

Student's Book 1

S P E C

Saxoncourt Primary English Course

Teacher's Notes

Introduction

□ **Saxoncourt ELT 2003**

SPEC 1

These are the Teacher's notes for the SPEC 1 Student's Book and Workbook Units One to Twenty Two. Each Unit has been divided into two fifty-five minutes lessons. This includes opportunities for revision, setting homework, practising writing etc. This gives the students ample time to practise the language and language skills in depth.

Each lesson in this book comprises of a number of separate activities. While we recommend that you follow the lesson plans as closely as possible, we recognize that some activities will not be appropriate for some classes or students. In this case you may use your own activities and exercises instead of the suggestions in this book. Ensure, as much as possible, that you maximize the student's use of English. For example get the students to take the role of teacher so that they practise both the question and answer form of the target language.

Listening sections / CDs

A CD has been prepared for SPEC. This can be purchased separately. Tapescripts have been provided in the Teacher's notes to help you. Students are recommended to buy this CD. Listening activities appear in the Workbook and we recommend that you set them as homework. Note that the individual lesson notes refer to a cassette. This cassette has been replaced by a CD.

Homework

All lessons contain suggestions for homework, usually from the Workbook. It is important to ask the students to complete their homework, both to extend the time when the students are studying English and so that the parents can see them studying and taking advantage of their lessons.

Flashcards and word cards

A set of flashcards has been prepared for each level of SPEC. These can be purchased separately. These teacher's notes also refer to FAB playing flashcards (available from your bookseller) and other flashcards.

Glossary

A glossary of drills and games used in SPEC 1 Units One to Eleven.

Basket prepositions: Place a bag or a book on the table. Students take turns throwing different objects (e.g. plastic fruit) and saying where they land. Other students chorally ask the question: “Where is it?”

Bingo: Use pre-made bingo cards, or students can make their own in their notebooks. The students write or draw six or ten items (from a list of ten or twenty, say) in their boxes. The teacher calls out the target vocabulary one item at a time and the students cross off (or cover with small bingo cards) any items on their board. The first person to cross off (or cover) all the items on their card shouts “Bingo!” and is the winner.

Blindfold: Blindfold a student (or get the student to close their eyes) and give them a piece of fruit which the student then has to identify. This can also be played with magnetic plastic letters and in this case the student could even say a word beginning with the letter they have just identified.

Charades: The teacher mimes an action. The students call out what the action is. Let the students mime actions to each other. This game is good for practising adjectives, imperatives and the present continuous.

Chinese whispers: Put various words, numbers or sentences on the board. Divide the class into two teams and get them to line up in front of the board. The teacher whispers one of the items to the two students furthest away from the board, who then whisper the sentence or word to the next student in the line and so on until it reaches the last student of each team who run to circle the appropriate item. They then run to the teacher for the next item. Alternatively, the last students race to draw a picture, write the word or rub off the appropriate item.

Countdown: After the teacher has issued an instruction (E.g. “Take out your books, please”) s/he counts down from five to zero to encourage the students to follow the instructions as quickly as possible.

Cut up sentences: Write a target sentence or structure on a piece of paper and cut it up into individual words. In pairs or teams, the students race to rebuild the sentence correctly.

Drilling

Drilling produces the maximum amount of language by the maximum number of students in a concentrated time. It is very important in order to ensure that the students learn the language and are able to produce it accurately. Drilling can be fun, it doesn't have to be static and dull. Many of the games listed here are variations on drilling.

- **Chain drill:** The students stand or sit in a circle. The first student is given a prompt (e.g. a flashcard) and makes a target statement about it. They pass it to the next student who repeats the statement, and so on round the circle. When the prompt returns to the teacher, the first student is given another prompt.
- **Chain drill (variation):** The second prompt is given out before the first one has finished going round the circle.
- **Choral drill:** The students all chant the target language together, repeating the teacher's model.
- **Double chain drill:** One prompt is sent one way round the circle, another prompt is sent the other way at the same time.

- **Dribble drill:** Similar to a **chain drill**, except the order of the 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 student to go next, and so on round the class until all the students have practised the language. This is best done if the first student has something to throw to the next student, for example a beach ball or a soft die.
- **Extension (or Substitution) drill:** The students chant one item of target language. The teacher holds up a prompt (e.g. a flashcard) and the students change what they are chanting to include the new language. E.g. T: “Dog.” S: “It’s a dog.” T: “Cat.” S: “It’s a cat.”
- **Question and answer chain drill:** The first student asks the second student a question, which they then answer before asking the third student and so on round the circle.
- **Triple drill:** Divide the students into teams. The students stand in front of their chairs. The teacher gives them a prompt (e.g. 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 garble the target language in their haste to sit down, the teacher can control the speed with gestures, like an orchestra conductor. The teacher prompts the language and then holds up one finger. The students say the language. The teacher holds up two fingers and the students say the language, and likewise with three fingers. Finally, the teacher holds their hands up, palms down. S/he then drops them downwards and the students sit down.

Flashcard hunt: Place the flashcards round the room. Call out an item and the students run to look for that item. The student who finds the flashcard brings it to the teacher and repeats the target language.

Flashcard memory game: Place a lexical set of flashcards face-up in a line on the table. Turn them over one by one. The students have to remember what each card is, responding chorally.

Guessing game: Hold up a card, with the picture or word facing you. Get the students to ask you questions to find out what the card is. E.g. “Is it big?” “Is it black?” “Is it a cat?” Alternatively, the teacher describes the card (using colours and adjectives) and the students guess what it is.

Heidi’s game: 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 to progress along the cards, reading the words or naming the items. When the two students meet on the same card, they play “Paper, scissors, stone.” The losing team goes back to the beginning to start all over again with a new student; the winning student continues along the line of cards. When a team reaches the final card, they get one point and the game is started again with a different team member. It is a good idea to set a time limit.

Hidden picture: Pairwork. Both students draw a picture using items of vocabulary from the unit being studied. Students take it in turns to ask questions to discover where the items are located. E.g. “Is the (noun) (prep) the (noun)?” “Where is the (noun)?”

Letter match: Divide the students into two teams. Give each team phonic flashcards and vocabulary cards, which the students then have to race to match up. This can also be played by matching upper and lower case letters, using flashcards or magnetic letters.

Lightning pelmanism: This is a fast version of pelmanism! If a student turns over two cards which do not match, the cards are not turned back over, but are left face-up.

Listen, Listen and Touch, Listen and Repeat, Read procedure: This activity is done with the cassette, and gives the students plenty of opportunities to use and practise the target language.

First listening: students listen to the cassette;

Second listening: students listen to the cassette and touch the appropriate words or pictures;

Third listening: students listen to the cassette and repeat the target language;

Finally: students read the language for themselves.

Memory game: The teacher writes or draws numbers, letters, words or objects on the board. The students close their eyes and the teacher erases one of the items. The students then open their eyes and say which item has been removed. This game can also be played with flashcards on the table.

Memory rub-off: The teacher writes or draws a group of words on the board, saying each word and getting the students to repeat. Rub *all* the words off. The students then have to call out the missing words. The teacher writes the words back on the board as the students call them out, or with a strong class, get individual students to write the words back on the board.

Mexican wave: The students sit in a line and one student at the end of the line says, for example, “one”, stands up and raises their arms. The next student says “two”, stands up and raises their arms at the same time as the first student sits down. Continue until the wave reaches the end of the line and then continue along the line back to the first student.

Noughts and crosses: Draw a 3x3 grid on the board and write one target item in each square (e.g. words, letters, numbers). Divide the class into two teams: one team is ‘O’, the other ‘X’. The first team chooses one of the squares and has to answer a question about it or make a statement using that item. If they do so correctly, they win that square and an ‘O’ or an ‘X’ is put in the square. The aim is to get three in a row, either horizontally, vertically or diagonally. (NB It is often useful to number the squares 1 to 9 so the students can select a square by number).

Pairwork: Divide the class into pairs to practise a short dialogue, a piece of language (questions and answers, for example) or slowly reveal cards to each other.

Pairwork roleplay: Use the short dialogues as roleplays and pairwork. Assign each student a character or characters.

Pelmanism: Place a set of flashcards face down on the table (having made sure there are two of each card or a matching pair). 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 back over and the next student has their go.

Picture dictation: The teacher describes a simple picture which the students draw in their notebooks or on the whiteboard. E.g. “Draw a table. Draw a (happy) cat under the table.”

Physical prepositions: The students stand/sit + preposition + the floor/chair/table. E.g. Teacher: “ Stand on the chair.”

Run and grab: Divide the students into two teams. Place the target flashcards (pictures or words) on the desk. The teacher says a word to the first member of each team, who then whispers it to the next team member and so on. The last student in each team then runs and picks up the card and shouts out the word.

(Run and) Touch: Place flashcards, numbers or objects around the classroom. The teacher calls out the word and the students run and touch the correct item. The students shout out the item as they touch it.

Simon says: (To practise classroom instructions and actions) The teacher gives instructions and the students only do the action if it is preceded by “Simon says” or better, “Please”. E.g. “Please touch your head” (Students do the action). “Touch your head” (Students who touch their head lose a life or a point).

Slap: Place the flashcards face-up on the table in front of the students. The students put their hands on their heads. The teacher calls out one of the items and the students slap that flashcard. The first to slap the card wins it. Continue until all the cards have been won, at which point ask the students “How many?” and get them to count the number of cards they have won. This game can be played with numbers, the alphabet, phonics, pictures and words.

Slowly reveal: The teacher holds up a flashcard which is covered by another card or a book. Slowly reveal the flashcard. The students shout out what the picture or word is when they think they know.

Snakes and ladders: Use the board in the book and follow the instructions in the appropriate Unit.

Stations: The teacher writes the words, phrases, or letters to be practised onto pieces of paper which are then stuck on different walls or chairs. The students stand in a “neutral” area and run to the appropriate area (or “station”) at the command of the teacher. This game is good for checking the understanding of a particular language point. E.g. “a” versus “an”. The teacher says the word “egg” and the students run to the “an” station; the teacher says the word “dog” and the students run to the “a” station.

Tennis: Divide the students into two teams. One student says, for example, a day of the week; a student from the other team says the next day of the week. It continues back and forth between the teams. Alternatively, the teacher says an adjective and the students call out the opposite.

Touch and point: This is to practise “this” and “that”. The teacher says “This is a chair” and the students run and touch the chair. The teacher says “That is a chair” and the students move as far away as possible from the chair and point at it. Other objects and flashcards can be used as well.

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.

Turn and face: Divide the class into two teams. Bring two students to the front of the class, stand them back-to-back and give each one a flashcard. The rest of the class shout chorally “What is it?” and the two students turn round at the same time and say what is on the opposing student’s card.

Whiteboard relay connect/whiteboard relay run and circle/team relay run and circle (for numbers/for letters/words): Divide the board into two halves with a line. Write the target numbers/words on both sides of this line. Divide the class into two teams. At your prompt the first student on each team runs to connect number words and numerals or upper and lower case letters for example, shouts the answer and runs to the back of the team. Repeat with the rest of the team.

Write, rub, write: Divide the board and the students into two. The teacher writes a particular word to be practised on both sides of the board, saying the word at the same time. With the students’ eyes closed, the teacher erases a letter. The first student from each team then runs to the board to write the missing letter. Alternatively, the teacher could rub off a whole word. This game can also be played with numbers.

Yes/No chairs: See Stations.