toolsforeducators.com)

### ***Alphabet Monster***

Make an Alphabet Monster out of a shoe (perfume etc.) box. It can look like this.



One of your classroom routines may be feeding the monster. You can write letters on small paper strips or you can print them as well. Ask kids to feed the monster on the letters you name.

**Helpful Tips.** The activity can be done in more challenging ways. You can write uppercase and lowercase letters. You can make letters of different colours (you say, “The monster is hungry. He wants a red lowercase f for breakfast”). You can ask kids to write the letter you name and feed the monster. You can make the activity more engaging asking kids to pretend to be the monster.

### ***ABC Letter Stack***

You can use Jenga set to do this activity or you can make tiles out of plastic (old rulers will perfectly do) or wood. You can use plastic toy cubes as well. Write or stick letters onto the tiles. Name a letter. Kids take turns to find the letter and put it in a stack. Kids have to build a tower. When the tower tumbles over, the game is over.

**Helpful Tips.** The game can be done individually. Give every kid a set of tiles ask to take one tile, name the letter on it and put it in their stack (every kid has to build a tower of their own). This activity is suitable for small groups up to four kids.

### ***ABC Cup Hunt***

You need 5 paper cups. Write or stick 5 different letters on the cups. Take a small object (it may be a bean or a small stone or a small toy. Ask kids to close their eyes and put that small object under one of the cups. Kids take turns to guess which letter cup the object is hidden under.



### ***Trash Can Alphabet Review***

You need scrap paper, a marker and a rubbish bin. Write letters on pieces of scrap paper. Ask kids to find the letter you name, name it, have kids wad it into a ball and throw it into the rubbish bin (like playing basketball).

Helpful Tips. You can take those “balls” out of the bin, smooth them and play again.

### ***Musical Alphabet Game***

It can be played on the pattern of Musical Chairs Game. You put chairs in a circle. Stick letters to them. Kids walk around the circle to music. When music stops every kid sits down on a chair and names the letter.

### ***Alphabet Running Game***

Divide kids into teams. You need to have as many letter sets as the number of teams playing. Put those sets of letters for each team. Kids take turns running to the letters and bring the letter you name. You can give points to the teams.

Helpful Tip. If you don't want your kids to be too noisy or you're really worried about safety issues, you can turn this game into an activity. Tell kids that speed doesn't matter, the only task is to fetch the right letter. You can make the activity more interesting by asking kids to tip-toe, crawl, fly, swim, etc. while moving along the classroom.

### ***Chicka, chicka boom, boom*** (by Bill Martin Jr., John Archambault)

*A told B, and B told C*

*“I'll meet you at the top of the coconut tree.*

*“Whee,” said D to E, F, G.*

*“I'll beat you to the top of the coconut tree”.*

*Chicka, chicka boom, boom*

*Will there be enough room?*

*Here comes H up the coconut tree.*

*And I and J and tag along K,  
All on their way up the coconut tree.  
Chicka, chicka boom, boom  
Will there be enough room?  
Look, who's coming. It's L, M, N, O, P,  
And Q, R, S and T, U, V.  
Still more W and X, Y, Z.  
The whole alphabet's up the coconut tree.  
Chicka, chicka boom, boom  
There is enough room.*

You can use this poem to learn/revise the ABC. Cut out letters big enough for kids to see them well, stick magnetic stripe to the back side of every letter. Draw a coconut tree on the board and start reciting the poem placing the letters on the top of the coconut tree. Next time kids can help you place the letters and recite the poem.

### ***Printable worksheets/templates***

You can find online or make by yourselves a great variety of printable worksheets. They can be aimed on:

- writing letters;
- tracing letters;
- choosing letters;
- colouring letters;
- practising beginning letter sounds;
- circling/finding letters, etc.

### ***Alphabet Crafts.***

It's a good idea to do craft while learning letters because it helps not only learn letters but also practise kids' fine motor skills. Have a special wall display in the classroom to place kids' crafts. There're lots of things you can use for craft such as paper, paints, watercolours, crayons, etc. Craft activities can be done using recycled materials (newspapers, paper plates, jars, plastic bottles, pegs, cardboard boxes, tissue paper, etc.). You can teach kids making collages, handprint or fingerprint pictures, puppets, etc. Kids' pictures then can be made into Letter Boob or Alphabet Book. Here are some ideas for alphabet crafts.

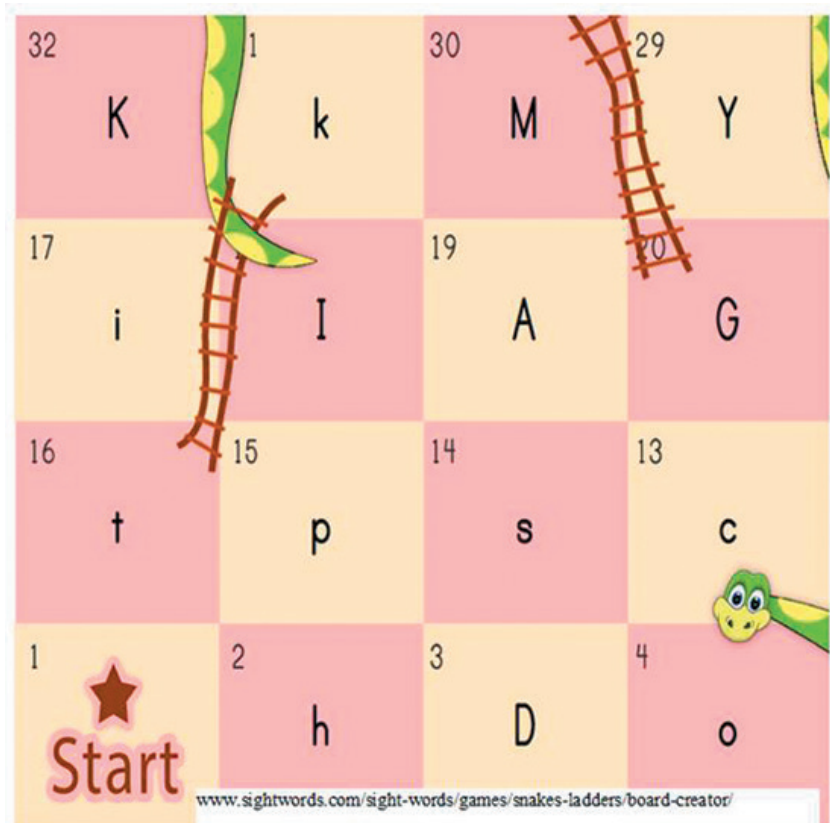


## GAMES TO PLAY WHILE TEACHING LETTERS

### *Board Games*

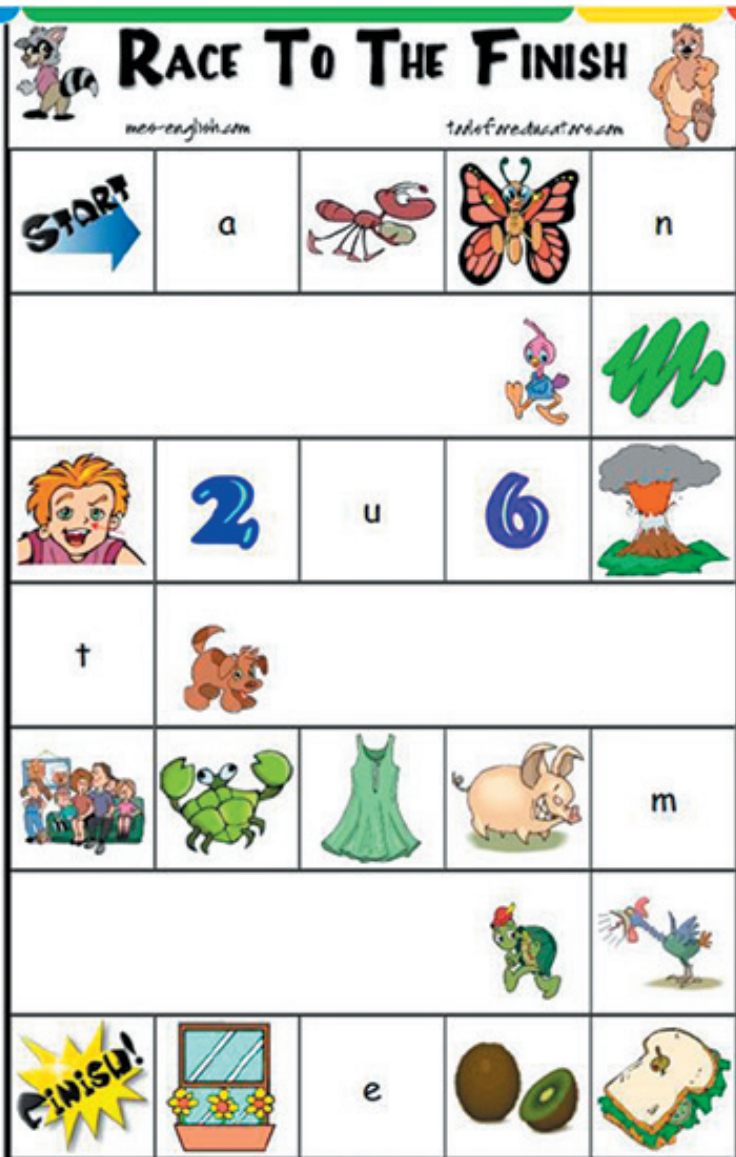
Board games can be used to practise letters recognition. You can make them with the help of online board games makers. Here are some examples.

It's easy to make a famous Snakes and Ladders board game using online board creator [www.sightwords.com/sight-words/games/snakes-ladders/board-creator/](http://www.sightwords.com/sight-words/games/snakes-ladders/board-creator/). You get four pages in PDF, cut them up, glue and start playing.



Toolsforeducators.com allows you to make board games of different patterns, with letters only as well as with pictures. Buy or make a dice and counters. You can print blank board and write letters by yourselves.

Helpful Tips. You can have a project lesson and teach kids how to make board games of their own.



One more kind of easy to make and fun to play board games is ABC Paths Games.



You can play it as a board game or make it more interactive and make a path of letters around the classroom or in the corridor.

### ***Board Bash/Fly Swat***

Write any letters on the board (you can also put some pictures, e.g. an apple for letter A). Divide kids into two teams. The first two players stand with their backs to the board. You name a letter, they have to turn to the board and touch the letter with the rolls of paper or slap the letter with the fly swatters. Award a point to the winner.

**Helpful Tips.** Safety issues may arise, so pay attention to following the safety rules (no hitting, throwing things at each other or blocking another player). You can make the game easier asking kids to face the board.

### ***Board Dash***

Divide the board into two parts. Clear the space between the back of the room and the board. Divide the class into two teams. Draw the starting line at the back of the classroom. Give the first players a piece of chalk or a marker. You name a letter, the players run to the board and write it.

**Helpful Tips.** Following safety rules is crucial as the game is rather lively. You can also change the task, e.g. you name a word, kids write the letter, or you name a letter, they put the picture on the board, etc.

### ***Bingo***

You can play traditional Bingo game with letters as well. You can make bingo cards using online bingo cards makers (e.g. <https://sightwords.com/sight-words/games/bingo/>) or give kids empty bingo grids and ask them to write letters in the grid. You're ready to start. Put letters into a box or a bag, take one letter, name it and ask kids to cross/circle/put a tile (on) it if they have this letter in their grids. The first kid(s) to make a line (or the whole grid) shouts Bingo and wins the game.

Helpful Tips. You can make the game easier naming and showing letters or make it harder naming letters faster.

### ***Memo***

One more easy-to-play game is suitable for practising letters. Make two cards of every letter (it's better to make them of cardboard). Shuffle the cards and put them face down on the table. Kids take turns to turn two cards over and names the letters. If the cards match, the player takes them. If not, the cards are turned face down again. The player with more cards wins.

Helpful Tips. Pre-teach kids phrases "Yes, they match!" and "Oops! They don't match!" There's no use taking all the letters of the ABC because in this case the game can be too long and hard.

### ***What's missing?***

Show a set of letters. Ask kids to close their eyes. Take one letter away and ask kids which one is not there.

### ***Kim's game***

Show a set of letters. Ask kids to remember the letters and their order. Take away or cover everything and ask kids to name/put the letters in order.

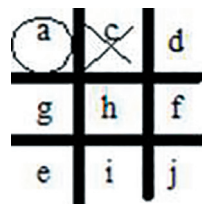
### ***I spy***

Put a set of pictures on the board (those are pictures of the things kids know well and that can easily be associated with a beginning letter/sound. Choose the first spy. The spy says "I spy with my little eye something which begins with F". Other kids take turns guessing what it is. The person who has guessed the right word/picture is the next spy.

Helpful Tips. To avoid cheating, give the spy a set of the same pictures and ask to choose one.

### ***Tic Tac Toe***

Make a tic tac toe grid. Write a letter in every space. Kids name the letter marking the space X or O.



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