

Lift Off 1
Teacher's Notes
Introduction

Introduction

Using the book

Lift Off 1 comprises 20 units, each lasting 120 ~ 180 minutes or two lessons. The lesson plans in the **Teacher's Book** suggests 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. Apart from the numbered exercises, most units contain a **Do it Dan** and **Say it Dan** section that can be utilized at any time during the course of the unit. See the following notes on TPR and Reading for details of these.

Each unit starts with a **Review** exercise that quickly goes over the previous unit's language. **Vocabulary** is introduced systematically, usually before the **Study Point**. There are usually two Study Points per unit. There are also **Listening, Speaking, Reading** and **Writing** exercises in each unit. In most units some of these exercises are linked to a main central picture that students are asked to exploit in a variety of ways. Occasionally space has dictated that some exercises appear in the **Pronunciation and Workbook**. When this is the case these exercises are clearly marked in the Student's Book.

Each exercise is accompanied by detailed rubric, addressed to the student. We do not expect students to be able to read or understand all these instructions, though—they are mostly for your benefit.

Unlike most other young learner books, Lift Off 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 notes with suggestions of how to introduce and exploit each section.

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

Vocabulary

Several new vocabulary items are introduced in each unit. We have tried to keep new items down to eight or fewer per lesson, but occasionally this number is exceeded. All new vocabulary is introduced using a picture, and students should 'Listen and Touch' and 'Listen and Repeat'. Please note that this is not on the CD. Numbers are introduced and practised in a separate section.

Study Points

The Study Points in each unit contain the target language to be studied. Most Study Points follow the same pattern:

- Target language is clearly set out in the title.
- Listen and Repeat - Students listen and repeat the target language from the CD.
- Listen - Students complete a listening task on the CD, for example Listen and letter, circle, number, etc.
- Talking Book (Practice) - Students listen to the CD and respond to the 'book' (for example, answer a question). This can sometimes be 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 listening exercises, often related to the main picture. All listening exercises are task-based, so be prepared to play the CD more than once.

Speaking

Lift Off 1 encourages students to speak as much as possible. Pairwork exercises are utilized from Unit 2, and this 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 could use scrap paper to introduce the activity. Demonstrations like this always give the students a clearer idea of the task they are required to perform.

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, by which students complete a task to find a partner, with whom they then go onto complete a pairwork exercise. The simplest way is to give out pairs of flashcards or word cards and have the students find the person with the same card. Alternatively, one half of the class could be given question cards and the other answers. The students have to match the question to the appropriate answer to 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.

Students will need to refer to the Pronunciation and Workbook for many of the speaking exercises. Other speaking tasks require photocopyable handouts which can be found on our download page www.saxoncourteit.com/pages/main_downloads.html.

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 1 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 1 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 utilized.

The whole word approach - Some 25% of all 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. Colour words are introduced using 'word shapes' in Unit 5, but this is not the only instance when this technique can or should be utilized by the teacher.

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 be 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.

In Lift Off 1 sounds and letters are introduced in the Say it Dan section in the Pronunciation and Workbook. Units 2 ~ 10 of the book introduce the letters and their regular phonic values. The vowels are introduced first and then the consonants at a rate of three or four new sounds a lesson. The order has been carefully selected for several reasons: letters that get easily confused are not too close together and the early letters combine to make simple words for the students to blend and read.

We suggest that the first lesson of each unit concentrates on the letter formation and the regular sound of the letters to be introduced. The second lesson should concentrate on blending the sounds that the students already know with the new letters, in two and three letter combinations, for example:

as	/æs/	sa	/sæ/	tas	/tæs/	sat	/sæt/
es	/es/	se	/se/	tes	/tes/	set	/set/
is	/ɪs/	si	/sɪ/	tis	/tɪs/	sit	/sɪt/
os	/ɒs/	so	/sɒ/	tos	/tɒs/	sot	/sɒt/
us	/ʌs/	su	/sʌ/	tus	/tʌs/	sut	/sʌt/

There are a couple of points to note about this: firstly, the consonants should be placed in both the initial and final positions around the vowels; secondly, for the purposes of these exercises nonsense words are perfectly OK, and thirdly, while 'real' words that change the regular phonic sounds of target letters (for example, 'is' and 'so') do not appear in the Say it Dan exercises, they could be used as lead-in practice work on the board.

Units 11 ~ 20 begin to introduce other spelling rules, eg the 'magic e' that changes vowel sounds from short to long etc.

Note that IPA symbols are used in the Say it Dan sections. We suggest that you don't teach these to the students. They are for your reference only.

The Say it Dan sections follow a standard pattern, containing some or all of these activities:

- Listen and circle - the entire alphabet is printed and students should circle the letters the teachers says (using the letter names, not sounds). A maximum of five or six letters should be revised each unit, but be sure to include the target letters for that particular unit.
- Write - Students practice writing the target letters in both lower and upper case. Remember that this is the first time students will have written upper case letters. All lower case letters were practised in Unit 1.
- Listen and repeat - Introduce the phonic sounds of the letters, plus words where these sounds appear, usually (but not always) in initial and 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.
- Listen and circle - A simple minimal pairs exercise. There are six pairs of target letters. Read one sound from each pair and the students circle the sound they hear. You may need to repeat each sound two or three times. Have the students take turns in saying the sounds in feedback.

- Listen and repeat - Students repeat the sounds written on the page from your model. These are usually consonant - vowel and vowel - consonant combinations. Note that 'real' words that change the regular phonic sound of any of the letters are omitted on the page, but could be used in any introduction board work for this section.
- Read - Students read sounds and three letter words containing the target letters, 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

Letter formation is practised in the Say it Dan exercises in Units 1 ~ 10, where both lower and upper case letters are introduced. In Unit 1 the homework consists of the students having to write all the lower case letters. This can then be used as a reference for later written work. In addition to this, students are asked to trace and copy target words and sentences. In Lift Off 1, all written exercises provide guidelines for the students to use.

TPR (Do it Dan)

Many of the units have a Do it Dan section to introduce and teach actions. The students should listen and touch and listen and repeat (not on the CD), and, of course, perform the actions. This is a good excuse to get the students up and about in mime games, etc, and can be exploited at any time during the lesson. Please note, though, that on occasion homework listening exercises rely on the students having been taught that unit's Do it Dan activities. There is an empty box next to each Do it Dan item in the student's book. The workbook exercises suggest ways of exploiting these as an optional listen and letter activity.

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.

Chain drill - The students stand or sit in a circle. The first student is given a prompt (for example, 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.

Mingle drill - For this drill, students have to complete a task such as gathering information from all the students in the class. For example, the task might be to ascertain how many

students have a pet. Holding a piece of paper and a pencil, they mingle as at a party and ask everyone in turn: "Do you have a pet?" and put a tick for an affirmative answer. After they 'interview' a student, they move quickly on to the next. Unlike general class surveys, the object is to be the first to present the answer to the teacher, so speed is of the essence.

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

T: Dog
Ss: It's a dog.
T: Cat
Ss: 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.

Triple drill - The students stand up in front of their chairs. The teacher gives them a prompt (for example, 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

The games are listed here in alphabetical order, for ease of reference. 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.

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 (for example, 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 pre-made bingo board cards or have the students create their own in their notebooks in which 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 with a small bingo card any items on their board. The first student to cross off/cover all the items on their card is the winner.

Buzz - The students count in a chain, substituting a previously agreed number (e.g. multiples of three-3, 6,9,12 etc) with "buzz". When the students are familiar with the game the multiples can be changed, though this should not become a maths test. See also **Fizz Buzz**

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 (for example, "It's a dog" or "It has got four legs"). The fastest student 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.

Categories relay - Write categories (for example, 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, for example, numbers, days, months, etc.

Challenge - This activity will take some preparation and help with language. Write a number of 'task cards', at least one for each student (for example, 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.

Coin race - The teacher spins a coin on the table. The students count or they recite the alphabet 'in the round' – i.e. 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.

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.

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 (for example, mimes, Do it Dan, etc.) or other activities.

Dictations - Dictate simple words or sentences for the students to write. See also **Picture Dictation**

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 - This is an advanced counting game, and should only be tried when the students can count at least from one to thirty. The students count in a chain, substituting “fizz” for multiples of five and “buzz” for multiples of ten. You can make it harder by stipulating whenever a student says “buzz” the order of the chain reverses:

i.e. Student A: “7”, Student B: “8”, Student C: “9”, Student D: “buzz”, Student C: “11”.

When the students are familiar with the game the multiples can be changed, though this should not become a maths test. See also **Buzz**

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]?” Hint: use an upturned umbrella for students who aren’t good shots. Also spread some props such as student books, workbooks, teacher’s books, bags on the floor to avoid the monotonous “it’s on the floor” response. For more advanced groups, 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 (for example, “I like bananas and apples.”). The two students sitting in those chairs 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 (for example, “It’s a lion.”), and the students try to grab the pencil. The first student to grab the pencil draws the object.

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 flashcard - Have a number of familiar flashcards. Put the students into teams. Show two flashcards to the first student in each team, turn them over and shuffle. Put on of the cards face down on the table and challenge the students to guess what it is (for example, “dog or cat?”). The student who guesses correctly wins a point for his team.

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 (for example, size or shape) for two points, and a final clue (for example, 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 student 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.

Hunt the flashcard - Flashcards are scattered or hidden around the classroom. The teacher can use a variety of prompts (for example, "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.

Hunt the mouse - This game is similar to Hunt the flashcard. As before, a flashcard (the 'mouse') is hidden somewhere around the classroom, and the students have to ask the teacher questions to ascertain its location (for example, "Is it in something?" "Is it under the cupboard?" etc). According to the classes ability, you could limit the number of questions asked, or try as a timed race! After a few tries, appoint a student to be teacher.

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. The students then have to name the objects (or answer questions about the objects – for example, "How many red things are there?").

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 (i.e. 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," (for example, "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.

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 - 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.

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 (for example, 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.)

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.

Picture dictation - Using notebooks or the whiteboard, teacher describes a simple picture which students have to draw. For example: "Draw a chair. Draw a red mouse under the chair".

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 (for example, "Where's your homework?" "It's in the bin," etc).

Please draw - This is similar to **Picture dictation** above and can be used to check that students have understood any new item of language. For example, teacher may say to a student: "Please draw a big cat". If using the whiteboard for this activity, when there are enough drawings you could exploit with a **Run and circle/erase game**.

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'.

Run-and-circle/connect/draw/erase/write The teacher writes 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?")

Sequences - This game can be used to revise any vocabulary items which come in sequence such as days, months and seasons. Students stand up and recite the sequence in turn. If a student is unable to give the next item they lose one life (give each student 3 Lego™ blocks at the start of the game as lives-this avoids the demotivating 'one mistake and you're out syndrome).

Simon says - The teacher gives a number of instructions. These should only be performed by the students if the instruction was preceded by the words Simon says. If any instructions are not prefixed by these magic words, the students must **not** perform them. For example:

Teacher: "Simon says touch your nose". (Ss touch their nose)

Teacher: "Touch your head". (Any student who does so loses a point).

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 (for example, 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 (for example, '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 (for example, 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 student 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.

What time is it Mr. Wolf? - This is a great game to practice the time and perhaps daily routines. The students line up at one end of the classroom [home], while the teacher (alias Mr. Wolf, a creature of unspeakable ferocity) guards the other end of the room [the garden of earthly delights] with his back to the students. The object of the game is to reach the magical

garden which the wolf is guarding without being eaten! The game evolves with a series of question and answers as follows:

Students: "What time is it Mr. Wolf?"

Mr. Wolf: "(One) o'clock". [Ss take one step forward]

Students: "What time is it Mr. Wolf?"

Mr. Wolf: "(Four) o'clock". [Ss take one step forward]

Students: "What time is it Mr. Wolf?"

Mr. Wolf: "**Dinner Time**"

[At this, Ss run back to the safety of their home, or make a desperate lunge to reach the sanctuary of the garden. The wolf of course attempts to 'tag' anyone before they can reach either]. The students who reached the garden safely can watch during the second round when those who reached home must venture out once more. The students who were 'tagged' may (after being picked off the floor, dusted down and bandaged) become Mr. Wolf.

A slight variation could be daily routines supplementing or replacing the times announced by Mr. Wolf (school time, homework time, bed time etc).

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.

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.

Yes/No stations - Divide the class into two teams. Prepare two pieces of paper, with 'Yes' written on one, and 'No' on the other. You could attach these words to two chairs or at different ends of the room. Hold up a flashcard of a (dog) and say to the first student from each team: "It's a cat". The two students rush to sit on the 'No' chair or to the appropriate end of the room. You can try an alternative with the whole class; you don't need to prepare 'Yes/No' cards for this version. Hold up a flashcard as before, if the answer should be affirmative the students place their hands on their head, and if negative they all sit down. The last student to react could have a point deducted from the team.

Teacher's Notes and Handouts for Lift Off 1 Units 1-20 can be downloaded from
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