

Lift Off 3
Teacher's Notes
Introduction

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Introduction

Lift Off 3 is the third part of a three level course which aims to provide children from the ages of nine to eleven with a thorough preparation for English study in Junior High School. This book assumes that the child has been studying English for at least 80-100 hours.

Each unit of the Student's Book encourages the children at all times to interact with each other as the course covers topics which are easily accessible to children of this age. Each unit, designed to provide at least ninety minutes of classroom work, offers a balance of activities designed to develop the all-round ability of the child:-

- Reading – short sentences as reading skills are steadily improved upon.
- Listening – for specific information.
- Writing – guided activities from gap-fill to whole sentence construction.
- Study Point – the focus point for each unit. This provides a clear model of the lesson's target language.
- Vocabulary – introduced at appropriate intervals to fully utilize the target language.
- Pronunciation – word stress patterns are listened to and practised.
- Speaking – every unit concludes with a speaking activity (although they may also appear in other parts of the unit) designed to enhance the child's self confidence with the language. Photocopiable worksheets (contained in this book) are sometimes necessary for these activities.

As with any lesson, the book should not be open for the duration of the class. Rather, the preparation and activities necessary for each separate exercise should be executed by the teacher and then the book should be used.

English students of any age will make greater strides of progress if their study amounts to more than the time spent in the classroom. Therefore homework is essential and the **Workbook** units provide a balance of exercise to provide a solid revision of the target language taught. Included in every unit is a listening activity to enable the children, perhaps with the help of their parents, to develop this most essential skill. Also contained on the **Audio CD** are the pronunciation exercises which again should be practised at home.

Another facet of the course is the **Dictionary Work** section in the Workbook. Students of all ages should be encouraged to have their own dictionary. If children start each lesson with a full understanding of all the new vocabulary to be covered in the unit, the teacher will be able to devote more time to the target structures. With this in mind, children will be required to check vocabulary for the next lesson and note this for future reference, in their own language, in the Workbook.

This course has been written and designed to provide easy-to-teach lessons. The **Teacher's Book** provides detailed lesson plans and extension activities designed to

get the most out of the language. Also included is a list of activities that can be used to supplement a lesson.

Lift Off 3 will enable children to enhance their English ability in a challenging, motivational and rewarding environment. The emphasis is on communication (hence the number of pairwork activities) and successful completion of the course will leave children with a significant advantage when entering Junior High School.

Activities for Lift Off 3

Activities in the lesson notes are numbered according to the following list. The 'teacher' referred to in these activities 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.

1. Flashcard / word card

Deal out the cards. S1 holds up a card and the others try to read it. The first correct answer wins the card. S2 then does the same. If no one can answer the holder must provide the answer – if they cannot, the teacher takes that card.

2. Heidi's game

Ss 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. The teams start from opposite ends of the line. Taking turns, one S from each team progresses along the cards, reading the word or making a statement about the card. When the two Ss meet on the same cards, they play 'Scissors, Paper, Stone'. The losing team goes back to their beginning card and changes Ss; the winning S continues along the line. 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.

3. Text ball

Write the section of text being studied on the board. Then draw a box around each word. Ss (in 2 teams) throw the sticky ball at the board and win a point if they can read the word it lands on. Later whole sentences rather than words can be boxed.

4. Flashcard descriptions

Teacher describes a card using an adjective and Ss guess the card.

5. Cartoons

Tell the Ss a very simple story, perhaps with dialogue. The Ss have to draw a strip cartoon of the story.

6. Where was it?

Place objects around the room and ask the Ss where they are. Ss then leave the room and the objects are rearranged. Ss return and form two teams. Team 1 asks "Where was the...?" Team 2 answers. If correct they collect the object in question.

Variation – instead of all Ss leaving, only one team leaves and the other moves the objects before asking where it was. When the activity is completed the teams swap roles.

7. I spy

A s name the first letter of an object in the classroom and the others have to guess what it is. Rather than use the classic rhyme, the students should say, "I can see a [letter]."

Variation – a S writes the first letter of a word on paper and others try to guess what the word is. If they cannot, the S adds a second letter and so on.

8. Hangman

Play in teams. One team decides on a word taken from a previous lesson, and elicits the word and spelling from the opposing team.

9. Noughts-and crosses

Draw the traditional noughts-and-crosses 3 x 3 grid on the board. Write one target language item in each square (e.g. words / numbers / letters). Divide the class into two teams: one team is 'O' and the other 'X'. The first team chooses one of the squares and has to answer a question about, or make a sentence with, that language item. If they do so correctly, they have won the square and their team symbol (i.e. 'O' or '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.

10. Chinese whispers

Put two sentences on the board. Divide the class into two teams. They line up and the teacher whispers one of the sentences to the first Ss who pass it along their line by whispering. The last Ss race to circle the appropriate sentence. Alternatively, the last Ss race to draw a picture or write a word on the board.

11. Bingo

Use pre-made bingo board cards, or have the students make their own by drawing a grid in their notebooks on which they should write or draw 10 items from a list of 20, for example. Call out the target vocabulary one at a time. Any Ss with that item on their card can cross it off. If small 'Bingo cards' are available, the first S to call out the word gets the card and covers that space on their board. The first S to cross out or cover all the items on their board is the winner.

12. Board drawing / writing

The teacher calls out a word / sentence / number and the Ss, in teams, race to write / draw on the board.

13. True / False Game

Designate areas in the classroom as separate 'Stations' (i.e.: 'true' and 'false'). These can be pieces of paper with the word written on each and placed at opposite ends of the room, or chairs placed apart. The Ss stand in a central, 'neutral' area. The teacher says something related to the target language and the Ss have to run to the appropriate station.

14. Pelmanism

Spread a set of cards face down on the table. There must be two of each picture or word. Ss take turns to turn over two cards and tell the class what is on each card. If two of the same cards are turned over the S makes a sentence using the plural form and keeps the card. The one with the most card wins the game.

15. Town plan – directions activity

(note this activity will take around 30 minutes to complete)

Ss work together to produce a large map of town roads and landmarks, etc. Then in teams or individually, the teacher (or a S) gives directions from X to Y. Ss state where the directions lead them.

16. Board games

Ss make their own board game, for example a lap game, with spaces in which they write words, sentences, questions, etc. These can then be played in pairs or small groups.

17. Mingling activities

Rather than put Ss into pairs, give them a task where they have to find their partner. The simplest way is to give out pairs of flashcards or word cards and the Ss have to find the person who has the same card. Alternatively, one half of the class is given question cards and the Ss have to find the person who has the same card. Alternatively, one half of the class is given question cards, and the other appropriate answers. The Ss then have to find which person has a card that matches theirs.

18. Ball throwing

To practice / review – numbers (multiples), months, days or other lexical sets. Ss take turns to say a vocabulary item in a certain category., and throw a ball to another S who continues the chain. If a word is repeated that S chooses the next category.

19. Anagrams

Write words with the letters in a jumbled order on the board. Ss have to guess the correct word and spell it out while the teacher writes it on the board.

20. Writing / spelling competition

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 Ss into pairs. One S on each team goes to the cards and tries to remember as much of a word as possible. S/he then returns 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 write goes to the teacher and whispers the spelling and word (e.g. T.E.N.N.I.S tennis). If the word and spelling are both correct, the Ss swap roles for the second word. If not the first S has to recheck the word. The first team to spell and read all the words correctly is the winner.

21. Simple role plays

Set up simple role plays from short dialogues in the book, or dialogues, that have been elicited from the class. The Ss should not be expected to remember the dialogue word for word, but should be encouraged to make up their own dialogues around target language.

22. Cut up sentences

Write target sentences on pieces of paper, and cut them up into individual words. The Ss in pairs or teams race to rebuild the sentence in the correct order.

23. Different pictures

Give out two similar pictures with a number of differences. In teams or pairs Ss make sentences about their picture and try to find the differences.

24. Treasure hunt

Ss follow a series of instructions strategically placed around the classroom to eventually find the treasure.

25. Make a crossword

Draw an empty crossword grid on the board. Ss copy the grid and fill in the spaces with appropriate words. This activity can be done as a race, individually or in teams.

26. Line-up

The Ss stand in a line at the front of the class. Each is given a flashcard or word card. The first S moves along the line making a statement or answering questions about each item. When they reach the end, the second S moves along the line making statements / answering questions, and so on.

The Ss line up in order of birthdays, alphabetical order or given names, etc...

27. Questions race game

In teams or individually the teacher asks Ss questions. Ss race to write the correct answer and take it to the teacher.

28. Dictations

The Ss draw or write as dictated to by the teacher or another S.

29. Mimes / charades

Divide the class into two teams. Show a S from each team a word or picture card which they must act to their team. The first team to give the correct answer scores a point.

30. Blockbusters

Draw a diamond or hexagon grid on the board. Write target words / letters in the spaces. Teams take turns to choose a space on the left of the grid and are asked questions based on the word / letter therein. If they are correct they win the space and can go on to an adjacent space. If they make a line across the grid they win the game. If neither team makes a line then the team with the most squares wins.

31. Descriptions

Divide the class into teams and place a range of realia at the front of the class. Show one S a word or a picture of one of the items, which they must then describe to the teams who then race to get the item.

32. Scrambled Sentences

Written on the board. Ss individually or in teams race to unscramble them.

33. Count down

Ss take 9 letters from 2 piles of vowels and consonants (making sure they take at least three vowels). Ss then make as many words as they can in a given time.

34. Repeat if it is true

The teacher has a selection of pictures and makes sentences about them. If the sentence is true then Ss repeat it, if not they must stay quiet. If correct, they get a point. If not, the teacher does.

35. Correct me if I am wrong

Ss have a piece of text. The teacher reads and Ss follow. They must stop the teacher if anything is changed.

36. Relay race games

Ss run to draw pictures, write or circle words, or erase pictures of words to the teachers' instructions.

37. Sentence Building Races

Divide the class into two teams and place a number of word cards at one end of the room. The teacher asks questions and Ss run to the front and get the word cards to make the correct answer and then build the sentence.

38. Team spelling

Divide class into two teams. Give each team a word and they spell it by each team member saying a letter. Any hesitations / wrong letters and the word goes to the other team.

39. Secret code

Write the alphabet on the board and give each letter a different letter or number.

e.g.

| | | | | | |
|----|----|----|----|----|-------|
| A | B | C | D | E | F... |
| C | D | L | M | T | O... |
| 17 | 16 | 15 | 12 | 11 | 14... |

Then write a word or message which students have to translate (D, C, M or 16, 17, 12 = BAD).

40. Odd one Out

Write a selection of word on the board, one of which is obviously wrong. The Ss have to identify it.

41. STOP

Write categories on the board: Animals / colours / food, etc. Quietly say the alphabet, when someone says stop tell them the letter you reached. Ss must find a word beginning with P for each category. The first team to finish shouts STOP and everyone stops. Award points for words.

42. Gap-fill dialogues

Write the first letter of each word, or the first word of each sentence.

(e.g. Hello, h a y ?) on the board. Elicit the words / sentences. This can be continued as a dialogue building activity.

43. Step-back dialogues

Use a simple dialogue which Ss say but on subsequent repetition they move back from each other so they are forced to shout.

44. Shouting dictation

Ss have the same text but with different missing words. Ss shout words at each other.

45. Running dictation

Simple sentences are placed around the room. Each team has a runner and a secretary. The runner goes to sentence / text comes back and tells secretary what was written. Secretary makes a note. The secretary and runner change. This can be made more difficult by having three different text / sentences so at the end, by re-grouping Ss can tell other what their sentence was.

46. Snap

Ss are dealt cards which they lay down one after each other. If two identical cards follow each other then the first S to shout snap wins all the discarded cards. Good for practising new vocabulary.

47. Snail Race

Divide the class into teams. Draw a lap game on the board, with tasks or items in each square. Each team throws a die and moves that number of places, and then has to answer a question about the item or complete the task.

48. Colour / word

Place a colour card on the table. Ss in turn name something that colour (e.g. GREEN – Tree / cabbage / lettuce / etc). When one Ss can't think of anything they take that card. The S with the least number of cards wins.

49. Back drawing

One S draws a picture on another S's back. The S has to guess the picture and draw it on the board. This can also be used for letters, numbers and words.

50. Yes / No stations

Create Yes and No stations at either end of the classroom. Teacher says something (e.g. holding up a picture of a fat man – “He is thin”.) and the S run to the correct station (in this case – No).

51. Dice game

Put numbers 1-6 on the board with a new vocabulary word next to each number. Ss roll the dice and read the appropriate number. This can be extended to questions, tasks or other activities.

52. Simon says

Ss follow the teacher's commands only when they are preceded by 'Simon says'.

53. Hunt the mouse

The Ss go outside the room and the teacher hides an object / flashcard. The Ss then have to ask questions to find the item. (e.g. “Is it under the bin?” etc).

54. The Place race

Divide the class into two teams. Give each team cards / objects to place according to the teacher's prompts (e.g. "put the onion under the box"). Ss race to do so, then make the statement, "It's under the box".

55. Sequences

Ss take turns to say months / numbers / words / within a category in order. If a S cannot make a word s/he loses a 'life' and chooses the next category.

56. Vocabulary card

Key vocabulary is written on cards which are placed face down. The S takes a card and makes a sentence using the word.

57. Memory game

Write a number of words on the board. Give the Ss a chance to look at them. Then with the Ss' eyes closed, erase one of the words and the Ss have to guess which word is missing.

58. Grammar tennis

A simple transfer drill exercise. The Ss respond to the teacher's prompt. For example, teacher says, "Go", S responds, "Went".

59. Opposites

Ss state the opposite to whatever the teacher's prompt is e.g. Teacher says "hot" and S responds "cold".

60. Transfer

Ss respond to the teacher's prompt e.g. Teacher says 'I go. He...' and the Ss responds 'goes' etc.

You can download additional copies of this introduction, the teacher's notes for each unit of Lift Off 3 and the worksheets at <http://www.saxoncourteit.com/>