

Lift Off

2



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Photocopiable Resource

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Using the book

Lift Off 2 is the second in the series of three textbooks, aimed at children between the ages of 9 and 11. This second book assumes that students have already studied **Lift Off 1** and are continuing into their second year of English study. It is comprised of 20 units, each lasting 120 ~ 180 minutes or two lessons. The lesson plans in the **Teacher's Book** suggest a split between the two lessons, but you may decide to change this according to circumstances. Usually the exercises on the first page of the unit should be completed in the first lesson. Each lesson should end with a **Speaking** exercise and each unit is designed in this way. All the units contain a **Say it Dan** pronunciation section in the workbook that should be taught at the beginning of the second week. This is indicated in the numbered exercises in the **Student's Book** and in the **Teacher's Book**.

Each unit starts with a **Review** exercise that quickly revises the previous unit's target language. **Vocabulary** is then introduced systematically, usually before the **Study Point**. There are usually two **Study Points** per unit. You will also find **Listening, Speaking, Reading** and **Writing** exercises in each unit. Occasionally space has dictated that some exercises appear in the **Pronunciation and Workbook**. When this is the case the references to these exercises are clearly marked in the **Student's Book**.

Each exercise is accompanied by detailed rubric, addressed to the teacher. We do not expect students to be able to read or understand these instructions, since they are mostly for your benefit. Nonetheless, the rubric has the advantage of making the page layout clear to the students. Icons add to this effect.

Unlike most other young learner books, **Lift Off 2** should be 'dipped into' throughout the lesson. Each exercise is distinct but needs to be introduced with books closed before the students tackle the task on the page. The **Teacher's Book** contains full lesson plans with suggestions of how to introduce and exploit each section to the full. Please ensure that you look at these notes well in advance of the lesson and take advantage of them – they are written to make your life easier and are planned so that the students learn the maximum amount of language in the minimum amount of time.

The **Pronunciation and Workbook** also contains homework exercises, usually based around listening, reading and writing tasks. All students will have a **Double Compact Disc** for use at home. However, not all listening tasks, especially **Say it Dan**, appear on the compact disc. Icons in the **Student's Book** clearly indicate which tasks should use the compact disc and which should be read by the teacher. Full scripts for both appear in the relevant unit of the **Teacher's Book**.

Icons

Icons in the **Student's Book** denote the aims of each part of an exercise. You should become familiar with the following icons and aims before you start to teach the course:

Teacher's hat icon: Students listen to the teacher and repeat/ complete a task.

Tapescript icon: Students listen to the CD/ tapescript and repeat/ complete a task.

Talking Book icon: Students answer questions or respond to the Talking Book's prompts.

Pen icon: Students complete a writing task.

Pencil icon: Students complete a drawing or colouring task.

Children's heads icon: Students carry out a speaking activity.

Dice icon: Students play a language game.

Vocabulary

New vocabulary items are introduced in most units. We have tried to keep new items down to a maximum of twelve or fewer per lesson, but occasionally this number is exceeded. All new vocabulary is introduced using pictures, and students normally Listen and Touch and Listen and Repeat. This is either on the compact disc or is presented as a teacher led activity. In certain units there sometimes follows another activity in which students are given further practice of the target vocabulary before moving on. You will also find that there are occasional **Do you remember?** vocabulary sections, in which students are required to recall lexical items that they studied in **Lift Off 1**.

Study Points

In each unit there are one or two **Study Points** that teach students the target language. Most **Study Points** follow the same pattern:

- Target language is clearly set out in an example box and in speech bubbles.
- Listen and Repeat - Students listen and repeat the target language from the compact disc.
- Listen - Students complete a listening task from the compact disc, eg Listen and letter, circle, number, etc.
- Talking Book (Practice) - Students listen to the compact disc and respond to the 'book' (eg answer a question). This is usually done chorally, but at other times students should take turns to respond individually.
- Speaking (Practise in Pairs) - Students practise the structure in pairs or small groups (see also the section on Speaking).

Listening

Many exercises contain listening tasks, but there are also distinct self-contained listening exercises, invariably relating to a picture. All listening exercises are task-based, so be prepared to play the tape more than once.

Speaking

Like its predecessor, **Lift Off 1**, **Lift Off 2** encourages students to speak as much as possible. **Lift Off 1** made consistent use of pairwork as a technique to facilitate students' speaking practice. **Lift Off 2** assumes that students have already followed the previous course and will be familiar with the pairwork method. If this is not the case, and your students haven't studied **Lift Off 1**, it may be the first time students have been asked to use this technique. Careful setting up is therefore very important, and be prepared for a little confusion the first couple of times. However, after a few lessons the students should be happy to work in pairs and small groups while you monitor.

Ideally, pairwork will be introduced by the teacher playing Student A, with the students as Student B. On a number of occasions this introduction is in the **Student's Book** or **Pronunciation and Workbook** as a Listen to/Ask your teacher exercise. Where not, you should set this up yourself or model the activity with one good student (ensuring that you don't always use the same good student!).

Practising these speaking exercises in open pairs across the class allows you to monitor all the students' understanding of the task and their manipulation of the target language at the same time. Closed pairwork can then follow. Try to ensure that the students work with different partners, although they should be allowed to work with their neighbour for the first few weeks until they are comfortable with the idea of pairwork. You may want to employ some mingling activities, in which students complete a task to find a partner, with whom they then go on to complete a pairwork exercise. The simplest way is to give out pairs of flashcards or word cards and get the students to find the person with the matching card. Alternatively, one half of the class could be given question cards and the other half answers so that the students have to match the question to the appropriate answer and form a pair.

Some games are ideally suited to pairwork activities. Examples of these include: Double Line-up, Line game, Line-up, Back to back etc. See the Games List later in this book for full details.

The vast majority of speaking tasks in **Lift Off 2** require photocopiable handouts which can be found at the back of this book. It is essential, therefore, that you copy and cut these out well in advance of your lesson. You will find a list of **Extra Materials and Resources** needed following this introduction. From time to time, students will alternatively need to refer to the **Pronunciation and Workbook** for some of the speaking exercises.

Reading

As well as teaching students to read English (see below), all units in the **Student's Book** and **Pronunciation and Workbook** include reading exercises. These range from linking words and sentences to pictures, to differentiation exercises.

Developing reading skills (Say it Dan)

One of the most important aspects of **Lift Off 2** is the development of students' reading skills. It is therefore essential that sufficient time and effort be allocated to this so that students will be able to cope with many of the tasks they will be expected to complete in later stages of the course. It is strongly recommended that at least 10 minutes of every lesson is devoted to this aspect of the course.

Reading and pronunciation go hand-in-hand in **Lift Off 2** and both the phonic and whole word approaches are used. Various recent studies have shown that students will only be successful if both approaches are utilised.

The whole word approach - Many English words are not spelt phonetically, and even the most systematic phonetic approach will take time before students are able to read such simple and fundamental words as *he* and *she*, for example. All new vocabulary items are therefore introduced in their written form as well as pictorially.

The phonic approach - While students will learn to read some words using the whole word approach quickly, especially after repeated exposure to them, there is a limit to the number of words students can retain using this method. It is important, therefore, that the students taught the sounds of the letters so they can 'sound out' unfamiliar words for themselves. This is, after all, the way native speakers read words that they have never seen before - even if they have heard and said them previously. Once students are comfortable with the phonemes of English together with their alphabetical symbol, they are far better equipped to read.

Say it Dan

In **Lift Off 1** sounds and letters were introduced in the **Say it Dan** section in the **Pronunciation and Workbook**. If your students haven't previously studied **Lift Off 1**, and would benefit from a course of study in phonics and simple word recognition, please refer to the **Teacher's Book** and **Pronunciation and Workbook** from that text.

The **Say it Dan** sections in **Lift Off 2** revise the phonics and word recognition taught in the first book and then go on to introduce further pronunciation work. Unlike the first book, however, the **Say it Dan** sections in **Lift Off 2** should be taught **at the beginning of the second lesson** as a warmer. This is clearly indicated in the **Student's Book** and the **Teacher's Book**.

Note that IPA symbols are used in the **Say it Dan** sections. Do not teach these to the students, they are for your reference only.

Most of the **Say it Dan** sections follow a standard pattern with the exception of Units 1, 5, 9, 13, 16 and 20. The pronunciation sections in these units are in form of revision games. An explanation of the standard **Say it Dan** pattern is to be found below. Explanations of the review games are to be found in the relevant units of the **Teacher's Book**.

Standard Say it Dan pattern

- a. Listen and circle – This is a review section. The entire alphabet is printed, together with known sets of letters making one sound. Students should circle the phonic sounds of the letters, or letter sets, that the teacher says. A maximum of ten sounds should be revised each unit.
- b. Listen and repeat - Introduce the phonic sounds of the new sets of letters, plus words where these sounds appear, in initial, medial or final positions. Go through each sound several times, emphasizing the sound in the example words. We have tried to ensure that all words in this section have been introduced previously, but sometimes they are new vocabulary items in the corresponding unit.
- c. Read - Students read words containing the target sounds, chorally then individually. Some of the words will be new to the students, so picture explanations may be necessary. This is

an ideal time to exploit students' own Picture Dictionaries in their notebooks. You may even ask students to look up these words in an English-Japanese dictionary at home with the help of their parents, and have them compile their own Picture Dictionaries at home.

Writing

Writing exercises feature throughout the course book encouraging students to write full sentences from initial copying activities. They aid learners in becoming autonomous under the guidance of the teacher. Writing exercises also feature in the **Pronunciation and Workbook** so that students can further develop their skills and are presented in various forms, each of which are detailed in the **Teacher's Book**.

The importance of setting and checking homework

It is essential that in each of your **Lift Off 2** lessons you set some work for the children to complete at home. There are several reasons for this. Firstly, it is important that parents see their children making the most of their English lessons by using their compact discs and workbooks at home. Secondly, it will benefit both you and the children if they reinforce the language that they have studied in class. If they do a little extra work each week at home, they will not so easily forget what you studied so hard in class and will come to the next lesson having consolidated the previous week's work. This will inevitably make your life easier as you will not have to start from the beginning again! Doing a little homework each week also makes children more independent as learners and will stand them in good stead for English study in Junior High School.

Homework should be set from the **Pronunciation and Workbook** and checked each week. Do both the setting and checking in the same sitting and make it a class oral/ aural activity. Don't sit there in silence when checking each of the students' workbook homework. Instead, hold up a book and correct the work together aloud and then quickly draw a happy face or similar on each piece of well completed work. Make sure the children understand that you are not pleased when they don't do their homework!

When you set homework, hold up a book to demonstrate and ensure that students understand what they have to do each time. When setting a listening exercise, point out the tapescript number so that students can find it easily on their compact discs. This is very important as children can't be expected to produce work if they are unsure of what to do. As a general rule, the first one or two homework exercises in each unit of the **Pronunciation and Workbook** are to be set in the first week and the remainder to be set in the second. In any case, ensure that you have studied the language in class before you set it as homework. Never set homework right at the end of a class. Children need to leave the class on a 'high', so set the homework well before the end of the lesson.

Preparing for your lessons - materials required

The materials below are needed for each lesson. Please bear in mind that you will need to prepare these before you go and teach and you will probably have some cutting up to do. You may well also need other materials depending on which games you choose to play.

Unit One:	Photocopiable flashcards and worksheet for exercise 9
Unit Two:	Plastic food. Photocopiable flashcards and worksheet for exercise 9.
Unit Three:	Photocopiable flashcards. Calendar.
Unit Four:	Photocopiable flashcards and worksheet for exercise 7. Calendar.
Unit Five:	Photocopiable flashcards and worksheet for exercise 5.
Unit Six:	Photocopiable flashcards and worksheets for exercises 5 and 10.
Unit Seven:	Photocopiable flashcards and worksheets for exercises 5 and 11.
Unit Eight:	Photocopiable flashcards and worksheets for exercises 6 and 12 .
Unit Nine:	Photocopiable flashcards and worksheet for exercise 9.
Unit Ten:	Dice. World map. Photocopiable flashcards and worksheet for exercise 4 . Board game in the Pronunciation and Workbook.
Unit Eleven:	Photocopiable flashcards and worksheet for exercise 5.
Unit Twelve:	Photocopiable flashcards and worksheets for exercises 6 and 12 .
Unit Thirteen:	Photocopiable flashcards and worksheets for exercises 6 and 10.
Unit Fourteen:	Photocopiable flashcards and worksheets for exercises 5 and 11.
Unit Fifteen:	Photocopiable flashcards and worksheet for exercise 5.
Unit Sixteen:	Photocopiable flashcards and worksheets for exercises 5 and 11.
Unit Seventeen:	Photocopiable flashcards and worksheets for exercises 5 and 7.
Unit Eighteen:	Photocopiable flashcards and worksheets for 5 and 10.
Unit Nineteen:	Photocopiable flashcards and worksheets for exercises 5 and 10.
Unit Twenty:	Board game in the Pronunciation and Workbook.

Drills

Drilling produces the maximum amount of language by the maximum number of students in a concentrated time. Drilling doesn't have to be static and old-fashioned. It can be fun. Many games are variations on drilling (such as Heidi's game or the Line game).

Choral drill - The students all chant the target language together, repeating the teacher's model.

Substitution drill - The students keep on chanting one item of the target language. The teacher holds up a prompt (eg a flashcard), and the students change what they are saying to include the new item, eg:

Teacher: Dog
 Students: It's a dog.
 Teacher: Cat
 Students: It's a cat.

Transfer drill - The students respond to the teacher's prompt, eg if the teacher says, "I like coffee. He..." the student(s) respond, "He likes coffee."

Variation:

- Grammar tennis - instead of full sentences give one word prompts for one word answers in quick fire succession. Particularly good for opposites.

Chain drill - The students stand or sit in a circle. The first student is given a prompt (eg a flashcard), and makes a target statement about it. They pass it to the next student who repeats the statement, and so on around the circle. When the prompt returns to the teacher, the first student is given another prompt.

Variations:

- the second prompt is given out before the first prompt has finished going around the circle.
- one prompt is sent one way around the circle, another prompt is sent the other way (Double chain drill).
- a question-and-answer chain drill, where the first student asks the second student a question, who answers it and then asks the next student, and so on around the circle.

Dribble drill - Similar to a Chain drill, except the order of students is varied. One student is given a prompt and makes a target statement or answers a question about it. They can then choose any other student to go next, and so on around the circle until all students have practised the language. It is often useful if the first student is given a ball or fluffy die, and when they have made their statement, they throw the ball to the next student of their choice, and so on.

Triple drill - The students stand up in front of their chairs. The teacher gives them a prompt (eg holds up a flashcard), and the students say the target language three times and quickly sit down. The last student to sit down loses a point for their team or must answer a penalty question. (NB: If the students have a tendency to garble the target language in their haste to sit down, the teacher can control the speed with gestures, rather like an orchestra conductor. The teacher prompts the language and then holds up one finger. The students say the item. The teacher holds up two fingers, and the students say the item. The teacher holds up three fingers, and the students say the item. Finally, the teacher holds his/her hands up, palms down. Then he/she drops them downwards, and the students sit down.)

Games

For ease of reference, the games are listed here in alphabetical order. In each unit the games indicated are only suggestions and the teacher is free to adapt them. This could mean substituting one game for another below, or using a game from your own repertoire.

The 'teacher' referred to in each game may not be the teacher him or herself, but could equally be a student chosen to lead the activity. Such student-centred activities are, of course, desirable wherever possible.

Air drawing - The teacher draws something in the air. The students have to guess what it is.

Anagrams - The teacher writes anagrams of target language on the board or pieces of paper. The students have to unscramble them and say what the word is or write out the correct word.

Back drawing - One student draws a picture on another student's back. The student has to guess the picture. This can also be used for letters, numbers and words.

Back-to-back - Two students sit back to back so they cannot see each other. They then practise the target language (eg questions-and-answers, picture dictation). Alternative - Students can sit at opposite ends of the classroom or table in order to generate more natural conversation.

Bingo - Use home-made bingo board cards or get the students to create their own in their notebooks. They should draw ten items from a list of twenty, for example. Call out the target vocabulary an item at a time, while the students cross off or cover items on their board. The first student to cross off/cover all the items on their card is the winner.

Blockbusters - Draw a diamond or hexagon grid on the board and write target words or letters in the spaces. Teams take turns to choose a space on the left hand side of the grid and are asked a question about the item therein. If the answer is correct the team can choose an adjacent space, if not the other team has a turn. The aim of the game is for teams to travel across the grid until they reach the right hand side. Set a time limit for this. If there is no winner within the time limit, the team that has travelled furthest is the winner.

Card race - A number of flashcards are placed face down on the table. The students take it in turn to turn over the cards one-by-one, as quickly as possible, practising the target language for each card (eg "It's a dog" or "It has got four legs"). The fastest student is the winner.

Categories relay - Write categories (eg food, drink, countries, sport) on pieces of A4 paper and put one in each corner of the room. Divide the class into two teams, and place a large pile of flashcards or word cards face down in front of each team. The first team member picks up the first card and runs to put it in the correct corner, and then runs back to their team,

when the second member picks up the next card, and so on. The first team to place all their cards in the correct corners is the winner.

Alternatives - 1. Students sit in a circle and take turns in naming items within a chosen category. If a student cannot name anything or makes a mistake s/he stands, but continues playing and chooses a new category. If they are correct on their next turn they sit again, if not, they stand on one leg, close an eye, etc. 2. Name a colour and students take turns to name anything of that colour. The student who fails to name anything loses a 'life'. 3. Choose categories that have a specific sequence, eg numbers, days, months, etc.

Chair game - This is a good way to practice sequences such as days of the week, seasons or months. Line up a number of chairs (you'll need four chairs for seasons, seven chairs for days of the week etc) and assign a chair for each item in the sequence (for example; chair 1 will be spring, chair 2 will be summer). Arrange two teams. To the first two students from each line, you call out one of the words and they run to be first to sit in the relevant chair. **Warning**- can get boisterous!

Challenge - This activity will take some preparation and help with language. Write a number of 'task cards', at least one for each student (eg Jump and touch the ceiling, Draw a rabbit, Throw the ball into the basket, etc). Give each student a card and have them try to do the task. If they can they say, "I can..." and if not, say, "I can't..." Points for completing the task and saying the sentence.

Charades (see also Mime game) - This activity is good for practicing actions. A student comes to the front of the class and is shown a prompt card (for example: watching television). The student then mimes the action to the rest of the class who try to guess the performance. You can build this into simple dialogues:

Student 1: Are you reading a book?

Performer: No, I'm not.

Student 3: Are you.....?

Coin race - The teacher spins a coin on the table. The students count or recite the alphabet 'in the round' - ie one student says 'a' the next 'b' the next 'c' and so on. They continue, counting or reciting as quickly as possible. When the coin stops spinning, the student who is in the process of saying a letter or number at that moment gets a point. The aim of the game is to finish with no points. This can also be played with categories, The teacher spins a coin while the students throw the ball to each other. Each student must say a word within the category as they catch the ball e.g. carrots, potatoes etc. in the vegetable category. The student left with the ball when the coin stops has to sit down or gets a point.

Countdown - In pairs or teams students take nine letters from two piles of vowels and consonants (making sure they take at least three vowels). They then make as many words as they can from their selection within a given time, writing each word in their notebooks as they go.

Cut up sentences - Write target sentences or structures on pieces of paper and cut them up into individual words. In pairs or teams, the students race to rebuild the sentences correctly. Alternatively, the teacher can ask a target question and students race to 'build' the answer.

Descriptions - Divide the students into teams and place a range of realia or flashcards at the front of the class. Describe one of the items a little at a time. The first team to guess correctly wins a point. Alternatively, write one of the items on the board or show a word card, and the students have to describe the object to you. You can also sit two students from two teams with their backs to the board and get their team members to shout out descriptions of a word that you write on the board. The first student to shout out the word being described wins a point for their team.

Dice game - Write six or twelve words on the board and allocate each a number. Students take turns to roll the dice and attempt to read the word. This can be extended to include sentences, questions that the students must answer, tasks (eg mimes, Do it Dan, etc) or other activities.

Dictations (see also Numbers dictation) - Dictate simple words or sentences for the students to write, or describe a scene for the students to draw.

Double line-up - Divide the class into two teams, and have them stand facing each other in two lines. Put a flashcard or word card on the floor between each pair. Designate one line A and the other B. On the word, 'Go', line A asks the target question, and line B gives the answer from the card at their feet. When the exchange is complete, everyone moves one place to the right (the students at the end of the line swap lines), so each student has a new partner. Repeat the Q/A exchange and move again, until each student is back in her/his original place. Students enjoy it more if you time them, so they can try to go faster the next time this game is played.

Fizz Buzz - The students count in a chain, substituting 'fizz' for multiples of five and 'buzz' for multiples of ten. When students are familiar with the game the multiples can be changed, though this should not become a maths test.

Flashcard reveal - The teacher hides a flashcard behind a book or a piece of card. Slowly reveal the card. The students shout out when they think they know what it is.

Fruit basketball - Put the empty fruit basket at one end of the table. The students stand at the other end and take it in turn to try and throw the plastic fruit into the basket. After each turn the student should say where the fruit has landed (eg. "It's [preposition] the [noun]."). Extend by designating a student to ask the question, "Where's the [fruit]?" For more advanced groups, place a number of objects around the basket to practise such language as, near, next to, between, etc.

Fruit salad - The students sit on chairs, which are placed in a circle. Each student is given a flashcard, a name or a word. The teacher stands in the middle of the circle and says a sentence which includes two of the objects, names or words (eg "I like bananas and apples."). The two students holding the flashcards have to stand up and swap places before the teacher can sit down on one of the chairs. If the students are successful, the teacher says another sentence and tries again. If the teacher is successful, the student who didn't sit down is now the teacher.

Grab - Place a piece of paper and a pencil on the table. The students put their hands on their heads. The teacher says one of the target sentences (eg "It's a lion."), and the students try to grab the pencil. The first student to grab the pencil draws the object or tries to write the sentence.

Guess the drawing - The teacher draws a picture on the whiteboard one line at a time. After each line, ask, "What is it?" (or, "What are they?"). The students try to guess the picture. Encourage students to use this technique as well.

Guess the object - Divide the students into pairs. Place a number of objects around the room and give a clue using a preposition. If one of the teams guess correctly, they earn three points. If not, give another clue (eg size or shape) for two points, and a final clue (eg colour) for one point.

Guess the word - Similar to 'Guess the drawing'. Write a word on the board pausing after each letter until the students guess what it is. Then try to elicit the rest of the spelling.

Heidi's game - Students need to know how to play 'Scissors, Paper, Stone'. Put a line of flashcards or word cards face-up on the table. Divide the class into two teams. Teams start from opposite ends of the line. Taking it in turns, one student from each team progresses along the cards, reading the word or making a statement about the card. When the two students meet on the same card, they play 'Scissors, Paper, Stone'. The losing team goes back to their beginning card and changes students; the winning team continues along the line having also substituted their old student for a new one. When a team reaches the final card in the line, they get one point and the game is started again. It is usually best to set a time-limit.

Hunt the flashcard - Flashcards are scattered or hidden around the classroom. The teacher can use a variety of prompts (eg "Bring me the dog," or, "The tomato is under the chair."), and the students race to find the flashcard mentioned. Also good for phonic/ letter/ word recognition.

Hide and Seek - Students take it in turns to hide items (or themselves!) around the classroom as opposed to flashcards. Play in the same way as the above game **Hunt the flashcard**.

I-spy - Students take turns to name the initial letter of an object and the others have to guess what it is. Instead of the classic rhyme, the students should say, "I can see a [letter]."

An alternative version is for a student to write the letter on the board or a piece of paper, adding a letter after each incorrect guess to build the word.

Kim's game - a series of flashcards or objects are placed on the table. The students have a set time to study the objects and try to remember them all. When the time is up, the objects are removed out of sight, or it may be easier for the students to turn away from the table and face the wall! The students then have to name the objects (or answer questions about the objects - eg "How many red things are there?"). This game also works very well for preposition questions and answers (Where is the pencil? / Is there a pencil on the box?).

Lap game - Place a series of known flashcards on the table to make a circuit. Designate a start and finish line. Students place counters on the start line and take it in turn to throw a die. They move their counter that many spaces (ie cards), counting aloud as they do so. Then they have to answer a question about the card they land on. This game can also be used with letters, numbers or word cards.

Let's do it - Basically 'Simon says', but instead of the usual instruction, students only perform the action on a sentence beginning with, "Let's," (eg "Let's stand up"). Alternatively use, "Please."

Line game - Place a number of flashcards, item or words in a line on the table. One student walks along the line, making a statement about each item. Students enjoy being timed doing this activity, to see who is the fastest. An alternative version is for two students to come to the table - one on one side and one on the other. One student asks a question about each card which the other student has to answer.

Line-up - The students stand in a line at the front of the class. Each student is given a flashcard, an item or a word card. The first student moves along the line, making a statement or answering a question about each item. When they reach the end, the second student moves along the line, making statements or answering questions. Continue until all of the students have moved along the line. The students like to be timed doing this activity, to see how fast they can complete the whole activity. With smaller classes, write or draw the items on the board, rather than have the students hold them.

Match up - Give students flashcards of vocabulary that is written on the board. They stand at the opposite end of the room from the board. On the command, 'Go,' they have to race and put their card on the whiteboard shelf under the correct word. The first one back to their chair and seated is the winner. This can also be played with students matching their wordcard with a picture flashcard or picture in their books.

Memory game - The teacher writes or draws a number of letters, numbers, words or objects on the whiteboard. The students close their eyes and the teacher erases one of the items. The students open their eyes and say which item has been removed.

Mime game (see also Charades) - Divide the class into two teams. Show one member of each team a flashcard or word card, which s/he should mime to the members of her or his team. The first team to guess the word correctly wins a point.

Musical statues - The students move around the room to any piece of music. When the music stops, call out a verb and the students all freeze in the TPR manner. Can also be used for adjectives and professions.

Mystery bag - This game is good for practicing possessives. Take one or two personal possessions from each student (such as toys, pencil cases, bicycle keys etc) and along with some of your own possessions place them in a bag. You withdraw one object and ask: *Whose [key] is this?* The first student to answer gets to take the next turn.

Noughts-and-crosses - (Also known as tic-tac-toe.) Draw the traditional 3x3 noughts-and-crosses grid on the board. Write one target language item in each square (eg words, letters, numbers). Divide the class into two teams: one team is 'O' and the other is 'X'. The first team chooses one of the squares and has to answer a question about, or make a statement using that language item. If they do so correctly, they have won that square and their team symbol (ie a 'O' or a 'X') is put in the square. The aim of the game is to get three squares in a row -

either horizontally, vertically or diagonally - in order to win. (NB It is often useful to number the squares 1-9, so that students select a square by number.)

Numbers dictation (see also Dictations) - This is a good way to check minimal pairs of similar-sounding words such as 13/30. The teacher simply reads out a list of numbers and students copy them onto the board or into their notebooks.

Number the word - Divide the whiteboard in two and the Ss into two teams. Write a jumbled up sentence in each half of the whiteboard. Write the numbers 1 - ? under the words, so that the first word is 1, the second is 2, the third is 3 etc. Then get the first member of each team to run and 'reorder' the sentence by writing the correct number sequence in their half of the board. Allow the team to help. The fastest team wins when they have shouted out the correct number sequence *and* said the unjumbled sentence.

Pelmanism - Spread a set of flashcards face down on the table (making sure there are two of each card). The students take it in turns to turn over two cards, saying what each card is as they do so. If the two cards match, the student wins those cards. If the cards do not match, the cards are turned over and the next student has their go.

An alternative version is **Lightning Pelmanism**, wherein the cards are not turned back over if they do not match. This, of course, is a much faster game.

Place race - Divide the class into two teams. Give each team flashcards or objects that they must place around the classroom according to the teacher's (or other team's) instructions. One student from each team then asks and answers a preposition question (eg "Where's your homework?" "It's in the bin," etc).

Pogo - Write a maximum of six words or phonemes across the top of the whiteboard. The students stand in a line under one of the words. The teacher calls out the words in rapid and random order. The students have to jump sideways and stand under each word as the teacher calls them out. Any student who jumps to the wrong word, who doesn't jump when they should or jumps when they shouldn't becomes the 'teacher'.

Rub and write - The teacher writes a word or short phrase on the board. The students look and memorise it. You will find it useful for word memorisation if they chant out the spelling while they are doing this. After about 15 seconds you rub out the word, and the students from memory write it in their notebooks.

Run-and-circle/draw/erase/write - The teacher write several letters or words on the board. Divide the students into two teams. The teams line up at the back of the classroom. Give each team a marker pen. When the teacher says something about one of the items on the whiteboard, one student from each team has to race to the board, circle or erase the item and then race back and touch the wall. The first student to do so wins a point for their team. For 'draw' or 'write' the board is obviously blank at the beginning of the game. (NB It is often useful to get the students to have to ask a question in order to elicit the word from the teacher, such as "Do you like (apples)?" or "What time is it?")

Slap - Spread a series of flashcards face up on the table in front of the students. The students place their hands on their heads. The teacher calls out one of the items and the students slap that flashcard. The first student to slap the card wins that card. Continue until all of the cards have been won. Can be used with picture cards, word cards, letter cards, or numbers.

Spelling race - Put four or five word cards at one end of the room so they are difficult to see from the table, or outside the room. Divide the class into pairs. One student from each team goes to the cards and tries to remember as much of a word as possible. S/he then goes back to her/his partner and dictates the spelling in a whisper. The partner writes the word in their notebook. When the word is completed, the writer goes to the teacher and whispers the spelling and word (eg T.E.N.N.I.S tennis). If the word and spelling are both correct, the students swap roles for the second word. If not the first student has to recheck the spelling. The first team to spell and read all the words correctly is the winner.

Stations - Designate areas in the classroom as separate stations (eg 'yes' and 'no'; 'true' and 'false'; different phonemes). These can be pieces of paper with the word written on each and placed on different walls, or chairs placed apart. The students stand in a central, 'neutral' area. The teacher says something related to the target language and the students have to run

to the appropriate station (eg if the teacher holds up a picture of a cat and says, "This is a dog", the students should run to the 'no' station).

A variation is 'Catch', where the teacher tries to touch a student before they can reach the station. Any student caught has to answer a question or becomes the teacher for the next round.

Table/board game - Place six flashcards on the table and another six on the board and number each card. Students take turns to throw two dice and make a sentence or question about that card. This is particularly good for practising this/that and these/those.

Tag - Stand the students in a circle. One student goes around the inside of the circle asking a target short closed question. If the answer is, "No," go onto the next student. If the answer is, "Yes," the students who answers has to run around the outside of the circle and get back to her or his place before the questioner catches or tags them. If the questioner is successful, s/he takes the place of the other student, if not s/he continues asking the question to the next student.

Target ball - Write several words, letters or numbers to be practised on the whiteboard. Divide the students into teams. One student from the first team throws the sticky-ball at the whiteboard and tries to make it stick to one of the words. If they are successful, the other team have to answer a question or make a statement about that word. If they succeed, they win a point. If they cannot do so, the other team wins the point.

Team spelling - Divide the class into two teams. Say a word to one of the teams who spell it out with each team member saying a letter. Any hesitations or mistakes and the word goes to the opposing team for bonus points. This game can be played by individual students in smaller classes.

Touch - The teacher calls out classroom items and/or flashcards/letters. The students run and touch the item/flashcard/letter and call out the word or sound.

Truth - Students respond to prompts from the teacher depending on whether the statements are true or false. If the statement is true, they stand up and repeat it; if the statement is false, they sit down.

Vocabulary card - Write key vocabulary on cards which are placed face down. Students take turns to pick up a card, read the word and say a sentence or ask a question containing that word.

Where is it? - A variation of Kim's Game. Place a range of objects, flashcards or word cards around the room. The students have to tell you where each is. Then have the students leave the room while you rearrange the objects. When they return, divide the students into two teams. Team 1 asks, "Where is the (noun)?" and Team B searches and answers. Teams swap roles after each turn.

Which card? - This is a good activity to generate questions. You need flashcards which have duplicates, it doesn't matter if they are picture cards or word cards. Place one set of the cards on the table face up, and keep the other set. Choose one card and don't reveal it to the students. Taking turns, individual students ask questions to identify the card. The language they use can be carefully chosen to reinforce target structures:

Do you like (oranges)? / Do you have (an orange)? / Is it (an orange)? Do you want (an orange)?

Whatever the question they use, you answer with a negative or positive answer. When you answer in the positive all the students race to slap the corresponding flashcard on the table.

Whispers - Divide the class into two teams. The teams stand in lines starting from the whiteboard. The teacher stands at the back of the classroom and the student at the back of the line from each team comes to the teacher. The teacher whispers a word or sentence to the two students, who run to the back of the line and whisper the word or sentence to the next student, who whispers it to the next, and so on down the line. When the student nearest the whiteboard hears the item, s/he runs to the board and draws the item or circles the word. They then run to the teacher to listen to the next item, and so on.

Who's swimming? - Like the game **Which card?** above, this is a good activity to generate questions. In this case it is the present continuous:

Who's swimming? Junko is.

Who's wearing red socks? Kazuki is.

This in some ways is similar to Kim's game as it is testing powers of recall in a fun way. You need three or four students to make a line. One or two students will have their memories tested. These students are given a limited amount of time to memorise the 'line-up' It may be that they are memorising clothes the students are wearing or actions they are performing. When the time is up, the student(s) turn their backs on the line-up and are asked questions similar to the examples above by the teacher or students in the line-up. Award a point to the first student who correctly answers.

Also available to download from the Saxoncourt ELT website www.saxoncourteit.com

**Teacher's Notes for each lesson 1-20
Flashcards and Worksheets for each lesson**