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**RESOURCE
BOOKS FOR
TEACHERS**

series editor

ALAN MALEY

YOUNG LEARNERS

Sarah Phillips

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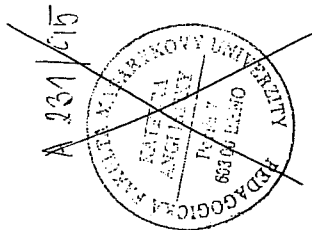
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Introduction

Who this book is for

Young learners

In this book, young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. However, as any children's teacher will know, it is not so much the children's age that counts in the classroom as how mature they are. There are many factors that influence children's maturity: for example, their culture, their environment (city or rural), their sex, the expectations of their peers and parents. The approach and type of activity that you decide to use with a class will be influenced by your knowledge of their circumstances, attitudes, and interests rather than simply by the children's physical age. So although a recommended age range is given for each activity, it should be taken as a guide, not a hard and fast rule.

Their teachers

As English becomes more and more accepted as an international language, it is increasingly included in primary curricula, where it is often taught by non-native speakers. Although they are trained primary teachers, they may not be trained language teachers. There are also more and more private language schools that provide classes for young learners: their teachers are often native speakers who have not had specific training in teaching children.

One of the aims of this book is to provide information and activities that will meet the needs of these two very different groups of teachers. I hope that there will be at least something for everyone and that the second aim of this book, to provide teachers with ideas and techniques that they can use when designing supplementary activities for their own classes, will be achieved.

Primary education

The years at primary school are extremely important in children's intellectual, physical, emotional, and social

another language. The wider resources of older children should be exploited to the full while maintaining the philosophy of making a language relevant, practical, and communicative. This means the development of all the four skills, and the use of a wide range of topics that could well draw on other subjects in the curriculum. The focus should continue to be on language as a vehicle of communication and not on the grammar, though the ability of older children to make logical links and deductions can be exploited. You can give them tasks in which they discover for themselves simple grammatical rules, or you can focus their attention on the structure of the language in order to help them formulate an 'internal grammar' of their own. This is part of the 'learning to learn' process mentioned above.

It is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning. This cyclical process generates a positive attitude towards learning English, which is perhaps one of the most valuable things that primary teachers can transmit to children. Children learn a lot more than English in their English classes: the tasks and activities stimulate and continue their all-round development.

In the classroom

Which language to use in class?

The question of whether or not to use the mother tongue in the English classroom is an open one. My own feeling is that while it is essential to use as much English as possible in class, there are times when the use of English is counter-productive. It is often more economical and less frustrating for all concerned if you give instructions for a complicated activity in the children's mother tongue, or check the instructions you have given by asking the children to repeat them in their own language. In a feedback session (see below), where the aim is for the children to express their feelings and attitudes, it would be counter-productive to expect them to use their limited knowledge of English. What is important is that the children are given clear guidelines on when they are expected to use English and when their first language is permissible. Children need to be aware of which activities are specifically intended to develop their spoken skills; they should be encouraged to use only English in these. On the other hand, if they are working on a reading text that requires logical inference, it is not reasonable to expect them to be able to do this in English.

Classroom language

An area where English should be used as much as possible is the everyday organization and running of the classroom. Both the teacher and the children can use English here; in fact, this classroom language is one of the most realistic communicative situations in which the children find themselves. It is not difficult to give instructions for the usual classroom routines in English: if you use gestures as well, the children will soon become used to them.

If you have been working on requests or asking permission using *can*, then you should insist that the children make simple requests such as *Can I have a pencil?* or *Can we start?* in English. One way of encouraging the use of English in the classroom is to write the most commonly used phrases in speech bubbles and to stick them where the children can see them clearly. If a child uses his or her mother tongue, do not respond to the request, but insist that he or she repeats it in English by pointing to the appropriate bubble. ...

Please can I have the scissors?

Have you got a ruler?

What's the time?

Classroom organization

The children

Different activities require different groupings. The ones most commonly used are:

- individual:** for reading, making things, or keeping vocabulary records.

- pairs:** pair work is most commonly used in speaking activities like mini role plays or information gaps, and you can also ask the children to read and write in pairs. When you are setting up such an activity, it is a good idea to demonstrate what you want the children to do using 'open pairs'. Select two children to do part of the activity while the rest of the class watches.



Discuss the results with the children, and bear in mind the activities they like when planning the next unit of work.

- As in the previous activity, but ask the children to evaluate the activity on two scales—'useful' and 'interesting'.



- Ask the children to look through their folders and to think back over the class, and to write down five useful pieces of language that they have learned.
- Ask the children to look through their folders and to write down five things that they have learned—language or other things.
- At the end of a unit of work, ask older children to write you a letter or note in which they mention the things they have enjoyed doing and the things they do not understand.
- Ask the children to write sentences such as these on a regular basis:

I am good at ...
I am not good at ...
I am going to ... next week.

- At the end of a group or whole class activity, ask the children to decide where they would put their corporate behaviour on the following (or similar) scale:



Then ask them where they think you would put them. If there is a difference, and there usually is, ask them why. If the evaluation is towards the 'very bad' end of the scale, ask them how they could improve. This is made much more explicit if you use a wall of the classroom as the scale, and ask the children to literally put themselves on it.

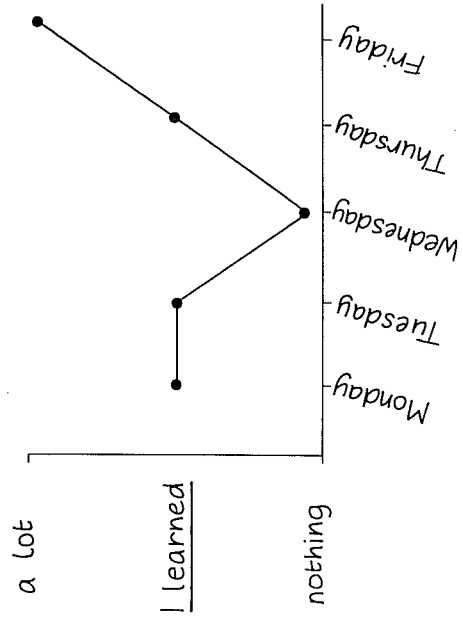
- After a group activity, ask each group to write four or five pieces of advice for another group that is going to do the same activity. This could take the form of simple imperatives:

Remember to ...
Don't

- This is especially useful if you are going to repeat the type of activity. Before doing it again, remind the children of their ideas.

- After an activity that has required the application of logic, reasoning, or a skill of some kind, ask the children how they have reached their answers. This can help those who had problems with the activity, giving them ideas or a model for how to do better.

- Ask the children to keep a graph of their English classes: they can enter their progress according to 'I worked', 'I learned', or any other parameters that you or they think useful.



As you get used to doing feedback, you will think of other ways of getting your children to reflect on themselves and their lessons. You may be surprised at the children's capacity to be self-critical, and their awareness of the teacher's aims and of their own learning processes. This kind of reflection is starting to appear in textbooks such as *Hotline* by Tom Hutchinson (OUP): they are worth looking through for ideas, even though they are written for older children.

English, as a child's maturity makes a great difference to what he or she is able to do. An older child may reach level 2 in one year, while younger children need to go more slowly.

Age group

The letters A, B, and C refer to children's ages:

A = 6-8 years old

B = 8-10 years old

C = 10-12 years old.

This is a rough guide only. You must, of course, use your own knowledge of your children to judge whether the activity is suitable for your class (see 'Who this book is for', page 5).

Time

A rough guide to how long the activity will take. This will vary considerably according to such factors as the size of the class, the age of the children, whether they are used to working in groups, and so on.

Aims

The aims of the activity are divided into two parts: linguistic aims and 'other' aims. The linguistic aims cover language and skills development, while the other aims refer to the intellectual and social development of the children.

Description

A short summary of the activity so that you can get an overall idea of it.

Materials

A list of what you need to do the activity.

Preparation

A brief outline of what you need to do before the lesson.

In class

A step-by-step guide to doing the activity.

One of the first steps is often 'Check the vocabulary/language'.

The amount of checking will depend on the needs of each group: teachers may need to take time to present and practise the language, or simply to remind the children of it.

After doing the activities it is important to give the children time to take a step back and to reflect on what they have done—see the section on feedback, page 11.

Follow-up

Ideas for further activities which reinforce what has been learned.

Variations

Examples of ways in which you could adapt the activity to suit your children.

Comments

Hints and advice to make the activity run more smoothly.

1 Listening

Listening tasks are extremely important in the primary language classroom, providing a rich source of language data from which the children begin to build up their own idea of how the language works. This knowledge forms a base or resource which they will eventually draw on in order to produce language themselves. Let the children listen to language which is a little above the level with which they are already familiar. Make the meaning clear by using pictures, mime, and body language, and they will understand it and expand their language horizons just a little bit further.

It is almost always true that language learners understand more than they can say, and when children learn their first language they respond to language long before they learn to speak. Second language learners also have a 'silent period' in which they listen to the language around them, internalize it, and formulate their own personal grammar, which they adapt and expand as they are exposed to more language. Some authors argue that this period should be respected and that students learning a new language should not be made to speak (or write) until they are ready, that is, until they do so spontaneously. Many of the activities in this chapter require children to respond non-verbally, or using a minimum of language. This allows them to focus on what they are listening to and to demonstrate that they have understood it, without being distracted by how to formulate their answer. The exception to this is written dictation, which requires children to produce at least some writing.

There is a tendency to think that 'doing listening' is listening to the cassette that comes with the coursebook. Cassettes are useful for providing a different voice and accent, but the teacher is also a very important source of listening material. When, as a teacher, you go about the daily business of organizing the class, you provide some truly authentic listening material (a good reason for giving as many classroom instructions as you can in English). Teachers can also give instructions for making things (see 1.6, 'Make an instructions machine'), or tell stories (see 1.2, 'The Frog family'), and because you are actually there in the classroom the children can see your face, gestures, and body language, which help them understand. You are also able to interact with the children while they listen, which is after all how we listen in real life. Don't underestimate yourself!

PREPARATION

Prepare a list of commands related to the topic or language point that you are working on. Here are some examples:

Suggestions for TPR

Classroom commands (adapt these to your own routine)

- ✓ Stand up.
- ✓ Sit down.
- ✓ Give X a pencil, please.
- ✓ Open/close the door.
- ✓ Put up your hand.

Body

- ✓ Touch your partner's back.
- ✓ Put your hand on your head.
- ✓ Hold up seven fingers.

Verbs in general (mime)

- ✓ Eat an orange.
- ✓ Drink a very cold fizzy drink.
- ✓ Go to the shop and ask for some chewing gum.
- ✓ Watch a horror film.

Prepositions

- ✓ Put your pencil on the floor.
- ✓ Put your book under the chair.

Abilities

- ✓ If you can swim, clap once.
- ✓ If you can play the recorder, stand up.

Physical descriptions

- ✓ Hold hands with someone with brown eyes.
- ✓ Touch someone who is wearing a red jumper.

Comparatives

- ✓ If Y is taller than Z, put up your left hand.

Likes and dislikes

- ✓ If you like bananas, pretend you are eating one.
- ✓ If you don't like eggs, make a face.

General knowledge

- ✓ (These can reflect topics the children are working on.)
- ✓ If London is the capital of England, put up your hand.
- ✓ If ice is made from water, nod your head.
- ✓ If a spider has eight legs, clap eight times.

IN CLASS

Start with simple commands and build up to more complicated ones. It is usually not necessary to pre-teach vocabulary; instead, demonstrate or let the children try and guess what you want them to do. You can ask the whole class to respond to a command, or single out one child at a time.

VARIATION

This is a version of a traditional children's game called 'Simon says'.

- 1 When you say *Teacher says* before a command, the children have to obey it. If you do not say *Teacher says*, the children mustn't move.
- 2 Children who move when you don't say 'Teacher says' are 'out', and help you watch the others for the rest of the game. The winners are the last ones left at the end of the game.

1.2 The Frog family**LEVEL** 1**AGE GROUP** A, B**TIME** 30 minutes**AIMS**

Linguistic: listening for gist, relating words and actions, family vocabulary.

Other: to involve the children in storytelling.

DESCRIPTION

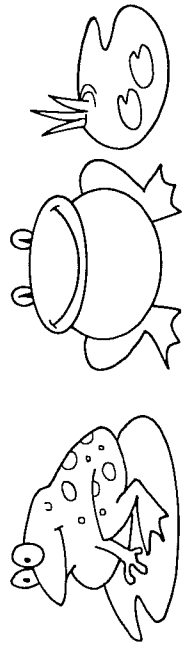
The teacher tells a story about the Frog family and the children act out the parts of the characters.

MATERIALS

Flashcards or board drawings of the Frog family, chalk or string, paper for lily-pads.

PREPARATION

- 1 Practise telling the story. Include very explicit actions that the children will be able to imitate.
- 2 Prepare pictures of the Frog family.
- 3 Draw a large lily-pad and make an area of floor into a 'pond' with chalk or string.



DESCRIPTION

The children listen to a story and choose pictures that fit what they have heard.

MATERIALS

Examples of food, for example fruit, sausages, and bread, or pictures of these. Pictures of shopping baskets (see Preparation).

PREPARATION

- 1 Make a photocopy of the four different shopping baskets for each child (see Worksheet 1.3 at the end of the book), or make four large pictures of the baskets that you can stick on the board.
- 2 Practise telling the story using the story outline below. Remember to use plenty of gestures, mime, and pictures to help the children understand.

IN CLASS

- 1 Tell the children you are going to tell them the story of a boy called Timmy who went shopping.
- 2 Ask them 'Do you ever go shopping? Do you go on your own? Or do you go with Mummy or Daddy?'
- 3 Show them the food (or pictures) and ask them in which shop you buy what. Teach the English names of the shops and write them on the board. If you are using pictures of food, you can stick them next to the names.
- 4 Ask the children if they have a list of things to buy when they go shopping. Draw one on the board. Ask the children to suggest things to buy. Then wipe these items off so that you have an empty list.
- 5 Tell the story. (See the story outline below.)
- 6 Then ask the children to tell you what was on Timmy's shopping list and which shops he went to. Write these on the board.
- 7 Give the children the pictures of the baskets (or put the large pictures on the board) and tell them that one of them is Timmy's basket when he got home.
- 8 Tell the story again.
- 9 Ask the children to discuss in pairs which is Timmy's basket, then ask the whole class which basket they chose and why. (This will probably be done in their native language, which is fine as this activity is designed to practise listening comprehension, not speaking in English.)

STORY OUTLINE**TIMMY GOES SHOPPING**

One day Timmy's mother asked him to go to the shops. She gave him a shopping list.

On the list were:
two loaves of bread,
twelve sausages,
five apples,
and six fat fish.

He went to the baker's and bought two loaves of bread.
went—butter's—bought twelve sausages
went—fruit shop—bought five apples
went—fish shop—bought six fat fish.

On the way home he met a duck who said 'I'm hungry', so Timmy gave her a loaf of bread.

met a dog—said 'I'm hungry'—gave him six sausages
met a donkey—said 'I'm hungry'—gave her three apples
met a cat—said 'I'm hungry'—gave him a fish.

He got home and put the shopping basket on the table.

His mother said:

'Oh Timmy! I said two loaves, not one
twelve sausages, not six
five apples, not two
six fish, not five.

Next time we'll go together!'

COMMENTS

The food and shops should reflect the children's environment—the example given here is for children who live in southern Europe.

FOLLOW-UP 1

- 1 Tell the story again, but change the name of the child and the numbers of items to fit a different basket on the picture.
- 2 Ask the children which is the correct basket.

FOLLOW-UP 2

Tell the story again, but ask the children to give you different details.

FOLLOW-UP 3

- 1 Draw a cartoon strip of the story with empty speech bubbles.
- 2 Make copies and give them to the children. Ask them to complete the speech bubbles.

1.5 The Pied Piper—listen and draw a route

LEVEL

2, 3

AGE GROUP

B, C

TIME

30 minutes

AIMS

Linguistic: to practise listening for detail, prepositions of movement.

Other: to practise map skills, spatial awareness.

The teacher tells the story of the Pied Piper of Hamelin. The children listen and draw where he led the rats on a map.

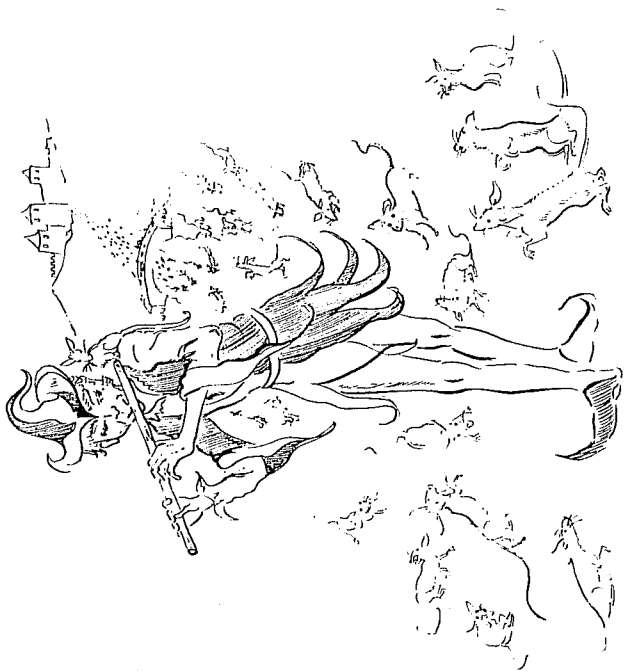
DESCRIPTION

PREPARATION

- 1 Make two copies of the map for yourself, and a copy of the map for each child (see Worksheet 1.5 at the end of the book).
- 2 Draw the route on one of your copies of the map. Leave the other one blank to show the children.
- 3 Practise telling the story.

IN CLASS

- 1 Show the children a picture of a tall man with a flute and lots of rats. Ask the children if they know who he is.



- 2 Tell the story of the Pied Piper (see story outline below).
- 3 Give the children their copies of the map and check that they understand the English for the main features (*bridge, hill, castle, road, house, wood, river*). You can ask them to write the words on their own maps.
- 4 Explain that you are going to tell them where the Pied Piper took the rats, and that they must draw it on the map.
- 5 Describe the route in English, once before they start to draw, so that they get a general idea, then again a couple of times while they are drawing.
- 6 Let them compare their routes, then describe the route once again, and finally show them your master copy so that they can check their work.

STORY OUTLINE

THE PIED PIPER

Once upon a time there was a town called Hamelin.

The people in the town had a problem: the town was full of rats! There were rats in the street, in the houses, in the schools, in the shops, even in their beds!

'We must get rid of the rats!' the people said. But how?

Then, one day, a strange man came to the town. He wore a tall hat and had a flute. 'I can get rid of the rats', he said. 'What will you give me if I take them all away?'

'Lots of money!' said the people.

So the Pied Piper started to play his flute. Strange music came out of the flute, and soon rats came out of all the shops, houses, and schools. The road was full of rats! They all followed the Pied Piper.

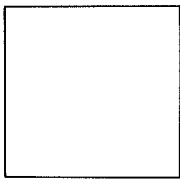
The Pied Piper led the rats:

over the bridge,
up the hill,
down the hill,
round the castle,
along the road,
past the little house,
through the garden of the big house,
into the wood,
out of the wood,
and into the river.

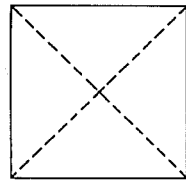
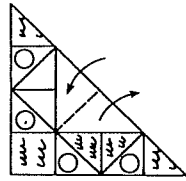
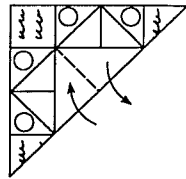
FOLLOW-UP 1

Give the children sentences from the story with words missing. They have to look at their maps to guess the missing words.

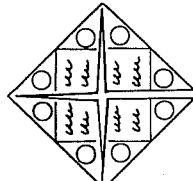
4 Now turn the paper over.
(Pause)



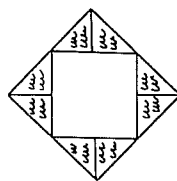
5 Now fold the square in half along both diagonals and open it again. (Pause)



6 Now fold each corner to the middle.
(Pause)



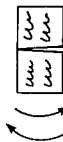
7 Turn it over.
(Pause)



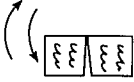
8 Fold the new corners to the middle.
(Pause)



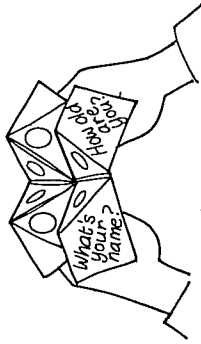
9 Fold it in half and open it again.
(Pause)



10 Fold it in half the other way and open it again.
(Pause)



11 Now—the difficult part—put your finger and thumb in the flaps in the corners, and push upwards and to the middle.



The instructions machine works like this. Working with a partner:

- 1 Ask your partner to choose a question. If the question is How old are you?, open and close the machine once for each year of their age. If the question is What's your name?, Where do you live?, or What's your favourite colour?, spell the answer out loud and open and close the machine once for each letter.
- 2 Ask your partner to choose another question. Do the same thing with the answer.
- 3 Open the machine to the coloured flaps and ask your partner to choose one of the colours. Open the flap of this colour and your partner has to follow the instructions under the flap.

FOLLOW-UP

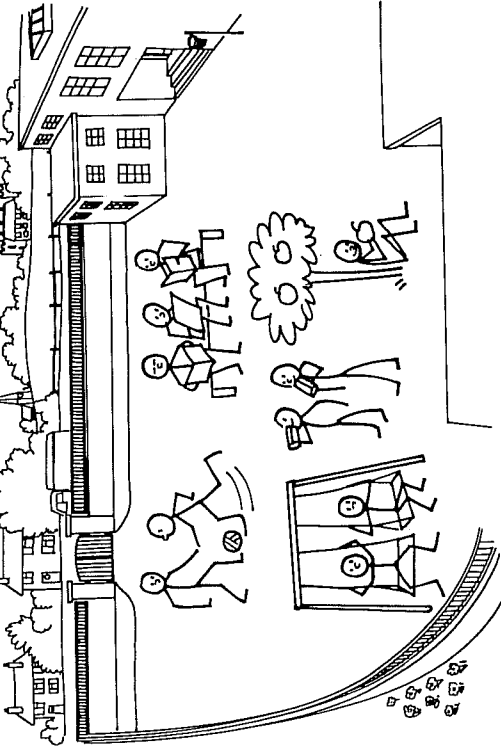
Ask the children what other instructions they could put in the machine. Show them how to make correct sentences and then let them make another machine with these in.

VARIATION 1

Instead of instructions, write predictions to make a fortune-telling machine.

VARIATION 2

Give instructions to make other simple folded paper figures, to go with topics you are working on: for example, if you are working on animals, make a zoo or Noah's ark. (See under 'Creative activities' in the Further Reading section for examples of books on paper folding.)



- 6 Describe the picture one more time so that they can check their work, either individually or in pairs.
- 7 Show them your master picture.

VARIATION

You can adapt this activity to suit the topic you are working on: for example, a house and garden, a birthday party tea, in the street, in a shop, or by the sea.

FOLLOW-UP 1

1 With some pictures, for example of a birthday party tea, you can talk with the children about the picture and ask them what the people in it are saying to each other.

2 The children say these dialogues to each other in pairs, and continue the conversation if possible.

FOLLOW-UP 2

The children can act a 'living picture' like the one they have just drawn, in which each group of children has to say something.

IN CLASS

2 At the same time, think about how you are going to describe these activities to the class. You may find it useful to write an outline description for yourself.

3 Make a copy of Worksheet 1.8 for each child. If you do not have access to a photocopier, draw a simple playground (just a fence and a corner of a building will do) for the children to copy.

1 Check the main points of vocabulary with the children, using mime or pictures on the board. Useful words might include: *top, bottom, left-hand, right-hand, corner, middle, girl, boy, by/next to, fence, running, jumping, standing, talking, and colours.*

2 Give out the photocopies of Worksheet 1.8, or draw the empty playground for the children to copy. Explain that you are going to tell them in English where the children are and what they are doing, and that they must draw them.

3 Practise the activity with just one of the children in the picture. Check that the class understand what to do.

4 Tell them that they should just listen the first time you describe the whole picture, not draw. Describe it.

5 Then describe each child in the playground individually, pausing after each one so that the children can start to draw.

As children often take a long time drawing, just give them enough time to start each figure, and then let them finish at the end of the dictation. Explain this if they panic.

IN CLASS

- 1 Give each child an identical picture of a room, or an outdoor scene.
- 2 The children work in pairs. Each child 'hides' four or five objects in his or her picture (toys, people, coloured mice).
- 3 They have to ask questions to find out where their partners have hidden their objects. The partner must not lie!

Mime and guess

Linguistic: Present continuous and other structures.

Write or draw several actions such as *eat a banana* or *swim in the sea* on cards or slips of paper.

IN CLASS

- 1 Give out the cards to individual children or pairs of children.
- 2 Give the children time to prepare a mime of their action.
- 3 Get them to do their mime for the rest of the class, who guess the action: for example, *They are eating a banana*.

2.2 On the farm—an information gap activity

LEVEL 1

AGE GROUP A, B

TIME 20–40 minutes

AIMS *Linguistic:* *There is, there are, it's + colour, it's in.*

Other: to encourage children to co-operate with each other.

DESCRIPTION

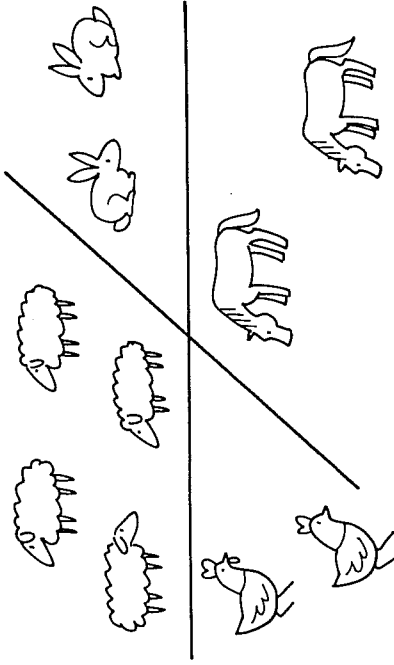
The children work in pairs. Each partner has a copy of the same picture, but with different parts missing. They describe their pictures to each other and draw in the missing parts.

PREPARATION

Photocopy Worksheets 2.2a and b (see end of book), or draw or find a similar picture yourself (you can white out the parts of the picture you don't want), and make copies for the children.

IN CLASS

- 1 Sketch a few fields with animals in them on the board, like this:



Then ask the children how they could describe them in English. For example: *There are two horses in the big field. They are eating.*

- 2 Tell the children in their native language that they are going to complete a picture of the farm, and show them the two versions of the picture. Explain that they are going to work in pairs: both partners will have the same picture, but with different parts missing. They are going to take turns to describe the picture and to draw in what is missing.
- 3 Put the children in pairs and give out the pictures, one of each version to each pair. Make sure there is no peeping! Let them start.
- 4 When the children have finished, get them to check by looking at each other's pictures.

COMMENTS

- 1 This kind of activity, where each child has part of the information and can only get the 'whole picture' by asking his or her classmates, is known as an 'information gap' activity. Information gaps are useful as they are easy to prepare, versatile, and create a need to communicate in the children. They can be based on pictures, diagrams, maps, letters, personal fact files, stories, in fact just about anything.
- 2 If this is the first time you have done an information gap activity, do it with the whole class before the children work in pairs. Divide the class into two halves, A and B. A child from group A describes his or her picture to all the children in group B who then draw, and vice versa.
- 3 *1000 Pictures for Teachers to Copy* by Andrew Wright has some useful pictures of animals.

2.4 Tongue-twisters

LEVEL AII

AGE GROUP AII

TIME 15-30 minutes

Linguistic: to practise given sounds.
Other: to play creatively with language.

The children make up tongue-twisters following a given pattern.

Decide what sounds you want to practise and make up some examples of tongue twisters using these sounds.

Models:

I saw six silly sausages
(repetition of first consonant)

Fat cats, black bats
(repeated vowel sound)

IN CLASS 1 Write up some words containing the sounds you want to practise on the board. Include the words you have used in your examples.

sad	black	mad	bad
fat	bat	man	cat

2 Ask the children if they can add any more words to the groups. Older children can look through their books to do this.

3 Write up your tongue twister on the board, and get the children to practise saying it.

4 Ask the children if they can change any of the words. For example: *Bad cats, sad bats*.

5 Put the children in pairs, and let them try to change one or two words in the tongue twister, or make up an entirely new one using yours as a model.

6 When everyone has finished, each pair should say its tongue-twister to the class for everyone to try. You can put up some of the best ones on the wall and start a poster.

The children can time each other in groups to see how long it takes each child to say their tongue-twister five times (correctly!).

FOLLOW-UP

2.5 The Three Little Pigs—a story build

LEVEL 2, 3

AGE GROUP A, B

TIME 25 minutes

Linguistic: to draw on the children's language resources to tell a story.

The teacher uses pictures to elicit a story from the children.

1 Read through the story, adapting it where necessary to suit your children.

2 Practise the board drawings, or make flashcards if you prefer. Board drawings have the advantage of being more flexible, as you can add to them or rub parts out.

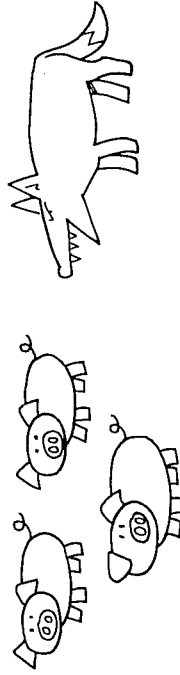
1 Pre-teach any vocabulary you think necessary—for example, *wolf, blow, straw, wood, bricks*. If you tell the story in the past tense, make sure the children recognize the past tenses of verbs such as *blow, build, and run*.

2 Explain to the children that you are going to tell them a story, but that you cannot speak (perhaps you have a very sore throat)! You can only use pictures and mime—they must try and guess what you are trying to say. Give them the title of the story.

3 Put up or sketch a picture and elicit some sentences from the children. Use gestures such as nodding, shaking your head, or making a puzzled or encouraging face to correct them until you have got more or less what you want. Get one or two children to repeat the sentence.

THE THREE LITTLE PIGS

This is the story of the Three Little Pigs and the Big Bad Wolf.



2.6 A questionnaire on health

LEVEL 2, 3

AGE GROUP (A), B, C

TIME 45–60 minutes

AIMS **Linguistic:** questions and answers: *how often*, frequency vocabulary.

Other: to develop an awareness of a healthy lifestyle.

The children think about how to keep healthy, and then ask each other questions on health and fitness.

1 Read through the questionnaire on Worksheet 2.6 (see end of book). Add questions if you wish, and take out any that are not relevant to your children.

2 Make copies of the questionnaire for each child.

IN CLASS **1** In their native language, find out what the children understand by 'healthy'. Ask them if they think they are healthy. Tell them the word in English and ask them what we should do to keep healthy. Note their ideas on the board.

eat fruit don't smoke eat vegetables
 drink milk do sport vegetables
 sleep don't watch too much TV

2 Show them the questionnaire and tell them it is a test of how healthy they are. Explain that they are going to ask each other questions and note down the answers on the worksheet.

3 Using the ideas on the board, practise making questions. For example, if they have suggested 'eat fruit and vegetables', the questions could be *How often do you eat fruit?* and *How often do you eat vegetables?*

4 Put the children into pairs (see 6.1, 'Forming groups'). Give out the questionnaires and get them to practise the questions. You can write the questions on the board for them to refer to.

5 Tell them to put ticks for their own and their partner's answers.

6 Change the pairs and let them start.

7 When they have all finished ask how healthy they are. Who got the most Cs?

FOLLOW-UP 1 Get the children to write a few 'good health resolutions' in English. This practises using *going to* for plans.

FOLLOW-UP 2 Get the children to make a 'good health poster'.

FOLLOW-UP 3 Older children can try to make up their own questionnaire on a different topic—you will need to help them with facts and language.

FOLLOW-UP 4 The questionnaire can be given to other groups in school.

2.7 Telling lies

LEVEL 2, 3

AGE GROUP B, C

TIME 40–50 minutes, or 2 sessions of 20–25 minutes

AIMS **Linguistic:** asking and answering questions.
Other: memorizing details, to gain confidence.

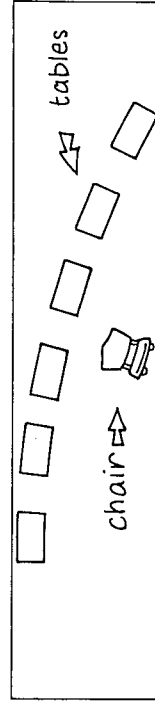
DESCRIPTION The children invent an alternative personality for themselves and then are questioned in detail about it by two or three 'Secret Police'. They have to try to escape discovery.

PREPARATION **1** Make copies of the 'Secret file on 003' on Worksheet 2.7, or write an alternative personal history for yourself and make a copy for each pair of children.

2 Make a copy of the blank 'Secret file on 004' for each child (or you can draw one on the board for the children to copy).

IN CLASS **Part One**

1 Arrange the furniture to look something like this:



2 Draw a blank 'Secret file' on the board, and check that the children know the questions they need to ask to fill it in.

There are many readers for all ages and tastes, and it is an excellent idea to build up a class library and to encourage your children to use it. Some teachers like their children to have a reading card on which they note down the books they have read and their opinion of them. The teacher makes a note of achievements and any problems; this can be a valuable way of measuring progress in reading. For more information on using readers, see *Class Readers* by Jean Greenwood in this series (see Further Reading).

3.1 Making greetings cards—read and draw

LEVEL (1), 2

AGE GROUP A, B

TIME 30 minutes

AIMS Linguistic: to develop intensive reading skills.

Other: to practise drawing, colouring, and cutting-out skills.

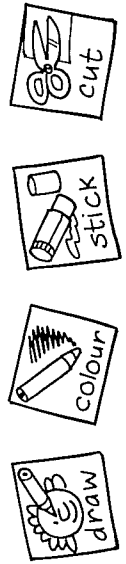
The children follow simple written instructions to make a Mother's Day greetings card. The technique can be adapted for other age groups and occasions.

MATERIALS

A large copy of the picture (optional), flashcards (see Preparation, 4), a copy of Worksheet 3.1 (see end of book) for each child, a piece of thin card for each child, an envelope for each card or a large piece of paper, coloured pencils, scissors, and glue.

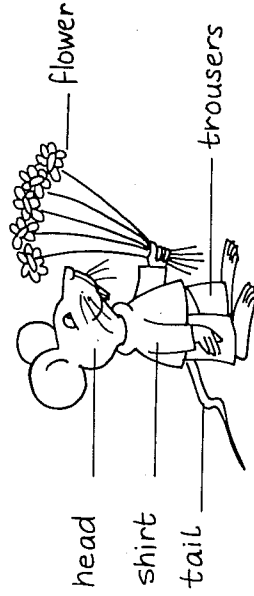
PREPARATION

- 1 Make the card yourself so that the children can see a finished one.
- 2 Make a copy of Worksheet 3.1 for each child.
- 3 Cut a piece of thin card approximately 50cm x 15cm for each child.
- 4 Make flashcards with the words *draw*, *colour*, *cut*, *stick*, and the English names of colours on.



IN CLASS

- 1 If necessary, teach the children the verbs and colours from the worksheet and put flashcards on the wall for reference while they are working. This can be done in the previous class.
- 2 Talk a little with the children in their native language about mothers (and about carers in general as some children are not cared for by their mothers but by fathers, grandmothers, foster parents, or childminders), what they do for the children and for the family, and go on to talk to them about Mother's Day. Do they have Mother's Day in their country? If so, what do they do for their mothers/carers on that day?
- 3 Tell them that in Britain children give cards to their mothers/carers on Mother's Day. Show them the card that you have made and tell them they are going to make one for the person that looks after them.
- 4 Put up or sketch a big copy of the picture on the board and check that the children know the English vocabulary, writing it in like this if you think it is necessary:



- 5 Check that the children know how to read the colours by holding up flashcards with the English words on them and asking them to hold up a pencil of the corresponding colour.
- 6 Give each child a piece of card and show them how to fold it in half.
- 7 Give each child a worksheet. Read through the instructions together, checking at each step that the children understand what they are going to do.
- 8 Let the children start. Go around the class helping out where necessary. The language problems will mostly be vocabulary ones so you will be able to refer them to the board and flashcards.
- 9 When they finish let them look at each other's cards. Show them how to write 'To ...' and 'With love from ...' on the inside, telling them to write the name of their carer after 'To' and their own name after 'from'.
- 10 Finally, give out the envelopes and show the children how to write an address.

- 4 Explain that they all share a washing line in the garden. One day it was very windy and all the clothes on the washing line blew off and landed in a heap on the ground. The children are going to work out who each piece of clothing belongs to, and where the owners live. How? By reading the information and thinking hard!
- 5 Put the children into pairs. Give out the worksheets and give them a little time to read all the sentences.
- 6 Then ask them (in English if possible) who the football shirt belongs to, and what floor that person lives on. Ask those who get the answer right to tell the others (in their native language if necessary) how they worked it out.
- 7 Let the children continue. Go around encouraging and giving hints where necessary, but try and get them to help each other first. If they find it very difficult, draw this grid on the board to help them:

NAME	FLOOR	CLOTHES
Dawn		
Peter		
Bob		
Jane		
Mary		
Anna		

- 8 When they finish, get them to compare their answers before checking the whole class's answers.

VARIATIONS

- This technique can be used with other topics, for example:
- which cars and bicycles belong to which family
 - which picnic or shopping basket belongs to which family
 - which toys belong to which child
 - which school report belongs to which child.

3.4 Sort it out

LEVEL 2, 3

AGE GROUP B, C

TIME 30 minutes

AIMS

Linguistic: to practise intensive reading, to help children to learn how texts are organized.

DESCRIPTION

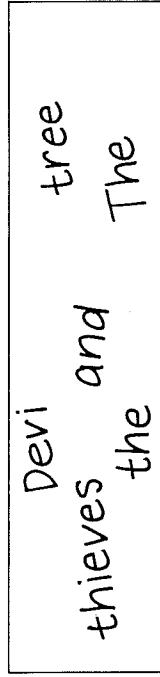
Give the children two or three texts that have been mixed together to form one text. The children have to read it and separate out the original texts.

PREPARATION

- 1 Either use Worksheet 3.4 (see end of book), or choose two or three short texts from your coursebook, or any other source. Mix the sentences together to make one text. It is best not to change the order of the sentences as this would make the activity very difficult. The easiest way to mix up the texts is by retyping them using a word processor.
- 2 If the original texts do not have a title, think of one for each text.
- 3 Make a copy of the mixed-up texts for each pair of children.

IN CLASS

- 1 Write the titles of the texts on the board, mixed up. For example:



- 2 Tell the children how many titles there are and ask them to try and sort them out.
- 3 Tell the children that you are going to give them the texts that go with the titles, but that they are mixed up too, and that the children have to sort them out.
- 4 Give out the worksheets and let them start. Give them a hint: a good way of doing the sorting is to underline the sentences from each text in a different colour.
- 5 As they finish, ask them to compare their answers in pairs before going through the texts with the whole class.
- 6 **Feedback**
The first few times they do this activity some of the children will find it difficult. It is therefore very useful to give them an opportunity to think about how they have done the task. The more successful children should be encouraged to share their 'tips' with everybody in the class. Their strategies will probably be things like:
 - looking for the story-line
 - noting names and pronouns
 - noting connectors like *and*, *but*, and *because*
 - noting sequencers like *first*, *then*, and *next*
 - noting punctuation.

3.6 Making milkshakes

LEVEL _____

2, 3

AGE GROUP _____

B, C

TIME _____

Part One: 20 minutes

Part Two: 45 minutes

AIMS _____

Linguistic: to practise scanning, and reading instructions.
Other: basic cookery skills.

DESCRIPTION _____

Part One: The children read some shopping lists and match them to the appropriate recipe.
Part Two: They choose a recipe and make it.

MATERIALS _____

Copies of Worksheets 3.6a and b (see end of book) or texts on card, ingredients and utensils for the recipes, aprons, cloths for cleaning up.

PREPARATION _____

- 1 Follow the recipes yourself so that you will be able to help the children if necessary.
- 2 If you are going to make the recipes in class and do not have a school cooking fund, tell the children to bring in the ingredients and utensils.
- 3 Make copies of the worksheets for the children, or copy them on to the board or big posters.

IN CLASS _____

Part One

- 1 Ask the children what they need to do if they are going to do some cooking—choose a recipe, make a list of the ingredients, go to the shops.
- 2 Explain that they are going to look at five shopping lists and answer some questions about them. Give out the worksheets and tell the children to read all the questions first, and then look at the lists to find the answers.

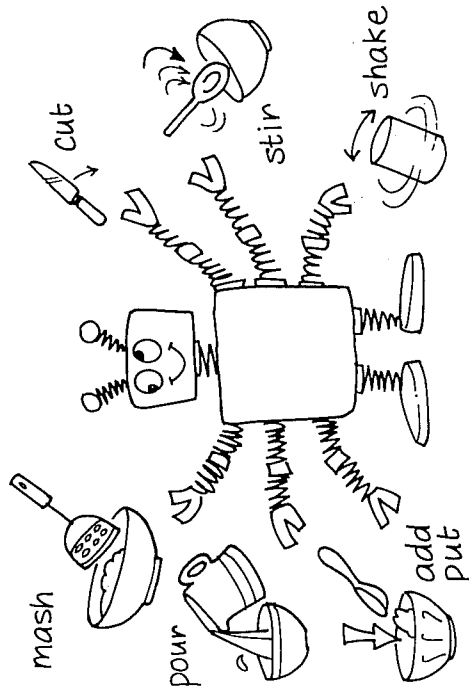
As this activity is to encourage the children to read quickly and to find specific information (to scan), it is a good idea to give them a time limit of five minutes.

- 3 Ask the children to check their answers in pairs before going through them with the whole class.
- 4 Give the children the three recipes, and tell them to match each recipe with a shopping list (there will be two lists left over). Give them a time limit of five minutes.
- 5 Ask the children to check their answers in pairs before you go through them with the whole class.

Part Two

You can do this in a second lesson.

- 6 Now ask the children to decide which recipe they like best, and then to find someone else who likes the same recipe. In this way, you can make pairs or groups according to who wants to make what.
- 7 Pre-teach or revise the essential vocabulary, perhaps drawing a 'kitchen robot' like this on the board for reference.

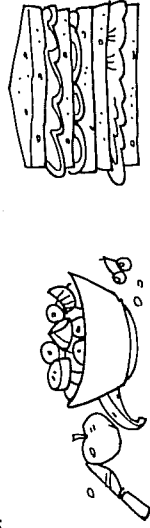


Hold up each utensil and ask its English name.

- 8 Get the children to read through the recipe they have chosen and to make a list of the utensils they will need.
- 9 Organize the classroom and ask each pair or group to get everything they need ready. Then let them start.

COMMENTS

If these recipes are not suitable for your class, you can use the same techniques with other recipes: triple decker sandwiches or fruit salad are fun to do. There are examples of children's recipe books under 'Creative activities' in the Further Reading section. There are also recipes in the Mary Glasgow magazines *Click* and *Crown*.



about the story together. It is important to make children feel that you appreciate their work and are not simply looking for mistakes in their English.

With older children who can write confidently, point out major errors in the English and ask them to write the story again. With very advanced learners, don't correct the language, but ask them to try to think of the correct English.

If you want to display the children's work, you can ask them to write out a neat version.

4.1 Variations on a gap

LEVEL 2, 3

AGE GROUP B, C

TIME 15-30 minutes

AIMS Linguistic: vocabulary (adjectives, opposites) and word order. Other: to stimulate the imagination.




DESCRIPTION The children fill in gaps in short English texts. The first variations are suitable for younger learners and beginners and then they increase in difficulty and the maturity required.

- PREPARATION**
- 1 Prepare texts as explained in each activity.
 - 2 Make copies for the children (at least one between two).

IN CLASS

Choose a suitable text and rewrite it, substituting pictures for some of the words. The children should write the words, perhaps with the help of their picture dictionaries.

EXAMPLE

This is my  _____ . She eats  _____ and drinks  _____ .

Adjective fill

Choose or write a description which has seven or eight adjectives in it that can easily be changed for others. The children read the description and draw a picture of it. Then they change the adjectives and draw a picture of their new description.

EXAMPLE

Jenny gets up (late). She drinks a (cold) cup of tea and eats some toast. She goes to school in a (yellow) bus.

Opposites

Choose or write a text, including seven or eight words which have 'opposites'. Give the children a copy and ask them to write the opposites in the spaces by the original words.

EXAMPLE

An old witch lives in a (big) house in a wood. She has a (short) nose and (black) hair.

Other words

Choose or write a text about a very neutral person. It should contain some description and some action. Put the children in pairs or groups of three and tell them to change the text, imagining that the person is an animal—for example, a mouse, a lion, or a hippopotamus. When they have finished, let the children read each others' texts.

EXAMPLE

Mrs Williams is a teacher. She is tall and thin and has fair hair. Her favourite food is fish and chips.

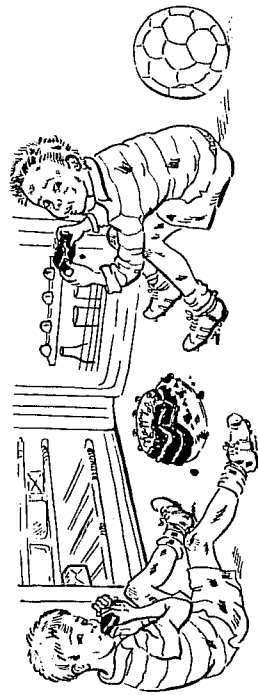
Mrs Williams is a hippopotamus. She is short and fat and has grey hair. Her favourite food is jelly.

No gaps

Choose or write a very basic text that contains no adjectives or adverbs. Give the children a copy and get them to put in adjectives and adverbs where they think suitable. This example is adapted from *Chatterbox 3*, page 52:

EXAMPLE

The Parthenon is a building in Athens. The Greeks built it 2,400 years ago. It is on a hill called the Acropolis. The Acropolis was the city of the kings in Athens. Adjectives: Ancient big first beautiful



IN CLASS

- 1 Set up the situation and put the children in groups of four. Get them to decide who is going to be Mark, his friend, his mother, and his sister. Adapt the number of characters to suit your class. Make sure they all have pencils and that each 'mother' has a sheet of paper.
- 2 Tell the story. Remember to spend time describing the personalities of the characters and then to build up the suspense until you get to the point where the mother comes in.
- 3 At this point say *And the mother said ...*, and in a non-storytelling voice say *Now write what the mother said*. Give the 'mothers' a little time to think and write, and then say in your 'story' voice: *And Mark said ...* Tell them to pass the paper to 'Mark' so that he can write. Carry on until each character has written two or three lines.
- 4 The groups practise saying their dialogues. Check their pronunciation and encourage them to be as dramatic as possible. Each group performs to the rest of the class.

VARIATION

You can use any story with in-built conflict. The following example encourages imagination and creativity:

STORY OUTLINE

THE DRAGON

A story about two children and a dragon.
 Two children had to walk through a dark wood to go to school.
 Problem—the wood had a dangerous dragon in it.
 The dragon was only frightened of one thing—a whistle.
 The children always took a whistle—no problem.
 Walking along peacefully—suddenly a terrible noise—the dragon!
 'Give me the whistle'—looked in the bag—not there!
 The dragon came closer.
 The girl said ...
 The boy said ...
 The dragon said ...

Acknowledgement

I learned this technique from Pete Redpath.

4.4 Simple poems

LEVEL 2, 3

AGE GROUP B, C

TIME 30 minutes

AIMS

Linguistic: to expand vocabulary, creative use of language, use of adjectives.
Other: to give the children a sense of achievement in the foreign language.

DESCRIPTION

The children write very simple poems on a given theme, where each line is made up of an adjective and a noun.

MATERIALS

Pencils and paper.

PREPARATION

Prepare a short adjective-noun poem yourself or use the one below:

Summer

- Hot days
- Cold ice cream
- Yellow sand
- Blue water
- Big waves
- Small fish.

IN CLASS

- 1 Write your poem on the board and then read it out loud to the class. Ask them if they can see the pattern of the lines and if they can add any more.
- 2 Tell them that they are going to write a similar poem, and either give them the topic or get the class to agree on one. The first time you do this activity it is a good idea to choose something that is very familiar, such as 'birthdays', or something tangible, such as 'outside the window'. Later you can use more abstract ideas like 'pollution', 'what makes me happy', or a visual stimulus such as a picture or sculpture.
- 3 Get the children to call out English words on the theme. Write them on the board and divide them into adjectives and nouns. (Put other words such as verbs to one side.) Show the children how to combine an adjective and a noun as in the example.
- 4 Tell them to write their own poems using the words on the board. You might like to put on some gentle music to create a quiet, thoughtful atmosphere.

4.6 Story writing

LEVEL 2, 3

AGE GROUP B, C

TIME 30 minutes +

AIMS Linguistic: to write a short, cohesive text.

Other: to encourage creative writing and imagination.

DESCRIPTION The children write simple stories.

MATERIALS Pencils and paper, pictures, blu-tack (see individual activities).

PREPARATION See individual activities.

Following an example

1 Read or tell the children a simple story in English, for example *Where's Spot?* by Eric Hill or one of the story ideas in this book—see 1.2, 'The Frog family', 2.5, 'The Three Little Pigs', or 1.5, 'The Pied Piper'.

2 Ask the children to write a similar story, illustrate it, and perhaps make a book. (See 8.10, 'Making books'.)

Stories on a theme

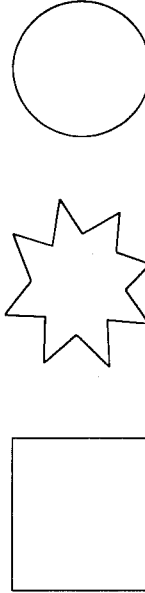
1 Choose a general theme—for example, 'Summer holidays', 'Parties', or 'Witches', and write it in the middle of the board.

2 Ask the children to draw pictures connected to the title and stick them up on the board.

3 When you have a boardful, put the children in groups of three or four and tell them to invent a story, using three or four of the pictures on the board.

Beginning, middle, and end

1 Draw three shapes like these on the board:



2 Tell the children that they are the beginning, the middle, and the end of a story. Ask them either to suggest words for each box, or to stick or draw a picture in each box.

3 Put the children in groups of three or four and get them to write a story using some words from each box.

Modern fairy stories

1 Tell the children a fairy story like 'Little Red Riding Hood' or 'The Three Little Pigs' (see 2.5).

2 The children write a modern version.

Stories from pictures and words

1 Find some pictures that make a story.

2 Put the pictures on the board one by one and ask the children for ideas and English words that go with each picture.

3 Then put the children in groups of three or four to write the story.

Writing speech bubbles

1 Find or draw a series of pictures showing two or more people.

2 Stick empty speech bubbles coming out of their mouths. Photocopy one for each pair of children.

3 The children write what they think the people are saying in the bubbles.

If you do not have access to a photocopier, give each speech bubble a number and stick the pictures around the classroom walls. The children write the numbers in their exercise books and write what the people are saying by each number. When they have finished writing, they can compare their ideas and perhaps write the best ones on the pictures.

Stories from pictures

1 Cut pictures out of magazines and give four or five to each group of three or four children.

2 Each group makes up a story which includes all their pictures.

COMMENTS

Story writing is the most relevant kind of writing for children. These ideas help to get children started on writing stories, although they do not provide an exhaustive guide to the process of teaching creative writing. See the introduction to this chapter for some tips, and the Further Reading section for more detailed advice.

turn to mime what is on their card to the class. The rest of the class has to guess the English word.

Prepare a set of cards with two pictures of each object. Give out the cards to the class and ask each child to find another with the same object by asking questions such as *Have you got a (cat)?*

Use the cards as cues for structures or functions. For example, a swimming pool could be the cue for *She's swimming, She can swim, or Let's go swimming.*

Pairs of cards can be used to practise comparatives, for example: *This car is bigger than that car, or to find something that both cards have in common, for example: They are both red, or a difference: This car has four doors and that car has two doors.*

1 You could also draw your own flashcards, or, if you don't feel very confident about your drawing ability, copy pictures from books. An invaluable book is *1000 Pictures for Teachers to Copy* by Andrew Wright (see the Further Reading section).

2 For more ideas on how to use flashcards, I strongly recommend *Pictures for Language Learning* by Andrew Wright (see Further Reading).

FOLLOW-UP 3

FOLLOW-UP 4

COMMENTS

5.2 Vocabulary networks

2, 3

B, C

20-30 minutes

Linguistic: to present and practise groups of related words.
Other: to practise using dictionaries.

An idea for presenting groups of words.

Bilingual or picture dictionaries.

Copy the diagram (see below).

1 Give out copies of the following diagram. If you do not have access to a photocopier, draw it on the board and get each child to copy it on to paper.

LEVEL

AGE GROUP

TIME

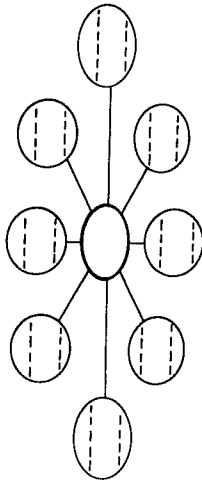
AIMS

DESCRIPTION

MATERIALS

PREPARATION

IN CLASS



2 Write the topic in the middle circle in English, and then ask each child to put a word in their own language (related to the topic) on the bottom line of each of the outer circles.

3 Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outer circles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.

4 Finally, ask them to draw a picture of the word in each circle.

COMMENTS

1 It is generally accepted that vocabulary is best learned (and taught) in groups of related words. Such groups are sometimes referred to as 'lexical sets' or 'word families'. For more ideas see the Further Reading section at the end of the book.

2 As always with translation and dictionaries, you need to be careful that the translation is appropriate.

Acknowledgement

I would like to thank Martin Melia for this idea.

The children can make a poster of the word family they have worked on.

FOLLOW-UP

5.3 Guess the words

2, 3

B, C

25 minutes

Linguistic: to present vocabulary, to practise guessing meaning from context.

The children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meanings of the English words.

LEVEL

AGE GROUP

TIME

AIMS

DESCRIPTION

AIMS

Linguistic: word families.

Other: to practise using criteria to define items.

DESCRIPTION

The children are given sets of words and have to decide which of the words does not fit in the set.

PREPARATION

1 Make about ten sets of four or five words, with one 'odd word out' in each set. The words may be 'odd' for a number of reasons, for example:

thematic: *cat, fish, flower, dog*

sound: *cat, dog, hat, fat*

grammatical: *jump, think, swim, fast*

shape/size: *mouse, ant, frog, elephant.*

At first the 'odd' word should be obvious, but as the children get used to doing this kind of task you can make the 'odd' word more subtle. You will often find that the children come up with perfectly reasonable suggestions that you have not thought of. For example, in

strawberry, apple, cabbage, banana

you could say the odd one was the cabbage because it is a vegetable, or the banana because it is not round, or the strawberry because it is small! All are quite acceptable, as long as the children can justify their answer.

2 Write out the sets of words and photocopy them, or write them on the board, or make a poster of them.

IN CLASS

1 Write a set of words on the board and ask the children to tell you which is the odd one out. Make sure they explain their reasoning to you—either in English or in their first language.

2 When they have understood the concept, give them the rest of the sets of words.

3 They can either work individually or in pairs—working in pairs can result in a useful exchange of ideas.

4 As they finish, get them to compare their answers with another child or pair, and then go through the answers with the whole class, asking the children why they chose particular answers.

FOLLOW-UP

When the children are used to doing this kind of exercise, they can have a go at inventing some sets themselves, using their notes and picture dictionaries.

COMMENTS

1 This is a very simple activity, but it requires the children to use the concepts of categories and criteria.

2 It is useful to make a series of sets of words and keep them in a folder in class to give to children who finish another activity early.

5.6 The lost pet

LEVEL 1

AGE GROUP A, B

TIME 20 minutes

AIMS **Linguistic:** to present a structure in context.

Other: to involve the children in a situation or story.

DESCRIPTION

The teacher presents a structure using interactive story telling. In this example, the structure is *Is it* + preposition, and is suitable for beginners, but you can adapt the technique to other structures and levels (for example, *Can you/I can, Would you like ...*).

MATERIALS

A toy animal or puppet (see 8.7, 'Making puppets').

PREPARATION

Hide the toy or puppet in the classroom.

IN CLASS

1 Introduce the situation by drawing or displaying a picture of an empty cage. Tell the children that they are going to imagine that their class has a pet. Tell them what kind of animal it is and ask them to think of a name for it.

2 Tell them that unfortunately, the pet has escaped and that they must find it—in English.

3 Point to the chair and ask them: *Is it under the chair?*

Practise the question and then answer (shaking your head) *No, it isn't.*

4 Ask the class to suggest more questions, using different prepositions and furniture, for example: *Is it in the cupboard?* Look in each place mentioned. Continue until they find the 'pet'.

5 Ask the questions again, this time just pointing to the different pieces of furniture, and encouraging the children to join in as much as possible.

COMMENTS

The *Contact English* series by Colin Granger and Tony Hicks has some excellent suggestions for stories—see Further Reading.

VARIATION

Another way to introduce this activity is to read *Where's Spot?* by Eric Hill (see Further Reading). See also *The Storytelling Handbook for Primary Teachers* by Gail Ellis and Jean Brewster.

IN CLASS

- 1 Divide your board into two halves. On the left write some words that fit into the sentence structure you have chosen, like this:

like love coffee bananas	do hate does he she bananas
-----------------------------------	--

- 2 Underline a verb in red and invite the children to find and underline other 'red' words. Do the same with the blue, yellow, and green words.

like love coffee bananas	do hate does he she bananas
-----------------------------------	--

- 3 Write your model sentence on the right of the board and ask the children to underline the words in the appropriate colours.

like love coffee bananas	do hate does he she bananas
-----------------------------------	--

- 4 Show the children how to make other sentences like yours, using the words on the left. Then they make some of their own, either individually or in groups.
- 5 Ask the children to tell you their sentences and write them under the model.

FOLLOW-UP

Ask the children to select sentences that would be suitable for a questionnaire about favourite foods.

	Do you like bananas? Does he like pizza? Do you hate bananas?
--	---

Do the questionnaire (for the technique, see 2.6, 'A questionnaire on health').

COMMENTS

If you are going to use this technique regularly in class, it is worth devising a more complete colour scheme so that you are consistent. Make a poster of it for the classroom wall. Remember that the technique has its limitations and is best used with simple structures—if you are not careful the colour coding becomes more complicated than the structure itself!

6 Games

Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a 'good loser'.

The games in this chapter are mainly team games, and 6.1, 'Forming groups', gives a number of ways of forming teams. If you make different teams each time you play, the children will get used to working with all their classmates.

Scoring is also an important part of games and 6.2 shows a number of different ways to do this. The rest of the chapter is divided into two parts: games to play in the classroom, and games to play in the gym or outside. Most of the games can easily be adapted to suit the level of your class.

Some of the games involve quite a lot of preparation, but once you have made the materials, you can use them again and again.

6.1 Forming groups

LEVEL All

AGE GROUP All

TIME 5–10 minutes

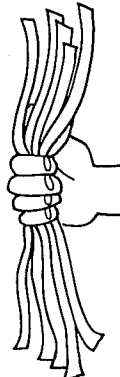
AIMS To form teams in preparation for playing a game.

DESCRIPTION Many games are team games. Here are some ways to form pairs, groups, and teams.

IN CLASS

Using ribbons

- 1 The teacher holds a bunch of ribbons like this:



- 2 The children each take an end.
3 The teacher lets the ribbons go.
4 The children holding the same ribbon form a pair.

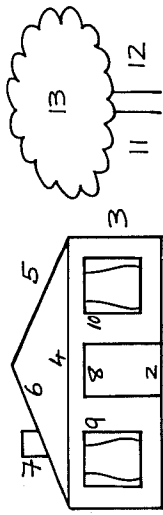
3 Start the game or quiz.

4 The ball starts at the centre point. When a team wins a point, the ball moves one line towards the other team's goal. If the other team wins a point, the ball moves one line towards their goal.

5 When the ball reaches the goal, that team scores, and the ball goes back to the centre line.

Drawing points

Add a line to a drawing for each point gained. Any simple drawing will do, for example:

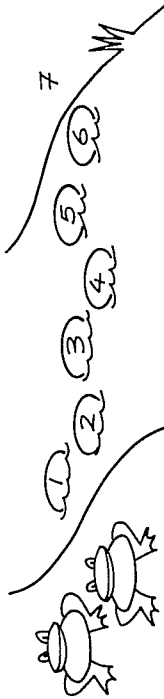


This is a less 'violent' version of the traditional 'Hangman' (see 6.3, 'Word games').

Stepping stones

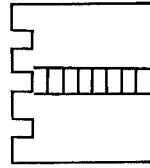
Draw a simple river on the board with some stones across it, and cut out a cardboard 'frog' for each team.

For each point the frog goes forward one stone. The first team to reach the other side wins.



Climb the tower

Draw a ladder going up a tower on the board. For each point the team goes up a rung. The first team to get to the top wins.



The winners

Each team tries to finish writing a word first—for example THE WINNERS—adding a letter for each point.

Acknowledgement

I learned 'Football' at El Centro Británico, Santiago de Compostela.

Games inside the classroom

6.3 Word games

ALL

ALL

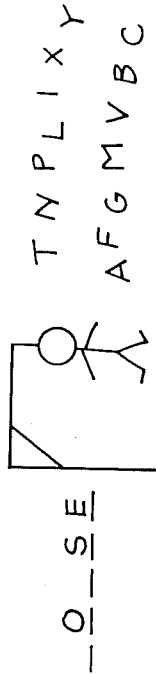
10-20 minutes

Linguistic: vocabulary and spelling.

Word games are very popular with children and there are hundreds of them. Here are some favourite ones.

Hangman

- 1 One child (the 'thinker') thinks of a word and writes dashes on the board to represent each of its letters.
- 2 The rest of the children try to guess the letters.
- 3 If they guess a letter in the word, the 'thinker' writes it over the dash, or dashes, that represent it.
- 4 For each wrong guess the 'thinker' draws one line of a simple picture of a person hanging from a gallows (see below).
- 5 If someone thinks they know the word they can guess it, but if they are wrong, another line is added to the figure.
- 6 The person who guesses the word correctly is the winner. They think of the next word.
- 7 If nobody guesses the word before the picture is finished, the 'thinker' can think of another word.



EXAMPLE

Vocabulary squares

The children have to find words hidden among other letters.

- 1 Make a grid and write words in it. The words can be written horizontally, vertically, diagonally, and, for older children, from right to left or bottom to top as well. The words should all be on the same theme. It is a good idea to put all the words in first, make a copy of this, and then fill in the other letters—this way you have a record of where the words are!

AIMS

Linguistic: questions (*Have you got ...?*), vocabulary: families, colours.

Other: to take turns in a game.

DESCRIPTION

The children make sets of cards that have something in common; traditionally the sets are a family of mother, father, sister, and brother, but many other sets can be used. The cards are used to play a game where each player collects a set of cards.

MATERIALS

A copy of Worksheets 6.4a and b (see end of book) for each group of four children, thin card, glue, coloured pencils or pens.

PREPARATION

Using Worksheets 6.4a and b, prepare four sets of cards. Colour each set a different colour.

IN CLASS

1 Show the children your cards jumbled up, and ask for a couple of volunteers to put them into four sets. They should put all the cards of the same colour together to make a family (not, for example, all the sisters together).

2 Divide the children into groups of four. Give each group a copy of Worksheets 6.4a and b, and some thin card. They stick the pictures onto the card, cut out the rectangles, and colour them.

3 When all the cards are finished, demonstrate the game. The aim is to collect one whole family.

a The cards are shuffled and each child is dealt four.

b Players collect cards by asking any other player: *Have you got (Sister Greer)?*, and so on.

c If the answer is 'Yes', the other player has to give up their card, and the first child can ask again. If the answer is 'No', it is the next player's turn. The first player to complete a set is the winner.

4 Practise the question and replies if necessary.

5 The children go back to their groups of four and play with their own cards.

VARIATION 1

Instead of families, select another theme which has identifiable sets, for example:

Toys: sets of different colours and/or sizes

Food: sets of sweet food, savoury food, drinks, fruit and vegetables

Animals which live in the sea, in the jungle, in houses, and on the farm.

VARIATION 2

The questions will vary according to the children's level, for example:

Have you got a red bicycle?

*Have you got something from the kitchen?
Have you got an animal which lives in the sea?*

Have you got ... could be replaced by other request forms, for example, Can I have ..., I'd like ..., or I need Remember to teach the appropriate answers, for example Here you are.

6.5 A board game**All****All****20 minutes' preparation and 20 minutes to play**

Linguistic: to revise grammar (you can choose which aspects by changing the questions).

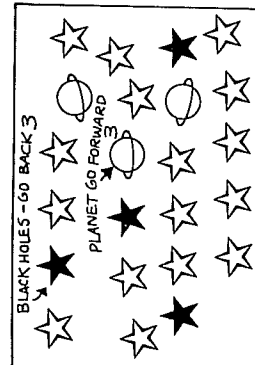
Other: general knowledge, to take turns and win and lose fairly.

The children play a language-based game using a board and dice.

Stiff card for the boards, thin card for the questions, dice or spinners, counters or coins.

1 Make a board about 30cm x 30cm, with about 64 squares on it, for each group of children.

It could be the traditional 8 x 8 square board, or you could make a spiral, a path leading to a castle, a race track, etc. The board should also have some squares that allow players to move forward 'free' or that send them back—traditionally these are snakes and ladders.



The easiest way to make the boards is to draw a master, then photocopy it and stick it onto stiff card. You can colour it, or ask your children to, and it will last much longer if you cover it with plastic.

Games outside the classroom

6.7 A treasure hunt

LEVEL 2, 3

AGE GROUP B, C

TIME 45-60 minutes

AIMS Linguistic: commands, prepositions, *wh-* questions.

Other: to develop logical thought, to build a team spirit.

The children follow a series of written (or tape-recorded) clues which lead them to a hidden treasure.

Pieces of paper or card for clues, small prizes for 'treasure'.
Cassette players and cassettes, if you record the clues.

PREPARATION

1 Decide on the route of the treasure hunt. You need between 10 and 12 places to hide the clues and somewhere for the treasure itself.

2 Write clues. These should direct the children to the next clue, but not in an immediately obvious way. You can use the clues to reinforce a particular structure such as *wh-* questions, prepositions, or commands. For example:

Where do we eat our lunch?
Look under the piano.

3 Devise a way of checking that the children have actually followed all the clues and not taken short cuts. One idea is to prepare a question for each hiding place, for example:

What is for lunch today?
How many pictures are there on the wall?

Alternatively, the clues could be written on cards of different colours, and the children have to tell you which clue was which colour.

Different teams could have clues in a different order, so that they do not cheat by following each other round.

4 Write or record the clues.

5 Hide the treasure. This should be a small item such as some dried fruit or some stationery. Remember that you need enough treasure for each child to get some.

6 Prepare a couple of 'spare clues' to use as practice examples.

IN CLASS

1 Draw a large chest on the board. Ask the children what it is and what might be in it. Get them to tell you what treasure is, who hides it, who finds it, and so on. Then introduce the idea of a treasure trail with clues.

2 Tell them that there is some treasure hidden in the school and that they are going to try and find it. You could show them a scruffy piece of paper with some clues on it (burning the edges creates a good effect).

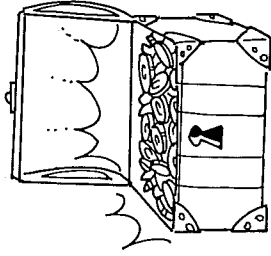
3 Divide the class into four teams. Write a sample clue on the board, and tell each team to read it and tell you where the next clue will be. Do this with a few more sample clues, until they have got the idea of going from clue to clue.

4 Give the teams their clues or cassettes, and start the treasure hunt.

5 As the teams finish, check that they have been round all the clues.

FOLLOW-UP

If you have written the clues using a particular grammatical structure, focus on this, and then ask the children to draw a treasure map and write similar clues.



6.8 Body writing

LEVEL 1, 2

AGE All

TIME 20 minutes

AIMS Linguistic: to associate the spoken and written forms of letters/numbers/words.

Other: to build co-operation between the members of the groups.

DESCRIPTION In groups or individually, the children make shapes, letters, numbers, or words with their bodies.

PREPARATION None.

IN CLASS

1 Put the children into groups of five or six.

2 Explain that they are going to form letters with their bodies. They can stand up or lie down.

3 Start with simple letters or shapes which one child can make on his or own: for instance, I or T. Then go on to letters such as A or M, for which they have to co-operate.

7 Songs and chants

Music and rhythm are an essential part of language learning for young learners. Children really enjoy learning and singing songs, and older learners find working with current or well-known pop songs highly motivating.

We have all experienced songs which we just can't get out of our heads. Music and rhythm make it much easier to imitate and remember language than words which are 'just spoken'—if you teach children a song, it somehow 'sticks'.

A chant is like a song without music, or a poem with a very marked rhythm. There are many different songs and chants, from traditional ones to specially written material for young language learners. Traditional songs and chants often contain obscure or out-of-date language which may outweigh their usefulness, but they do have the advantage of being part of English-speaking culture.

Some songs are good for singing, others for doing actions to the music, and the best ones are good for both! You can use songs and chants to teach children the sounds and rhythm of English, to reinforce structures and vocabulary, or as Total Physical Response activities—but above all to have fun.

You can use a song or a chant at any stage in a lesson: for example, at the beginning to mark the change from the previous subject to English; in the middle of a lesson as a break from another, more concentrated activity; or at the end, to round a lesson off. Songs and chants can also help to create a sense of group identity.

Pop songs are usually best used in listening activities. You need to select the song you use with care. Is the language too difficult? Can you hear the words? Is the subject-matter suitable? Older children enjoy working with popular songs so much that they are willing to tackle difficult language, and will often sing along when the song is played.

You can also use songs as background music while the children are working quietly on another task—it is surprising how much they absorb unconsciously.

This chapter contains a very small selection of songs and chants to use in class. Some sources of more songs are listed in the Further Reading section. Another useful book is *Music and Song* in this series, which has a section on young learners, and a very comprehensive bibliography.

7.1 Action songs

LEVEL All

AGE GROUP A, B

TIME 10–20 minutes

AIMS **Linguistic:** to associate actions with words, to internalize the sounds and rhythms of English.

Other: to develop a sense of rhythm, to enjoy the music, to give the children a chance to 'let off steam'.

The children do actions as they listen to and sing songs.

Song cassette and cassette player, or music and a musical instrument.

Listen to the song and practise doing the actions yourself.

These are some general guidelines for doing action songs in class.

1 Play or sing the song once or twice with the children just listening, so that they begin to absorb the tune and rhythm.

2 Now play or sing the song again and get them to clap the rhythm and/or hum the tune to the music.

3 Get them to join in the actions with you.

4 Ask them if they can tell you what the song means from the actions. Explain anything they don't understand.

5 Play the song again. The children join in with the actions, and sing along with the words if they wish.

You can give older children the words of the song, perhaps with gaps to fill in, or to illustrate.

It is a good idea to get the children to make an ongoing song book to which they add new songs as they learn them.

1 Listening and doing actions is the best way to exploit traditional songs where the words are often difficult to understand. The actions keep the children interested and give them a reason for listening.

2 The children may well want to sing the words too. This is fine if they want to, but do not force them if they are not ready.

Repeat chorus.

* In other verses, substitute 'wash our face', 'brush our hair', 'put on our clothes', 'eat our breakfast', and so on.

Actions: In the chorus the children stand in a big circle holding hands and skip round in time to the music.

In the verses they mime the actions.

Counting songs

Ten little fingers (from Wee Sing)

One lit - tle, two lit - tle, three lit - tle fin - gers,
 Four lit - tle, five lit - tle, six lit - tle fin - gers,
 Sev - en lit - tle, eight lit - tle, nine lit - tle fin - gers,
 Ten fin - gers on my hands.

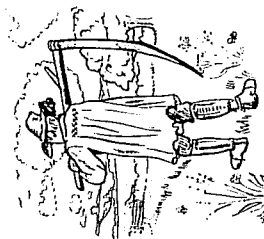
One little, two little, three little fingers
 Four little, five little, six little fingers
 Seven little, eight little, nine little fingers
 Ten fingers on my hands.
 Ten little, nine little, eight little fingers
 Seven little, six little, five little fingers
 Four little, three little, two little fingers
 One finger on my hands.

Actions: The children show the correct number of fingers as they listen to the song.

One man went to mow (traditional)

One man went to mow, Went to mow a mea - dow,
 One man and his dog, Woof, woof, Went to mow a mea - dow.

Photocopiable © Oxford University Press

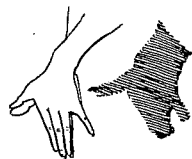
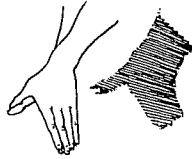


Words

One man went to mow
 Went to mow a meadow
 One man and his dog
 Woof, woof
 Went to mow a meadow.

Actions

Hold up one finger, then make a moving motion
 (as if cutting grass with a scythe)
 Repeat the moving motion
 Hold up one finger and then make a dog's head with your hand
 Open your fingers in time to the 'woof, woof'
 Make a moving motion



Two men went to mow
 Went to mow a meadow
 Two men, one man and his dog
 Woof, woof
 Went to mow a meadow.
 And so on until:

Hold up two fingers, then make a moving motion
 Repeat the moving motion
 Hold up two fingers and then make a dog's head with your hand
 Open your fingers in time to the 'woof, woof'
 Make a moving motion

Ten men went to mow
 Went to mow a meadow
 Ten men, nine men, eight men, seven men, six men, five men, four men, three men, two men, one man and his dog
 Woof, woof
 Went to mow a meadow.

VARIATIONS

Put in more appropriate words for your children, for example:
 One boy/girl went to see, went to see a friend
 or
 One boy/girl went to ride, went to ride his/her bike.

Spelling songs

Bingo (traditional)

Before singing the song, practise the letters and claps. Write 'BINGO' on the board, and teach the children to chant the letters. Now rub one letter out. Get the children to clap the missing letter and spell the rest of the word, keeping to the same rhythm. Continue like this until they are only clapping.

First time: B I N G O
 Second time: clap I N G O
 Third time: clap clap N G O
 And so on until:
 Last time: clap clap clap clap

Photocopiable © Oxford University Press

Change 'fingers' to 'witches' and 'on my hands' to 'in the sky'. Give each child a number (from one to ten) and get them to squat in a row. When they hear their number they should stand up, and then when they hear it again they should squat down again. You could also make witches' hats for them to wear.

7.2 Poems, rhymes, and chants to say

LEVEL All

AGE GROUP All

TIME 10-20 minutes

AIMS Linguistic: to practise the sounds, rhythms, and stress patterns of English, and in some cases to practise a structure.
Other: to have fun, to feel a sense of achievement.

DESCRIPTION

The children learn and recite a poem, rhyme, or chant and, in some cases, do the actions to the words.

MATERIALS

Copies of the words (optional).

PREPARATION

Learn the poem yourself and practise saying it with a good beat. Add any actions you think are appropriate.

IN CLASS

- These are some general guidelines for teaching a poem, rhyme, or chant. You would probably not do them all in one lesson!
- 1 Say the poem yourself, and demonstrate the actions.
 - 2 See if the children can guess what it means.
 - 3 Practise saying it with all the class, keeping up a good rhythm and listening out for pronunciation problems.
 - 4 Teach the children the actions and get them to do them as you say the poem. It is not important if they do not all say the words at this stage.
 - 5 (Optional) Write all or some of the poem on the board and explain any difficult words, or even translate it if you think necessary.
 - 6 (Optional) Ask the children to look at the words on the board again, and rub out one or two words (you could substitute pictures). Get them to recite the poem, 'reading' the invisible words. Then rub out some more words and get them to recite it again. Go on like this until they are 'reading' the invisible poem.

7 The children say the words and do the actions.

FOLLOW-UP 1

As with songs, you can give the children the words to illustrate and get them to make a little book.

FOLLOW-UP 2

Get the children to change words in the poem, rhyme, or chant to make their own versions (see 'In a dark, dark wood' and 'A sailor went to sea', below). See also 4.4 and 4.5 for more ideas on how to get children to write their own poems in English.

COMMENTS

The best rhymes for language learning are repetitive ones in which just a few words change from verse to verse. Carolyn Graham's books on Jazz Chants are an excellent source of material. You will find more examples in the Further Reading section.

EXAMPLES

Five little elephants (adapted from *Of Frogs and Snails*)

Words

● ● ● ● ●

Five little elephants

Five children stand in a row, using their arms as 'trunks'

● ● ● ● ●

Standing in a row

● ● ● ● ●

Five little trunks

● ● ● ● ●

Waving hello

The children wave hello with their trunks

● ● ● ● ●

'Oh' said an elephant

The first child looks at his or her watch, makes a surprised gesture, and hurries away

● ● ● ● ●

'Time to go'

● ● ● ● ●

Four little elephants

● ● ● ● ●

Standing in a row.

☺

Continue with:

Four little elephants

Three little elephants

Two little elephants

And so on until

One little elephant

Standing in a row

VARIATIONS

You or the children can adapt this rhyme, though of course it is difficult to imitate the play on words. However, two or three rhyming couplets are just as good as long as you keep the same rhythm, for example:

My brother went to play, play, play,
 With all his friends one day, day, day
 They all went to the park, park, park
 And stayed there until dark, dark, dark.

7.3 Exploiting songs**LEVEL**

All

AGE GROUP

All

TIME

20–30 minutes

AIMS

Linguistic: to practise listening skills, vocabulary, and in some cases a language point.

Other: to enjoy the music, to introduce the children to aspects of English-speaking culture.

DESCRIPTION

Some ways of using songs in class: either songs specially written for learners, or songs written for native speakers.

MATERIALS

Cassettes and a cassette player; see individual activities.

Find the word

A very simple introductory activity to a song is to ask the children to listen for a certain word, and note down the number of times it occurs. For example, in the song 'Hello, goodbye' by the Beatles, you can ask the children to count the number of times they hear 'hello' and 'goodbye'.

More advanced learners can note down words with certain sounds in the song—for example, if your children have difficulty in hearing the difference between /i:/ and /i/, you could ask them to write down words containing /i:/.

Song pictures 1

- 1 Choose a song which has a strong descriptive text. Find or draw a picture which illustrates it, but with some gaps or mistakes. Make copies for the children.
- 2 Give the children the copies of the picture. Ask them to listen to the song and complete or correct the picture.

Song pictures 2

You can use this technique with a song that tells a story.

- 1 Draw simple pictures to illustrate the story, cut them out, and make a worksheet with the pictures out of order.
- 2 Ask the children to listen to the song and put the pictures in order.

Gap fill songs

Choose a song which has clear words. Use any of the activities in 4.1, 'Variations on a gap'.

Mixed-up lines

- 1 Copy out the words of the song. Stick them onto card and cut them out. Mix up the order of the lines.

- 2 Ask the children to listen to the song and put the lines in the correct order.

This is especially effective with pop songs.

With a long song it is better to cut it into verses.

Song translations

- 1 Translate the song line by line into the children's native language, then mix up the lines.
- 2 Make copies and give the children one each, with a copy of the English words. Put them in pairs and ask them to match the lines.

COMMENTS

Many English pop songs are well known, even to the youngest learners, especially the theme songs to films or television series. Although the language is difficult, children will love using them in class. You could probably use at least two of the activities here in order to get the most out of each song.

4 Ask for volunteers for each of the animals and tell the story again, this time with the children acting it out.

Part Two (This can be in the next lesson.)

5 Show the children how to cut out the figures, colour them, fold them, and stick them together. If you wish, they can stick on string 'tails'. As they are working, go round the class praising their work and asking them questions such as *What colour is the cat?*

Part Three (This can be in the next lesson.)

6 Put the children into groups of three and tell them to decide who is going to be Milly, Molly, and the Big, Bad Cat. Give each group a piece of plasticine (for cheese). Then tell them to find a space to work in, decide where Milly and Molly live, and put the cheese in its place.

7 Tell the story again. The children act it out while you tell it.

FOLLOW-UP 1

The children draw one of the scenes of the story and tell you the caption they want to give it. You translate it into English and they copy the words on to their picture.

FOLLOW-UP 2

The children make a book of the story (see 8.10, 'Making books').

FOLLOW-UP 3

The children make masks of the characters and act out the story (see 8.9, 'Making masks'). More advanced children could invent a dialogue.

FOLLOW-UP 4

The children invent another story using the same characters.

COMMENTS

- 1 Choose follow-up activities carefully, depending on the children's age and how much they enjoy the story. Do not use the same story too many times.
- 2 You will find other ideas for these kinds of stories in cartoons and comic strips.
- 3 An excellent aid to storytelling is a felt board. If you stick pieces of velcro to the back of the figures you, or the children, can move them around at will.

8.2 Vocabulary jigsaws

LEVEL

1, 2

AGE GROUP

A, B

TIME

30 minutes

AIMS

Linguistic: to revise vocabulary.

Other: to practise drawing, colouring, cutting, and sticking; to practise matching pieces of a jigsaw.

DESCRIPTION

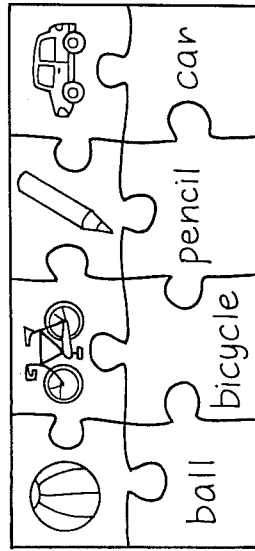
The children complete a jigsaw framework with words and pictures, cut it out, and remake the jigsaw.

MATERIALS

One jigsaw you have already made, blu-tack, copies of the empty jigsaw for the children (see Worksheet 8.2 at end of book), thin card (optional), an envelope for each child, coloured pencils, glue, scissors.

PREPARATION

Make a jigsaw yourself. If you have a large class, it is a good idea to make a giant jigsaw on a sheet of card. Stick it on the board so that everyone can see it.



IN CLASS

- 1 Show the children the picture pieces of your jigsaw and ask them the English words for what is on the pictures. Stick them on the board or put them on a table where everyone can see them.
- 2 Show the children the word pieces and get them to match them to the pictures. Then ask for volunteers to put all the pieces together to make the whole jigsaw.
- 3 Explain that they are going to make a similar jigsaw. If the children are very young, they should copy your pictures and words. If they are older, let the class decide what topic they want to work on, and let each child choose his or her own words and pictures.
- 4 Give out the blank jigsaws and check that the children understand what they are going to do.

8.4 Make a weather clock

LEVEL 1, 2

AGE GROUP A, B

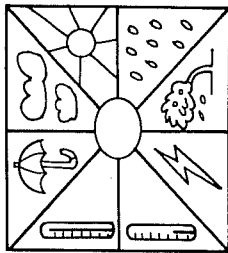
TIME 30 minutes

AIMS **Linguistic:** weather vocabulary, to follow spoken instructions.
Other: drawing, colouring, and cutting, and to think about designing symbols.

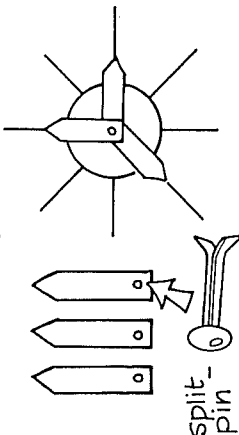
DESCRIPTION The children make a 'weather clock' with movable hands that they can set according to the day's weather.

MATERIALS A weather clock you have made, photocopies of the blank clock card for the children (see Worksheet 8.4 at end of book), strips of card for the 'hands', a split pin for each child.

PREPARATION 1 Make a weather clock yourself:



a Draw weather symbols on the 'clock'.



b Cut out 'hands' of thin card and pin them in the middle.

2 Think about how you will give the children their instructions.

3 Make a copy of the blank clock for each child (see Worksheet 8.4).

4 Cut out strips of card for the hands of the clocks.

IN CLASS 1 Ask the children to name different sorts of weather in English, using mime to help them, and make a list on the board.

2 Ask for a volunteer to come and draw a picture on the board to represent one of the kinds of weather on the list. Start with something easy to draw, like *sunny*, and then go on to something more difficult, like *windy*.

If they are not sure what to draw, ask them questions such as *What do trees do when it is windy? And the leaves? And your umbrella? And your hat?*

3 Show them your weather clock and ask *What's the weather like today?* Set the hands according to their answer.

4 Tell them that they are each going to make a clock, and tell them what to do, demonstrating at the same time. Give out the worksheets.

COMMENTS Another way of presenting the idea of symbols is to get the children to look at the symbols used in weather charts on the television or in newspapers.

When the clocks are finished you can use them in a number of ways:

FOLLOW-UP 1 As the basis for an information gap activity. The children work in pairs: one child sets the hand of his or her clock out of sight of the other; the other child asks questions until he or she can set the hands of his or her clock to the same kind of weather.

FOLLOW-UP 2 As a listening activity: you talk about the weather and the children set the hands of their clocks according to what they hear.

FOLLOW-UP 3 Put the clocks on the wall (or let the children take them home) and set the hands correctly each day.

VARIATIONS

You can use the 'clock' idea for other topics:

Illnesses: *He's got a cold, a headache, or toothache.*

Feelings: *I'm happy, sad, or angry.*

Clothes: *I'm wearing trousers, a shirt, and a jumper.*

8.5 Spinners

LEVEL All

AGE GROUP All

TIME 30 minutes to make the spinners, 10-20 minutes to play a game.

DESCRIPTION

The children each make a monster out of plasticine and then describe it to their partner, who has to try and make one the same.

PREPARATION

- 1 Make a plasticine monster yourself.
- 2 Make sure that there is enough plasticine for each child to have four or five different colours.

IN CLASS

- 1 Draw a monster on the board and check that the children know the English names of parts of the body and how to describe the monster—for example, *He's got a long tail.*
- 2 Show the children your plasticine monster and get them to describe it in English.
- 3 Put the children in pairs and give out the plasticine. Each pair should have the same colours.
- 4 Tell them all to use half of their plasticine to make a monster, but not to let their partner see it. (They will use the other half later to make a replica of their partner's monster.) Put a time limit on this step or the monsters will be too complicated!
- 5 Now tell one of the children in each pair to describe their monster in English to their partner (still not letting them see it), so that the partner can make a 'twin'. When they have finished they should compare monsters, then swap roles.
- 6 When all the monsters are finished, the children can give them names and display them in a 'monster park'.

FOLLOW-UP 1

Use the twin monsters to practise comparisons—for example, *Timmy Monster's nose is longer than Tommy Monster's.*

FOLLOW-UP 2

One child describes a monster from the 'monster park' and the others guess which one it is.

FOLLOW-UP 3

Use the monsters to make up a story.

VARIATION

The children could draw monsters instead of modelling them. See also 2.2, 'On the farm'.

COMMENTS

Make it clear that the aim of the game is to describe the monster so well that their partner's monster looks just like theirs. Sometimes children think they have 'won' if their partner *can't* make one like theirs.

8.7 Making puppets

All

All

20–40 minutes

LEVEL**AGE GROUP****TIME****AIMS**

Linguistic: following written or spoken instructions. Using the puppets gives speaking practice.

Other: to develop manual dexterity, co-ordination, and co-operation.

MATERIALS

See the different types of puppet (below).

PREPARATION

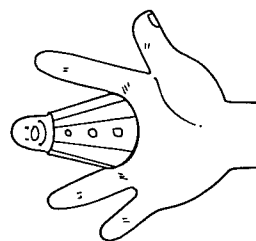
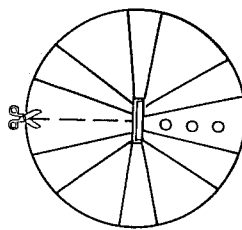
- 1 Always make a puppet yourself before doing it with your class.
- 2 Decide how you are going to give the instructions to the children (written or orally).

MATERIALS**Finger puppets**

Thin felt tip pens, coloured pencils, scissors, circles of paper, the children's fingers!

IN CLASS

- 1 The children colour the paper circle to represent the puppet's clothes.
 - 2 They cut out the circle and make a small cut in the centre for the neck.
- They make a cut from the edge of the circle to the centre.



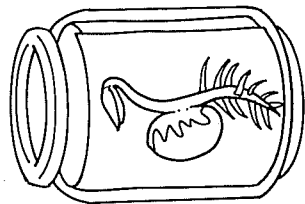
- 3 They draw a face on one of their fingers and put the circle over the finger, overlapping the paper at the cut to make a 'skirt' shape.

Stick puppets

A copy of Worksheet 8.7 (see end of book) for each child, two thin sticks for each puppet, coloured pencils, scissors, card, glue, a split pin for each puppet, sticky tape.

IN CLASS

- 1 The children colour the figure and the arm on Worksheet 8.7. They stick them onto card and cut them out.



When the root, seed leaves, and then the true leaves appear, the children will probably need help in filling in the record sheet. You can give them some model sentences, or some questions to answer. When the plants are about ten centimetres tall, the children can take them home and transplant them to a pot or into the ground. They can continue recording their progress if they want to.

FOLLOW-UP

Older children can do other experiments with the plants, for example, to see what happens when one plant is kept in the light and another in the dark, or whether adding liquid fertilizer makes any difference to growth.

COMMENTS

1 It is always a good idea to be aware of what the children are studying in science.

2 Germinate a few spare beans yourself, as some will not grow.

VARIATION

You can also do other science activities in English, for example, measuring shadows at different times of day. For more ideas, see the Further Reading section.

8.9 Making masks

LEVEL

All

AGE GROUP

All

TIME

30 minutes

AIMS

Linguistic: following spoken or written instructions.
Other: to encourage creativity, to motivate the children to speak.

DESCRIPTION

The children make masks, which they can use to practise speaking English.

MATERIALS

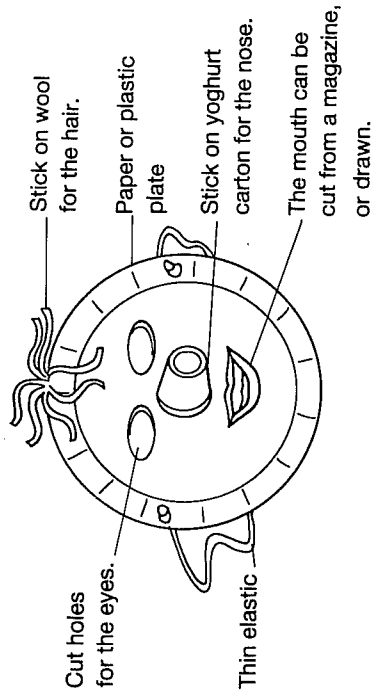
Coloured pencils, scissors, glue, wool, pictures from magazines—see the different types of mask.

PREPARATION

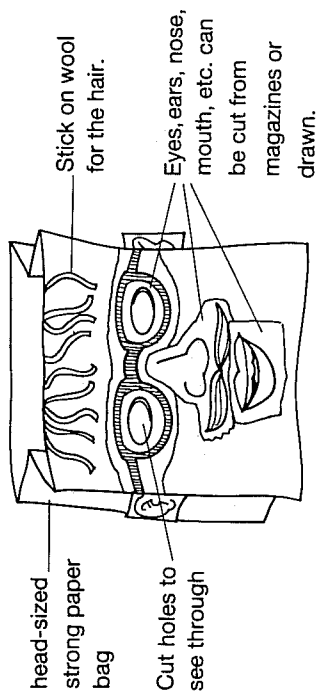
- 1 Always try making the mask yourself first.
- 2 Decide how you are going to give the instructions (spoken or written).

IN CLASS

Paper plate masks



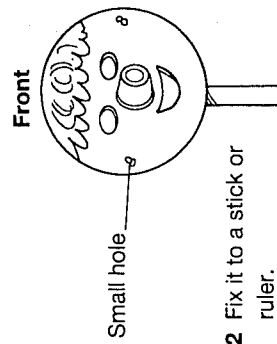
Paper bag masks



A mask on a stick

- 1 Draw a 25 cm circle on card and cut it out.

- 3 Thread string through the hole and pull it tight to curve the mask round (optional).



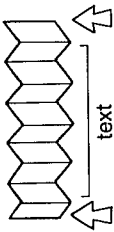
- 2 Fix it to a stick or ruler.

COMMENTS

Children love dressing up, and masks are a powerful aid to assuming another, often less inhibited, personality. You can use them in almost any speaking activity, and in drama.

A concertina book

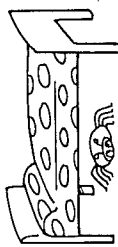
- 1 Take a long sheet of paper and fold it in a zig-zag.
- 2 Write the text on the inside pages, using the two ends as the covers. You can stick card on these.
- 3 Fold the book together and, if you like, hold it together with a paper clip.



Note: You can cut simple shapes out of the zigzag-folded paper to suit your theme. For example 'My friends' could be simple people, shapes, etc.

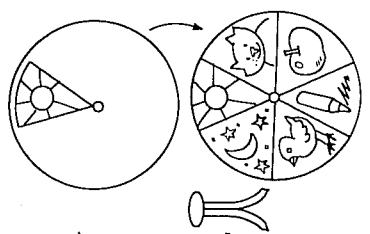
A flap book

- 1 Make the pages and cover in the same way as for a traditional book.
- 2 Draw a picture with a hidden object in it.
- 3 Draw a flap to cover it. Cut it out.
- 4 Stick the flap on the picture using clear tape as a hinge.



A circular book

- 1 Cut two circles out of strong paper.
- 2 Cut a window in one, and divide the other into 6-8 sectors.
- 3 Write or draw in the sectors.
- 4 Pin the 'window' circle on top of the 'text' circle.



You can use this kind of book for writing about daily routines, or topics.

9 Video

Video and television form a part of many children's lives nowadays, and can also be a very useful tool in the language classroom. However, there is a big difference between watching television at home for relaxation and watching a video in a lesson, where the teacher devises activities and tasks that encourage the children to interact with the video and learn from it.

Videos provide a ready-made context for the presentation of new vocabulary, structures, and functions, as well as providing a stimulus for speaking. They can also provide an excellent source of input for topic-based work. By combining spoken language with images, videos parallel real life. The visuals help children to understand the situation and therefore the language—for example, beginners hearing *Come here* on an audio cassette are unlikely to understand it, but if they see it on a video accompanied by a gesture and response, the meaning is immediately obvious. It is this aspect that we need to exploit when preparing video tasks.

You can use both authentic videos, recorded from television (but please take your country's copyright rules into account), or videos that have been specially designed for children learning English. Criteria to bear in mind when selecting a video are:

- the kind of video: when using authentic videos make sure they have a high visual content, for example cartoons, short stories, advertisements, or educational programmes, rather than 'talking heads' in debates and discussions;
- length: it is better to select a short sequence (5 to 10 minutes) and exploit it to the full, than to spend a whole lesson passively watching a long video;
- the language level: videos made for EFL use graded language, but authentic videos often contain complicated and colloquial language. When using an authentic video, make sure that there is as much visual support as possible and that the tasks do not require the children to understand slang or unusual expressions.

When preparing a video lesson, just as with any other lesson, it is essential that you have a clear aim in mind: for example, presenting new language or complementing your textbook. Always keep in mind the basic principles of starting with 'easy' tasks to give the children the gist of the video, then moving to more demanding tasks that provide new language or opportunities for language practice (see 9.1, 'Making the most of a video'). When you prepare worksheets of your own, try them out with a colleague before using them in class if you can.

video said and what it means. If the language point is repeated throughout the video, after the children have heard it a few times you can stop the tape before an example and ask the children to predict what is going to be said.

- Give the children a few key phrases from the video. The children identify who says what, and then in what order.

Follow-up tasks

Follow-up tasks should build on the language and/or topic of what the children have been watching. You can do them immediately after the video, or in the next lesson.

- Give the children a situation in which they could use the language from the video. For example, if the video is about restaurant language, set up a restaurant role play or do 3.5, 'At a restaurant'.
- The children draw a picture of a scene from the video, or make a book telling the story. Alternatively, you can draw the scene with empty speech bubbles, and the children write what the characters say.
- The children make puppets to represent the characters in the video and dramatize a scene. See 8.7, 'Making puppets'.

9.2 Spot the items

LEVEL AII

AGE GROUP AII

TIME 20 minutes

AIMS Linguistic: to reinforce vocabulary.

Other: to encourage accurate observation.

DESCRIPTION The children look for items in a video.

MATERIALS Video player, video cassette, list of items.

PREPARATION 1 Choose a video clip about five minutes long, which shows a variety of objects. Watch the video a couple of times and make a list of between five and ten items for the children to look out for. Choose some obvious things and some others that are more hidden.

2 Copy the words on to a worksheet and make photocopies for the children, or write them on a poster or the board.

IN CLASS 1 Let the children watch the video once.

2 Show them the list of items, and check that they know all the words. Explain that they have to watch the video again and look for the items.

3 (Optional) Tell the children to turn their worksheets over, or cover up the word list as they watch the video.

4 The children work in pairs and note down the words they see.

5 Let them watch the video again and check their list.

6 Play the video again: this time the children stop you when they see a word on the list, and tell you what it is.

Ask the children in which order they saw the things, to practise *first, second, third, before, and after*.

For older children, you can also think of items that are not in the video, and some misleading ones: for example, 'a big hat' if the hat in the video is small.

Wizadora contains a number of unusual objects (see Further Reading).

9.3 Act out a scene

LEVEL 2, 3

AGE GROUP B, C

TIME 45 minutes

AIMS Linguistic: to practise speaking.

Other: to develop dramatic techniques such as gestures and facial expressions.

DESCRIPTION The children identify sentences in the video, then use them to act out what they have seen.

MATERIALS Video player, video cassette, copies of speech bubbles (see Preparation), 'props' (optional).

PREPARATION 1 Choose a 5-10 minute video clip with a dialogue that includes language you want to work on. Pick out some phrases for the children to focus on: five or six if the language is new, eight to ten if the children have already come across the language.

2 Draw speech bubbles on a piece of paper, and write the phrases from the dialogue in them, but not in the order in which they come in the video. Make a copy for each child.

MATERIALS

Video camera and tapes, video player, 'props'.

IN CLASS

- 1 Present and practise a dialogue from the textbook in the normal way.
- 2 Divide the children into groups and tell them that they are going to video the dialogue. Choose a director, actors, and scene-shifters.
- 3 Tell them to decide how to organize the furniture, 'props', who goes in and out when, what gestures to use, and so on, as well as where the camera should be, and when to start and stop it. The director should co-ordinate who does what, and when.
- 4 The actors practise the dialogue, including gestures, facial expressions, and coming on to and off the 'set' at the right time.
- 5 When everyone is ready, film the scene.
- 6 Show the videos to the whole class.

FOLLOW-UP

Do one of the feedback activities from the Introduction.

COMMENTS

If you teach older children too, ask them to film scenes from the younger children's books. This provides material for the younger classes, and a real audience for the older children's work.

Acknowledgement

I would like to thank Amaya Arribi, Susi Diaz, and Elena de la Iglesia, who showed me just how motivating and useful making videos can be.

10 Putting it all together

Teachers have many roles in the classroom: two of the most important are planning lessons and organizing the classroom in a way that facilitates learning.

Here are some general ideas on organizing the classroom and planning lessons.

Classroom management

The atmosphere of the classroom, the attitude of the teacher, and the organization of the lesson all affect children's learning.

In the classroom itself

- Try and achieve a warm, friendly, relaxed atmosphere.
- Make sure that the chairs and tables are appropriately placed.
- Make sure there is enough light and heating/ventilation.
- Have a place where the children keep their English books and notebooks.
- If at all possible create an 'English corner' for English reading books and worksheets for early finishers.
- Display the children's work and relevant posters on the walls, and keep the displays up to date.

In the lessons

- Create routines that the children recognize. Although they take time to explain and to establish, routines make the children feel secure and save a lot of time and explanation in the long run.
- Mark the beginning of the lesson, for example with a song, by correcting homework, or with a brief recall of the previous lesson.
- The 'core' of the lesson will vary, but always start by telling the children what activities they are going to do and, with older children, what the activities are for.
- Mark the stages of the lesson clearly so that the children know when one activity finishes and another starts.
- Give clear instructions for each activity and check that the

- Possible topics:** The family, toys, descriptions of people/animals, illnesses.
- Chosen topic:** Descriptions of people/animals/monsters.
- Activities:** Present the parts of the body using yourself as a model.
 Play 'Teacher says' (see 1.1, 'Listen and do').
 Sing one of the 'Parts of the body' songs in 7.1, 'Action songs'.
 Put up flashcards of different people, and use them to introduce and practise *She's got/He hasn't got* (see 5.1, 'Flashcard ideas').
 Describe a person for the children to identify.
 Children describe and identify people in pairs (see 2.1, 'Simple speaking activities').
 Do a picture dictation of a monster (see 1.8, 'In the playground', for technique).
 Do 8.6, 'Twin plasticine monsters'.
 Make a monster catalogue using any of the techniques outlined in 8.10, 'Making books'.
 Play 'Happy families' (6.4).

2 Starting with a topic

Decide which topic you want to work on with your children, list the language points it suggests, and choose ones which are suitable for your group. Find activities which present and practise this language and which develop the children's language skills.

Example

- General topic:** Food
- Related topics:** Buying food, choosing from a menu, cooking, a healthy diet, food around the world, food and festivals/celebrations.
- Language:** *I like/don't like, I'd like, Can I have ...?, Have you got ...?, Is/are there, You should/shouldn't, We/they eat*, food vocabulary.
- Chosen topic:** Buying food, cooking.
- Activities:** Present food vocabulary using flashcards (5.1) or a vocabulary network (5.2).

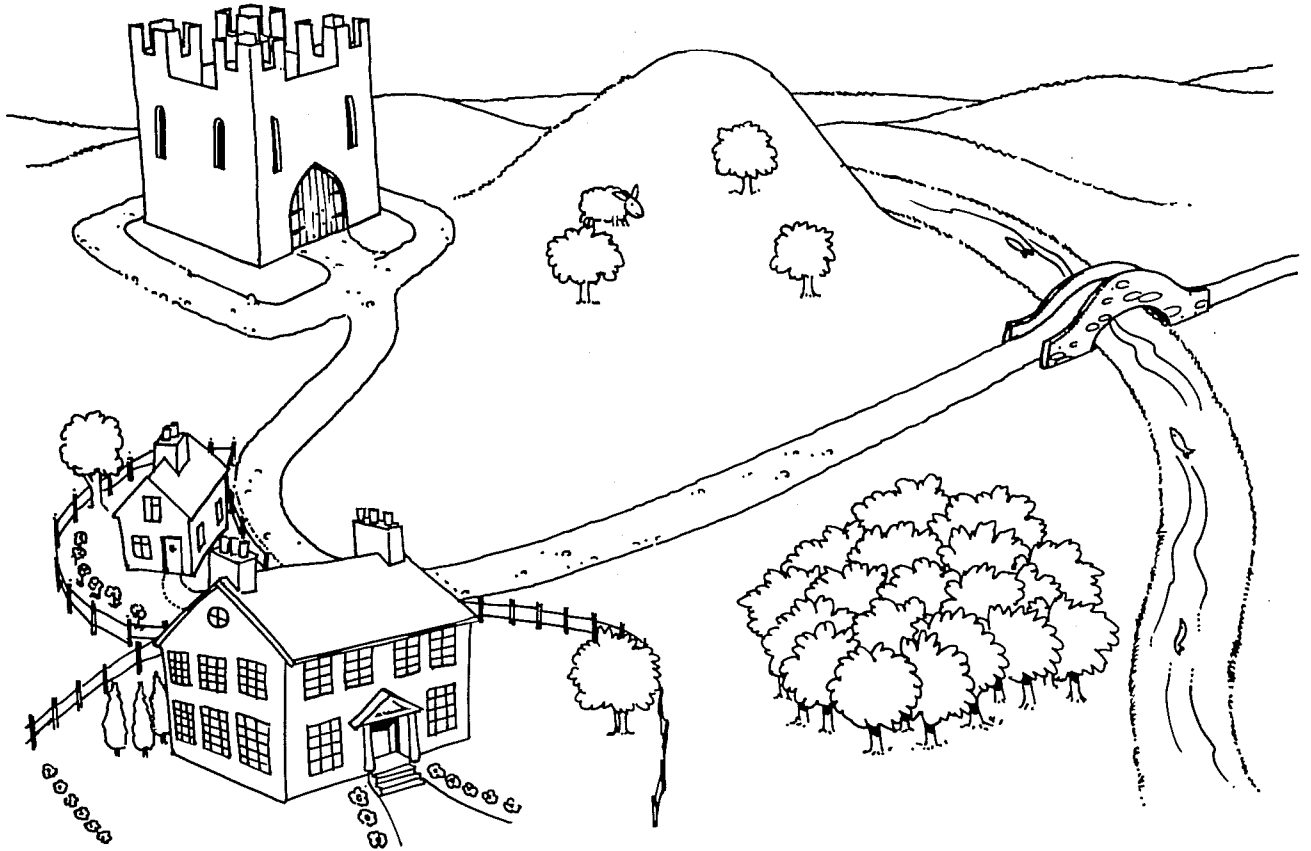
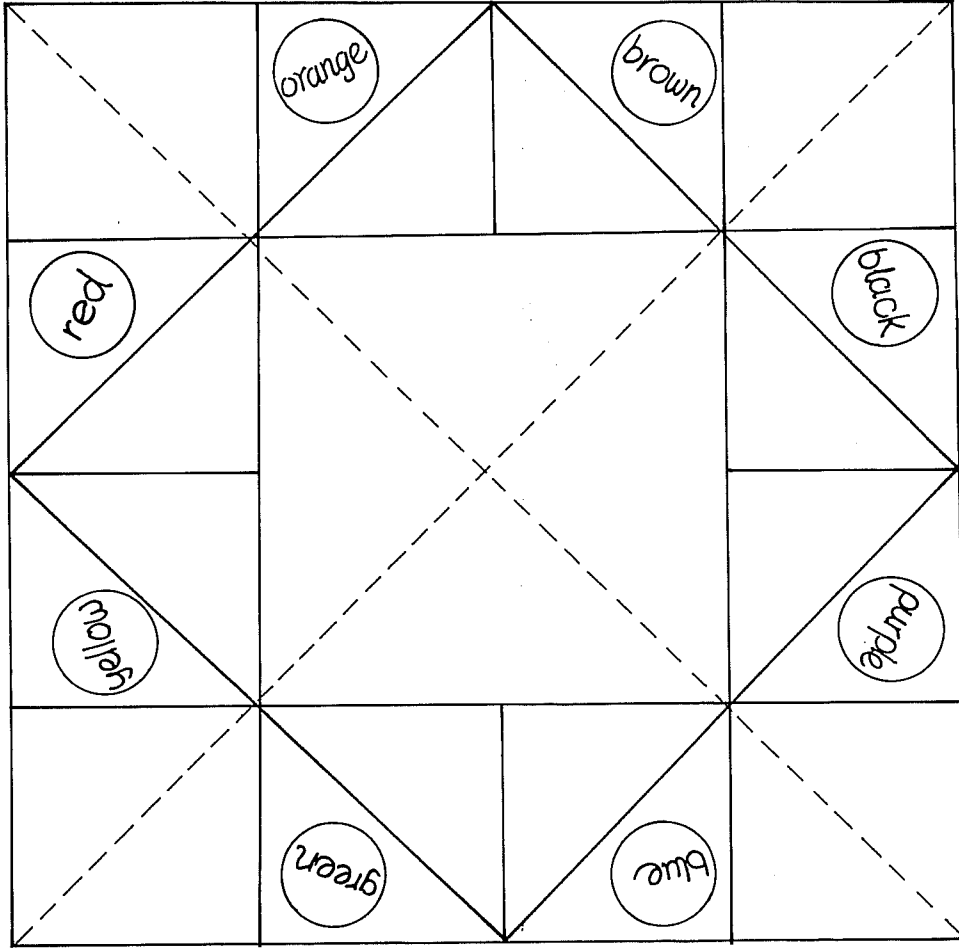
- The children bring in food labels to make a poster.
- Use the labels to practise *Can I have* and *I'd like some/a*.
- Do a 'Find the differences' activity with a food cupboard to practise *Is there/Are there* (using the technique described in 2.2, 'On the farm').
- Do a shopping role play, if possible using empty food packets.
- Tell the story of 'Timmy goes shopping' (1.3).
- Do 3.6, 'Making milkshakes'.
- The children write their own simple recipes and make a class recipe book (see 8.10, 'Making books').
- Do 3.5, 'At a restaurant'.
- The children do a restaurant role play.
- Do 'A questionnaire on health' (2.6).

3 Supplement the coursebook

Most teachers have a textbook to follow, and this not only saves you a lot of work, but also helps ensure that a balanced syllabus is covered. However, a textbook may not cover your children's needs exactly, and it is usually necessary to supplement it with other related activities. Also, a rest from the textbook provides a welcome change of pace for both yourself and the children.

Examples

- | | |
|----------------------------|---|
| <i>In the book</i> | <i>Supplementary activity</i> |
| Colours, numbers, letters: | 1.4, 'Complete a grid' |
| | 6.8, 'Body writing' |
| | 7.1, 'Action songs': Ten little fingers |
| Parts of the body: | 7.1, 'Action songs': Heads and shoulders, The hokey cokey |
| | 8.6, 'Twin plasticine monsters' |
| Present simple for habits: | 2.6, 'A questionnaire on health' |
| | 7.1, 'Action songs': Here we go round the mulberry bush |
| Present continuous: | 2.2, 'On the farm' |
| The weather: | 8.4, 'Make a weather clock' |



Are you healthy?

How often do you:

- 1 ... do exercise?
 A Less than an hour a day
 B Five hours a week
 C More than five hours a week
- 2 ... sleep?
 A Less than five hours a night
 B Seven hours a night
 C Ten hours a night
- 3 ... watch TV?
 A More than four hours a day
 B Two hours a day
 C An hour a day
- 4 ... eat cakes, biscuits, and sweets?
 A Six times a day
 B Three times a day
 C Less than once a day
- 5 ... eat fresh fruit and vegetables?
 A Never
 B Once a week
 C Every day
- 6 ... clean your teeth?
 A Never
 B Three times a week
 C Twice a day

SCORE

Count how many As, Bs, and Cs you have.

Mostly As:

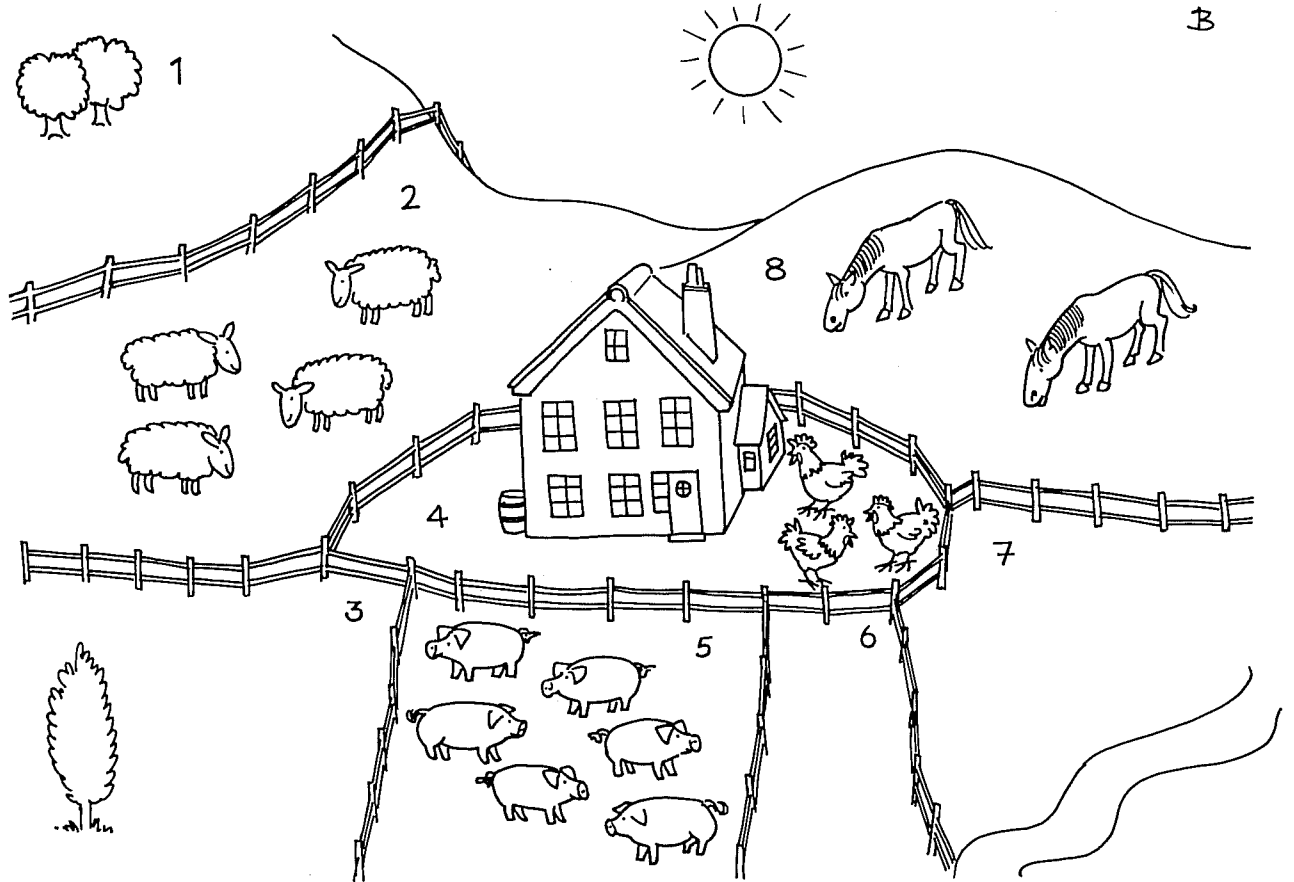
You are not very healthy at all. You need to do more exercise, watch less television, and eat better food. Think about it!

Mostly Bs:

Not bad, but you can do a lot to improve your health. Think about what you eat and the exercise you do and try to improve!

Mostly Cs:

You are a very, very healthy person. Congratulations!



The washing line

The person on the ground floor plays football.

Jane and Mary's school uniform is a blue skirt and white blouse.

The person on the top floor likes whales.

Dawn loves swimming.

The schoolgirls live on the second floor.

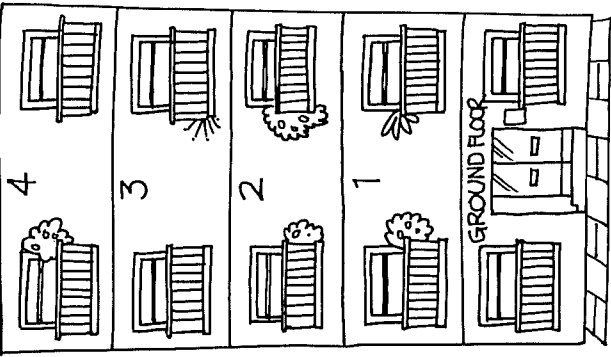
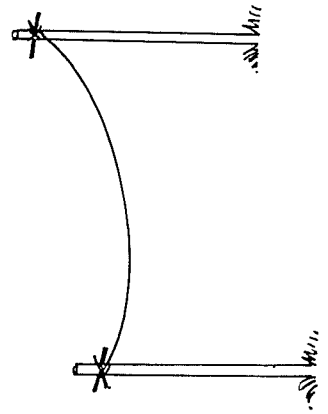
Bob plays number nine in his local football team.

Peter's hobby is karate.

Dawn lives below Jane and Mary.

Anne's flat is on the top floor.

Peter lives on the third floor.



The person on the ground floor plays football.

Jane and Mary's school uniform is a blue skirt and white blouse.

The person on the top floor likes whales.

Dawn loves swimming.

The schoolgirls live on the second floor.

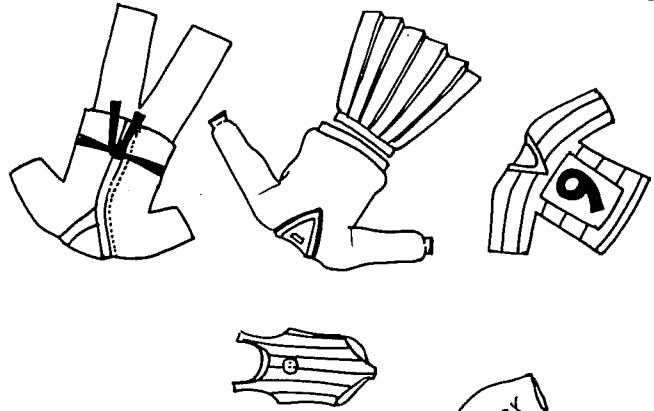
Bob plays number nine in his local football team.

Peter's hobby is karate.

Dawn lives below Jane and Mary.

Anne's flat is on the top floor.

Peter lives on the third floor.



1. Devi and the tree

2. The thieves

Five hundred years ago, a young girl called Devi lived in a town in the mountains in India.

Taffy was a thief.

Her family's house had a big garden.

Sometimes Devi and her friends had picnics or played games together there.

Jake was a thief, too.

One day Jake saw some pictures in the newspaper.

'There are some diamonds in one of the rooms of the big house on the hill,' Jake said.

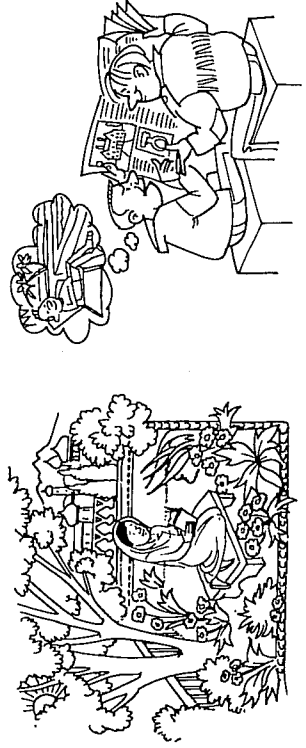
Sometimes she sat and read her book under the trees.

'Let's go to the house tomorrow night. Let's steal the diamonds!'

There were some beautiful trees in the garden, but one was Devi's special tree.

'Good idea!' said Taffy. 'We're going to be rich!'

(From *Start Reading 4*, Derek Strange, OUP 1989)



Recipes

Banana milkshake

- 1 banana
1 cup of milk
ice cream
- Put two spoons of ice cream in the jar.
 - Mash the banana with a fork.
 - Put it in the jar with the ice cream and stir.
 - Add the milk.
 - Put the lid on the jar.
 - Shake it all together.
 - Pour it into a glass.

Chocolate milkshake

- 2 teaspoons of chocolate powder
1 teaspoon of hot water
1 glass of milk
ice cream
- Put the chocolate powder into the jar.
 - Add the hot water and stir.
 - Add the milk and stir.
 - Add the ice cream.
 - Put the lid on the jar.
 - Shake it all together.
 - Pour it into a glass.

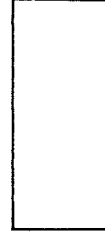
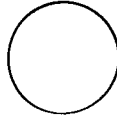
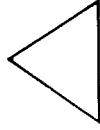
Coffee milkshake

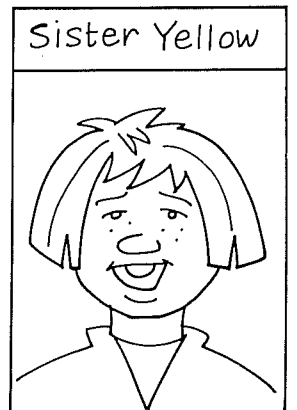
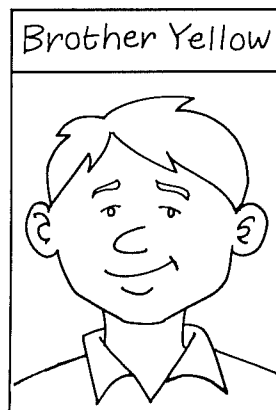
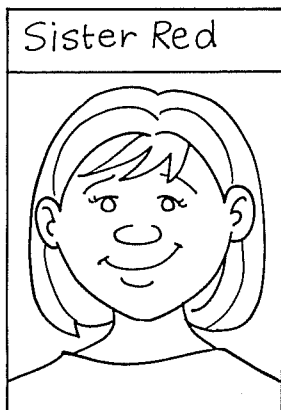
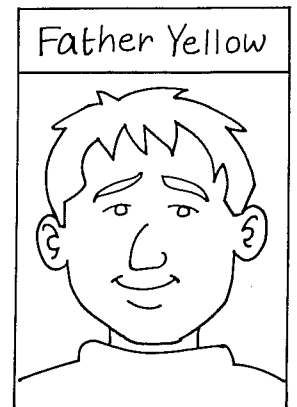
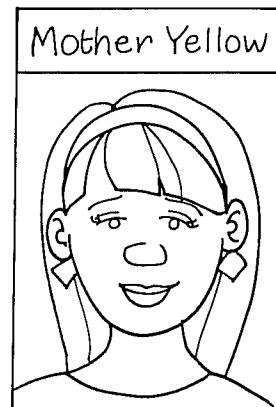
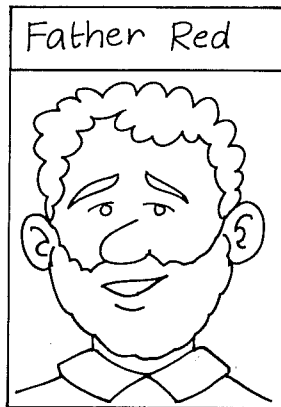
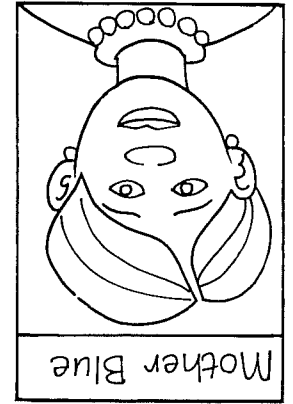
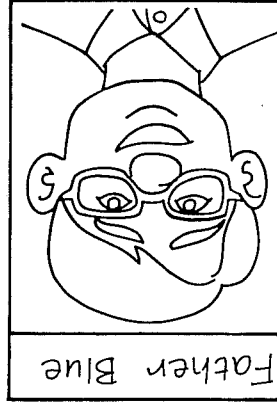
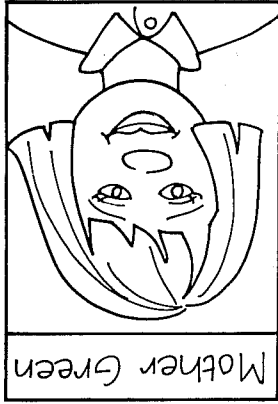
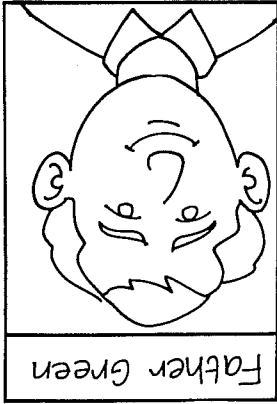
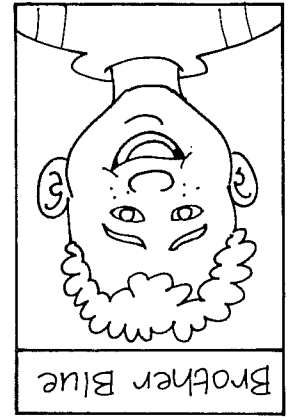
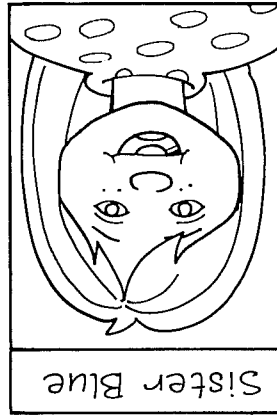
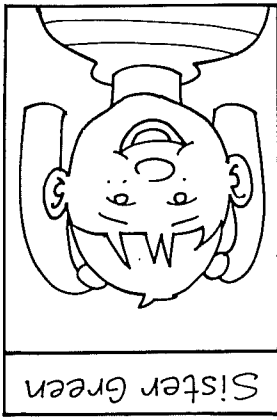
- 1 teaspoon of coffee powder
1 glass of milk
ice cream
1 teaspoon of hot water
1 teaspoon of sugar
- Put the coffee powder into the jar.
 - Add the hot water and stir.
 - Add the sugar.
 - Add the milk. Stir.
 - Add the ice cream.
 - Put the lid on.
 - Shake it all together.

Your lucky number

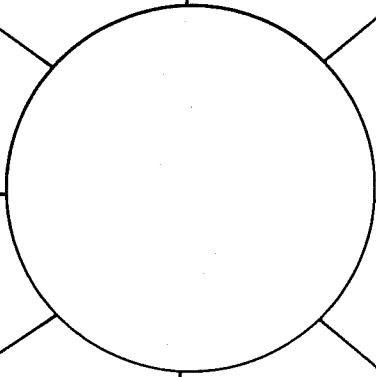
Read the instructions and find out your lucky number.

- How old are you? Write the number in the triangle.
- What's the date today? Write the number of the day in the circle.
- How many children are there in your class? Write the number in the square.
- How many letters are there in your name? Write the number in the rectangle.
- Add up all the numbers. Write the total in the small circles: one number in each circle.
- Add up the numbers in the small circles. Write the total in the star. This is your lucky number!



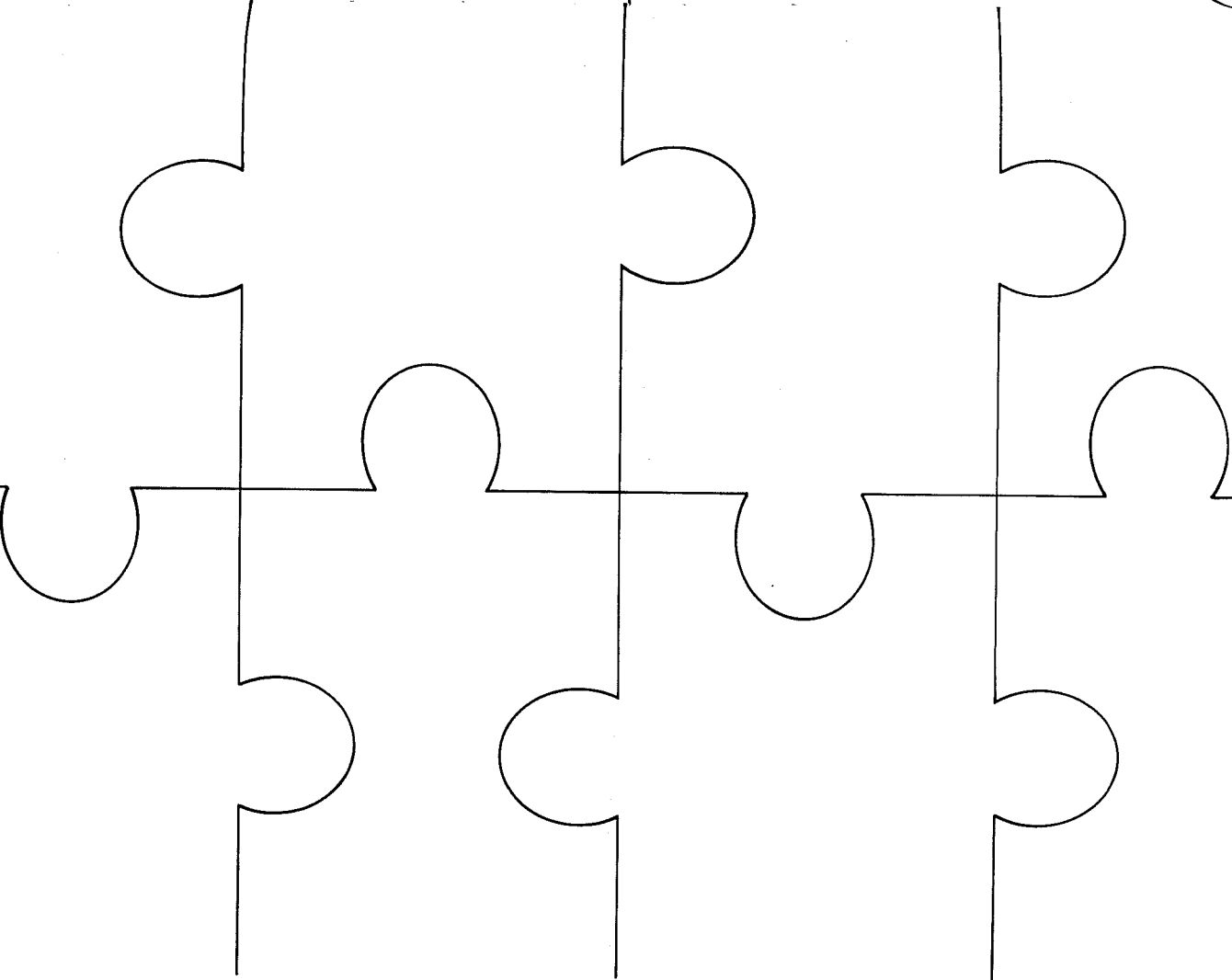


WORKSHEET



Photocopiable © Oxford University Press

WORKSHEET 8.2



Photocopiable © Oxford University Press

Growing seeds: record sheet

Date	How many days?	What does your plant look like? Draw a picture of your plant.	How tall is it?

Further reading

Many coursebook series for primary children now include packs of flashcards, posters, and song cassettes, as well as very useful teacher's notes, and often other supplementary material such as readers. Rather than list them all here, I would advise teachers to look through what is available carefully before making a choice.

Background reading

Theory

Brewster, J., G. Ellis, and D. Girard. 1992. *The Primary English Teacher's Guide*. Harmondsworth: Penguin. Examines the development of language teaching to young children, provides an analysis of teaching techniques and learning strategies, gives practical suggestions, and lists resources available.

British Council. 1985. *The Younger Learner: Bologna 1985*. London: Macmillan. One of the earliest collections of papers concerned with teaching English to primary children. Examines issues that are still relevant today.

Brumfit, C., J. Moon, and R. Tongue (eds.). 1991. *Teaching English to Children: From Practice to Principle*. London: Nelson. The first section describes some practical experiences in the primary language classroom, and the second gives some theoretical background.

Cullingford, C. 1990. *The Nature of Learning*. London: Cassell. Explores the holistic nature of human learning from an educational point of view.

Donaldson, M. 1978. *Children's Minds*. London: Fontana. A fascinating discussion of how children think and learn.

Wells, G. 1987. *The Meaning Makers: Children Learning Language and Using Language to Learn*. London: Hodder and Stoughton. A fascinating account of a longitudinal study of English children learning their own language. Although not directly concerned with learning a second language, this book gives some interesting insights into the construction of meaning by children.

Wood, D. 1988. *How Children Think and Learn: The Social Contexts of Cognitive Development*. Oxford: Blackwell. Examines the major theories of cognitive development and considers their contribution to the classroom.

Speaking

Hadfield, J. 1987. *Elementary Communication Games*. London: Nelson. A highly practical book with ideas and materials for communication activities with photocopyable masters.

Maley, A. and A. Duff. 1978. *Drama Techniques in Language Learning: A Resource Book of Communicative Activities for Language Teachers*. Cambridge: Cambridge University Press.

A rich source of ideas with a dramatic flavour, many of which can be used with or adapted for young learners.

Reading

See also Storytelling (under Listening), above.

Ahlberg, A. and J. Ahlberg. The 'Happy Families' series. London: Penguin. An excellent series for young readers, based on the card game (see 6.4).

English Today Readers, Spellbinders, Start with English Readers. Oxford: Oxford University Press. Three series of graded readers for primary learners of English, including dictionaries and cassettes.

Greenwood, J. 1988. *Class Readers*. Oxford: Oxford University Press. 'Resource Books for Teachers' series. Practical advice and suggestions on using graded readers in class. Includes activities for older children.

Stepping into English. Oxford: Oxford University Press. Traditional stories adapted for young learners.

Thomson, R. 1989. 'Match This' series: *Clothes, Body Bits, Food*. London: Franklin Watts. Books with split pages: riddles on one half, photographs with vocabulary on the other. The reader has to find which picture matches which text. Designed for native speakers, but the language is simple.

Tyler, J. 1981. *Usborne Book of World Geography*. London: Usborne. A book full of fascinating information on geography in the widest sense. Usborne publishes a wide range of educational books.

Writing

Hadfield, C. and J. Hadfield. 1990. *Writing Games*. London: Nelson. A collection of ideas for writing activities aimed at the older learner, but some of the techniques can be transferred to the primary classroom.

Hadley, H. 1992. *Inspirations for Poetry*. Learnington Spa: Scholastic Publications. This book is for primary teachers in England: it contains some stimulating ideas for using poetry that can be transferred to the English Language class.

Vocabulary and grammar

Burridge, S. 1986. *Start with Words and Pictures*. Oxford: Oxford University Press. An alphabetical picture dictionary which gives examples of how words are used.

Granger, C. and T. Hicks. 1978. 'Contact English' series. Oxford: Heinemann. Suggestions for stories to use when presenting and practising structures and functions.

Holderness, J. 1986. *Start with Words and Pictures Activity Book*. Oxford: Oxford University Press. Exercises to develop dictionary skills.

Rinvoluceri, M. 1985. *Grammar Games*. Cambridge: Cambridge University Press. A number of ways to make grammar practice more exciting. Designed for older students, but several of the games can be adapted for younger learners.

Ur, P. 1988. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press. A practical book full of ideas for presenting and practising structures, with a useful introduction.

Wajnryb, R. 1990. *Grammar Dictation*. Oxford: Oxford University Press. 'Resource Books for Teachers' series. Listening and text reconstruction exercises to encourage learners to understand how language works. The examples are aimed at secondary and adult learners, but the technique can be used with older primary learners.

Wright, A. 1985. *Collins Picture Dictionary for Young Learners*. London and Glasgow: Collins ELT. Dictionary, workbook, and cassette. A clearly illustrated book of pictures organized by theme. There are some suggestions for language games at the back. Also published in bilingual editions.

Games

Retter, C. and N. Valls. 1984. *Bonanza*. Harlow: Longman. 77 language games for children, including colour picture cards.

Songs and chants

Beall, P. and S. Nipp. 1979. *Wee Sing*. Price Stern Sloan, P.O. Box 21942, Los Angeles, CA 90021, USA. A series of songs, games, and finger plays for native-speaker children, with books of words and music as well as cassettes and activity books.

Byrne, J. and A. Waugh. 1982. *Jingle Bells*. Oxford: Oxford University Press. A collection of traditional songs for use with young learners of English. There is a cassette of all the songs.

Graham, C. 1978. *Jazz Chants*. New York: Oxford University Press. Teacher's book, workbook, and cassette. A collection of

Click and *Crown*. Magazines written specially for young learners, with a cassette and a workbook, published six times a year. They provide a valuable source of material. Mary Glasgow Publications, 131-3 Holland Park Avenue, London W11 4UT, UK.

ELI Monthly Magazines. A 20-page, full colour magazine for teachers of primary children, also cartoon magazines *Ready* and *Let's Start!* for young learners. Midwest European Publications Inc., Subscription Services, 824 Noyes Street, Evanston, IL 60201, USA.

Indexes

Activities which can be adapted to practise various structures or vocabulary topics are not listed here. See, for example, 5.2, 'Vocabulary networks', 6.6, 'Carolyn's grammar game', or 8.10, 'Making books'.

See Chapters 1-4 for activities designed specifically to practise the four skills of listening, speaking, reading, and writing.

Topics

Actions 1.1, 1.6, 1.8, 2.1, 6.1, 7.1, 7.2, 9.3
Animals 1.2, 1.3, 2.2, 2.5, 5.5, 5.6, 6.9, 7.1, 7.2, 8.1
Body 1.1, 7.1, 8.6, 8.7, 8.9
Clothes 3.3
Colours 1.4, 1.6, 2.1, 3.1, 5.8, 6.4, 6.9, 8.6
Descriptions 2.1, 2.2, 4.1, 6.9, 8.6, 8.8, 9.4
Environment 1.5, 5.6
Family 1.2, 6.4
Food 1.3, 3.5, 3.6, 5.8, 7.2
Health 2.6
Introductions 2.1
Left and right 1.8
Likes and dislikes 1.1, 5.8
Opposites 4.1, 4.4
Permission 5.7
Requests 3.5
Shops 1.3
Sports 2.3
Weather 8.4

Classroom language 1.1, 1.7, 2.1, 6.1, 6.2, 6.4, 6.7, 7.1
Constructing a text 3.4, 4.1, 4.2, 4.4, 4.5, 4.6, 5.8, 7.3
Have (got) 2.1, 3.2, 6.4, 6.9, 8.6
Instructions 1.1, 1.6, 1.7, 3.1, 3.6, 6.6, 6.7, 8.4, 8.7, 8.8, 8.9, 8.10
Must, mustn't 1.1, 5.8
Non-linguistic communication 2.5, 9.1
Numbers 1.4, 2.6, 3.2, 3.3, 3.7, 4.4, 6.1, 6.2, 6.5, 7.1, 7.2, 8.5, 9.2
Past tenses (passive exposure to) 1.2, 1.3, 1.5, 2.5, 2.7, 4.2, 4.6, 5.4, 7.1, 7.2, 8.1
Prepositions 1.1, 1.5, 1.8, 2.1, 5.6, 6.6, 6.7, 7.2
Present continuous 1.8, 2.1, 2.2, 5.1
Present simple 2.6, 3.2, 3.3, 6.9, 7.1
Pronunciation 2.4, 4.3, 7.1, 7.2, 7.3
Questions 1.6, 2.1, 2.3, 2.6, 2.7, 3.5, 5.6, 5.8, 6.4, 6.5, 6.6, 6.7, 8.3
Spelling 6.3, 7.1
There is, there are 1.8, 2.2, 7.2

Cross-curricular themes

Cookery 3.6
Co-operation 1.7, 2.2, 3.2, 6.1, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 8.6, 9.3, 9.4, 9.5
Drama 1.2, 2.7, 8.7, 8.9, 9.3, 9.5
Drawing and colouring 1.8, 2.2, 3.1, 6.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.9, 8.10

Language

Adjectives 1.8, 2.2, 4.1, 4.4, 6.9, 8.6
Adverbs 1.6
Alphabet 1.4, 4.5, 6.8
Be 2.1, 2.2, 5.6, 6.9, 8.6
Can (ability) 1.1