

professional
perspectives

Challenging Children

Imaginative activities
to inspire young learners



Henk van Oort



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Imaginative activities
to inspire young learners

Teaching English to young learners is both a rewarding and a challenging activity. Primary teachers are challenged because young learners demand special attention and stimulation if they are to learn effectively. Lessons need to be planned and delivered in such a way that pupils hardly notice that they are learning.

Challenging Children offers learners of English from five to twelve years old a wealth of activities that contain a careful balance of real work, lively fun and plenty of imagination. The main aims of this book are to really challenge pupils to activate their dormant linguistic abilities, to use vocabulary which is often already there and to become fully engaged in the learning process.

The activities are flexible enough to be adapted to any particular classroom situation. As levels of proficiency vary so widely, a general level is stated for each activity in the shape of one, two or three little owls.

Whether used in support of a coursebook or not, these activities will find a very definite place in many English lessons. Some activities can serve as either the beginning or the end of a lesson. Others take more time and can make up a whole lesson by themselves. Little or no preparation is required. Most classrooms will have the simple props that are indicated.

The book provides over 100 activities, divided into the following sections:
Listening and Speaking
Reading and Writing
Vocabulary

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






























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

















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




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Foreword

A warm welcome to this book of activities to enliven your English lessons in primary education.

These ideas spring from my own lifelong work with young learners. Not only as a teacher of English, but also as a teacher of general subjects, I know that teaching young learners is a most rewarding and challenging activity. More than in any other teaching situation, primary teachers are challenged because young learners demand extra special attention, and whenever we want to teach something we must be able to 'wrap up' our lessons in such a way that our pupils hardly notice that they are learning.







































Learning at an early age occurs mainly at subconscious levels. Intellectual powers linked to the brain develop only gradually and should therefore not be called upon too early. Only when we create a world full of imagination do we manage to lure our pupils into the grown-up world. Children are eager to learn, but the primary teacher has to be a kind of 'wizard' who knows exactly the right balance between brain-work and imagination. Too much brain-work and the children will fall asleep or will be easily distracted. Too much fantasy and the children will be carried away and nothing will be learned either. The right balance between head and heart will lead to an efficient learning process.

Challenging Children offers a series of activities that represent a good balance between real brain-work and imagination. All the activities have been carried out successfully in the primary classroom and children love them. Whenever the need arises, you will have something in store; you will never stand in front of the class empty-handed.



















It has been a pleasure to collect all these activities together and discover how much has been done over the years. Many children came back to mind as I wrote. They taught me so much! Indeed, I have been endlessly challenged by them, while I myself constantly endeavour to challenge them as their teacher. I do hope that this book will find its way to many primary classrooms all over the world and that it will give extra zest and fun to your lessons of English.















































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Introduction

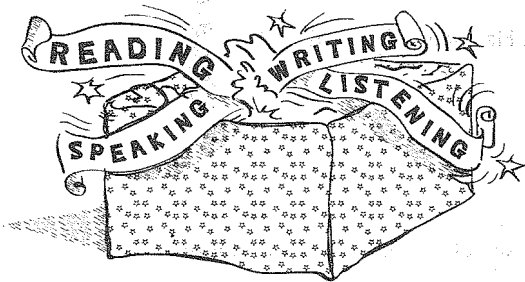
'Globalisation' has become a buzzword nowadays. And indeed, due to all the modern means of communication, we have become one world. Language is an essential part of communication and, in this 21st century, English has become the so-called 'lingua franca' of that world, with all the implications this involves.

★ The primary teacher

Nowadays there are more non-native speakers than native speakers of English. We have arrived at a situation in which English has completely disassociated itself from the original source. It is very likely that the teacher of English has acquired his or her own English from a non-native speaker. Our newly acquired language always reflects the influence of the mother tongue and our personal accent is perfectly acceptable as far as it does not affect intelligibility. Speakers of English from all over the world should be able to understand one another through all these varieties of pronunciation, vocabulary and even grammar. But this phenomenon requires high teaching standards.

★ The primary pupil

Many schools and educators worldwide, having become aware of the global importance of the English language, have decided to lower the age at which English is taught: even children from the age of three are taught English. In *Challenging Children*, I have chosen to incorporate activities for pupils from six to 12 years, this being the age range in which teaching of English takes place at most primary schools throughout the world.



★ The primary classroom

Many of the activities have a format that can be adapted perfectly to your particular classroom situation. Levels of proficiency vary widely from country to country, even from area to area in the same country. Proficiency levels not only of pupils, but also of teachers, differ greatly. Many teachers of English in primary education are *class* teachers who do not have a specialised knowledge of English. For both teachers and their pupils, these activities are easily adaptable. Even in a simplified form, they will be effective and enjoyable.

★ Challenging Children

This book is intended to be a standby book for the teacher. Every teacher has a personal store of activities. This source, however, is likely to run dry sooner than expected. And it is then that *Challenging Children* comes to the rescue. It provides the teacher with ideas that can be carried out on the spur of the moment. It is easily accessible and the descriptions are concise and clear. It will make your lessons stand out, providing classes with play and fun.

★ The rationale

When teaching young learners a foreign language, four words should be at the forefront of our mind: *Movement, Memory, Imitation* and *Rapport*. These four key words play an important role in language lessons. And, in fact, not only in language lessons, but in all primary education, these words play a prominent part. By accurately observing young learners, we notice that they themselves provide us with important tools to make our educational efforts successful.

Movement

Many activities are related to movement. Young learners have an inner urge to move. Movement must therefore be incorporated into any lesson. The younger the pupils are, the more they want to move. We

teachers can employ this natural urge effectively and efficiently. Generally speaking, we can say that children move in an unconscious way. The very young ones run into things, trip over objects and fall down all the time because they have little awareness of their limbs.

Consciousness grows, so to speak, from the head downwards. This growing process takes some years. When we encourage children to move as part of the learning process (clapping, stamping, walking, doing finger plays, etc.), we direct the newly acquired language to these subconscious levels. And that is precisely where language should be in the end. In other words, we link the language to the movements.

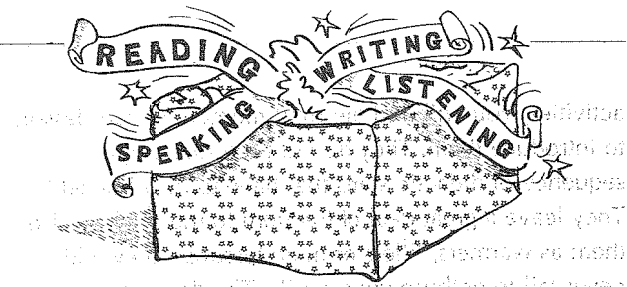
Memory

These bodily movements underpin memory skills when a song, a poem, a chant, etc. is reproduced. Actors on stage use exactly the same process to memorise their often extremely lengthy texts. Texts for them are linked to movement and even to a specific spot on the stage. Memory is thus localised and anchored, either in the body or somewhere in the immediate surroundings. In the same way, we can use objects or places in the classroom to support memorising processes in our pupils.

In short, we can recognise three stages in the development of memory in young learners; firstly, memory is supported by external objects; secondly, memory can be supported by rhythm; and lastly, as the child grows older, memory work is done by the brain alone. Every young learner goes through these three stages of memory development: from an externalised memory, through a stage in which rhythm plays a part, to the final stage in which memory is fully internalised.

Imitation

Young learners have huge imitative powers at their disposal. Human beings acquire their mother tongue by imitating the other human beings whom they hear talking. This process happens entirely at a subconscious level. The language is absorbed just as a sponge



absorbs water. Even the unimportant gestures of the teacher will be imitated. In the middle of a finger play, I once scratched my cheek simply because it itched. All thirty-five children did the same without asking any questions and continued doing the finger play.

Those of us who watch children re-play at home their day at school will have noticed that the teacher is imitated in the tiniest detail. These imitative powers are innate and will dwindle from the age of seven. Before that age, teachers must seize their opportunity and give material that can be easily imitated. This book is full of examples.

Rapport

These activities also offer you the opportunity to show your pupils who *you* are. The selection you make from *Challenging Children* will be *your* choice and therefore something very personal will enter into the classroom environment. Young learners are very sensitive to such a personal approach. You are their teacher and therefore they will always associate the activities with you. They want to know who you are. The pleasure with which these activities can be done in class will have an effect not only on the relationship between you and your pupils, but also between the pupils themselves. These positive social effects will improve learning and will contribute to a general feeling of well-being.

★ The activities

Whether you use a coursebook or not, these activities will find a place somewhere in your lessons. There are activities that can be used at either the beginning or the end of your lesson. Others take more time and can make up a whole lesson. As you get to know the

activities, you will find the right moment in your lesson to introduce them. They do not prescribe a rigid sequence of didactic steps that have to be followed. They leave a great deal of freedom to the teacher. Use them as warmers, fillers or main lessons – they will never fail to enthuse your pupils. The decision is yours. Simply read the activity and decide how and when you will introduce it to your pupils.

Levels

As proficiency levels vary greatly from country to country and from school to school, a general level is stated for each activity in the shape of *one, two or three little owls*.



Initial level: In most cases, corresponding to the age group 6–8. Sometimes the activity is suitable for older children as well. This will depend on your choice of vocabulary and how you carry out the steps.



Intermediate level: Age group 8–10. Pupils already have some knowledge of English. Again, sometimes the activity is well suited to older children.



Highest level: Age group 10–12. Pupils are already familiar with a range of vocabulary and grammar. They can carry out simple tasks in English all by themselves. In some cases, they may be younger than the age of 10.

As you can see, it is for you, the teacher, to decide whether an activity will fit into the general class situation.

Aims

In all the activities, language is offered in a playful way. Pupils should forget that they are learning a new language. Only in the more difficult activities will they notice that they are really learning. The main aims of the book are to challenge pupils to activate their dormant linguistic abilities, to activate vocabulary which is often already there and to arouse interest in the learning process.

Preparation and materials

Little or no preparation is needed for these activities. Reading the instructions will generally be enough. In most cases, no special materials are needed. Any classroom will probably have the simple props that are sometimes indicated under these headings. There is nothing complicated or difficult.

Procedures

All the activities are clearly described step by step. But how *exactly* you do them will depend on you and your class.

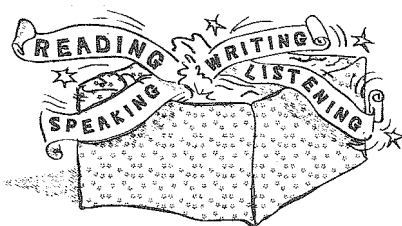
Variations and extensions

When you have done an activity, and when your class understands the procedure, you can easily extend it. The outcome will be interestingly different.

★ Meeting the challenge

Once you get to know this book well, you will discover that you have enriched your teaching skills with a valuable store of powerful activities that can be done at any moment in any lesson. These activities appeal to all young learners from any country. The underlying theories described above guarantee immediate attention from your class.

Your pupils will be challenged to do their best, without getting frustrated. They will enjoy your English lessons from beginning to end.



Listening and Speaking

When teaching a foreign language to young learners, we must always bear in mind that *listening* should be the very first activity. After having *listened* to a song, a play or whatever text, the pupils will *speak* the new language by imitating the sounds they have recently heard. It is only by *listening and speaking* that the newly acquired language will be stored in their memory – in the auditory memory, in this case.

In initial stages, *listening and speaking* will take the whole or the greater part of the lesson. In general, it is a good rule to write and read only those words which are firmly anchored in the auditory memory. Only then will the new *word-picture* not influence pronunciation.

This principle applies for the youngest of our learners, but it also holds true at more advanced stages. When introducing a short poem at the age of ten, for example, it is useful to introduce the text orally in the shape of a choral chant. When the pupils more or less know the text and you are content with their pronunciation, you can show them the written or printed text. You, the pupils themselves and their parents on a parents' evening will all be amazed at their advanced pronunciation skills.

Birthday Calendar

Focus Formulating questions and answers

Level



Duration 10 minutes

Materials 12 sheets of paper (A4)

Rationale *Motivation:* Pupils will be highly involved in this activity. It is about themselves, so the target language will be very close to them.

Preparation

Write down clearly the name of a month on each sheet of paper and add the numbers 1–30/31/28, as appropriate. Punch holes in the sheets and bind them together with a piece of string to make a calendar.

Procedure

- 1 Show your carefully prepared birthday calendar, saying:
*I have made a birthday calendar for our class.
All the months of the year are there.*
- 2 You say the name of the month, and pupils say it after you in chorus.
- 3 By asking all sorts of questions, gradually enter the names of all the pupils, for example:
 - *John, when is your birthday? I see. It's the sixth of June.*
 - *Mary, in which month is your birthday? I see. It's in April. What date? Oh, yes. It's the twenty-first.*
- 4 When all the names have been entered (and this may take more than one lesson), put the calendar up on the classroom wall.

- 5 Every lesson you can focus on the calendar like this:

YOU: *Peter, tell me, when is Frederic's birthday?*
Peter walks up to the calendar and looks for the right answer.

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

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

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

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

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

YOU: *And what is the date?*

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

Many more questions are possible.

Extension

All the pupils draw small pictures which are then glued onto the calendar.

Birthday Party

Focus Real conversation; mini-play; pronunciation

Level



Duration 15 minutes

Materials Optional: some party hats

Rationale *Acting in a play:* The pupils tend to forget they are speaking a foreign language. The 'actors' will do their best because the other pupils form a real audience.

Preparation

Pre-teach those words from the text below that may be difficult for your pupils.

Procedure

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

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

GUEST: *Many happy returns of the day.*

BIRTHDAY BOY/GIRL: *Do come in and sit down.*
This happens five times.
- 4 When everybody is seated, the mini-play goes on like this:

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

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

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

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

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

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

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


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

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

Extension

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

Blindman's Walk

Focus	Giving and receiving instructions; cooperation; intelligibility
Level	
Duration	5 minutes, after an initial setting-up stage of 15 minutes
Materials	A blindfold
Rationale	<i>Combination of spatial and linguistic orientation:</i> The connection between body and language stops other thoughts in the mother tongue from interfering. <i>Listening comprehension:</i> Any misunderstanding or mispronunciation will be immediately obvious.

Preparation

Some desks and chairs will have to be rearranged. Make sure this is possible in your classroom and decide how you are going to do this.

Procedure

- ① Teach or revise phrases like the following:
One step to the right / to the left / ahead / backward. Stop.
- ② Invite a volunteer to come forward. Position the volunteer at the back of the classroom. Blindfold this pupil.
- ③ Rearrange some desks and chairs and take your position at the front of the classroom.
- ④ Giving oral directions, you must now guide the blindfolded pupil from the back to the front of the classroom through this unusual setting of the furniture by saying, for example:
Start now. Two steps ahead. Stop. One step to the left. Stop. Three steps ahead. Stop.
- ⑤ After this demonstration, invite pairs of pupils, one pair at a time, to do the same.

⑥ If the blindfolded pupil runs into something, a penalty point is given to the pair.

⑦ After a couple of lessons, everyone will have had a go. Ask which pair got the fewest penalty points.

Extension


You can increase language content by inserting more orders to be carried out by the blindfolded pupil, for example, imperatives:

Turn round. Touch the floor. Jump once.

Or negative imperatives:

Don't move. Don't look. Don't speak. Don't go too fast.

Centipede

Focus	Cardinal numbers; concentration
Level	
Duration	20 minutes
Materials	None
Rationale	<i>A group process:</i> The cardinal numerals are taught or revised in an appealing, playful way. Everyone is necessarily involved.

Preparation

Decide where you are going to do this activity. You will need enough space for the centipede to move along. In the classroom, this may be a long, wavy line around the desks.

Procedure

- 1 Draw a simplified version of a centipede on the board. Tell your pupils that this animal is a great walker with all its feet. It walks miles and miles. Then ask:
How many feet does a centipede have?
- 2 Immediately start counting in chorus:
One, two, three, four, etc.
Decide where to stop – in initial stages, probably at 20.
- 3 Then teach the following chant:
One mile on foot, keep going, keep going.
One mile on foot, keep going till you stop.
- 4 Now ask the pupils to stand in a long line. Everyone starts walking and chanting the chant above.
- 5 At the end, everyone stops, adds the next numeral, and says, *One, two*, but when the words *miles on foot, keep going, etc.* are said, the line of children starts walking again.
- 6 When this verse has come to an end, everyone stands still again and counts: *One, two, three* (then starting moving again) *miles on foot, keep going, etc.*
- 7 Then count to four, etc.

- 8 In other words, when they are counting, everybody stands still, and when they are saying the rest of the verse, everybody walks to the rhythm of the words.
- 9 The pupils move like a centipede through the classroom. The first pupil is the head of the centipede. He or she leads the way. The last pupil is the tail.


Extension

After some lessons, the pupils will be able to count as far as 100.

Pupils can write the verse in their notebooks in the shape of a centipede.

Chalk Lines

Focus Colours; have got; Present Continuous; guessing

Level 

Duration 10 minutes

Materials Five pieces of coloured chalk or coloured whiteboard markers

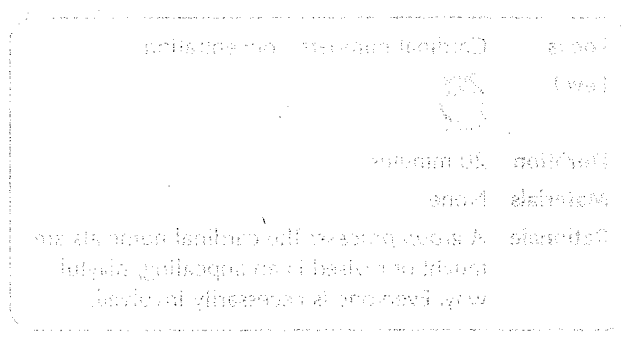
Rationale *The subconscious:* The names of the colours are either revised or taught and the Present Continuous is subconsciously highlighted in an easy game.

Preparation

None

Procedure

- 1 Show a red piece of chalk to your pupils and say:
This is a red piece of chalk.
- 2 All pupils say the same sentence after you in chorus.
- 3 Repeat this with four other colours.
- 4 Then draw a green line on the board and say at the same time:
Look, I'm drawing a green line on the board.
- 5 You continue as follows:
 - *Philip, please come here. Here's a red piece of chalk for you.*
 - *Rita, please come here. Here's a blue piece of chalk for you.*
 - *Barbara, please come here. Here's a yellow piece of chalk for you.*
 - *Bozena, please come here. Here's an orange piece of chalk for you.*
 - *Dick, please come here. Here's a green piece of chalk for you.*
- 6 Ask these five pupils in turn to draw a line on the board. Any kind of line will do. Say:
Look, Philip is drawing a red line on the board, etc.



- 7 When the five pupils have finished drawing a line each, ask them to swap colours in such a way that the others in the class do not see which colour moves into whose hands.
- 8 You ask:
Barbara, have you got the red piece of chalk?
- 9 If this is correct, Barbara goes to the board, draws a red line and goes back to her desk.
- 10 After you have asked a couple of times, invite a pupil to ask the question.
- 11 Go on until all five pupils have returned to their desks.
- 12 Play the game two or three times.

Chant, Chant, Chant!

Focus Choral chanting

Level



depending on which chant you choose

Duration Sometimes just a minute or two, again depending on the chant

Materials The more advanced chants may be given out as handouts or written on the board.

Rationale *Pronunciation and intonation:* Both are improved through choral chanting. The musical element will be a great help for mastering the new language.

Training of social skills: Pupils must listen carefully to one another while chanting the text. The group should sound as one voice. Weaker pupils will feel supported by the stronger ones and will be less held back by shyness or resistance.

Multi-level teaching: Fast learners can act as solo speakers.

Preparation

Write the text of the chant on the board, if you wish, or prepare a handout.

Procedure

- 1 Present the chant orally or provide the pupils with the text. Ask them to stand up.
- 2 Divide the class into two groups. Read the text aloud. The groups in turn repeat every line after you so that you can correct any mistakes.
- 3 Ideally, the two groups stand in two lines facing one another. In this formation, they can act out the chant as if on stage. If there isn't enough space, pupils can simply stand behind their desks. All sorts of gestures can be added to illustrate and stress parts of the text. Stepping forward and back again, squatting, turning round, etc. can support the text. The two groups behave as if they are two people having an argument, with all the appropriate body language.
- 4 Don't forget to swap roles! It is quite refreshing for the pupils to act out the other text as well.

5 The *Easy as pie* mini-chants are really no more than examples to show how easy it is to chant. You can do these with very young children and practically no language. And they may get teachers started who haven't chanted before and help to teach them the routines of chanting. At this stage the chants are introduced *only* orally.

6 The four animal chants (*The cat*, *The mouse*, *The dog* and *The rabbit*) may be taken as separate chants, but they can also be taken *together* when your pupils have got to know the texts. In that case, divide the class into four groups. One pupil in each group takes the part of 'the animal' while the others in the group ask the questions. The rest of the class just listen until it is their turn.

NOTE: The animals can be dressed up in appropriate outfits. A combination of these four chants would be excellent as a performance at a parents' evening or one afternoon for other pupils:

7 The next ones (*The moon*, *Where are my shoes?* and *The tap*) lend themselves to a lot of mime, which the children can really enjoy.

8 The final chants (*Winter weather* and *Summer holiday*) are more difficult and you can do chants like these to tie in with particular times of the year or parts of your teaching programme.

Chant, Chant, Chant!

Easy as pie



- (i) *One* (Group 1)
Two (Group 2)
Three (Group 1)
Four (Group 2)
Work as far as *Twelve* and then work backwards.
Pupils may clap or stamp at the same time in the correct rhythm.
- (ii) *One one one* (Group 1)
Two two two (Group 2)
Three three three
Four four four
Work as far as *Twelve* and back again.
- (iii) *One two three*
Three two one
Four five six
Six five four
Work as far as *Twelve* again.
- (iv) *Monday*
Tuesday
Wednesday
Thursday
etc.
Monday Tuesday
Wednesday Thursday
etc.
- (v) *January January*
February February
March March
April April
etc.
And then backwards.
- (vi) *Apples and pears*
Pears and apples
Ham and cheese
Cheese and ham
Coffee and tea
Tea and coffee
Mum and Dad
Dad and Mum
Me and my friend
My friend and me
And so on.
- (vii) *Hot, hot, hot.*
No! Cold, cold, cold!
High, high, high.
No! Low, low, low!
Old, old, old.
No! Young, young, young!
And so on. The pupils do appropriate actions.
- (viii) *Red and blue*
For me and you!
Black and white
A wonderful sight!
Green and brown
Up and down!
Orange and yellow
Broad and narrow!
And so on. The pupils make up appropriate actions.

Chant, Chant, Chant!

The cat



*Pussycat, pussycat, where have you been?
Over the hills to visit the Queen.
What did she give you?
Some milk in a can.
What did you say for it?
'Thank you, Ma'am.'*

The mouse



*Mousy, oh mousy,
What did you dream?

I dreamt of a castle,
Of cheese and of cream.

And mousy, oh mousy,
They opened the gate?

They lowered the bridge
At two o'clock late.

How much did you eat
of the walls and the floor?

I ate a whole tower.
I don't like cheese any more!*

The dog



*Little doggy, oh doggy,
Who did you ring?

I rang the palace
To speak to the King.

And what did he tell you?
And what did he say?

To come to his chambers
To have a good play.

The King is so good,
The King is so fair.

Doggy and King
Such a wonderful pair!*

The rabbit



*Rabbit, oh rabbit,
Where did you go?

I went to the Highlands
To look at a show.

And what did you watch?
And what did you see?

I saw a lady-in-waiting
A-waiting for you,
A-waiting for me.*

Chant, Chant, Chant!

The moon



Look at the moon,
Look at the moon,
Look at the moon!

Where?
Where?
Oh, there!

A yellow face,
A yellow face,
Smiling at me,
Smiling at you,
Smiling at you and me.

Now she's gone,
Now she's gone.
A cloud came in between,
A cloud came in between.

A black, black cloud,
A black, black cloud,
A black, black cloud,
Passing through the night.

Only passing,
Only passing.
Look, the smile is back again!
Look, the smile is back again!

ALL: Goodnight then, moon.
Goodnight then, yellow moon.
Goodnight then, moon.
Yellow moon, goodnight!

Where are my shoes?



Where are my shoes?
Where are my shoes?

Look under your bed,
Look under your bed.

I can't go to school,
I can't go to school.

What have I said?
What have I said?
Look under your bed!
Look under your bed!

I left them in the hall,
I left them in the hall,
In the hall, I said!

Look under the table,
Look under the desk,
Look in the bathroom,
Look under the chest!

ALL: Spottie took them to his basket!
Spottie did. Spottie did.
Spottie took them to his basket!
Spottie, little doggy, did.

Chant, Chant, Chant!

The tap



*The tap! The tap! The tap!
The tap is running! The tap is running!
Water! Water! Too much water!
Turn off the tap! Turn off the tap!*

*Water here, water there,
Water, water everywhere!
Water on the floor!
Water under the table!
Water at the door!*

*What did you say?
What did you say?*

The tap! The tap! Turn off the tap!

*What did you say?
What did you say?*

*Who forgot to turn off the tap?
Who forgot to turn off the tap?*

*Ooops, I did. I did.
Sorry. Sorry. I did.*

*There's a river in the kitchen!
There's a river in the kitchen!
A river, a river,
A river on the floor!*

*We're flooded! We're flooded!
Look at the mat!
Look at the cat!*

*I'll go and see,
I'll go and see,
I'll go and see.*

Ssssssssstttttt!!

*I've turned off the tap,
Turned off the tap,
Turned off the tap.*

*Phew, that's better,
That's better, yes.
But ... oh, what a mess!
Oh, what a mess!*

ALL: *Mop till you drop!
Mop till you drop!
Mop till you drop!*

Chant, Chant, Chant!

Winter weather



*Shut the door!
Shut the door!*

Why? Why?

*I'm freezing!
I'm freezing!
I'm freezing cold!
Brrrrrrrrrrrrrrrrrr!*

*Shut the door!
Please shut the door!*

*But I like the fresh air!
I like the fresh air!
The cool fresh air.*

*It was so warm in here,
So warm in here,
Before you opened the door,
Before you opened the door.
Please shut the door!
Please shut the door!*

*Well, goodbye then,
Goodbye then.
I'll come back another day.
Well, goodbye then,
Goodbye then.
I'll see you in the month of May!*

Summer holiday



*To the sea, to the sea,
Let's travel to the sea,
To the sea.
Let's travel to the sea this year!*

*Why, but why?
Why to the sea?
Why to the sea?*

*To the sun, to the beach,
To the warm and sandy beach.
To the sun, to the beach,
The warm and yellow sandy beach.*


*Too hot, too hot, too hot for me.
I can't stand the heat.
Too hot, too hot, too hot for me.
I hate it on the beach!*

*But the sea is cold, you know.
The sea is fresh and cold.
The waves are cold as well, you know.
The waves are fresh and cold.*

*But the sun, my dear, the sun.
The sun, my dear, no fun!
No fun for me,
No fun.
I'd rather travel to the Pole
And wear my woolly hat.
I'd rather go to lands of snow,
I really would like that.*

*Well, good luck then, to the Pole you go.
But you're going without me.
Enjoy the ice. Enjoy the snow.
I'm going to the deep blue sea!*

Circular Messages

Focus	Listening to instructions
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Intense concentration:</i> Listening skills are activated when you introduce and then guide the pupils through the activity.

Preparation

None

Procedure

- 1 You and your pupils sit on the floor in a circle holding hands. One pupil sits in the middle.
- 2 Choose a pupil anywhere in the circle to whom you will send a message. You say:
I send a message to Philip.
- 3 Immediately after saying this, squeeze the hand of the neighbour either on your left or on your right. The squeeze is in fact the 'message'.
- 4 This pupil in turn squeezes the hand of the next pupil. Super-fast, the 'message' speeds round the circle.
- 5 When the hand of Philip is squeezed, he says:
Received!
- 6 However, the pupil in the middle will very attentively watch all the hands. As soon as he or she notices a hand squeezing another hand, he or she shouts out:
Intercepted!
- 7 The pupil who has been caught squeezing takes up the place in the middle of the circle. The other pupil now sits in the circle and the game starts again.


Extension

Appoint one, two or three pupils to be 'Intermediate Stations'. When the message goes round and passes an Intermediate Station, this Intermediate Station calls out: *Bleep!* In this way, the pupil in the circle gets a clue where the message is.

Instead of squeezing hands, pupils can wink.

NOTE: This quiet activity is an excellent way to end a lesson.

Clothesline

Focus	Articles of clothing; possessives
Level	
Duration	20 minutes
Materials	A clothesline; pegs
Rationale	<i>Intense concentration:</i> The objects involved are the pupils' own clothing, so they will pay close attention from start to finish. Language will be deeply anchored.

Preparation

Hang up a clothesline in front of the class.

Procedure

- 1 Ask some pupils:
 - *Sonia, can I have your pullover to hang on our clothesline?*
 - *John, can I have your right shoe?*
 - *Waldamar, can I have your cardigan?*
 - *Philip, can I have one of your gloves?*
 - *Peter, bring me your coat, please.*
 - *Cindy, bring me your scarf, please.*
 - *Fran, bring me your left sock, please.*
- 2 As soon as you are given these articles of clothing, hang them on the line.
- 3 Then point at the various articles on the line and ask:

YOU: *Whose scarf is this?*
CINDY: *It's mine!*
YOU: *Whose shoe is this?*
JOHN: *It's mine!*
YOU: *Whose glove is this?*
PHILIP: *It's mine.*
- 4 Repeat the activity and don't forget to give all articles back to your pupils afterwards.


Extension

Occasionally, ask the wrong pupil: *Peter, is this scarf yours?* Peter should answer: *No, it isn't mine. It's Cindy's.*

Ask a pupil to come to the clothesline. This pupil does the asking.

In their notebooks, pupils draw small pictures of the articles of clothing and label them.

Coffeepotting

Focus	Guesswork; building questions; defining a verb
Level	
Duration	10 minutes
Materials	None
Rationale	<i>The notion of a verb:</i> Pupils become aware of the definition of a verb. <i>Logical thinking:</i> Questions lead logically to answers.

Preparation

None

Procedure

- 1 Explain the grammatical notion of a verb: a verb is a word that describes a certain action.
Give examples, such as, *to write, to eat, to walk*. Then ask for some more examples.
- 2 In initial stages, a list of examples may be written on the board as a memory aid. Pupils will choose a verb from this list.
- 3 Write down a verb, for example, *to write*, out of sight of your pupils.
- 4 Now they have 20 questions to guess the verb. In their questions and in your answers, the verb is substituted by the imaginary verb *to coffeepot*.

QUESTION: *Can you coffeepot in the bathroom?*

ANSWER: *Yes, you can coffeepot in the bathroom, but I don't do this very often there.*

QUESTION: *Do you need your hands for coffeepotting?*

ANSWER: *Yes, you need one hand for coffeepotting.*

QUESTION: *Which hand do you use when you're coffeepotting?*

ANSWER: *I use my right hand when I'm coffeepotting.*

QUESTION: *Is it combing your hair?*

ANSWER: *No, it isn't*

QUESTION: *Is it writing?*

ANSWER: *Yes, it is!*


- 5 Now invite a pupil to come up to the front of the class, write down a verb to show him or her and play the game.
- 6 Make sure that both questions and answers are given in complete sentences.
- 7 The 20 questions are counted on the board by a specially appointed bookkeeper.

Extension

Only ten questions are allowed.

NOTE: This is a peaceful game to end a lesson with. If in initial stages the game seems to be rather difficult, write on the board a series of set questions for the pupils to refer to.

Drawing Dictation

Focus	Following instructions; concentration; creativity
Level	
Duration	20 minutes
Materials	Board; notebooks; pencils
Rationale	<i>Association of words and images:</i> Besides recycling familiar words, the pupils are intensely exposed to the target language. All words are given shape on paper and anchored through visualisation.

Preparation

Draw a picture on the back of the board or on a large piece of paper. Pupils will have to reproduce this in their notebooks, so ensure it includes only language which they know.

Procedure

- 1 All the pupils have a piece of paper and a pencil at the ready. Referring to your drawing on the back of the board or on the large piece of paper, you say:
 - Draw a house.
 - There's one door and there are two windows.
 - On the roof there's a chimney.
 - There's some smoke coming out of the chimney.
 - There's a garden path from the door to the bottom of the paper.
 - On the left of the house, there's a tree which is taller than the house.
 - There are five apples in the tree.
 - Under the tree there's some grass.
 - There are three flowers in the grass.
 - There's a chair under the tree.
 - There's also a football on the grass.
 - The sun is shining.
 - There are two clouds in the sky.
 - There are three birds in the sky.


- 2 Everyone is allowed to add one item of their own invention. When you have finished, show your drawing, either on the board or on your piece of paper. Everybody should end up with more or less the same drawing.

- 3 Hold up some of the pupils' drawings and discuss any differences. Ask them to explain their personal additions:
What did you add?

Extension

When you have finished your drawing dictation and after having discussed it, write key words on the board. The pupils write the words on their drawing in the appropriate places.

Fashion Show

Focus	Speaking to an audience; enjoyment
Level	
Duration	30 minutes (not including preparation time)
Materials	Kitchen utensils; dictionaries
Rationale	<i>Presenting:</i> In this project, meant for an end of term party or a parents' evening, each pupil has to make a hat from a kitchen utensil. This is done at home. All the fantasy hats are shown to the audience as in a real fashion show. All the pupils will be highly involved.

Preparation

At the end of a lesson, introduce your plans (in the first language, if you wish) for a fashion show of hats made from kitchen utensils. Ask your pupils to think about which kitchen utensils they will use.

Two lessons will be needed to prepare the show.

Procedure

Lesson 1

- ① Elicit appropriate vocabulary: *a pan, a colander, a sieve, a saucepan, a frying pan, a wok, etc.* Give one or two examples of how to prepare a hat from a kitchen utensil. The pupils decide which kitchen utensil they will use for their own hat.
- ② The next step is to write short texts which the Lady Speaker or the Gentleman Speaker will read aloud at the show when all the headgear is shown to the audience on the catwalk. For example:
Here is Martha. She is wearing a beautiful hat for the summer season. A saucepan is used as a base. The red silk is tied around it with gold thread. All after the latest fashion from Paris.
- ③ Each pupil writes the text that will be read to accompany their own hat. Some dictionaries will probably be needed. When they have finished writing, collect up all these texts.


Lesson 2

- ④ Rehearse the reading of the texts. Invite pupils to come to the board in turn and take one text from the pile on your desk. The text is read out loud and you correct any mistakes.
- ⑤ Discuss the set-up of the show, again in their first language, if you like:
 - *Who will be the two, or more, speakers? Any volunteers?*
 - *Who will be responsible for the catwalk?*
 - *Who will introduce and conclude the show?*
 - *Will there be any prizes? What will be the first prize, the second and the third?*
- ⑥ If there are one or two pupils who definitely don't want to join in the show, they can be employed as 'technicians' and take care of the catwalk, the lights, the chairs, etc.

The show

Stage nerves and lots of laughter will accompany an unforgettable show.

Get on the Move

Focus	Listening to and carrying out short orders; cooperation in groups
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Whole body involvement:</i> When carrying out the simple orders, weaker pupils feel supported by the others.

Preparation

Select a series of simple tasks from the ones listed below.

Procedure



- ① Ask your pupils to carry out some tasks, for example, some of the following:
 - All stand up.
 - All tap your right foot.
 - All tap your left foot.
 - All boys come to the board.
 - All girls go to the wall at the back of the classroom.
 - All boys sit down again.
 - All girls come to the board.
 - All girls sit down again.
 - All pupils with black shoes walk round the rows of desks.
 - All pupils with a watch walk round the rows of desks.
 - All pupils with two hands stand up and sit down.
 - We all stand up and hop around.
 - We all sit down again.
 - We all stand up, touch the ceiling, touch the floor and sit down.
 - All girls touch something red.
 - All boys touch something blue.
 - We all sit on the floor.
 - We all jump on two feet.
 - We all sit on our chairs and sleep.
 - We all wake up and listen.

- ② Check whether the tasks are carried out correctly. Weaker pupils, if they don't understand you, will imitate the others.

Extension

After having done this activity several times, invite a pupil to call out the tasks.

Home Extension

Focus	Creative language skills; concentration
Level	 
Duration	15 minutes
Materials	None
Rationale	<i>Forward and backward thinking:</i> This results in a close bond between the speaker and the target language. <i>Linguistic consciousness:</i> Creating a logical sequence heightens language awareness.

Preparation

Think of a sequence that can serve as an example: see Procedure below.

Procedure

- ① Write the key words on the board to act as a memory aid: *house, room, chair, boy.*
- ② Introduce the following sequence:

YOU: *There is a house.*

FIRST PUPIL: *There is a house.
In the house is a room.
The room is in the house.*

SECOND PUPIL: *There is a house.
In the house is a room.
In the room is a chair.
The chair is in the room.
The room is in the house.*


THIRD PUPIL: *There is a house.
In the house is a room.
In the room is a chair.
On the chair is a boy.
The boy is on the chair.
The chair is in the room.
The room is in the house.*
- ③ You decide when to stop the sequence and start afresh.
- ④ New beginnings may be:

There is a lake. / There is a garden. / There is a school.

Extension

Each pupil says just one sentence. Attention will be heightened. Pupils must know exactly where they are in the sequence. Pronunciation becomes more important.

How Many Behind?

Focus	Intent listening and concentration; animals and their sounds
Level	
Duration	5 minutes
Materials	None
Rationale	<i>Intense silence:</i> All the words spoken by either the teacher or the pupils will be heard completely and go deep into the linguistic memory.

Preparation

Teach or revise some names of animals, for example, *cats, dogs, cows* and *birds*.

Procedure

- 1 Invite one pupil to come to the front of the classroom. The pupil faces the board, with his or her eyes closed.
- 2 Choose an animal. Invite some pupils to stand behind the pupil who is facing the board. Make the sound of the chosen animal for these pupils to imitate. When, for example, four animals are standing in a row, ask the child at the board:
How many mice are there behind you?
- 3 If the pupil's guess is right, he or she may have another go. Otherwise it's somebody else's turn.

Extension

Two rows may be formed behind the pupil, one on the left, and one on the right. Then the question is:


How many mice are there on the left and how many mice are there on the right behind you?

You may finish this activity by inviting the whole class to come to the front very quietly and stand behind the pupil and make an animal sound. A good laugh will be the result.

NOTE: The names of the animal sounds can also be taught:

A cat: *Miaow*. A dog: *Woof woof*. A mouse: *Squeak squeak*. A cow: *Moo moo*. A donkey: *Hee-haw, hee-haw*. A snake: *Ssssssss*. A cock: *Cock-a-doodle-doo*. A hen: *Cluck cluck*. A bird: *Chirp chirp*. A sheep: *Baa baa*.

Instant Homework

Focus	Cardinal numbers; fluency skills; tasks to be carried out at home
Level	
Duration	20 minutes
Materials	None
Rationale	<i>Autonomy:</i> These little tasks, to be done at home, give a certain feeling of independence. <i>Responsibility:</i> Pupils will be really involved as the results will be part of the next lesson.

Preparation

Teach or recycle cardinal numerals and the names of some objects you can find in your house. Prepare a couple of easy tasks: see Procedure below.

Procedure

Lesson 1

- 1 Give each of six pupils one of the following tasks:
 - *Count all the windows you can find in your house.*
 - *Count all the spoons you can find in your house.*
 - *Count all the taps you can find in your house.*
 - *Count all the shoes you can find in your house.*
 - *Count all the chairs you can find in your house.*
 - *Count all the doors you can find in your house.*

Lesson 2

- 2 The next lesson these six pupils stand in front of the class and explain their tasks and give the answers.
- 3 On the board, you write, for example:


RITA:	14 windows
PETER:	34 spoons
GIOVANNI:	5 taps
- 4 Next the pupils in the class start asking questions:

PUPIL: *How many windows are there in your house, Rita?*

RITA: *In my house there are 14 windows.*
- 5 Pupils write the results in their notebooks:

In Rita's house there are fourteen windows.
- 6 Invite six new pupils to count objects in their house for the next lesson. This time they can choose themselves which objects to count. They may come up with a few surprises.

Moving Toys

Focus	Naming the workings of moving toys and books
Level	
Duration	15 minutes
Materials	Toys that have moving parts; books that have moving pictures
Rationale	<p><i>A new perspective:</i> The children will look at their own toys and books with renewed interest when these are used in the English lesson.</p> <p><i>Firm link between object and new vocabulary:</i> Verbs are vividly contextualised.</p>

Preparation

Collect, preferably from the children, suitable toys and books.

Procedure

- 1 Put all the toys and books with movable parts on the table in front of you.
- 2 Pick up toys and books one by one and say what happens, for example:
 - *The big bear is washing the baby bear.*
 - *The hens are pecking the grains of corn.*
 - *The boys are on a seesaw.*
 - *The horse is running fast.*
 - *The caterpillar is eating an apple.*
 - *The monkeys are playing on a swing.*
- 3 After having shown six toys or books, show everything once more and have the children chant the short sentences above in chorus.
- 4 Continue with the following dialogue:

YOU: *What's the big bear doing?*

PUPILS: *The big bear is washing the baby bear.*

YOU: *What are the hens doing?*

PUPILS: *The hens are pecking the grains of corn.*

- 5 Then go on as follows:

YOU: *Vladimir, come this way and pick up a toy. Eve, ask Vladimir about the bears.*


EVE: *What's the big bear doing?*

VLADIMIR: *The big bear is washing the baby bear.*

Extension

Invent a story yourself in which all the characters from the toys or the books are linked up. Tell this story while showing the workings at the same time. This story is very likely to become your pupils' favourite.

Muffins Can't Fly

Focus	Vocabulary review
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Word meaning recognition:</i> Pupils must instantaneously realise the meaning of a word and react. Reproduction of familiar vocabulary is automated.

Preparation

None

Procedure


- Tell your pupils:
 - Put both your hands flat on your desk.
 - When I say, 'All birds can fly', raise your hands up high because birds can fly.
 - When I say, 'All shoes can fly', leave your hands on the desk because shoes cannot fly.
 - Be careful! I will raise my hands in all cases. So listen very carefully!
 - Anyone who makes a mistake is out. The last pupil in is the winner.
- When the idea is clear, start the game. Here are some examples:

All cows can fly.	All muffins can fly.
All butterflies can fly.	All puffins can fly.
All dogs can fly.	All cats can fly.
All flies can fly.	All doors can fly.
- You may find it necessary to revise the essential vocabulary before the game starts. In that case, write on the board a list of nouns that will be used in the game and make sure that everyone understands the meaning.

Extension

A pupil takes your place in the game.

Next to Me

Focus	Paying attention; miming; animal names
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Participation:</i> Each pupil gets a chance to say some lines in this game while all the others are listening. <i>Name and gesture:</i> The imagined animal movements are linked to the language.

Preparation

None

Procedure

- All pupils sit in a big circle. There should be one empty seat. The pupil sitting on the right of the empty seat says:

*There is no one sitting next to me.
I want Thomas next to me.*
- Thomas then moves over to the empty seat. The pupil on the right of the newly emptied seat says the same sentence, now inviting another pupil to come over, for example:

*There is no one sitting next to me.
I want Angela next to me.*
- This goes on for some time. When attention levels drop, move on to the next stage: the name of an animal is added to the second sentence. The pupil must then move to the empty seat in the way that particular animal moves.


*There is no one sitting next to me.
I want Carl next to me. Like an elephant.*
- Carl moves over to the empty seat, clearly waving his arm like a trunk and walking with a heavy step.

Extension

Before the game starts, ask each pupil in the circle to choose an animal name. Make a list of the names on the board to refer to. The invitation then runs as follows:

*There is no one sitting next to me.
I want the kangaroo next to me.*

Past, Present, Future

Focus	Three continuous tenses
Level	
Duration	15 minutes
Materials	Three pieces of cardboard on string, with the words <i>PAST</i> , <i>PRESENT</i> and <i>FUTURE</i> on them
Rationale	<p><i>The notion of time:</i> The influence of the pupils' perception of time on the choice of grammatical construction increases awareness.</p> <p><i>Movement:</i> Standing up and sitting down keeps them alert and aware of the tense they use.</p>

Preparation

None

Procedure

- Highlight the following points:

<i>He was eating an apple yesterday.</i>	The past is reflected.
<i>He is eating an apple now.</i>	The present is reflected.
<i>He will be eating an apple tomorrow.</i>	The future is reflected.
- Elicit some verbs and write them on the board, for example:

To drink, to travel, to sleep, to dream, to walk, to talk, to buy, to sell, to fall, to paint.
- Ask three pupils to take a seat in front of the class. Hang the pieces of cardboard round their necks. From left to right, they represent *PAST*, *PRESENT* and *FUTURE*.
- Say the infinitive of one of the verbs, for example:

To drink.

- The three pupils at the front of the class react immediately. They in turn stand up and say the correct forms with a suitable addition:

PAST: *He was drinking water yesterday.*

PRESENT: *He is drinking water now.*

FUTURE: *He will be drinking water tomorrow.*

- A series of pupils now suggest a verb each. The three pupils in charge stand up and say the right forms each time. After some time, other sets of three have a go.
- Pupils divide a page of their notebooks into three columns. They write three sentences, using verbs from the list you have written on the board.

Variation


Divide the group into three sub-groups, each representing one of the tenses. Ask a pupil to come to the front. This pupil calls out an infinitive. The three groups in turn stand up and call out the appropriate tense.

Extension

You can practise the simple tenses in the same way:

- *I ate an apple yesterday.*
- *I eat an apple every day.*
- *I will eat an apple tomorrow.*

Ready, Steady, Listen!

Focus	Aural discrimination
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Physical response to sounds:</i> This immediately shows whether the sound has been identified.

Preparation

Collect words with the sounds you want to highlight: see table below.

Procedure

- Below is a sample list of sounds you may wish to highlight in this activity:

<i>th</i>	<i>f</i>	<i>e</i>	<i>a</i>	<i>t</i>	<i>d</i>
<i>through</i>	<i>find</i>	<i>bed</i>	<i>bad</i>	<i>town</i>	<i>down</i>
<i>thin</i>	<i>fin</i>	<i>said</i>	<i>sad</i>	<i>ten</i>	<i>dawn</i>
<i>thunder</i>	<i>fruit</i>	<i>tell</i>	<i>mad</i>	<i>top</i>	<i>drop</i>
<i>thorn</i>	<i>from</i>	<i>bell</i>	<i>fat</i>	<i>toe</i>	<i>door</i>
<i>three</i>	<i>free</i>	<i>sell</i>	<i>rat</i>	<i>tell</i>	<i>drive</i>

- Ask all the pupils to stand up.
- Say which sound to listen for, for example, words starting with *f*.
- Tell them to jump as soon as they hear this sound at the beginning of the word.
- Now say some words starting either with *th* or with *f*:
Ready, steady ... thin.
Ready, steady ... fin.
They jump as appropriate.
- Pupils who make a mistake sit down.
- Do the same with some other sounds: *e* and *a*; *t* and *d*.

Variations

- They clap when they hear the sound.
- Only the boys or only the girls jump when they hear the sound.

Extension

Ask for a double physical response:


Clap when you hear the f and jump when you hear the th.

Even more complicated:

Clap when you hear the f, jump when you hear the th and sit down then stand up when you hear the s.

If level allows, use the words for a dictation.

Scissors, Paper, Stone!

Focus	Mime; active and passive voice
Level	
Duration	5 minutes
Materials	None
Rationale	<i>Language and movement:</i> Pupils forget that they are using the target language in this exciting little game and will produce language in a natural way.

Preparation

None

Procedure

- 1 Write on the board:
Scissors, paper, stone.
- 2 Ask:
What can these things do?

Demonstrate for your pupils:
Scissors: Make a cutting movement with the forefinger and middle finger of one hand.
Paper: Make your hand flat like a flat piece of paper.
Stone: Make a fist that might blunt the scissors.
- 3 Explain *to cut*, *to wrap* and *to blunt*.
- 4 Show how the game works with one pair of pupils:

The two pupils stand opposite one another, with their hands behind their backs.

They say *One, two, three*, after which they quickly show one hand imitating either the scissors, or the paper, or the stone. They compare hand positions.


Scissors can cut paper. (1 point for the scissors)
Paper can be cut by scissors.
Stones can blunt scissors. (1 point for the stone)
Scissors can be blunted by stones.
Paper can wrap stones. (1 point for paper)
Stones can be wrapped by paper.

- 5 At the end of each go, pupils have to explain to one another why they won or lost. The short sentences in step 4 are said aloud – either the active one or the passive one.
- 6 If the two hands show the same hand position, nobody wins. They just carry on without saying anything.
- 7 Ask all the pupils to form pairs. The game starts.

Extension

If level allows, this game can be used either to introduce or to revise the difference between the active voice and the passive voice.

Season Table

Focus	Object-related first lessons in a foreign language
Level	
Duration	10 minutes over a series of lessons
Materials	A display which will be up in your classroom for a couple of weeks, so it can be used more than once
Rationale	<i>Emotion and interest:</i> The first language is practically ruled out, as new objects are introduced with their English names.

Preparation

Prepare a landscape display related to the current season on a table in your classroom. For example, King Winter with his palace of ice, surrounded by snowmen. You will need cotton wool, chicken wire, cardboard and glue. Autumn might be represented by Lady Rain, a Rainmaker and a Windmaker amidst a mass of leaves. Pupils and parents alike will gladly help you to create the landscape.

Procedure

- 1 Tell the story opposite. Make the puppets speak in appropriate places.
- 2 Play out the story several times. Each time, the pupils say the first and last three lines in chorus.
- 3 They answer the question *What do I see over there?* in chorus:
Snowflakes! Snowflakes!

Extension

Add new elements to the story. For example, one snowflake 'escapes'. Ask:

Where has he gone to?

Explain:

Lady Rain has been around, and some snowflakes have disappeared.

Ask a pupil to move the puppet while you are speaking. Then ask two pupils to do the moving and the speaking parts.

One lesson, King Winter has disappeared. Ask:

Where has he gone to?

Explain:

Winter has ended and now it's spring.

NOTE: In this description, a season table is given as an example, but any sort of display can be used in the language lesson. For example, any scene from a fairy tale that has been told in class, such as the wood through which Little Red Riding Hood walked.

King Winter

*I am King Winter.
I am as white as snow.
I live in my palace of ice.*

*What do I see over there?
Snowflakes? Are they snowflakes?
I love snowflakes!
I'll go and see.*


(Walk with the puppet to another spot in the classroom where you have put some cotton wool snowflakes.)

*Yes, they are snowflakes!
I'll take them to my palace.
I'll put them in my palace garden.*

(Walk back to the season table.)

*I am King Winter.
I am as white as snow.
I live in my palace of ice.*

Silly Questions

Focus	Memory skills; homework
Level	
Duration	10 minutes (over two lessons)
Materials	None
Rationale	<p><i>Confidence:</i> When the questions are asked by the teacher, all the pupils will listen with heightened attention and they will enjoy the easiness of the questions.</p> <p><i>Responsibility:</i> All the grammar contained within the questions will be firmly anchored because the sentences must be remembered for the next lesson.</p>

Preparation

Prepare some questions within the scope of your pupils' proficiency and to which the answers are extremely obvious, for example:

- *How many legs has a dog got?*
- *What is the second day of the week?*
- *What colour is grass?*
- *Which city is the capital of England?*
- *What is the third letter of the alphabet?*

Procedure

Lesson 1

- 1 At the end of a lesson, select five pupils. Ask each of them one silly question (see Preparation above). When you do so, all the other pupils listen attentively, but these five have a special responsibility. They must come up with the answer to their own question in the next lesson. Nobody says a word. The lesson stops here.

Lesson 2

- 2 At the beginning of the next lesson, invite the five pupils to come to the front of the class.
- 3 The first pupil just says:
Four.

Ask:
Who remembers the question?

Somebody should come up with:
How many legs has a dog got?

- 4 If nobody comes up with the question, the pupil who answered it can give it.

- 5 Then the second pupil just says his or her answer:
Tuesday.

Ask:

Who remembers the question?


Somebody should come up with:

What is the second day of the week?

Extension

Pupils write up the questions and answers in their notebooks.

Sing Hot and Cold

Focus	Songs; awareness of sound level; spatial orientation
Level	
Duration	10 minutes
Materials	A small object, for example, a board wiper
Rationale	<i>Spatial orientation through listening:</i> Variable sound levels guide the pupils to interpret a 'message'.




Preparation

Select four English songs that the pupils know well.

Procedure

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

Sing in Silence

Focus	Internal voice; pronunciation; songs
Level	  
Duration	15 minutes
Materials	None
Rationale	<i>Awareness of internal voice:</i> This will strengthen the anchoring process of the new language, especially when the silent singers have to isolate themselves with considerable effort from the other pupils who keep singing.


Preparation

Select a number of songs the pupils are familiar with, preferably songs that can be sung in rounds.

Procedure

- 1 Choose an easy song that can be sung in rounds (a canon) and start singing the song in unison.
- 2 Next tell the whole class:
When I put up my hand, you close your mouth, but you go on singing inwardly. When I put up my hand again, you start singing aloud again.
- 3 Divide the class into groups to suit the song. Sing the song in rounds once or twice.
- 4 Now say to one group:
When I put up my hand, you close your mouth, but you go on singing inwardly. The other groups will go on singing their own lines aloud. When I put up my hand again, you start singing aloud again. Look at me beating time. That will help.
- 5 Start the activity. Initially only one group does the silent singing. Afterwards two or more groups can sing part of the song silently.
- 6 Finish the activity by singing the song in rounds without any sound at all. Only the last word is sounded to mark the end.

Spoken Charades

Focus	Word fields; fluency; creative use of language
Level	
Duration	30 minutes
Materials	Pen; notebook
Rationale	<i>Oral descriptions:</i> In order to get the content across, the target language must be concise and crystal clear.

Preparation

None

Procedure

- 1 With the help of the pupils, write three columns on the board:

HOUSE	FOOD	CLOTHES
room	milk	shirt
hall	cheese	trousers
kitchen	bread	socks
roof	meat	coat

- 2 Go on until each list consists of at least ten words.
- 3 Say to the pupils:
Now I take one word from one of the lists, for example, 'meat'.
I then ask four pupils to come to the front of the class. Each of them can take one letter: 'm', 'e', 'a' or 't'.
- 4 Continue as follows:
The first pupil could say 'It is a little grey animal with a long tail.' You then know that the first letter is 'm' for 'mouse'.
The second pupil could say 'I can hear with these.' So the second letter is 'e' for 'ears'.
The third could say 'It is a part of the body between the hand and the shoulder.' So the third letter is 'a' for 'arm'.
The fourth could say 'It is something you can drink with milk or lemon.' So the fourth letter is 't' for 'tea'.

- 5 After this example, invite some pupils to come forward and do the same.

They have to decide, out of earshot, which word they are going to work on.

- 6 The only clue the rest of the class will have is that the number of letters corresponds to the number of pupils.

- 7 They have to guess the word.


Extension

Wipe away the lists of words. The children work from memory. Only the words from the lists may be used. Before starting, the word field is given as a clue.

They play again in the same way, but this time the word field is not given.

Introduce new word fields, for example, *Weather, Holidays* or *Jobs*.

Street Calls

Focus	Choral speaking; group work; pronunciation
Level	
Duration	30 minutes (this may be divided over two lessons)
Materials	Optional: some props to illustrate the tradesmen's activities: see 'Procedure' below
Rationale	<i>Role-play:</i> Pupils will absorb the new phrases while playing a part. Things can develop from the choral speaking into something more like a play. <i>Thinking and feeling:</i> Strong feelings and the target language are linked.

Preparation

Prepare some simple drawings to illustrate the texts.

Ask the pupils to bring some objects or articles of clothing to illustrate the various professions.

Procedure

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

THE PEAR SELLER:

Pears for pies. Come feast your eyes!

THE APPLE SELLER:

An apple a day keeps the doctor away!

THE CHERRY SELLER:

*Round and round. 2p a pound.
Big as plums. Who comes?*

THE BROOM SELLER:

New brooms to sweep your rooms!

THE MILKMAN:

*Cream and milk you buy from me.
For custard, puddings and your tea!*

THE BAKER:

*Hot cross buns. One a penny. Two a penny.
Hot cross buns!*

THE BUTCHER:

Give yourself a treat. Buy my sausages and meat!

THE NUT SELLER:

*Crack them and try them before you buy them.
Nuts for sale!*

THE LAVENDER MAN:

Ladies, don't delay. Buy my lavender today!

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

Extension

Develop a mini-play out of this street scene. Some tradesmen stand at their stalls, and others walk across the stage, chanting. You will need some dressing-up clothes and some props.

This is a good show for a parents' evening or a school party at the end of term.

Table Stage

Focus Listening to a story performed with dolls

Level



Duration 15 minutes

Materials Dolls; a cardboard box serving as a stage; a cloth; props

Rationale *Visualisation*: Children caught up in the visualisation of a story with dolls tend to forget that they are listening to a foreign language: the language is absorbed and will remain firmly anchored.

Preparation

Decide which story, or part of a story, you are going to perform, for example, *Cinderella*, *The Sleeping Beauty* or *Little Red Riding Hood*.

Collect some simple dolls to represent the characters of the story. Parents will help you to find these. Add some props: a tree, a basket or whatever you need.

Procedure

- 1 Prepare a stage by turning a cardboard box upside down on a table in front of the class.
- 2 Cover the box with a cloth and arrange some props on this stage, if necessary. Keep your dolls nearby, but out of sight.
- 3 Start telling the story and show the first doll. Each sentence is accompanied by appropriate movements of the doll.
- 4 You are the narrator and you speak for the dolls as well, for example:
YOU: *Where are you going, Little Red Riding Hood?*
DOLL: *I'm going to my grandmother to take her biscuits and apple juice.*
YOU: *Where are the biscuits and the apple juice?*
DOLL: *Everything is in my basket. Look.*
YOU: *But it's dangerous in the wood.*
DOLL: *I'm not afraid.*
YOU: *Well, don't leave the path.*
DOLL: *Goodbye then.*
YOU: *Goodbye, Little Red Riding Hood.*
- 5 When the story is finished, hide the dolls from view so that the fantasy world that was evoked can linger for a while. The young learners will be under a sort of spell.

Talking Animals

Focus Vocabulary related to animals; intent listening; competition

Level



Duration 15 minutes

Materials 12 drawings of animals

Rationale *Descriptions/guessing*: Animals and their characteristics are described in such a way that pupils recognise them from their pictures on the board.

Preparation

Make 12 drawings of 12 animals (or collect photographs).

Procedure


- 1 Put 12 pictures of animals up on the board.
- 2 Describe an animal in the first person:
I have a fur coat.
I don't like the summer when it's hot.
I'm fond of fish.
Sometimes I go for a swim.
People are afraid of me and I'm afraid of them.
I live in Canada.
 (A bear.)
- 3 Any pupil who recognises the animal in your description rushes to the board and points to the appropriate picture. This pupil gets a point.
- 4 Start a second description and continue in the same way.

Extension

Ask a pupil to describe an animal.

Children write an animal's characteristics succinctly in their notebooks. This may give rise to some striking poetry.

Tall or Small?

Focus	Intent listening; introductory game for absolute beginners
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Absolute beginners:</i> Everybody can play in English. <i>Body movements and language:</i> They are inseparable in this game. The new language is immediately directed to subconscious levels and will therefore be remembered well.

Preparation

None

Procedure


- 1 In front of the class, stand on your toes, stretch your arms up as if you are touching the ceiling and say to your pupils:
I'm tall.
- 2 Then sit on your heels, with your hands covering your head, and say:
I'm small.
- 3 Invite your pupils to stand up. Repeat the movements. The pupils now copy your movements and say the two sentences.
- 4 When this is clear to everyone, invite a pupil to come to the front. This pupil faces the wall and closes his or her eyes. With the appropriate gestures, you encourage the class to sit on their heels or stand up and 'touch the ceiling'. You do this five times: up, down, up, down, up.
- 5 The pupil with his or her eyes closed listens carefully. From the almost inaudible sounds that the others make, the pupil has to guess if they are 'small' or 'tall'. You ask:
Are we tall or are we small?

- 6 When the pupil is right, he or she may have another go. If they are wrong, another pupil takes their place. This is repeated a couple of times.
- 7 Extra fun is added when, for the last go, you have the pupils quickly go down again when they are only halfway up. Only a well-skilled listener will not be misled by this little trick.

Extension

When everybody is seated again, make two lists on the board – one of 'tall' things and one of 'small' things. The children may come up with many surprises. If they cannot yet write the words, do some simple drawings on the board in the two lists.

The End of the Stick

Focus	Concentration; asking and answering questions
Level	
Duration	20 minutes
Materials	A stick; a blindfold
Rationale	<i>Listening skills:</i> Blindfolding the listener creates the setting for an entertaining game of questions and answers.

Preparation


None

Procedure

- 1 Pupils sit in a circle on the floor.
- 2 Invite a blindfolded pupil to stand in the middle with a stick in one hand. This pupil turns around three times, stops and points with the stick at one pupil in the circle.
- 3 This pupil stands up and takes the other end of the stick in one hand.
- 4 The blindfolded pupil now starts asking questions, which the other pupil has to answer. For example:
 - Are you wearing socks?
 - What colour are your socks?
 - What colour is your hair?
 - Are you wearing glasses?
 - How did you come to school today?
 - How old are you?
- 5 The blindfolded pupil listens carefully and tries to guess who is at the other end of the stick. The pupils are allowed to change their voices as a disguise. The blindfolded pupil has three guesses. When they guess correctly, they swap places. If all three guesses are wrong, the pupil remains blindfolded, turns again three times and has another go.

NOTE: If necessary, you can elicit possible questions before you start the game.

The Garden Fairy

Focus	Names of flowers; role-play
Level	
Duration	15 minutes
Materials	For the fairy or magician, a pointed hat, a magic wand with a star at the end
Rationale	<i>Narrative and dramatic elements:</i> Attention is heightened by the combination of drama and story.

Preparation

None

Procedure

- 1 Pre-teach some of the following flowers: *tulip, daffodil, lilac, violet, carnation, marigold, forget-me-not, rose, dandelion, primrose, bluebell, daisy.*
- 2 Invite a pupil to be the fairy (if it's a girl) or the magician (if it's a boy). Put the pointed hat on her or his head and hand over the wand.
- 3 Say to the pupils:
You are all flowers. You are all sleeping. Put your head on your hands. Sleep on your desk. When the fairy comes along and touches you with her wand, you wake up. Here comes the fairy!
- 4 When the fairy starts walking, you say:
*The fairy walks in her garden green.
No flowers are yet to be seen.*
- 5 Then the fairy stops somewhere near a child and touches them with the magic wand. You say:
Wake up, tulip! Raise your head.
- 6 The child who was touched raises their head and says:
Good morning, fairy.
- 7 The fairy answers:
Good morning, tulip.
- 8 This is repeated several times with other sleeping pupils.

Extension

Pupils who have been woken up by the fairy join in when you say your lines. Then the pupils say all the lines without you.

The King of England

Focus Mini-play

Level



Duration 20 minutes

Materials A crown; a cloak; a plate; a spoon; three bottles

Rationale *Playing a character:* The pupils progress from listening to speaking.

Preparation

None

Procedure

- 1 Teach the text opposite orally only. Take on the role of the King yourself.
- 2 Put on the King's clothes and crown. Walk like a king to your throne and start speaking your lines. See to it that the page, servant and cook stand in a clear line so that they can pass on the soup from hand to hand. The text will lead you through this mini-play.

Extension

A pupil can then take on the part of the King.

You could add some more servants bringing in bread, water, etc.

Stage the play when parents can watch.

The King and the Soup

KING: *I am the King of England. This is my crown. This is my cloak. And this is my throne. Now I am sitting on my throne. I would like to have some food. Page, come this way.*

PAGE: *Your Majesty.*

KING: *I would like to have some soup.*

PAGE: *Yes, Your Majesty. Servant, come this way.*

SERVANT: *Yes, page.*

PAGE: *Bring the King some soup.*

SERVANT: *Yes, page. Cook, come this way. Bring the King some soup.*

COOK: *Yes, servant.*

(The soup is brought in by the cook.)

COOK: *Here you are, servant. Soup for the King.*

SERVANT: *Thank you, cook. Here you are, page. Soup for the King.*

PAGE: *Thank you. Your Majesty, here is some soup for you.*

KING: *Thank you, page.*

(The King starts eating his soup.)

KING: *Mmm. I like my soup. I like my soup.*

(The King starts yawning.)

KING: *I feel sleepy.*

(The King falls asleep on his throne.)

PAGE: *What happened, servant?*

SERVANT: *What happened, cook?*


COOK: *The King is asleep!*

PAGE: *What did you put in the King's soup?*

COOK: *This, and this, and ... this!*

(The cook shows three bottles on which are clearly written: 'SALT', 'PEPPER' and 'SLEEPING HERBS'.)

The Milkman

Focus	Improvised mini-play; creativity
Level	
Duration	30 minutes
Materials	None
Rationale	<i>Improvisation:</i> The target language is spontaneously practised through staging real-life situations.

Preparation

None

Procedure

- With the help of your pupils, write on the board a list of items that a milkman sells (or used to sell) from his cart, for example:
Milk, butter, eggs, yoghurt, cheese (mature, mild, grated), cream.
- As an example, ask the class what a customer could say to the milkman when buying something. Then ask:
What would the milkman answer?
- Now take an empty chair and push it before you as if it were a cart.
- Stop somewhere in the classroom and ring an imaginary doorbell in front of one of the pupils. A conversation follows:
MILKMAN: *What will it be today, Mrs Harris?*
CUSTOMER: *Two pints of milk, please.*
MILKMAN: *Anything else?*
CUSTOMER: *No, thank you.*
MILKMAN: *That makes X pounds.*
CUSTOMER: *Here you are.*
MILKMAN: *Thank you.*
CUSTOMER: *Bye then.*
MILKMAN: *Bye bye.*
- The milkman goes from door to door and takes all kinds of orders.

Extension

Tell your class that the following people will appear on the scene:


- *A man who lost his dog*
- *A police officer*
- *A woman asking the way*
- *A boy who gives the answer*
- *A neighbour offering the milkman coffee*
- *A woman who found the dog*
- *A woman with a complaint about yesterday's milk.*

Write this list, or part of it, on the board and practise some lines these people could say:

- The man who has lost his dog asks *Excuse me, have you seen my dog?*
- The milkman hasn't seen the dog.
- The man goes to the police officer and says *Hello, officer. Have you seen my dog?*
- The police officer hasn't seen the dog.
- The police officer walks to the milkman and says *Good morning. I'm afraid you can't park here. Could you please move your cart?*
- The milkman offers his apologies and moves away.
- The woman asks *Excuse me, milkman, where is Church Lane?*
etc.

Once your pupils have grown familiar with this form of creative use of language, you can withdraw more and more. As the play goes along, write some essential idioms or words on the board as prompts. If really necessary, write short sentences.

The Whispering Gallery

Focus	Pronunciation skills; familiar vocabulary; concentration
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Clear articulation and concentration:</i> This is essential when passing on a whispered message through a line of pupils.

Preparation

None

Procedure

- 1 Ask ten pupils to form a line in front of the class.
- 2 Whisper a short message in the ear of the first pupil. This pupil whispers the message into the ear of the second pupil. This goes on until the last pupil has got the message.
- 3 This last pupil says the message aloud.
- 4 The other pupils in the class will try to identify the original message from the final, often damaged, result. So give them a moment to discuss it before you reveal your original version.
- 5 Now you say the message aloud, as you whispered it into the ear of the first pupil.
- 6 Many pupils in the line will wonder and discuss where it went wrong. The misunderstandings will cause a good laugh, too.
- 7 Repeat the activity with different pupils standing in line.

3 Examples of messages:

- *Bears like honey.*
- *Yesterday I walked to the forest.*


And more difficult ones:

- *I saw three boys playing football on a garden table.*
- *Several flags were flying from a fir tree.*
- *Who put the comb in the cupboard?*
- *The sun shone for six minutes through the bedroom window.*
- *The thin lady walked for three hours in the shade of the old apple trees.*

Extension

Increase the distance between the ten pupils by putting them right along the length and breadth of the whole classroom. Memory skills are called upon when walking the increased distance.

20 Questions

Focus	Guesswork; thinking in categories
Level	
Duration	15 minutes
Materials	None
Rationale	<p><i>Precision:</i> The questioners must be very precise in their choice of words in order to get their meaning across. Linguistic skills are activated and trained.</p> <p><i>Involvement:</i> All the pupils participate in a competition.</p>


Preparation

None

Procedure

- 1 Explain to your pupils the words *animal*, *vegetable* and *mineral*. Tell them that everything in this world belongs to one, two or all three of these realms of nature.
- 2 Write the name of an object, for example, *shoe*, somewhere that cannot be seen by the pupils.
- 3 Now tell your pupils that they have got 20 questions to guess this object, the name of which they do not know. As a clue, you tell them:
The object I have in mind is animal and mineral.
(Animal – referring to the leather; mineral – referring to the iron nails.)
- 4 Then the game begins. Count the number of questions on the board. Use a specially appointed pupil-bookkeeper, if you like. You are allowed to answer only *Yes* or *No*.
- 5 Questions could be:
 - *Do you need special training to use it?*
 - *Can you use it outside?*
 - *Do you need your hands to use it?*
 - *Can children use it?*
 - *Is it an article of clothing?*
 - *Is it used on the head?*
 - *Is it used on the feet?*
 - *Is it a shoe?*
- 6 If they cannot find the object after 20 questions, you can have another go.
- 7 After your demonstration, invite a pupil to think of an object and play the game. Check that the naming of mineral, vegetable and animal is correct each time.

Walking Poetry

Focus	Reciting poetry; pronunciation and intonation; rhythm
Level	
Duration	30 minutes
Materials	Poetry with a clear rhythm
Rationale	<i>Body movements:</i> Following the rhythm of the poem and the aesthetic experience support the anchoring of the new language.

Preparation

Practise walking the rhythm of the poem yourself before starting the lesson. It is a good idea if you know the poem by heart.

Procedure

- 1 Find a poem with a clear rhythm, for example:

*Cross the land shall I run,
In the heat of the sun.*

*Through the air will I fly,
To the clouds, oh so high.*

*I will swim in the sea,
Through the waves fresh and free.*

*We all move on the earth,
Play with laughter and mirth.*
- 2 Write the text on the board.
- 3 Read the poem and explain any words as necessary.
- 4 Ask the class to stand up and recite the text. The rhythm – here, the ‘anapest’ (two light syllables, followed by a stressed syllable) – is clearly emphasised by clapping the hands and/or stamping the feet.

Variations

- One third of the class clap; one third of the class stamp; one third of the class recite.
- Girls do stanzas one and three; boys do stanzas two and four.
- They just clap all the lines, with their mouths shut, and shout out only the last words of each line.
- They whisper the whole poem.
- They vary the volume.
- Stanzas one, two and three are read by individual voices. All pupils read stanza four.

Extension

If space allows, do this exercise in a circle, with all the pupils facing the same way. You recite the poem and all the pupils walk to the rhythm of the text – for unstressed syllables they take small steps; for stressed syllables they take long steps. When pupils know the text, they recite and walk at the same time.

Variations

- All the pupils face the middle of the circle. Give each pupil a number:

One, two, one, two, one, etc.

All number ones step inside and step back, following the rhythm of the first stanza. Then the number twos do the same, following the rhythm of stanza two. Next the number ones again go in and out for stanza three, followed by number twos for the last stanza.
- All pupils recite the poem, standing still. The text will be felt through the whole body.

Where Are You?

Focus Short dialogue; choral speaking

Level 

Duration 10 minutes

Materials A cuddly toy, for example, a teddy bear

Rationale *Heightened attention:* The game works extremely well when the pupils are familiar with a teddy bear or a doll that also plays a role in *other* lessons. With the sudden absence of the cuddly toy, the new language is offered and will go down well.

Preparation

You will need a teddy bear or a doll that has, preferably, already been in the classroom for some time. Before the pupils enter the classroom for the next lesson, you hide it somewhere. If the pupils are already there, you ask them to close their eyes while you hide it.

Procedure


- When all the pupils are seated, have a dialogue something like the following with the class:
YOU: *Where has Rupert gone? Where has he gone? He isn't here! Where has he gone?*
PUPILS: *Rupert, where are you? Rupert, where are you?*
YOU (IMITATING RUPERT'S VOICE):
Here I am!
PUPILS: *Rupert, where are you?*
YOU: *Here I am, by the window.*
PUPILS: *Rupert, where are you?*
YOU: *Here I am, by the window, behind a plant.*
PUPILS: *Rupert, where are you?*
YOU: *Here I am, by the window, behind the plant with the red flower.*
- The bear will have been spotted by now. One of the pupils goes and picks up the bear and takes him to the teacher.

Extension

The bear's voice may be spoken by a pupil.
 The bear may have left a short note on the teacher's desk with his whereabouts. He may even have travelled to another classroom.
 One pupil walks around the classroom, listens to the teacher's directions and finds the bear.

Who Touched Me?

Focus Intent listening; Simple Past

Level 

Duration 10 minutes

Materials None

Rationale *Listening skills:* Concentrating on the sounds of movements gives a clue to the correct answer in this simple game.

Preparation

None

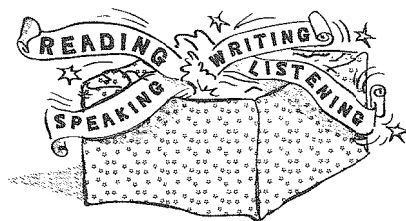
Procedure

- Invite three pupils to come to the front of the class. They stand well apart. This will help the other pupils, who are listening, to decide who went where.
- Explain the game, if necessary in the pupils' own language. The other pupils in the class are to close their eyes and put their heads on their hands.
- The three pupils you invited walk around the classroom and each touches a different pupil sitting at a desk. Then they walk back to their positions at the front of the classroom.
- After this, everybody opens their eyes. The pupils who have been touched in turn choose one of the three pupils at the front of the class and ask:
John, did you touch me?
 This pupil then answers:
Yes, I touched you. / No, I didn't touch you.
- If the answer is yes, the pupil may, as a reward, take the place of the one at the front. The game is played again.

Extension

Increase the number of pupils that walk around the classroom and touch the others.

The walking pupils may start from other positions, for example, the four corners of the classroom. The listening pupils have to follow the sound of the footsteps very carefully in order to guess correctly.



Reading and Writing

In initial stages, it is an important principle that young learners should write *only* those words in the foreign language that they can *pronounce*. Short poems, mini-plays, short chants, etc., that they have learnt in previous lessons and that they can pronounce, are excellent texts to copy from the board. Reading aloud in chorus immediately follows writing, first probably from the board and later from printed texts. When starting out teaching a foreign language, we should never give our pupils texts they have not heard before. The *word-picture* will influence pronunciation too much.

As soon as the pupils have acquired a fair amount of vocabulary, we can introduce a new poem, for example, in writing or in print, without the oral stage in between. The pupils will recognise words they are familiar with, so the *word-picture* will not influence pronunciation. The more experienced the pupils get, the more new texts can be read immediately, without you having to introduce them orally first.

A 'Please Get in Touch' Letter

Focus Letter writing

Level



Duration 45 minutes

Materials Pen and paper; dictionaries

Rationale *Writing a letter:* In letter writing, whether on paper or in the form of an email, the target language is put into immediate use. The receiver needs to be able to get the message it contains without any misunderstandings, so language should be very much to the point.

Preparation

Get in touch with a particular school somewhere abroad. It is surprisingly easy to find the address of a primary school abroad to do some letter writing with. You may be given some suggestions by colleagues or parents.

Procedure


- 1 In their first language, explain to your pupils that they are going to write a letter to a primary school abroad. Give information about the school and the class, to get them interested. Show photographs if possible. The pupils abroad are likely to give information that will be of interest to your pupils.
- 2 Elicit set phrases and subjects that can be mentioned in such a letter and write these on the board:
 - *I am John and I have one brother.*
 - *I am 11 years old and I am in Class 7.*
 - *How many pupils are there in your class?*
 - *Have you got to do much homework?*
 - *Do you have to wear a uniform?*
 - *What are your school hours?*
 - *What time do you get up in the morning?*
 - *We have school meals. And you?*
 - *Do you get any pocket money? And what do you do with it?*
- 3 Your pupils will come up with many more ideas.

- 4 Now show on the board the overall plan of a letter:

<i>Victorie Boulevard 32, Amsterdam, 3356 KL, Holland.</i>	← The sender's address
<i>22 March 20 _ _</i>	← The date
<i>Dear Petra,</i>	← Write here all the things you want to tell or ask your pen friend.
<i>Looking forward to hearing from you.</i>	← This could be your last sentence.
<i>Best wishes, Peter</i>	

- 5 Pupils start writing their own individual letter. Dictionaries will be needed – and your help. Walk round the classroom and offer assistance whenever necessary. Correct obvious mistakes.
- 6 All letters are collected, put into an addressed envelope and taken to the post by two pupils.
- 7 And now just wait ...

A 'Thank-you' Letter

Focus	Creative writing; extending vocabulary
Level	
Duration	30 minutes
Materials	Dictionaries
Rationale	<i>Recall:</i> All previously acquired knowledge of the target language is drawn upon. <i>Dictionary use:</i> New words are found in the dictionary (or suggested by the teacher).

Preparation


Collect 15 pictures from magazines, leaflets and newspapers, for example, a camera, a boat; a pair of running shoes, a watch, a computer, etc.

Procedure

- 1 Stick up on the classroom wall the 15 cut out pictures you collected.
- 2 Revise:
 - the opening of a letter: *Dear ...*
 - the salutation at the end: *With kind regards, Best wishes*
 - the body of the letter: consisting of several paragraphs.
- 3 Write on the board some set phrases:
 - *I am writing this letter to ...*
 - *Thank you so much ...*
 - *It is a beautiful present.*
 - *It was quite a surprise ...*
 - *It was just what I needed.*
 - *I don't know what to say ...*
 - *I like the colour of ...*
 - *How are you these days?*
 - *I hope to see you again soon.*
- 4 Then tell your pupils:

On the wall there are 15 pictures. Walk around, choose one and imagine that you got that item through the post as a birthday present from an uncle. You are going to write a thank-you letter to this uncle.
- 5 Once the letters have been written, collect them and read them after the lesson. Correct them and read some of them out during the next lesson.

All Ears

Focus	Intense listening; naming sounds; poetry
Level	
Duration	30 minutes
Materials	Dictionaries
Rationale	<i>Awareness of sounds:</i> Identifying sounds can lead to poetry.

Preparation

None

Procedure

- 1 Pupils have pen and notebook at the ready. You say:

Now close your eyes for one minute and listen carefully to all the sounds you hear.
- 2 After one minute of complete silence, say:

Open your eyes and write down what you heard. If you don't know the words in English, you may ask me, use a dictionary or write in your first language.
- 3 Write a list of the most obvious sounds on the board and lead pronunciation practice. Possible sounds:

• <i>Footsteps in the hall</i>	• <i>Somebody coughing</i>
• <i>Creaking of shoes</i>	• <i>A dog barking</i>
• <i>A tweeting bird</i>	• <i>The dustcart</i>
- 4 Finally, ask the pupils to write a little poem from the words on the board.

NOTE: The following poem was created in this way. (We could hear the willows in the rain outside my classroom at the time. Your poems will be quite different.)

*Rain, tick, tock, rain,
Tick, rain, rain, tock.
Lashing, flashing,
Pouring, pouring,
Never ending rain,
Making willows wet again.*

Point out that some words consist of the sound they represent:

<i>Chug-chug</i> (A boat)	<i>Pitter-patter</i> (The rain)
<i>Hurly-burly</i> (Commotion)	<i>Choo-choo</i> (A train)
<i>Splish-splash</i> (Feet in water)	<i>Bang</i> (A thunder clap)
<i>Pop</i> (A cork from a bottle)	<i>'Shush!'</i> ('Silence, please!')

Back Up

Focus Spelling; word reading; competition

Level 

Duration 20 minutes

Materials None

Rationale *Sense of feeling:* The formation of the word-picture is supported by this special way of 'reading'.

Communicating meaning: Without correct spelling, it is impossible to get the words across.

Preparation

Prepare a number of small pieces of paper with one word on each.

Procedure

- 1 Divide your class into four or five groups. Each group sits down in a row on the floor, one behind the other.
- 2 Give the last pupil in each row a piece of paper with a word on it, for example, *apple*. Each row gets a different word.
- 3 The last pupil writes the first letter of the word (for example, if it is *apple*, an *a*) with a finger on the back of the pupil sitting in front of them. The pupil in front in turn writes the letter on the back of the next pupil. And so on. The letter passes along the row.
- 4 The pupil at the front of the row, having finally 'received' the letter, writes this letter on a piece of paper.
- 5 All the letters are passed on in this way until the pupil at the front has written down the whole word.
- 6 This pupil brings the piece of paper to you and, after you have checked that the word is correct, you give him or her the next word.
- 7 The pupil takes his or her place at the back of their row and the game starts again. If there is a spelling mistake, no point is given.

- 8 Give the following advice:

You feel the writing of the letter more clearly if you close your eyes.


- 9 After five minutes, ask:

Which group has passed on the most words?

Extension

Give out longer words, or words where letters are not pronounced, such as *hour*, *whole*, etc.

Blanking the Alphabet

Focus	The alphabet; competition
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Order and pronunciation of letters:</i> The competition element keeps pupils' attention in an essential area of foreign language learning.

Preparation

None




Procedure

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

Extension

Pupils who are saying the alphabet stand up and sit down when they pass a missing letter.

Blue Grass

Focus	Creative writing; working in pairs
Level	  
Duration	45 minutes
Materials	Dictionaries
Rationale	<i>Unusual combinations:</i> The creative writing process is stimulated through unusual collocations of nouns and adjectives. <i>Fantasy:</i> Unusual settings of stories enhance the imagination.

Preparation

None


Procedure

- 1 All the pupils are news reporters. Tell them they have to write a report of *one* of the following events:
 - *A journey to a remarkable island*
 - *A fire in a remarkable town*
 - *A visit to a remarkable king*
 - *A visit to an unknown planet*
 - *A remarkable discovery*
- 2 Everything has to be just the opposite of what would be expected in these situations. Give some examples:
 - *The blue sun shone all day.*
 - *The red grass was very long.*
 - *It was too expensive because he had lots of money.*
 - *She didn't drink anything because she was so thirsty.*
 - *The boy was so short he used a ladder to scrub the floor.*
 - *He drove the car at a fast speed of five kilometres an hour.*
 - *She built a very small palace because she was so tall.*
- 3 Divide the class into pairs. Ask them to think of a series of unusual combinations first, and then make a list.
- 4 Every pair starts writing a remarkable story.
- 5 Dictionaries will be necessary and, of course, your help.
- 6 The stories are read aloud by the authors and pinned on the noticeboard.

Extension

Photocopy the best three stories as a mini-magazine.

Forum Reading

Focus	Integrated study of a text
Level	
Duration	30 minutes
Materials	Pen and paper
Rationale	<i>Integrated skills:</i> Reading to an audience requires good pronunciation as you are speaking. Listening to a text which is read aloud requires attention. Writing related questions requires a good understanding of the text in the new language.

Preparation

Find a suitable text: see Procedure below.

Procedure

Lesson 1

- ① At the end of a lesson, give three pupils a copy of a suitable text: it should be interesting and within the linguistic skills of your pupils. A simple story will do.
- ② Divide the text into three parts.
- ③ Say to the first pupil:
Study the whole text at home, but pay special attention to the first part.

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

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

Lesson 2

- ④ These three pupils sit in front of the class.
- ⑤ They each read their part aloud as well as they can. The other pupils listen very attentively and are asked at the end of each part, in a two-minute break, to write down one or two questions about the text. When the whole story has been read, each pupil in the class should have three to six questions on paper.

- ⑥ The three pupils in front of the class have studied the texts and are 'specialists'. In turn, the others now call out their questions to be answered by the 'forum' of specialists. The questions may be of any type, for example:

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


Sophie, how many ships were there in the story?

Michel, why did the boy go to France?

- ⑦ No one is allowed to look at the text while answering the questions.

NOTE: The positive tension between the three 'specialists' and the rest of the class will lead to narrowly focused use of the target language, however simple this language may be.

Funny Adverts

Focus	Creative writing
Level	
Duration	45 minutes
Materials	Sheets of paper; dictionaries; scissors; three baskets or bags for collecting the papers
Rationale	<i>Inventiveness</i> : The writing process will be stimulated by this fun activity.

Preparation

None


Procedure

- 1 Give each pupil an A4 piece of paper and tell them:
Fold the paper lengthways into three sections and open it up again.
- 2 Do this yourself, as a demonstration.
- 3 Now write in the first section one part of an advertisement. You may choose from these four:
 - *WANTED*
 - *FOR SALE*
 - *FOR RENT*
 - *TO LET*
- 4 In the second section, write the name of the object itself. Some examples to choose from:
 - *NEW RED SPORTSCAR*
 - *VILLA*
 - *COMPUTER*
 - *SWIMSUIT*
 - *GOLD WATCH*
- 5 In the third section, you write some more information about the object you have chosen, for example:
 - *STRAIGHT FROM THE SHOWROOM*
 - *WITH TEN ROOMS*
 - *WITH FLAT SCREEN*
 - *IN RED AND BLUE*
 - *PACKED IN CARDBOARD BOX*
- 6 Next say:
Now cut your paper into three parts. I'll come round with three baskets. Put all your first sections into the first basket. All your second sections go into the second basket and all the third sections go into the third basket.
- 7 The three baskets are put on a table in front of the class.
- 8 Invite a pupil to come to the front and take one piece of paper from each basket. The combination, which is bound to be unexpected and funny, is read out loud by the pupil.
- 9 The three slips of paper are put aside and another pupil is invited to do the same. Go on until the baskets are empty.
- 10 Write all the adverts on the board. Pupils copy these into their notebooks.

Extension

When the game has finished, shake up the papers in the baskets and play the game again. New combinations keep the activity alive.

Go!

Focus	Word recognition; spelling
Level	
Duration	5 minutes
Materials	A board wiper; a piece of chalk
Rationale	<i>Automating reading processes:</i> Aural and visual discrimination are involved.

Preparation

None

Procedure


- Write on the board a list of 20 words – familiar ones or new ones.
- Read the words aloud and the pupils say them in chorus after you.
- Invite one pupil to stand at the back of the classroom with a piece of chalk in their hand, ready to dash to the board.
- You say a word from the board. Then say:
One, two, three, go!
- The pupil runs immediately to the board and circles the word you said without any hesitation.
- Then wipe out the word. Once the word is wiped out, you ask another pupil:
Which word was wiped out?
- Continue with different pupils until the whole list has disappeared.

Extension

Write a complete text on the board. Now it is much more difficult for the running pupil to find the word you said in such a short time.

Give a dictation of the words that were used in this game.

Having an Argument

Focus	Creative writing; dialogues
Level	
Duration	45 minutes
Materials	Dictionaries
Rationale	<i>Tension:</i> The lines of argument of the two opponents will inspire the pupils in the creative writing process.

Procedure

Decide which oppositional voices you want to suggest: see Procedure below.


Procedure

- Start off in the pupils' first language. Elicit pairs of 'speakers' that could have an argument and write the list on the board, for example:
 - *The sun and a cloud*
 - *A spider and a bee*
 - *A lion and a mouse*
 - *The wind and a tree*
 - *A car and its owner*
 - *The two hands of a clock*
 - *A cat and a mouse*
 - *A mole and a gardener*
 - *A carpenter and a woodworm*
- Work on one example with the whole group. The text takes shape on the board and pupils write it in their notebooks, for example:

SUN: *I give light and warmth.*
 CLOUD: *I bring fresh rain for all the plants.*
 SUN: *I dry it up again. I'm stronger.*
 CLOUD: *No, when I'm thick and dark I'm stronger.*
 SUN: *But in the end I come through.*
 CLOUD: *And then it starts all over again!*
- An alternative example:

CAR: *I need a wash.*
 OWNER: *I'm tired.*
 CAR: *I still need a wash.*
 OWNER: *I still need a good sleep.*
 CAR: *I hate being dirty.*
 OWNER: *I hate being tired.*
 CAR: *Oh!*
 OWNER: *What's the matter?*
 CAR: *Forget it! It's just started to rain.*
- After having given one or two examples, divide your class into pairs. Each pair writes a dialogue. According to their level, the dialogues can get longer and more complicated.

Leonardo's Machines

Focus	Writing a manual to operate a self-invented machine
Level	
Duration	45 minutes
Materials	Drawing materials; dictionaries
Rationale	<i>Inventiveness and creativity:</i> The biography of this famous person will set the tone and inspire pupils, leading to clear practical language.

Preparation

Look for a book in which there are drawings by Leonardo da Vinci of clever machines and bring it to class.

Procedure

1 Show drawings of Leonardo da Vinci's clever machines or tell the pupils about them. He designed shoes to walk on water, a gun with ten barrels, a submarine, a diving suit, wings to fly with, a helicopter, a tank with guns, etc.

2 Tell bits of his remarkable biography in the target language to enthuse your pupils:

Leonardo da Vinci was an Italian painter, architect and inventor. He was born in 1452 near the village of Vinci in northern Italy, which is why his second name is 'da Vinci'. As a boy, he collected all sorts of objects: pieces of wood, stones, leaves, flowers, insects, etc. When Leonardo was fourteen, his father sent him to a painter who taught him all the essentials of painting and drawing. After six years, he had become a real painter, working in Florence.

Two of his most important works are 'The Last Supper', a fresco in Milan, and 'The Mona Lisa', a portrait now in the Louvre Museum in Paris. He is also famous for his many inventions: he designed shoes to walk on water, a helicopter, machines for a lock in a canal, water pumps, a gun with many barrels, a military tank on four wheels, and the parachute. Many of his design drawings can be seen at the British Museum in London.

In 1515 Leonardo was invited by the French King Francis I to work at his court. He stayed there until his death in 1519. He was buried in Amboise, in France.

We are still impressed by the overall genius of this amazing personality.

3 Tell them they are going to invent a clever machine themselves. Give some examples:

- a bed maker
- a schoolbag packer
- spectacles with wipers
- a breakfast server
- an automatic egg fryer
- a shoelace fastener

4 Divide the class into pairs. Each pair works on a different design. They end up with:

- 1) a drawing with the various parts labelled in the target language
- 2) a concise manual on how to operate the machine.

5 They will need some dictionaries.

6 All results are put up on the noticeboard.

Extension

Invite some pairs to come to the front and ask them to explain their machine. Pupils are allowed to ask questions, preferably in the target language.

If there is some time left, invite pupils who have finished their design to write a short text for an advertisement in one of the newspapers. The text should be very short, possibly only a few words, and appealing to prospective buyers.

Lesson Logbook

Focus Writing reports

Level



Duration 10 minutes

Materials A special notebook serving as a logbook

Rationale *Writing for an audience:* This responsibility will lift writing skills to higher levels.

Preparation

None

Procedure

Lesson 1

- Show the pupils a special notebook, preferably with a hard cover, and say:
This is our English logbook. At the end of each lesson, I will give it to one of you. If you get it, you must write a short report of the English lesson you have just had. The book may be taken home. The next lesson you will read your text to all of us.
You highlight two elements of the lesson:
1) *What we did*
2) *Your own opinion*
The report will take half a page of the logbook. Don't forget to write your name at the end.
- After asking for a volunteer, give the logbook to one of the pupils.

NOTE: Possible text in the logbook:

We listened to the story of the Russian soldier. We copied the text from the board. We sang three songs from Russia in English. They were beautiful. Then we drew a picture in our English notebooks.

Further lessons

- The report is read aloud by the author. You start your usual lesson.

Extension

After five reports, ask five pupils to read out the whole sequence in one go in front of the class. As the texts are reports about the past, the use of the tenses will need some extra attention.

NOTE: The whole process of your teaching comes to light after a series of reports. This feedback will not fail to positively influence your lessons.

Letter by Letter

Focus Analysing words; spelling; miming

Level



Duration 15 minutes

Materials None

Rationale *Recycling:* All the vocabulary the pupils have mastered so far is revised.

Word building: Through separation of all the letters, spelling is highlighted.

Preparation

None


Procedure

- Start with an example. Write on the board:
Kitchen
- Ask the pupils to think of seven words that begin with the letters of the word *Kitchen*, for example:
k knock (knock on something)
i I (point to yourself)
t tea (pour and drink an imaginary cup of tea)
c cut (make a cutting movement)
h head (point to your head)
e eat (pretend to eat something)
n nod (nod your head)
- Through acting out the separate letters of the word *kitchen*, this word will be discovered.
- Now you can play the game. Write a suitable word on the back of the board or somewhere out of sight. Invite as many pupils to come forward as there are letters in the word. Allocate one letter to each pupil by saying:
You act out letter number one. You act out letter number two, etc.
- Pupils in class watch the acting and write down the letters they think appropriate. See who comes up first with the hidden word.

Extension

Pupils pick a word themselves. They allocate the tasks within the group themselves, using the target language.

Letter without Adjectives

Focus Adjectives; creative writing
Level 
Duration 30 minutes
Materials Dictionaries
Rationale *Adjective plus noun:* Unusual combinations draw extra attention and heighten awareness.
Guided writing: Creative expression is still possible in a controlled writing activity.

Procedure

- 1 Elicit a list of ten adjectives as examples and write each word on the board.
- 2 Ask the pupils to write on a piece of paper a list of at least 25 adjectives. The ones from the board may also be used.
- 3 Collect all the lists and redistribute them: every pupil gets somebody else's list.
- 4 Give each pupil a copy of the letter below.
- 5 The blanks are to be filled in with adjectives of their own choice from the list they received.
- 6 Collect all the letters and read some of them to the class.

Preparation

Photocopy the letter below for each pupil.

WORKSHEET



Dear John,

Yesterday I was walking along the streets in my town. Somewhere between the park and the theatre I saw a lady waiting to cross the street. She wore a hat and shoes. There was a lot of traffic. She was waiting and could not cross. I stopped and went up to this lady.


Her eyes looked at me. She had her hands round her bag. I told her that I was not after her bag. I wanted to help her. I took her by her arm and guided her through the traffic to the other side of the street. She could not move her legs properly. She was saying something, but because of the traffic I couldn't hear it.

When we arrived there, I wished her a day. Suddenly she got very angry. She opened her mouth and said to me, '..... man! I didn't want to cross this street at all. I was just catching my breath.'

See you soon.

Best wishes,
Peter

Look under your Seat

Focus	Carrying out short tasks; tenses
Level	
Duration	20 minutes
Rationale	<i>Understanding written tasks:</i> Carrying out these tasks also provides an excellent opportunity to highlight the Present Continuous and/or the Present Perfect.

Preparation

Write ten tasks on pieces of sticky-backed paper: see Procedure step 1 below.

Procedure

- 1 Before the class enters, stick ten pieces of sticky-backed paper with small tasks on them under the chairs of ten pupils. They might say things like:
 - *Go to the board and draw a red line.*
 - *Go to the tap, turn it on and turn it off again.*
 - *Go to the classroom door, open it and close it.*
 - *Water the big plant next to the door.*
 - *Come to the board and say the alphabet in English.*
 - *Ask the person next to you, 'How old are you?'*
 - *Ask me, 'What's the time?'*
 - *Bring me your atlas.*
 - *Say to a classmate, 'Go to the board and write an English word.'*
 - *Tell a classmate, 'Stand up and sit down again.'*
- 2 When everyone is seated, explain what you have done.
- 3 Pupils look under their seats and those with tasks start carrying them out, each in turn.
- 4 When a task is being carried out, you can practise the Present Continuous, for example:
Peter is drawing a red line.
- 5 Pupils say the sentence in chorus and/or write it in their notebooks.


Extension

When a task is finished, you can practise the Present Perfect by asking pupils questions:

YOU: *What has Peter done?*

PUPIL: *Peter has drawn a red line.*

Mapping the Senses

Focus	Making a mindmap; categorising; poetry
Level	
Duration	30 minutes
Materials	None
Rationale	<i>The five senses:</i> The interrelated words elicited by means of a mindmap are categorised according to <i>seeing, hearing, feeling, taste</i> and <i>smell</i> . Through this process, the words will be revised and firmly anchored.

Preparation

None


Procedure

- 1 Start with the following example. Pupils can also come up with suggestions.
 - Write a word on the board, for example, *milk*.
 - Draw a box around it.
 - Think of another word related to *milk*, for example, *butter*.
 - Write this word in a box next to the first word.
 - Join the two boxes with a short line.
 - Go on like this until there are at least 20 words in boxes on the board.
- 2 Write five columns on the board:
SEEING HEARING FEELING TASTE SMELL
- 3 Classify as many words from the mindmap as are appropriate in these five categories, for example, *milk* in the *taste* column.
- 4 Pupils copy the mindmap and the lists of the five senses.
- 5 Now the pupils start again from a word of their own choice, for example, *the weather* or *shops*.

Extension

Divide the class into five groups. Ask each group to write a little poem using the words from their category.

Mime Sequence

Focus	Building sentences; Present Continuous / Past Simple; imagination
Level	
Duration	25 minutes
Materials	None
Rationale	<i>Imaginative skills:</i> From a mime sequence, pupils must work out what is going on. <i>Sequencing:</i> The sequence elicits the target language, both oral and written reproduction. The humorous element will heighten attention.

Preparation

Prepare a short sequence of events that can easily be acted out.

Procedure

- 1 Invite the pupils to carefully and silently watch your actions while you mime the following sequence:
 - Open the garden gate of a house.
 - Open a window of the house.
 - Step into the house.
 - On tiptoe, walk up to a wall.
 - Have a good look at a painting on the wall.
 - Carefully lift the painting from the nail on the wall.
 - On tiptoe, walk back to the window.
 - Put the painting outside.
 - Step out of the window and pick up the painting.
 - Silently walk through the garden and shut the gate behind you.
- 2 Ask the pupils what they have seen:

YOU: *What did I do?*

PUPIL: *You opened the garden gate of a house.*

YOU: *And then?*

ANOTHER PUPIL: *You opened a window of the house.*

etc.

- 3 The answers are written on the board and copied into their notebooks.

Extension

Invite a pupil to mime the sequence. At the same time, say what the pupil is doing.


Afterwards, they also write this text in their notebooks:

She is opening the garden gate of a house.
She is opening a window of the house.

Other sequences can be: *a cook preparing soup, a painter painting the front door, somebody preparing a foot bath, or somebody packing a suitcase.* Pupils can come up with their own ideas as well.

Alternatively, they can tell the story in the Present Simple.

One Sun

Focus	Cardinal numbers; creative writing
Level	
Duration	20 minutes
Materials	None
Rationale	<i>Emotional and intellectual value:</i> Pupils are presented with the emotional and mathematical characteristics of numbers, resulting in a close link between the pupils and the final text.

Preparation

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

Procedure

- 1 Ask the pupils what they can say about the number one. Help them come up with some answers. Then ask about the number two, and so on.
- 2 Ask them to look around the classroom and find some things which can be counted.
- 3 When you have discussed a series of numbers, write on the board the following text, possibly adapted to the suggestions your pupils came up with:

One: There is one sun in the sky. There is one headmaster/headmistress.

Two: We have two eyes, ears, feet and arms.

Three: I have a father and a mother: that's three people altogether.

Four: Four points of the compass: north, south, east, west.

Five: We all have five fingers on one hand.

Six: There are six eggs in a box.

Seven: Snow White has seven dwarves.

Eight: There are eight legs on a spider.

Nine: Peter is nine years old.

Ten: We all have ten toes.

- 4 Pupils copy the text and draw pictures.
- 5 The class read the text in chorus from the board. Ask individual pupils to read one line each.

Extension

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

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

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

Remarkable Relations

Focus Creative writing

Level



Duration 45 minutes

Materials Notebooks; dictionaries

Rationale *Relationships between words*: All available vocabulary is mobilised by inventing a connection between two seemingly unconnected words.

Preparation

None

Procedure

- 1 Explain the activity in the pupils' first language:
You will be given two unconnected words. You must write two, three or four sentences which connect these two words.
- 2 Give an example:
plug – hot chocolate
- 3 This may result in something like the following:
To make hot chocolate, I put the milk and chocolate powder in a pan. I put the plug of the electric cooker in the socket. I heat the hot chocolate on the cooker.
- 4 If necessary, give a second example:
a telephone – apples
- 5 The result may be something like this:
As I had broken my leg, I couldn't go to the greengrocer's. I picked up the telephone and ordered some apples.
- 6 Divide the class into pairs.

- 7 Write the following words on the board:

a watering can – a policeman

a watch – a lion

a chicken – a submarine

a sparrow – an open fireplace

a computer – a cat

a train – an orange

a bed – a hammer

a tomato – a radio


- 8 Check that the meaning of all the words is clear.

- 9 The pupils start work.

Extension

When they have finished, pupils may come up with pairs of words of their own to connect.

Spot the Differences

Focus	From listening to writing; concentration
Level	
Duration	30 minutes
Materials	None
Rationale	<i>Concentrated listening:</i> The need to spot the differences in two seemingly identical short stories. <i>Writing skills:</i> The rewriting of a story in words of one's own.

Preparation

Read the story opposite, in both its versions.

Procedure

- 1 Start the lesson with a short introduction in the pupils' first language, explaining that pupils will be spotting the differences in two texts.
- 2 Read the first version. The pupils just listen.
- 3 Read the second version. The pupils make notes about the differences.
- 4 Read both versions once more. The pupils make notes again.
- 5 In pairs, they discuss the differences, after which you give the answers.
- 6 Next tell your pupils:
Now write from memory either the first or the second version in your notebooks. Don't mix them up! Off you go!

Extension

Take a more complicated story or fragment from a book for higher levels.

First version

One morning, a boy walked through the streets of London. He passed a pet shop. In the shop window, he saw a lovely dog. The boy went in and asked the price of the dog. The man in the shop said, 'Ten pounds'. The boy went out again and walked to his school. In class, he thought about the dog. The boy was not rich. There were only six pounds in his moneybox. Back home, he cleaned his father's car and his two neighbours' cars. So he earned four pounds. The next day he could buy the dog.

Second version

One morning, a girl walked through the streets of Liverpool. She passed a pet shop. In the shop window, she saw a lovely rabbit. The girl went in and asked the price of the rabbit. The woman in the shop said, 'Five pounds'. The girl went out again and walked to her school. In class, she thought about the rabbit. The girl was not rich. There were only three pounds in her purse. Back home, she cleaned her mother's car and her two neighbours' cars. So she earned two pounds. The next day she could buy the rabbit.

Sticky Letters

Focus Word building

Level 

Duration 15 minutes

Materials Small pieces of sticky-backed paper

Rationale *Analysing words:* Composing words from separate letters (particularly when one is missing) requires logical linguistic thinking.

Preparation

Collect ten well-known words. Choose one word and write each letter of that word on a separate piece of sticky-backed paper. Then do the same with the other nine words.

Procedure

- 1 Take one word from your prepared pile, for example, *b-a-n-a-n-a-s*.
- 2 Ask seven pupils to come to the front of the class, and put the seven pieces of sticky-backed paper, with a letter on each one, on the backs of the pupils.
- 3 Each of these pupils can now see only six letters. After some guesswork, they stand in line with their backs towards the class in such a way that everyone can read the correctly spelled word in full.
- 4 All the pupils write the word in their notebooks.
- 5 Repeat several times, with as many words as you want to revise.

Extension

Divide the class into several groups. This time, ask each group to write the letters of a word on pieces of sticky-backed paper. Each group then invites other groups to carry out the task and find the word.

Write on each piece of sticky-backed paper a word from a well-known proverb. After some guesswork, pupils stand in line so that the proverb can be read by all the pupils in the class.

Suggested Shopping

Focus Explaining vocabulary through gestures

Level 

Duration 20 minutes

Materials Pen and paper

Rationale *Meaning through gesture:* Without spoken language, words are explained by gestures suggested by the meaning. Awareness of the vocabulary that is used will be optimised.

Preparation

Prepare a list of words that you want to revise: see Note below.


Procedure

- 1 Divide the class into groups of five or six and give each member a number.
- 2 All the number ones come to you.
- 3 In turn, you show each pupil a piece of paper with the first word on it, for example, *Tea*.
- 4 These first pupils go back to their group and explain *with gestures only* what they want to buy, as if they were abroad and didn't speak the language.
- 5 When the group has found the word, the word is written on a piece of paper. Number two comes to you with that piece of paper.
- 6 If it is correct, they get a point and you give out the second word, and so on.
- 7 After 15 minutes, ask:
Which group has got the most points?

NOTE: Items that can be bought abroad:

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

Tags

Focus	Discovering new words
Level	
Duration	20 minutes
Materials	Pupils' articles of clothing
Rationale	<i>Personalisation:</i> Discovering new words on one's own clothing has an element of surprise. Pupils will pay attention throughout the lesson.

Preparation

None

Procedure


- 1 Tell your pupils:
Look at your clothing and search for any labels with texts. If you think these texts are in English, copy them in your notebook. Don't forget your shoes and your schoolbag!
- 2 Walk around the class and help where necessary.
- 3 Write some of the most interesting texts on the board and use them for some choral recitation.

Extension

Ask the pupils to write a label text themselves for an imaginary and remarkable piece of clothing, for example:

- a wizard's hat
- a bullet-proof vest
- clip-on wings
- seven-league boots
- heated gloves
- an air-conditioned sun hat
- a hail-proof raincoat

Vowel Rivers

Focus	Word recognition; vowels; consonants; spelling
Level	
Duration	25 minutes
Materials	None
Rationale	<i>Awareness of sounds:</i> Vowels are compared to a flow of sounds. Consonants are compared to stepping-stones in this flow. Consonants structure the flow of vowel sounds.


Preparation

None

Procedure

- 1 You are going to draw attention to the five vowels: *a, e, i, o, u.*
- 2 Write on the board: *bkshp drs frk flw clck*
- 3 Just for fun, these vowel-less words could be spoken.
- 4 Tell your pupils that the River O is going to flow around these stepping-stones. Say: *Here it comes.* For the younger ones, this may be illustrated with a drawing on the board. These words will appear:
bookshop doors fork flow clock
- 5 Pupils copy the words into their notebooks. Explain the meanings if necessary.
- 6 Do the same with:
River A:
mt, pn, clp, bck, jck mat, pan, clap, back, jack
River E:
st, prss, rst, nxt, Ptr set, press, rest, next, Peter
River I:
stng, sngng, lst, sitting, singing, list, mst, kss mist, kiss
River U:
sn, rg, bg, jmps, rn sun, rug, bug, jumps, run
- 7 Next invite pupils to do the game with a partner, using vowel-less clusters of their own invention.

Wallpaper Poem

Focus	Vocabulary extension; creative writing
Level	
Duration	Several minutes spread over a series of lessons
Materials	A big sheet of paper on the wall; small pieces of sticky-backed paper
Rationale	<i>Relationships between words:</i> Pupils decide how and when new words are used in a poem that gradually comes to life on the wall.

Preparation

Stick up a really big sheet of paper on one of the classroom walls.


Procedure

- 1 Explain to the pupils that, from this lesson onwards, at any moment in the lesson, they may suggest words they really like and that could be used in a poem.
- 2 As soon as a pupil makes a suggestion, give him or her a piece of sticky-backed paper to write it down on. He or she then sticks this at the bottom of the big sheet of paper on the wall. If pupils are slow to make suggestions, just ask whether a certain word of your own choice suits them.
- 3 At some point, there will be eight or ten words up on the wall. Ask for some suggestions as to how to arrange these words in a certain logical order. Invite a pupil to carry out this task.
- 4 Go on gathering new or beautiful words and stick them up at the bottom of the sheet.
- 5 Once again, ask pupils to rearrange the pieces of sticky-backed paper, now including the new ones, into a new and logical, comical or sensible order.
- 6 After a number of lessons, an unexpected, wonderful poem will be on the wall.

Extension

Pupils copy the poem(s) into their notebooks.

Words from a Jar

Focus	Familiar and new vocabulary; cooperation
Level	
Duration	30 minutes
Materials	Two or more closed jars and, in each jar, two dice; dictionaries
Rationale	<i>Spontaneous recall:</i> Pupils are highly involved in the process of finding old (and new) vocabulary on the spur of the moment in an exciting race.

Preparation

None

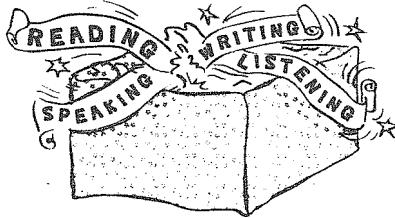
Procedure

- 1 Divide your class into two groups. If it is a large class, make it three groups or more.
- 2 Each group appoints a 'Shaker'. The Shaker stands by the board, holding a well-closed jar with two dice in it.
- 3 When you say *Ready, steady, go!*, the Shakers shake the jar and call out the number of dots that are showing on the dice, for example, *Seven!*
- 4 Each group must now come up with a word with the number of letters showing on their dice.
- 5 Dictionaries may be used, but this will obviously slow the pupils down. They may well manage without them.
- 6 When a word is found, the first pupil of the group runs to the board and writes up that word.
- 7 You check the spelling.
- 8 If the spelling is correct, the Shaker shakes again and the game continues.
- 9 After 15 minutes, ask:
Which group has got the most words?

Extension

Study the lists on the board with your pupils and practise pronunciation in chorus.

Make a sentence of each word, which pupils write in their notebooks, or turn the list into a surrealist poem.



Vocabulary

When teaching vocabulary to young learners, we should always be aware of how we expect the new words to be *anchored*. In other words, how we expect the pupils to memorise the new vocabulary.

Young learners, too, have their own learning strategies. Some will be visual: these pupils appear to remember words which they have *seen*. Others are more auditory: pupils remember words they have *heard*. And there are pupils who remember words that have been linked to *movement*: they are kinaesthetic. Once we have got to know the personal preferences of our pupils, we can give them personal attention according to their special needs. In practice, these three preferences often appear to be mixed in a pupil's learning strategy. But, generally speaking, we must think of essential ways in which language can be anchored.

Furthermore, we can say that language can be anchored to external objects, parts of the body, movements of the body or musical elements (rhythm and/or melody). When we are preparing our lessons, it is worth thinking about this anchoring process. Which strategy do we favour in a particular lesson? Could we combine strategies? Which ones are most effective? If we ask ourselves these questions as we prepare, we are more likely to employ the most effective and efficient learning strategies.

Abbreviations

Focus Vocabulary extension; inventiveness

Level 

Duration 20 minutes

Materials None

Rationale *Associative thinking:* Fixed numbers are used as clues, leading to the answers.

- 3 Set a time limit, for example, ten minutes, and, at the end of that time, see who has found the most solutions.
- 4 Give all the answers and discuss them.

Solutions

- 4 right angles in a square
- 5 fingers on a hand
- 9 planets in the solar system
- 8 legs on a spider
- 4 seasons in the year
- 24 hours in a day
- 366 days in a leap year
- 90 degrees in a right angle
- 100 pennies in a pound
- 1001 Arabian Nights
- 60 seconds in a minute
- 7 days in a week
- 7 colours of the rainbow
- 5 toes on a foot
- 2 weeks in a fortnight

Preparation

Collect 15 suitable abbreviations: see Worksheet below.

Procedure

- 1 Explain the idea of abbreviations. Give one or two examples.
- 2 Divide your class into pairs and give out a handout with 15 abbreviations on it (see below) or write them on the board.

Extension

Add your own abbreviations or invite the pupils to add their own. You could give this activity as homework and discuss it in the next lesson.

Discuss some well-known abbreviations: *UNO, USA, NATO, UNESCO, UK*, etc.

WORKSHEET

Abbreviations

4 r. a. in a s.

.....

5 f. on a h.

.....

9 p. in the s. s.

.....

8 l. on a s.

.....

4 s. in the y.

.....

24 h. in a d.

.....

366 d. in a l. y.

.....

90 d. in a r. a.

.....

100 p. in a p.

.....

1001 A. N.

.....

60 s. in a m.

.....

7 d. in a w.

.....

7 c. of the r.

.....


5 t. on a f.

.....

2 w. in a f.

.....

Animals in their Element

Focus	Revising or introducing animal names
Level	
Duration	15 minutes
Materials	A soft ball (one that doesn't bounce) or a beanbag
Rationale	<i>Spontaneity and speed:</i> The ability to respond swiftly and to reproduce relevant vocabulary is further developed.

Preparation

None

Procedure

- 1 Explain that each animal has a favourite element to live in. Write on the board:

AIR *bird, eagle, sparrow, seagull, robin, butterfly, swallow*

WATER *fish, crocodile, shark, dolphin, whale, turtle, goldfish*

EARTH *cat, dog, cow, horse, mouse, goat, deer, snake, caterpillar*
- 2 Read the list and the pupils read the words after you in chorus.
- 3 Ask a few pupils:
 - *In which element does a fish live?*
 - *In which element does an eagle live?*
 - *And what is a dog's favourite element?*
- 4 After this introduction, the game starts. In initial stages, the pupils may read the words from the board.
- 5 All the pupils stand up and form a big circle. You stand in the middle. You are the thrower.
- 6 Throw the beanbag to one of the pupils and say at the same time one of the following:
 - *Air*
 - *Water*
 - *Earth*


- 7 The pupil who catches the beanbag must call out the name of an animal that lives in the element you mentioned. The beanbag is then thrown back. The game continues. If a wrong animal is mentioned, the pupil must sit down.
- 8 If you shout *Fire!*, the catcher says nothing and throws back the beanbag.

Extension

A pupil is the thrower.

Pupils draw a picture of the earth in their notebooks, with land, water and a big expanse of air above it. They write the names of the animals in the corresponding elements.

Colour Run

Focus	Names of colours in relation to various objects in the classroom
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Revision of vocabulary:</i> Attention is drawn to objects and their colours.

Preparation

None

Procedure

- 1 Divide the class into groups of five.
- 2 Give numbers to each member of a group: *One, two, three, four, five.*
Give a colour to all number ones, for example, *Red.*
Give a colour to all number twos, for example, *Blue.*
Give a colour to all number threes, for example, *Green.*
etc.
- 3 Check that every pupil knows their colour.
- 4 Now name an object in the classroom that has a specific colour, for example:
Mary's schoolbag.
- 5 While all the pupils look around in search of the object you mentioned, you say:
Ready, steady, go!
- 6 All the number ones of the various groups must stand up (because the schoolbag happens to be red), touch the schoolbag as quickly as they can and sit at their desks again.
- 7 The first pupil back in his or her seat gets a point for their group.
- 8 Next say:
Peter's notebook ... Ready, steady, go!


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

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

Extension

Pupils write all the vocabulary, with the colours, in their notebooks.

Countries and Capitals

Focus	Names of countries and capitals
Level	
Duration	15 minutes
Materials	Pieces of sticky-backed paper
Rationale	<i>Geography:</i> By matching names of countries and their capitals, the English versions of the names are taught.

Preparation

Choose the names of the countries and their capitals you want to teach or revise. Write each name on a separate piece of sticky-backed paper.

Procedure


- ① Give each pupil a piece of sticky-backed paper with the name of a country written on it. Then give each one a piece of sticky-backed paper with the name of a capital written on it. Make sure each pupil has two pieces of paper that do not match.
- ② Ask a pupil to come to the board and stick one of their pieces of paper up on the board, for example, *Vienna*. Read it out loud. All the pupils say it in chorus after you.
- ③ You say:
The pupil with the name of the country that goes with Vienna may now come to the board. Who is that?
- ④ The pupil with the piece of paper with *Austria* on it should come to the board and stick it up next to *Vienna*. Country names go on the left of the board, and capitals go on the right.
- ⑤ All the pupils say in chorus:
Austria – Vienna.
- ⑥ The pupil at the board asks another pupil to come to the front and stick one of their pieces of paper on the board, for example, *Italy*. The pupil with *Rome* comes forward and sticks their piece of paper on the board. And so on, until all the pieces of paper are on the board.

- ⑦ Repeat all the names in chorus.
- ⑧ Take away one name after another. The empty places are 'read' from memory. Stop when one name has been taken away from each pair.
- ⑨ Pupils copy the list into their notebooks.

Extension

Give one or two distractors: names that do not fit in the list.

Details

Focus	Vocabulary related to familiar school surroundings
Level	
Duration	45 minutes
Materials	Photographs; dictionaries
Rationale	<i>Observation of familiar surroundings:</i> Words from the target language are highlighted when firmly linked to familiar objects.

Preparation

Take at least 12 photographs of details in and around the school building, for example:

- a door handle
 - a tile on the floor
 - a tap
 - a doormat
 - a peg
 - a ceiling decoration
 - a letter of the school's name on the façade
 - an electric socket
 - part of a fire extinguisher
- etc.

Procedure

Lesson 1

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

Lesson 2


- 2 The pupils will have had a fresh look at the school building when they come into class this time.
- 3 Stick up on the wall, well spaced out, your 12 photographs of details you noticed in and around the school building.
- 4 Divide your class into pairs.
- 5 Ask all the pupils to stand up and come and look at the photographs.

- 6 When a photograph has been identified by a pair, they sit down and write in English what it is and where the detail can be found. Dictionaries may be used.
- 7 Finish the lesson by explaining where you took your photographs and ask some pupils to read out their texts.
- 8 At a suitable moment, you might like to show your pupils where you took the photographs.

Extension

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

Fantasy Island





















Focus	Geography-related vocabulary
Level	
Duration	45 minutes
Materials	Notebooks; pencils; crayons; erasers
Rationale	<i>Orientation and discoveries:</i> The special interests of this age group, from a psychological point of view, are used to draw a fantasy island with all the geographical details.

Preparation

Draw the map that you are going to use on a piece of paper.


Procedure

- On the board, write a list of geographical names, adding a small symbol after each word, for example:

mountain 	hill 
seaport town 	river 
brook 	canal 
coast 	cycle track 
railway 	motorway 
bridge 	forest 
sea 	ocean 
capital 	town 
airport 	village 
pier 	footpath 

- Read the list in chorus.
- Teach *North, south, east, west*.
- When the pupils are ready with their notebooks, pencils and erasers, say, for example:
 - Draw an island.
 - On the west coast, draw a big seaport town.
 - There are two piers pointing into the ocean.
 - In the south of your island, there's a village.
 - From the village to the seaport town, there's a railway.
 - Up in the north, there are three mountains.
 - To the south of the seaport, there's an airport.
 - From the mountains runs a river to the village in the south.
- The pupils draw the symbols on the map as you talk, reading from your own map.
- Repeat once more exactly what you said. Everyone should end up with more or less the same map.
- Draw the map yourself on the board. The pupils check their maps.

Hide it Visibly

Focus	Ordinal numbers; observation; concentration
Level	
Duration	10 minutes
Materials	A small object, well known to the pupils
Rationale	<i>Competition:</i> In this playful way, the ordinal numerals are introduced entirely subconsciously and are linked to actual situations in the classroom.

Preparation

You will need an object the size of a matchbox. The level of difficulty is related to the size of the object that will be 'hidden' visibly.

Procedure

- 1 Ask your pupils to close their eyes. Hide the object somewhere in the classroom. Put it in an unusual place, but it should remain *visible*, for example, on the edge of the board, on a lamp, on a cupboard or on the floor under your desk.
- 2 Walk around the classroom to mislead the pupils. Then say:
Open your eyes!
- 3 Explain that they should start walking around in search of the object. Nothing may be touched or moved and there must be no pointing. Say:
Start searching!
- 4 As soon as the object is spotted, they say nothing at all. Instead they silently and very quickly take their seats again.
- 5 You watch and make a note of the first six pupils who take their seats. When everybody has spotted the object and is seated again, say, for example:
John was first. Mary was second. Peter was third. Leo was fourth. Rita was fifth. And Marco was sixth.

- 6 Then the following conversation takes place:

YOU: *Who was first?*

CLASS: *John was first.*

YOU: *Who was second?*

CLASS: *Mary was second.*

etc.

- 7 Continue at random:

YOU: *Who was fifth?*


CLASS: *Rita was fifth.*

Extension

You can introduce more ordinal numerals in the same way.

Invite a pupil to assist you doing the counting, or two pupils do the counting without you.

Johnny

Focus	Parts of the body; demonstratives; clothing; colours
Level	
Duration	20 minutes
Materials	Sheets of card or paper in various colours; sticky tack; scissors
Rationale	<i>Extension and recycling of vocabulary:</i> This is playfully achieved in a game format.

Preparation

Cut parts of Johnny's body and clothing out of different coloured paper. Have these in a pile ready for use on your table.


Procedure

- Say to your pupils:
I'm going to tell you about Johnny.
- Stick on the board the various parts of Johnny, saying the following:
YOU: *These are Johnny's blue trousers.*
PUPILS: *Blue trousers.*
YOU: *This is Johnny's red pullover.*
PUPILS: *Red pullover.*
YOU: *And look! These are Johnny's black shoes.*
PUPILS: *Black shoes.*
YOU: *Here I've got Johnny's head.*
PUPILS: *Head.*
And so on, until Johnny appears on the board.
- Repeat the whole sequence, this time removing the various parts from the board and giving each part to a different pupil.
- Invite pupils to come to the board in turn and build up Johnny anew. The pupils name the part they stick up on the board.
- Next ask the class:
What colour are Johnny's trousers?
What colour is his pullover?
- Depending on level, you can extend the number of parts. *Nose, ears, eyes, mouth, belt* and even *shoelaces* may be added, all according to the proficiency of your pupils.

Extension

Tell a short story about Johnny.

Knock, Knock!

Focus	Listening skills; vocabulary extension
Level	
Duration	10 minutes
Materials	Something hard to knock with, for example, a pair of scissors or a pen
Rationale	<i>Aural discrimination:</i> Awareness of different sounds is a key skill when learning a foreign language. <i>Spatial orientation:</i> With eyes closed, pupils follow the sound of footsteps through the classroom.

Preparation

None

Procedure

- Tell your pupils that you are going to knock on three objects in the classroom. Show them the object you are going to knock with.
- All the pupils close their eyes.
- Knock on three things, for example, the floor, the board, and the sole of your shoe.
- Pupils open their eyes. You ask:
On which three things did I knock?
- They should say the three things *in the right order*.
- Write new words on the board.
- Repeat the game.
- Invite pupils to do the knocking as well.
- Practise pronunciation of the words in the list.
- Pupils copy the list of words on the board into their notebooks.


Extension

Knock on four objects, and then on five objects.

Increase the speed, so that the time between the knocks gets shorter.

To confuse pupils, knock twice on the same object.

Let's Count

Focus	Cardinal numbers and new vocabulary
Level	
Duration	20 minutes
Materials	Sheets of paper
Rationale	<i>Word-picture association:</i> Numbers and new vocabulary are introduced through pictures which represent the new material and will attract the pupils' attention.

Preparation

Draw 12 pictures representing the numbers 1–12 (see Procedure step 3 below). Also write the numbers 1–12 on 12 separate pieces of paper.

Procedure

- 1 Preferably get your pupils to sit in a circle.
- 2 Introduce the subject of numbers through the following exercise:

Let's walk in a circle and take 12 steps.

Here we go: one, two, three ...

Now walk back 12 steps. Here we go ...

Now stamp your feet 12 times.

Clap your hands 12 times.

Close your eyes. How many times did I clap my hands?

I clapped two numbers. Which two?

Petra, clap four. Piotr, clap eight.

etc.
- 3 Next put your 12 pictures on the floor in the middle of the circle:

• one flower	• seven stars
• two trees	• eight houses
• three cats	• nine apples
• four keys	• ten clouds
• five leaves	• eleven ladders
• six cups	• twelve fishes

- 4 Hold in your hand the 12 pieces of paper with the numbers written on them.
- 5 Give a pupil number one and ask him or her to put the number next to the appropriate picture:

Sophie, this is number one. Put it next to the flower.

Martha, this is number two. Put it next to the trees.

Philip, this is number three. Put it next to the cats.

And so on.
- 6 When all the pictures and numbers are matched, say:

Peter, bring me all the numbers in the right order.
- 7 When you have got all the numbers from Peter, say:

Maria, bring me all the pictures in the right order.
- 8 When the floor is clear and you have all the pictures and numbers, ask:

How many cats were there? Yes, three.

And show the picture.

How many ladders were there? Yes, eleven.

And show the picture.

And so on.
- 9 Put all the pictures and numbers on the wall.

Extension

If the pupils can write, ask them to copy the numbers and pictures from the board.

Lucky Dip

Focus Comparatives; *this* and *that*; revising and extending vocabulary

Level 

Duration 20 minutes

Materials A bin liner or large bag; drawings; sticky tack

Rationale *Word-picture association*: Attention is drawn to comparatives through an easy activity with pictures.

Preparation

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

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

Procedure

- 1 Show the pupils the bin liner, saying, for example:
Here I've got a bin liner. It's full of surprises.
Mary, take something out of the bin liner.
Wow! It's a big cat! Stick it up on the board, please.
Thomas, take something out of the bin liner.
Wow! It's a small tree! Stick it up on the board, please.
- 2 Go on until all 20 pictures are on the board – the big ones and small ones mixed up.
- 3 Reorganise the pictures by taking, for example, the small tree and saying:
What's this?

Pupils answer in chorus:
It's a small tree.

Now take the big tree and say:

What's this?

They answer in chorus:

It's a big tree.


- 4 After some minutes, there are two sections on the board: one with the big pictures, and the other with the smaller versions.
- 5 Now compare some pictures by holding them up and saying:
This house is bigger than that house.

The pupils repeat in chorus.

Then say:
That house is smaller than this house.

The pupils repeat in chorus.
- 6 Pupils continue to repeat in chorus, after which you put the pictures into the bin liner again.
- 7 The game can be played again. In turn, children take out a picture, say what it is and stick it up on the board.

Marching Orders

Focus	Irregular verbs; memorisation
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Chanting and walking rhythmically:</i> This musical element, experienced with the whole body, aids the memorisation process.

Preparation

Preferably do this activity in a wide open space.

Procedure


- 1 Divide your class into two groups. The two groups stand in line, facing one another.
- 2 The first pupil of one line shouts out the infinitive of an irregular verb.
- 3 The group opposite moves three steps forward, saying the three forms of the verb. After the third form, they take three steps back, saying the three forms in reverse:
drink – drank – drunk
drunk – drank – drink
- 4 Then the first pupil of the other group shouts out the infinitive of another irregular verb.
- 5 The first group does the walking and reciting.
- 6 And so on, down the line.
- 7 You may need a list of the verbs on the board for the pupils to refer to. You can recycle as many verbs as you think necessary.
- 8 If you include 'ABB' verbs like *buy – bought – bought*, where the past participle is the same as the Past Simple, pupils mustn't jump forward a second time. This leads to great fun.

NOTE: If there is no open space available, the pupils can stand by their desks and all step forward and back again. A pupil at the front shouts out the infinitives.

Variation

The pupils stand in line, you shout out an infinitive and the two lines move forward and back at the same time. This battle-like approach gives new energy to the process.

May I Introduce ...?

Focus	Vocabulary extension; visualisation
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Personal fantasy:</i> All the pupils are involved in building up a picture of a fantasy character. <i>Memorisation:</i> As it is the pupils' fantasy, the details will be easily remembered.

Preparation

None

Procedure

- 1 Draw a simple picture of a boy on the board.
- 2 Say to your pupils:
 - *This is a boy.*
 - *What's his name?*
 - *What colour are his trousers?*
 - *What colour is his shirt?*
 - *What colour are his shoes?*
 - *What colour is his hair?*
 - *Where is he?*
 - *Is he alone?*
 - *Where does he live?*
 - *What has he got in his right hand?*
 etc.
- 3 As you ask the questions, draw the answers in the picture on the board. This can be extended with a second character or objects suggested by the pupils.
- 4 Once the picture is complete, repeat the whole sequence of questions and the pupils answer in chorus.
- 5 Pupils copy the picture in their notebooks.

Extension

Invite pupils to come to the board and add something relevant to the picture. These elements will be the ones they remember best.

Start the following lesson with some questions about the character that was brought to life so fully. Pupils will remember many of the details.

More or Less

Focus Cardinal numbers; guessing

Level 

Duration 15 minutes

Materials None

Rationale *The notion of 'more' and 'less':* Cardinal numbers are elicited from a set through questions.

Bodily movements: Memory skills while counting are underpinned.

Preparation

None

Procedure

- ① Ask your pupils to stand up.
- ② Introduce or revise cardinal numbers from 1 to 20 or higher, according to level. You can do this in any or all of the following ways:
 - The pupils clap their hands or stamp their feet as they count.
 - They count backwards.
 - Odd numbers are clapped; even numbers are stamped.
- ③ Pupils sit down again.
- ④ Write on the back of the board (or somewhere out of sight of the pupils) a number from the set you have just revised.
- ⑤ Establish the limits:
I have written down a number between 5 and 19.

- ⑥ The pupils question you, for example:

PUPIL: *Is it 6?*

YOU: *No, it's more.*

ANOTHER PUPIL: *Is it 18?*

YOU: *No, it's less.*

ANOTHER PUPIL: *Is it 12?*

YOU: *No, it's less.*

ANOTHER PUPIL: *Is it 10?*

YOU: *No, it's more.*

ANOTHER PUPIL: *Is it 11?*


YOU: *Yes, it is!*

- ⑦ Invite a pupil to come forward and do the same as you did.

Extension

A fraction may also be used as the number that should be guessed, for example, *eight and three quarters*. This is much more difficult.

Multiplication Tables

Focus	Cardinal numbers and basic arithmetic; concentration
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Rhythm:</i> Through a rhythmical experience of multiplication tables with the whole body, numbers and target language merge. The unexpected beauty of the rhythms never fails to impress.

Preparation

None

Procedure

- ① Ask the pupils to stand up.
- ② Divide the class into five groups. Each group represents a multiplication table. Take the tables of 2, 3, 4, 5 and 6.
- ③ Stand in front of the group and count slowly from 1 to 24.
- ④ The members of each group join in with you when you come to the answers in their table.
- ⑤ For example:
 - The table of 2 joins in with you when you say 2, 4, 6, 8, 10, etc. They chant these answers with you.
 - The table of 3 joins in with you when you say 3, 6, 9, 12, etc.
 - The table of 4 joins in with you when you say 4, 8, 12, etc.

- ⑥ It works like this:

YOU: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
 16 17 18 19 20 21 22 23 24

TABLE OF 2: 2 4 6 8 10 12 14 16 18 20 22 24

TABLE OF 3: 3 6 9 12 15 18 21 24

TABLE OF 4: 4 8 12 16 20 24

TABLE OF 5: 5 10 15 20

TABLE OF 6: 6 12 18 24


- ⑦ The effect will be much greater if you ask your pupils to clap and stamp when they say their answers.

Extension

Count from 1 to 60 or even to 100 and add more multiplication tables.

NOTE: As appears from the pattern above, this exercise is extremely suitable for teaching the *Lowest Common Multiple* to advanced classes. Pupils experience this mathematical phenomenon with their whole body. This is language teaching and arithmetic at the same time.

My Tomcat

Focus	Homophones; building questions
Level	
Duration	20 minutes
Materials	None
Rationale	<i>Sound awareness:</i> A competition can highlight words and phrases that sound similar but often have a different meaning.

Preparation

Collect a series of homophones (words that sound the same but are written in a different way and have a different meaning – see examples below). Preferably collect these from texts known by the pupils. Ideally you will already have discussed this linguistic phenomenon in previous lessons.

Procedure

- Show the pupils some words that have the same sound but are written in a different way and have a different meaning, for example:

<i>sail – sale</i>	<i>nose – knows</i>	<i>plain – plane</i>
<i>tail – tale</i>	<i>hour – our</i>	<i>by – bye</i>
<i>red – read</i>	<i>hear – here</i>	<i>been – bean</i>
<i>steal – steel</i>	<i>I'll – aisle</i>	<i>u – you</i>
<i>pail – pale</i>	<i>in – inn</i>	<i>their – there</i>
<i>sun – son</i>	<i>pear – pair</i>	<i>two – too</i>
- Decide whether you have the list of homophones on the board or whether everything will be done from memory.
- Invite two pupils to come to the front of the classroom. They decide which pair of homophones they will take. Let's say they take *sail* and *sale*. Nobody in the class knows their choice. These two pupils start describing their words like this:

PUPIL A: *My tomcat is part of a ship.*

PUPIL B: *My tomcat is a place where people sell something.*

PUPIL A: *My tomcat is above the water.*

PUPIL B: *You can buy something at my tomcat.*

PUPIL A: *Most of the time my tomcat is white, but sometimes it's other colours.*

PUPIL B: *When you go to my tomcat, you should take some money.*


PUPIL A: *The wind may blow into my tomcat.*

PUPIL B: *When you're looking for something nice, go to my tomcat and buy it.*

- From all these clues, the other pupils should be able to guess the two words. They are allowed to call out the solution as soon as they think they have found the two words.
- Note the time that is taken to get the answers.
- After the solution is found, invite a new pair to the board.
- At the end, ask:

Who took most minutes?

Pass it on!

Focus	Concentration
Level	
Duration	15 minutes
Materials	15 small objects that pupils can easily hold in their hands
Rationale	<i>Linking objects to names:</i> Objects and their names in the target language are related and memorised in a playful way in a game format.

Preparation

Find a large space where you can play this circle game.

Procedure

- 1 Show 15 small objects to your pupils and have them say the names in chorus. For example:
A key, an eraser, a sponge, a shoelace, a pencil sharpener, a shell, a screw, a matchbox, a box, a nut, a rope, etc.
- 2 Sitting on the floor, the pupils form a circle and one pupil stands in the middle.
- 3 Give six objects to six pupils in the circle.
- 4 When you say *Ready, steady, pass it on!*, the pupils start passing these objects round the circle.
- 5 Next you call out two objects, for example:
Key, sponge!
- 6 The two pupils who happen to have these objects in their hands, swap places as fast as they can, while the pupil in the middle tries to get to one of the two empty places first.
- 7 This is repeated several times.

Extension

Call out four objects: four pupils swap places.

Call out all six objects: six pupils swap places.

Add more objects to the circle.

Calling out all 15 objects will take some time, but the effect will be hilarious.

Variation

Ask every pupil in the circle to choose the name of an animal. They say their chosen animal name twice. Some animals:


Dog, cat, crocodile, camel, cuckoo, mouse, rat, monkey, donkey, snake, snail, spider, goldfish, flea, fly, eagle, owl, seagull.

When each pupil knows their animal name well, the game can start.

You shout out two or more animal names. These two pupils swap places. The pupil in the middle tries to get to one of the empty places first.

Names of fruit can also be used.

Proverbs at Work

Focus	Proverbs; word order; concentration
Level	
Duration	20 minutes
Materials	Pieces of sticky-backed paper
Rationale	<i>A series of short games:</i> Proverbs are usefully taught because they enrich the target language with new vocabulary and with ancient wisdom which is alive in this language.

Preparation

Collect ten proverbs: see Procedure step 1 below and also 'Proverbs in Miniature' on page 82.

Procedure

- 1 Teach or revise some or all of the following proverbs:
 - *Penny wise, pound foolish.*
 - *All things in good measure.*
 - *Actions speak louder than words.*
 - *Still waters run deep.*
 - *The pot calls the kettle black.*
 - *The early bird catches the worm.*
 - *Like father, like son.*
 - *Time flies.*
 - *A rolling stone gathers no moss.*
 - *Look before you leap.*
- 2 Put this list on the board.
- 3 Do some choral chanting, with the pupils standing. Then play one or more of the games opposite.
- 4 Pupils write the proverbs in their notebooks.

Game A

Write the words of one proverb on separate pieces of sticky-backed paper. Invite as many pupils as there are words to come forward. Stick the pieces of paper on their backs. Although they cannot see the word on their own back, they should have a good look at the other words. Then they take up positions in the right order so that the text is readable for the other pupils.

Game B

Stick one word of a proverb on the board. The list of proverbs is out of sight and the class has to guess which one it is. If no answer is forthcoming, stick a second word on the board. And so on.


Game C

Shout out the last word of a proverb. Pupils shout out the last word but one, then the third word from the end, and then the fourth from the end. And so on.

Game D

Invite a pupil to the front of the classroom. Ask this pupil to say one word from a proverb *but without any sound*. The rest of the class do some lip reading and guess the proverb.

Proverbs in Miniature

Focus	Proverbs; aural discrimination
Level	
Duration	25 minutes
Materials	None
Rationale	<p><i>Introduction or revision of proverbs:</i> They enrich language and will help the pupils to illustrate oral and written language in an appealing way.</p> <p><i>Eliciting meaning from a multitude of sounds:</i> Aural skills will be improved.</p>

Preparation

Collect ten proverbs: see Procedure step 1 below. Decide, according to the level of your class, how many proverbs you are going to use in this game.

Procedure


- 1 Teach or revise some proverbs, for example:
 - *The more, the merrier.*
 - *Every cloud has a silver lining.*
 - *Let sleeping dogs lie.*
 - *New brooms sweep clean.*
 - *Silence is golden.*
 - *Home sweet home.*
 - *Time will tell.*
 - *Practice makes perfect.*
 - *Out of sight, out of mind.*
 - *Kill two birds with one stone.*
- 2 Ask the pupils to stand up, and do some choral chanting of the proverbs.
- 3 Take the first proverb from the list (*The more, the merrier*). Divide the class into as many groups as there are words in the proverb: four in this case.
- 4 Give each group one word. Ask them all to shout out their word *at the same time*. A hardly understandable multitude of sounds will be the result. However, the intent listener will be able to pick out the proverb.

- 5 Send a pupil out of the classroom.
- 6 Decide with the others which proverb from the list will be 'shrunk together'.
- 7 Invite the pupil to come back in.
- 8 On your signal, every group shouts out their word from the proverb at the same time. The pupil, having listened intently, guesses the proverb. They may ask for a second shouting.
- 9 Pupils write the proverbs in their notebooks.

Extension

Add more proverbs or sayings to the list: see also 'Proverbs at Work' on page 81.

Reverse Order

Focus	Vocabulary extension
Level	
Duration	15 minutes
Materials	Some small objects
Rationale	<i>Memory skills:</i> A localised memory activity links words to particular spots in the classroom.

Preparation

None

Procedure

- 1 Walk through the classroom and pick up and put down five objects that happen to be on or near the desks, for example, a pen, an eraser, a bag, a stone and a brush. As you pick them up, say the names in English. All the pupils repeat them in chorus.
- 2 A pupil is invited to do the same, walking the same route. The pupil says the names of the objects as he or she picks them up. All pupils repeat in chorus.
- 3 A second pupil is invited to do the same, *but now in reverse order*.
- 4 A third pupil walks the route in reverse order too.

Extension



Increase the number of objects.

Invite a pupil, sitting on his or her chair, to name all the objects without doing the walking part.

NOTE: The objects to be remembered will have been internalised and anchored.

When teaching very young learners, you can put objects related to a story (a doll, a dwarf, a shell, a beautiful stone, a dish with sand, etc.) in various parts of the classroom. Walk the route along the objects, naming the objects or retelling a scene from that particular story. Then the pupils repeat some of the words in chorus. Invite a pupil to walk the route and see if he or she remembers some words.

Rhythmical Verbs

Focus	Irregular verbs; memorisation
Level	 
Duration	10 minutes
Materials	None
Rationale	<i>Chanting and walking rhythmically:</i> The musical element, experienced with the whole body, effectively supports the memorisation process.

Preparation

None

Procedure


- 1 The pupils stand behind their desks.
- 2 You (or a pupil standing in front of the class) shout out the infinitive of an irregular verb. All the pupils repeat the infinitive and add the Past Simple and the past participle:
YOU: *Go*
CLASS: *Go – went – gone*
- 3 As the three forms are said, the pupils stamp their feet in the same rhythm with their hands on their hips, immediately followed by clapping their hands three times with their mouths shut. When they are clapping, the three forms are being silently repeated and thus firmly anchored.
- 4 In the initial stages, the verbs may be written up on the board for everybody to see.

Extension

The Past Simple form is shouted out at the start.

Alternatively, it is the past participle that is called out.

Running Word Chain

Focus	Vocabulary revision
Level	
Duration	15 minutes
Materials	None
Rationale	<i>Recalling vocabulary:</i> Through the motivation of a competition, all available vocabulary will surface and thus be revised.

Preparation

None

Procedure

- 1 Divide your class into four teams. These go and stand in line at the back of the classroom.
- 2 Divide the board into four columns.
- 3 When you say *Ready, steady, go!*, the first pupil in each line rushes to the board and writes an English word in their column. Any word will do.
- 4 The pupils rush back, hand over the chalk and the second pupil in each team runs up and writes down a word that begins with the last letter of the preceding word. And so on.

For example:


- red
- door
- room
- more
- even

- 5 Stop after four minutes. Then ask:
Which team has got most words in their list?
Only correctly spelt words count.

Extension

You can narrow down the category: only nouns are allowed, or adjectives, or verbs.

Sniffer Dogs

Focus	Vocabulary extension; responsibility; observation
Level	
Duration	30 minutes
Materials	None
Rationale	<i>Sensory impressions:</i> Heightened awareness of the sense of smell can be a means of vocabulary extension.

Preparation

None

Procedure

Lesson 1

- 1 Teach words related to the sense of smell. Always present these in collocations, for example:
 - *I smell the fresh sea air*
 - *A sweet flower*
 - *A sour apple*
 - *The nasty smell of rubbish*
 - *The scent of apple blossom*
 - *The fragrance of these herbs*
 - *This soap is perfumed*
 - *It's a bit smelly in here*
 - *The changing room reeks of sweaty bodies*
 - *The stench of dead fish*
 - *A stink bomb*
- 2 Pupils write the list in their notebooks.
- 3 At the end of the lesson, appoint two pupils as 'Sniffer dogs'. Ask these pupils, while the others just listen, to come to the next lesson with a list of at least six smells they noticed on their way back from the classroom all the way into their bedroom at home.


Lesson 2

- 4 Invite these two pupils to come to the front of the class. Together they give an account of their findings.
- 5 The list is written on the board and pupils copy it into their notebooks.

Extension

All the pupils collect six smells on their way home. The following lesson, the findings are discussed in pairs.

Soundtrack

Focus	Vocabulary extension; observation
Level	
Duration	30 minutes
Materials	None
Rationale	<i>Sensory impressions:</i> The sense of hearing as a means of vocabulary extension is heightened.

Preparation

None

Procedure

Lesson 1

- 1 Elicit words related to the sense of hearing. Always present these in collocations, for example:
 - *The rattle of the train*
 - *The whistle of the referee*
 - *Rustling leaves*
 - *A soundproof room*
 - *What a noise! Hush!*
 - *A peal of thunder*
 - *A screaming child*
 - *Don't shout at me*
 - *The rain patters against the windows*
 - *The old door creaking*
 - *A crackling fire*
- 2 Pupils write the list in their notebooks.
- 3 At the end of the lesson, appoint two pupils as 'Soundtrackers'.
- 4 Ask these pupils, while the others are just listening, to come to the next lesson with a list of at least six sounds they noticed between leaving the school and arriving in their bedroom at home.

Lesson 2

- 5 Invite these two pupils to come to the front of the class and together they give an account of their findings. (If the pupils' level allows, you might be able to go straight to the second Extension idea instead, but this is rather more complicated.)
- 6 The new list is written on the board and pupils copy it into their notebooks.


Extension

All the pupils have the task of collecting at least six sounds on their way home. The next lesson, the findings are discussed in pairs and written down.

Locations of the sounds may be added to the list of phrases:

- *The old door of our garden shed creaks.*
- *I hear a screaming child – it's my little brother in the bathroom.*

The Final Product

Focus	Vocabulary extension; making a comic strip
Level	
Duration	45 minutes
Materials	Dictionaries
Rationale	<i>Associative thinking:</i> Establishing logical sequences of words and sentences is achieved through interlinked vocabulary.

Preparation

Prepare a list of suitable 'final products': see Procedure step 1 below.


Procedure

- 1 Write a list of everyday products on the board, for example:
Butter, bread, marmalade, olive oil, a chocolate bar, a bottle of wine, a T-shirt, a wooden table, cheese.
- 2 Think of six stages that are needed to produce these final products, for example:
Butter
 - *Grass grows in the meadow.*
 - *Cows eat the grass.*
 - *The farmer milks the cows.*
 - *The farmer transports the milk to the factory.*
 - *In the factory, they use the milk to produce butter.*
 - *The lorry transports the butter to the shop.*
- 3 The pupils copy this example into their notebooks.
- 4 Divide the class into pairs.
- 5 Each pair takes a final product from the list or starts working on any other suitable product.
- 6 The six stages get shaped into six sentences.
- 7 The six stages are illustrated with six simple drawings, as in a comic strip.
- 8 All the results are shown and read aloud.

Extension

Tell pupils to write all six sentences in the *passive*.

The Smelling Game

Focus	Vocabulary extension; observation
Level	
Duration	10 minutes
Materials	Pupils' lunchboxes; a blindfold
Rationale	<i>Sensory impressions:</i> Heightened awareness of the sense of smell is exploited as a means of vocabulary extension.

Preparation

None

Procedure

- 1 Invite a pupil to come to the front of the class and sit on a chair.
- 2 Blindfold this pupil.
- 3 Invite another pupil to come up to the blindfolded pupil with one of their sandwiches or some other food. The food is held under the nose of the blindfolded pupil, who should determine the filling of the sandwich by its smell.
- 4 If the guess is correct, he or she may remain seated. If it is wrong, the pupil with the sandwich takes their place.
- 5 In initial stages, your help will be essential: you translate the words into the target language. Everyone says the words in chorus after you.
- 6 After having done this over a series of lessons, the pupils have to give the sandwich fillings by their names in the target language.

Extension


The words are written on the board and pupils copy them into their notebooks, but only once they have been firmly anchored in the phonological memory of the pupils.

Distractors held under the nose of pupils can be:

- a flower
- a wet sponge
- a piece of mouldy clay
- one of 'the pupils' shoes.

The humorous effect will heighten attention.

The Talking Tree

Focus	Vocabulary related to the four seasons
Level	
Duration	45 minutes
Materials	Drawing materials
Rationale	<i>Linking interrelated vocabulary:</i> A drawing relates pictures and words. <i>First time writing:</i> Target language writing is gently introduced.

Preparation

None

Procedure

- ① Draw a large tree on the board.
- ② Divide it into four sections with a big cross from top to bottom and from left to right. Each section represents a season. Give the tree in each of the four sections the outward appearance of the four seasons.
- ③ Write these four words in the four sections:
Spring, summer, autumn, winter.
- ④ The pupils copy the drawing.
- ⑤ Have the following conversation, speaking for the tree yourself:

YOU: *Tree, tell me about winter.*
TREE: *In winter, I am white with snow.*

YOU: *Tree, tell me about spring.*
TREE: *In spring, I am pink with flowers.*

YOU: *Tree, tell me about summer.*
TREE: *In summer, I am green with leaves.*

YOU: *Tree, tell me about autumn.*
TREE: *In autumn, I am red with fruit.*

⑥ The words spoken by the tree can be written in the corresponding section of the drawing.

⑦ The dialogue is now spoken by the pupils: one pupil takes the role of the tree and the rest of the class say the questions in chorus. And vice versa.


Extension

Add more text to the four sections, for example:

- *In spring, I am pink with flowers.*
- *Birds come and build their nests in my branches.*
- *New leaves cover them.*
- *All the nests are filled with eggs.*

The situation may develop into a mini-play.

The Town

Focus	Vocabulary extension; visualisation
Level	
Duration	30 minutes
Materials	None
Rationale	<p><i>Personal fantasy:</i> All the pupils are involved in building up a picture of a fantasy character.</p> <p><i>Memorisation:</i> As it is the pupils' own fantasy, the details will be easily remembered.</p>

Preparation

None

Procedure

- 1 Pupils should have pen and notebook at the ready.
- 2 You start with the following:

Through a beautiful gate, we enter a town. What colour is the gate?

The pupils choose a colour and write the word in their notebooks, for example, *Brown*.

Continue in this way:

We are walking along a wide street and we enter a square. What do we see in this square?

They write down, for example, *A house*, or *A fountain*, or *A library*.

In the square, we also see a palace. Who lives in this palace?

They write down, for example, *The King*, or *The Queen*, or *A famous pop singer*.

Suddenly, the door of the palace opens. Who is leaving the palace?

They write something about this person.

Close to the palace we also see a park. What do we see in this park?

We also see a boy in this park with a bag in his hand. What's in this bag?

Suddenly he starts running. Where is he running to?

Slowly we walk back to the gate of the town. We leave the town through this gate and we walk back to the classroom.

- 3 Ask the questions once more and invite pupils to read the answers from their notebooks.
- 4 Choose the most appropriate answers and tell a summarised version of the whole story.

Extension

Add more questions as you build up this fantasy.

Touch and Tell

Focus Adjectives; guessing an object through touch

Level 

Duration 15 minutes

Materials A cloth; some objects taken from the classroom

Rationale *Tactile emotions:* The sense of touch supports the language learning process and words are learned or recycled.

Preparation

Collect some objects you want to use in this game, for example, a pair of scissors, a piece of chalk, a wet sponge, a drawing pin, a leaf from a plant, a cork, and a piece of mouldy clay. Before pupils enter the classroom, put these on a table in front of the class. Hide them under a cloth.

Procedure

- 1 Write the following adjectives on the board:
Soft, hard, rigid, wet, smooth, rough, sharp, convex, concave, pointed, round, square, cold, prickly.
- 2 Say the words aloud. The pupils repeat them in chorus. Explain the meaning in the mother tongue where necessary.
- 3 Invite a pupil to come up to the table with the hidden objects.
- 4 Ask them to put their hands under the cloth, take hold of an object without looking at it, and describe how it feels, using the words that are written on the board.
- 5 The rest of the class guess what object the pupil is describing. If it is a pair of scissors, for example, he or she will probably say:
It is hard. It is cold. It is rigid. It is sharp. It is pointed.
- 6 The first pupil whose guess is right comes forward and has a go.

Extension


If proficiency allows, pupils can describe what can be done with the objects.

They write in their notebooks a list of the objects and their qualities, for example:

A drawing pin is cold, hard and sharp. It is used on a noticeboard.

When the pupils are familiar with the game, ask them for some more objects that can be put under the cloth. They may come up with a few surprises.

20 Mini-drawings

Focus	Teaching and recycling vocabulary through pictures; concentration; a good start to a lesson
Level	
Duration	15 minutes
Materials	Pieces of sticky-backed paper to stick on the board
Rationale	<i>Anchoring of new words through pictures:</i> Pictures you have drawn yourself will establish an extra bond between you and your pupils.

Preparation

Do 20 mini-drawings before you start the lesson on 20 pieces of sticky-backed paper. For example, an apple, a house, a chair, the moon, the sun, a cup, a spoon, a fork, a comb, a cloud, a tree, a toadstool, a toothbrush, a lamp, a key, a flower, a glass, a hand, a butterfly, a knife.

Procedure

- 1 Start with a blank board. Stick up your mini-drawings one by one. Say all the names of the objects and the class repeat them.
- 2 Then continue in the following way:
YOU: *I'm going to take away one of the drawings. Let's see ... Yes, this apple. Did you see that? What was it?*
PUPIL: *It was the apple.*
- 3 Go on until all the drawings have been taken away at random from the board, sometimes acting as if you find it difficult to decide.
- 4 Now repeat, the other way around: invite a pupil to come to the board. Give this pupil a drawing to stick up on the board. The pupil says the name of the object, for example:
This is a spoon.
- 5 The class repeat this in chorus.
- 6 Finish with some good choral chanting of all the words.

Extension

When all the drawings are up on the board, ask the pupils to close their eyes. Take one drawing away. Pupils open their eyes again. Ask:

Which drawing has gone?

Repeat until all drawings have gone.


When all the drawings are on the board, invite a pupil to come forward and ask:

Would you please take away the flower?

When ten drawings have disappeared, the pupils chant in chorus the whole set of words: they have to fill in the empty spaces themselves with the right word. Repeat this when 15 drawings have disappeared. At last, when the board is empty, they chant all the 'invisible' drawings. Memory will be strongly localised here.

Pupils can copy all the words and drawings into their notebooks.

Weather Landscape

Focus	Weather-related vocabulary
Level	
Duration	45 minutes (plus further lessons)
Materials	A large piece of paper; scissors; sticky tack; coloured pencils or crayons
Rationale	<i>On-going project:</i> The pupils get highly involved in the target language, producing a landscape for the classroom wall in which weather-related vocabulary is featured.

Preparation

Draw a landscape on a big piece of paper, including the following: hills, the horizon, a river, some houses, trees, a road and people. Stick it up on the classroom wall before pupils arrive.

Procedure

Lesson 1


- 1 Point to your landscape on the wall and explain your plans in their first language: pupils are going to make weather symbols to stick on the landscape.
- 2 Divide the class into groups and ask them to draw, colour and cut out:
 - *Clouds: white, grey and black ones, the size of their hand*
 - *The sun, with beams and a jolly face*
 - *Snowflakes: always six-pointed*
 - *Raindrops: small ones and big ones*
 - *Three blowing faces of different sizes representing the wind*
 - *The moon, with a face*
 - *Lightning flashes*
 - *Umbrellas*
- 3 Give all the pupils scraps of paper, coloured pencils or crayons, and scissors.
- 4 Collect all the results in a box and put the box somewhere close to the landscape.

- 5 Ask a pupil to come up to the landscape. Give this pupil some sticky tack and ask him or her to put some symbols from the box up on the landscape *according to today's weather*.
- 6 Ask another pupil to give information about the weather, with the help of the landscape on the wall, for example:
 - *There are some clouds in the sky.*
 - *It's raining.*
 - *The wind is blowing.*
 - *People are using umbrellas.*
 - *It's cool.*
- 7 They write this text in their notebooks.

Further lessons

- 8 The landscape remains on the wall for some weeks and is adapted every lesson. The symbols are rearranged by a pupil according to the current weather.

What Can It Do?

Focus	Expanding idiom with real tools
Level	
Duration	20 minutes
Materials	Ten tools
Rationale	<i>Memorisation:</i> The tools are actually held in the hand. New words are assimilated through the close link between operation of tool and language.

Preparation

Collect, for example, a pencil sharpener, a corkscrew, a pen, a brush, a nutcracker, a key, a hammer, a pair of scissors, a spoon and a bottle opener. Put these on a tray in front of the class. Collect all the necessary things to show the workings of these tools: a pencil, a corked bottle, a piece of paper, a nut, etc.

Procedure

- 1 Take the tools from the tray, one by one. Say the name of the tool and give the tool a special voice of its own, saying what it can do. You are immediately followed by the pupils in chorus:
 - *A pencil sharpener: I can sharpen a pencil.*
 - *A corkscrew: I can uncork a bottle.*
 - *A pen: I can write a word.*
 - *A brush: I can paint the door.*
 - *A nutcracker: I can crack a nut.*
 - *A key: I can lock the door.*
 - *A hammer: I can hammer a nail.*
 - *A pair of scissors: I can cut paper.*
 - *A spoon: I can stir water.*
 - *A bottle opener: I can open a bottle.*
- 2 Repeat, but now show the workings of the tools in whatever way you can. (Actually cut some paper, open a bottle, etc.)
- 3 Repeat again by taking up a tool at random, asking: *What's this? What does it say?*
- 4 The class answers in chorus.

- 5 Repeat once again, but now a pupil takes up some tools. The class responds in chorus.
- 6 Invite ten pupils to take up a tool and stand in line in front of the class. One by one, they show their tool, saying its name and what it says.

Extension

Narrow down the choral speaking to smaller groups, while the others listen. Or narrow it down to only two pupils, or even one.

The sentences may be written on the board for pupils to copy into their notebooks.

What Did You Find?

Focus Vocabulary extension

Level



Duration 15 minutes

Materials Ten objects

Rationale *A search:* Through the format of an exploratory expedition around the classroom, new vocabulary is presented to the pupils, who will be highly involved in the search.

Preparation

When the pupils are not in the classroom, put ten objects in unusual places, for example:

- Three teabags in a plant
- A sandwich by the window
- An apple on the edge of the board
- An orange in the washbasin
- A photograph of yourself on the wall
- Your keys on a nail on the wall
- A carton of fruit juice on a bookshelf
- Something from the school kitchen on your table
- A bicycle at the back of the classroom
- A boot high up on a cupboard

In fact, any unusual objects will do.

Procedure.

- 1 When the pupils have come in and are seated, explain in their first language what the activity is about. Then say (now speaking in the target language):
We are discoverers. We're going to discover strange things in our classroom. Stand up and look very carefully.
- 2 The pupils walk round the classroom. As soon as they see something, they come to report it to you, preferably in English. If this is not yet possible, they report it in their own language. You make notes in English, like a real explorer.
- 3 When everything has been found, pupils go back to their seats.
- 4 Repeat all new vocabulary in chorus.

What Do You Remember?

Focus Vocabulary extension; observation

Level



Duration 10 minutes

Materials None

Rationale *Perception skills:* Observation will positively influence the anchoring process of the new language. Vocabulary related to a pupil's outward appearance is extended.

Preparation

None


Procedure

- 1 Discreetly send one pupil out of the classroom.
- 2 Ask the others, depending on whether pupils wear school uniform or not, some of the following questions:
 - *I just asked John to leave the classroom. Can you tell me what he's wearing today?*
 - *A pullover? And the colour?*
 - *And his shoes? What colour are they?*
 - *Has he got shoes with laces or with a buckle?*
 - *And the colour of his socks?*
 - *Is he wearing glasses?*
 - *What colour is his hair?*
 - *Has he got a watch?*
 - *Does he write with his right or with his left hand?*
 - *Is he wearing a belt?*
 - *A tie? What colour is his tie?*
 - *Has he got more first names than just 'John'?*
- 3 After having answered these questions, ask the pupil to come back in. Pupils watch with new interest and will often be amazed about their own mistakes (of which there will be many).
- 4 Pupils write the names of the articles of clothing in their notebooks.

Extension

If the level of the class allows, instead of giving an oral description, get the pupils to write down as many details as they can think of about the outward appearance of the pupil who left the classroom.

What Has Been Changed?

Focus	Concentration; observation; competition
Level	
Duration	10 minutes
Materials	None
Rationale	<i>Perception:</i> This game encourages the development of perception in general and of the perception of the new language in particular.

Preparation

None

Procedure

- 1 Tell the pupils that one of them will be sent out of the classroom. You are going to change something in the classroom. Then the pupil will be asked to come back in again and will have no more than two minutes to find the change. Say:
Peter, would you please step outside?
- 2 In cooperation with the other pupils, change something in the classroom. For example:
 - Two pupils swap places.
 - Put all the flowerpots on the floor.
 - Pupils drag their desks two metres away from their usual spot.
 - Clean the board.
 - Some of the pupils swap sweaters.
 - All the pupils take off one shoe.
 - Change something in your own outward appearance.
- 3 Ask Peter to come in again.
- 4 Keep an eye on the time yourself or get a 'Timekeeper' to do this. Peter may have as many guesses as he wants within the time limit.
- 5 Play the game a couple of times with different pupils. Then ask:
Who was quickest?
- 6 To finish this game, you can ask all the pupils to swap places. This will cause a good laugh even after the lesson has come to an end.

Extension

After playing the game, have a conversation with the class, for example:

YOU: *What was different when Peter came in?*

PUPILS: *The plants were on the floor.*

YOU: *What was different when Barrie came in?*

PUPILS: *The curtains were closed.*

After answering in chorus, ask individual pupils for the answers.

NOTE: You will be amazed by the diffuse or chaotic way in which many pupils observe their surroundings.

Words in a Box

Focus Practising new words; aural discrimination

Level



Duration 15 minutes

Materials A magic wand; a wizard's hat

Rationale *Word-sound association:* Anchoring new words and new sounds through a game.

Pronunciation: Enunciation of new words is highlighted and refined.

Preparation

Make a list of new words you wish to teach. Words already known can also be incorporated.

Procedure

- 1 Put a list of 20 target words in front of you and say the first word, for example:
Table.
- 2 In chorus, all the pupils repeat the word.
- 3 Work through the whole list in this way, repeating words that are considered to be difficult.
- 4 Now say to the pupils:
 - *We all cup our left hand.*
 - *This is a box.*
 - *Now put on the lid (our right hand).*
 - *Now open the box and whisper one of these words into the box.*
 - *Close the box with the lid.*
 - *Now the word is in the box.*
 - *The wizard will come and open the box.*
 - *Then the word will escape!*
- 5 Invite a pupil to come forward. Give them the magic wand and put the wizard's hat on their head.
- 6 The wizard walks around the desks and touches the 'box' of one pupil. This pupil opens the box. The word escapes and the pupil clearly says the word that was whispered into it.

7 All the pupils say the word in chorus.

8 The wizard goes to another pupil and another word escapes. Repeat the game with one or two other wizards.

Extension

Only words with a particular sound may be whispered into the box, for example, words that begin with the sound /k/ or have the vowel sound /ɑ:/.

Do not write words on the board. The 'word-picture' should not influence pronunciation. After the game has been played over a series of lessons, once the correct pronunciation has been firmly established, words can be written up on the board. These words can then be used in a dictation.