

Student's Book 2

S P E C

Saxoncourt Primary English Course

Teacher's Notes

Introduction

SPEC 2

INTRODUCTION

These are the Teacher's notes for the *SPEC 2* Student's Book and Workbook. Each Unit has been divided into two fifty-five minutes lessons. Exceptions are for Units 11, 19 and 22 which are intended to be completed in one lesson. This pacing schedule 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 is broken down into all / some of the following stages:

- Review
- Presentation
- Practice
- Follow Up (freer practice)
- Bookwork

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/ AUDIO CDs

SPEC 2 has an audio CD that can be purchased separately. Tapescripts have been provided in the teacher's notes to help you. The students should be instructed to purchase an audio CD for use at home. Listening activities appear in the Workbook and we recommend that you set them as homework.

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

SPEC 2 has a set of flashcards that can be purchased separately. These can be supplemented with FAB playing cards and any other suitable flashcards.

PHOTOCOPIABLE MATERIALS

Most units contain activities that require you to photocopy pages from Photocopiable Materials download file. Make sure you read the notes well in advance of the lesson so that you have time to photocopy and prepare these pages.

GLOSSARY

There follows a glossary of drills, activities and games used in *SPEC 2*.

Alphabet Board Race

Split the class into two teams. Line each team up in front of the whiteboard. The teams race to write the alphabet on the board with each student writing one letter at a time. When both teams have finished swap the teams over so they can check each other's work. Award points accordingly.

Are You Hungry Mr. Wolf?

Stand with your back to the students. The students stand in a group and ask, "Are you hungry Mr. Wolf?" If you answer, "No, I'm not" the students take a step forward. If you answer, "Yes, I am" turn round and catch a student. This student then becomes Mr. Wolf and the game continues. This game can be adapted to practise other target language.

Back to Back Drawing

Put the students in pairs. Get them to sit back to back. Give one of the students a simple picture. The student then describes the picture to the other student who draws the picture into his/her notebook. Set a time limit (make it very short) then change pictures and 'describer'.

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) 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) the items on their board. The first person to cross off (or cover) all the items on their card shouts "Bingo!" and is the winner.

Block Race

Scatter the foam letter blocks at one end of the classroom. Divide the class into two teams and line them up at the opposite end of the classroom to the letter blocks. Say a three or five letter combination or word e.g. "log", "habit" etc. and the first student from each team runs to find the letters needed to make that sound combination. When they have collected all the letters, they run back to their team, say "finished" and name the sound combination. The first team to finish and correctly say the sound wins a point.

Categories

Get the students to stand in a circle. Holding a ball or a fluffy dice, name one of the categories the students have recently studied or one that you know they are familiar with. Name an object in that category and throw the ball to a student who names another object and so on. The students continue until they can't name any more objects or to add excitement spin a coin and the student holding the ball when the coin stops spinning loses a life. Repeat with another category.

Charades

Mime an action. The students call out what the action is. Continue with the students miming 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. Whisper 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.

Coin Race

Spin a coin on the table. One team recites the target language '*in the round*' i.e. months - one student says January the next February the next March etc. When the coin stops spinning the students stop. The teams score points for each month they name correctly.

Dice Game

Write some questions and answers on the board e.g.

1. Do you want a steak? Yes.
2. Do you want a fish fillet? No. Continue with other questions up to 6.

Highlight the initial letters to make the reading easier. If you think the students will still struggle, stick the flashcards next to each number.

Put the students into two teams. Play *Paper, Scissors, Stone* to see which team goes first. The winning team throws a dice and asks the other team the question that corresponds to the dice number. The other team answers according to the statement (insist on full answers).

Do/Does Chairs

On the board write the pronouns *I, you, he, she, they* and some names such as *Carol, Jasmine, Leo and Chris, Rodney and Rose*. Place two chairs opposite each other on either side of the room, one with *Do* stuck to it and one with *Does* stuck to it. Divide the students into two teams. One student from the first team throws a sticky ball at the board. Depending on which word is hit, a student from the other team rushes either to the *Do* or *Does* chair and makes a question using that name or pronoun e.g. "Do Rodney and Rose have a banana?" The other student replies according to the thumbs up or down gesture from the teacher. Award points to make the game more fun.

Down on One Knee

Stand the students in a circle. Throw a ball to a student saying a noun e.g. 'January'. The student then has 5 seconds (encourage the other students to count) to throw the ball to another student saying the next noun in the sequence or another noun in that category and so on. If the student gets the answer wrong or fails to say the answer after 5 seconds the student must go down on one knee. Continued mistakes result in both knees, then one arm, and finally two arms.

Drawing Dictation

Make the students draw an object e.g. a house in their notebooks. Say, for example, "There is a television in the kitchen" and the students draw a television in the kitchen. Continue dictating objects to be drawn in the rooms. At the end of the exercise draw a house on the board and ask the students to refer to their pictures and tell you where the objects are found.

Draw The Time

Divide the class into 2 or 3 teams and draw a handless clock on the board for each team. Say a time and the front member of each team rushes to draw the hands. Award points to the team which draws the correct time first. When the students have finished encourage the other students to ask chorally '*What time is it?*'

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 activities 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.

Variations:

- (i) The second prompt is given out before the first one has finished going round the circle.
- (ii) One prompt is sent one way around the circle, another prompt is sent the other way.

- (iii) 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.
- **Choral Drill:** The students all chant the target language together, repeating the teacher's model.
 - **Dice Drill:** The teacher puts flashcards or word cards to be drilled on the board and numbers them 1 to 6. The teacher then gives one of the students a dice. The student rolls the dice, the number that comes up dictates the vocabulary item to be drilled. Then another student rolls the dice and this dictates the amount of times the word is drilled.
 - **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 dice.
 - **Hi Drill:** Hold the flashcard high in the air and make the students repeat the target language in a high voice.
 - **Loud Drill:** Hold the flashcard out towards the students and get the students to repeat the target language in a loud voice.
 - **Low Drill:** Hold the flashcard low to the ground and make the students repeat the target language in a low voice.
 - **Quiet Drill:** Hold the flashcard close to your body and make the students repeat the target language in a quiet voice.
 - **Rotation Drill:** Spread some flashcards out on the floor in a line. Line up the students on either side of the flashcards facing each other. The students on one side ask the students on the other side a question about the flashcard and the other students answer. The teacher then says "*move*" and the students all move to the right so they are lined up with a new card and facing a different student. They ask a question and so on until all the students are back in their original position.
 - **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." Ss: "It's a dog." T: "Cat." Ss: "It's a cat."
 - **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 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.

Fruit Salad

Make the students sit in a circle with one student standing in the middle. Hand out flashcards, ensuring each flashcard is given to two students. The student in the middle says "Do you have a (noun)?" The two students with that card stand up and say, "Yes, I do" and try to swap places before the student in the middle sits down in one of the students' chairs. The student who is standing then has to ask the question.

Go Fish

Deal each student three or four flashcards and put the rest in a pile. The students must collect pairs of cards by asking each other “Do you have a (noun)?” Encourage the answers “Yes, I do” or “No, I don’t. Go fish” (Go fish = pick up a new card from the pile).

Grab

Place a large number of noun cards face up on the table. The students ask you “What do you have? Answer “I have a (noun) and a (noun)”. All the students try to grab the correct flashcards. Those who have been successful repeat the answer using their flashcards as a prompt.

Guess

Split the class into two teams. Hand out flashcards (limit the vocabulary sets to 5 or 6, the game can be played again using different sets). Tell the teams not to show each other. Play ‘*Paper, Scissors, Stone*’ to see who goes first. The winning team nominates a student to go to the front of the class. The other team has to guess what the student has by asking, “Do you have a (noun)?” The student responds “Yes, I do. Here you are” or “No, I don’t. Sorry.” If the answer is *no* the students keep guessing.

Guess How Many?

Hide a number of flashcards or realia such as lego blocks or pencils behind your back and ask “How many (nouns) are there?” The students put up their hands and guess saying “There are (number) (nouns).” The student who gets the answer right then becomes the Teacher. Extend to include colours.

Guessing Game

Show the students several noun flashcards. After checking the vocabulary stick two of them facedown on the whiteboard. Write *he* and *she* above them. Put the students into two teams. Play *Paper, Scissors, Stone* to see which team goes first. Point at a flashcard and ask the students who won to ask the other team, “Does s/he have (a noun)?” The other team answers either “Yes, s/he does” or “No, s/he doesn’t.” If the answer is correct the team gets that card. If the answer is incorrect the team who asked the question keep it. Put up another flashcard on the board facedown in its place and let the other team ask a question. If either team asking the question make a mistake with the question form, the other team immediately get a go.

Guess The Drawing

Draw pictures on the board whilst the students guess what they are. The first team to guess correctly gets a point. During this activity keep asking the students ‘What is it?’ or ‘What are they?’ eliciting ‘It’s a (noun)’ etc.

Heidi’s Game

Put a line of flashcards or word cards face-up on the table or on the whiteboard. 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.

Hunt The Flashcard

Place the food flashcards around the room. The students ask “Are you hungry?” You reply, “Yes, I am, I want (food).” The students then rush to pick up the correct food. If you say, “No I’m not”, the students rush to sit down. The last student to sit down becomes teacher. You can change the vocabulary sets and questions depending on the target language.

Lap Game

Place a series of flashcards on the table to make a circuit. Designate a start and finish line. The students place counters on the start line and take it in turns to throw a dice. They move their

counters that many spaces, counting aloud as they do so. The other students then ask the student a question about the flashcard they have landed on and the student responds. This should be done as a team game with individual members of the team answering. If the individual cannot answer the team should be given the chance to answer for fewer points.

Letter Order

Use pre-made letter cards. Put the students in pairs and give each pair a set of the letter cards. Say a letter combination or word e.g. “*men*”, “*pinad*” etc. The students should race to create that sound combination/word, say “finished” and name the sound combination/word. The first team to finish and correctly say the sound/word wins a point.

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.

Line Game

Place a number of flashcards, items or words in a line on the table. Place the students in two teams. One team asks, “How many (nouns) are there?” and an individual from the other team answers. If the individual cannot answer the team should be given the chance to answer for fewer points. Extend to include colours.

Musical Chairs

Put the target language cards on the chairs. You should have one chair with a word card for each child playing. The students playing say to the teacher “What is it?” The teacher shows or calls out the word. The students then rush to sit down but they must not sit on the noun called. The student who lost (didn’t get to sit down or sat on the taboo word by mistake) then becomes teacher and calls out the next word.

Negative Musical Chairs

Put different verbs and verb phrases on each chair. Use as many chairs as there are students. Call out a negative command such as “Don’t watch television.” Students cannot sit on the chair with the *watch television* flashcard. The student who is left standing or sits in the chair by mistake then becomes the teacher.

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.

Phonics Dictation

Dictate five-sound combinations or words, which the students write down on a piece of paper or in their notebook. When they have finished, they pass their paper to the student on their right. Write the answers on the whiteboard and the students check each other’s work.

Phonics Game

Split the class into two teams and stand them facing you. Give each team a sound to make such as “boom” or “bang”. Slowly reveal a letter card. Once the students recognise the letter they shout out their sound. The first team to respond then names the letter, its phonic value and three words beginning with that letter.

Rub Out

Write the target language randomly on the board. Include two sets on the board, one for each team. Line the students up in two teams giving the front two students a board rubber. Call out a word and the students rush to rub the correct word out, shouting out the word. The winning student is given a point for his / her team. The students then go to the back of the line and the game carries on.

Run and Erase

Write a series of nouns on the board. The students ask, “Do you like (nouns)?” If you respond, “No, I don’t”, the students have to ask again using a different noun. When you reply, “Yes, I do”, the students then run and erase that noun.

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.

Running Dictation

Use pre-made sentence cards. Put the students into pairs. Get one student in each pair to take out their notebook and pencil. The students without the notebook run to the sentences, read the first sentence, then go back to their partner and recite what they have read. The ‘scribe’ then writes down what the ‘runner’ has told them. If the scribe doesn’t know how to spell the word they must say “How do you spell (word)?” and the runner tells them. When they have correctly written the sentences the ‘scribe’ and the ‘runner’ change places. This activity must be carefully set up, as the object of the exercise is for the students to read the words not run backwards and forwards saying individual letters.

Slap

Place flashcards face-up on the table in front of the students. The students put their hands on their heads. Call 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

Hold 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.

Stand Up, Sit Down

Divide the class into two teams. Play *Paper, Scissors, Stone* to see which team goes first. Show one team a flashcard and the other team asks them “Do you want (noun)?” Members of the team then stand up for *yes* and say “Yes please” and sit down for *no* and say “No, thank you” (depending on the flashcard they were shown). Score points for correct response and enthusiasm. You can change the flashcards and questions to practise any target language.

Stations

Write the words, phrases, or letters to be practised onto pieces of paper and stick them on different walls or chairs. The students stand in a “neutral” area and run to the appropriate area (or “station”) at your command. 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.

Sticky Ball Guess

Draw the traditional 3x3 noughts and crosses grid on the board. Write one noun and draw a boy or girl stick person in each square. Divide the class into two teams: one is ‘O’ and the other is ‘X’. Play *Paper, Scissors, Stone* to see which team goes first. One student from the winning team throws the sticky ball. Whichever square it lands on the ‘throwers’ team asks a question e.g. “Does s/he like (nouns)?” The other team answers “Yes, s/he does” or “No, s/he doesn’t” depending on if you give them a thumbs up or a thumbs down sign. If the ‘throwers team’ form the question correctly, they can put a O or a X on the board.

Sticky Ball Noughts and Crosses

Draw the traditional 3x3 noughts and crosses grid on the board. Write one target item in each

square (e.g. words, letters, numbers). Divide the class into two teams: one is 'O' and the other is 'X'. One student from each team throws the sticky ball, whichever square it lands on the other team asks the question "What is your favourite (category)?" and the student answers. If the individual cannot answer the team should be given the chance to answer for less points. This game can be adapted to practise other questions and answers.

Tag

Give each student a flashcard. Tell them not to show anyone the card. Stand the students in a circle. One student goes around the outside of the circle asking "Do you have a (noun)?" If the answer is "No I don't", go on to the next student. If the answer is "Yes, I do" the student who answers "Yes, I do" has to run around the circle and try to get back to his or her place before the asking student tags them. If the asking student is successful he or she takes the place of the tagged student. If not then the asking student continues asking.

Teacher Says

Put the students into two teams. Shout out instructions; if you say "let's (verb)" the students have to do the action. If you just shout "(verb)" the students don't do the action. If any members of the teams do the action when they are not supposed to, the team loses one point for each person who got the answer wrong.

Tennis

Divide the students into 2 teams. Nominate one student to start. The student says a day of the week. A student from the other team then has 3 seconds (this can be varied) to say the next day and it goes backwards and forwards between the teams. This activity can be adapted to practise other lexical areas.

Train Game

Arrange the SPEC country flag flashcards in a circle on the floor. Instruct the students to put their hands on each other's shoulders to form a train and jump along the circle. Shout "stop" and ask "Where's (Yumi) from?" The other Ss look to see which flashcard she is closest to and answer "She's from (country)". You can change the vocabulary sets and questions depending on the target language you want to practise.

True or False

Split the class into two teams. Play *Paper, Scissors, Stone* to see which team goes first. Get a student from the winning team to stand at the front of the class and hide differing numbers of the same object (such as pencils, lego blocks, keys) behind his or her back. The other students ask "How many?" The 'hiding' student says, "There are (two)." The opposing team then have to say if they think that's true or false. If they guess correctly, award the team a point. If they are incorrect, the 'hiding' team gets a point. Continue, alternating between the two teams.

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.

What Time Is It Teacher?

This activity is similar to *What's The Time Mr. Wolf?* Face the wall and the students chorally shout out "What time is it teacher?" Choose a time and the students move forward that amount of steps. Repeat a number of times until finally answering "It's dinner time." Run after the students and try to catch one before they reach their original starting point. The caught student then becomes teacher.

What's In The Room?

Draw a house on the whiteboard and label the rooms. Show and elicit different flashcards (singular and plural). Shuffle the nouns and stick them face down in the different rooms. Split the class into two teams. Play *Paper, Scissors, Stone* to see which team goes first. The winning team asks the losing team "What's in the (living room) and the team guesses saying "There are two balls in the living room." The teacher turns over the card in the living room. If the students are right the team is awarded points, if the team is wrong the card is stuck back face down. The game continues until all the cards have been correctly guessed.

Whisper Do It

Put the students into two teams. At the front of the class set up some classroom realia and plastic fruit / food etc. The students place their fingers in their ears. The teacher whispers, "There's a lemon by the book", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the statement to them. This continues down the line to the last student who then rushes to put a lemon by the book, saying the target language. The first student to complete the action saying the target language wins a point for their team.

Whisper Drawing

Put the students into two teams and line them up facing the whiteboard. The students place their fingers in their ears. Whisper a sentence e.g. "There's a lamp in the bedroom", to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whisper the statement to them, and so on to the last student who then rushes to draw a picture of a lamp in the bedroom, saying the target language. The first student to complete the action and say the target language wins a point for their team.

Whisper Slap

Spread a series of flashcards face-up on the whiteboard. Put the students into two teams. The students place their fingers in their ears. Whisper one of the items to the two students at the back. The students then tap the student in front of them on the shoulder for them to take their fingers out of their ears and whispers the item to them, and so on to the last student who then rushes to slap the flashcard saying the target language. The first student to slap the card wins the card. Continue until all the cards have been won.

Whiteboard Drawing Race

Put the students into 2 teams facing the whiteboard. Show the students that you are holding some flashcards. The students ask you "What is it?" If you reply " a cockroach", they run to the board and draw a picture of a cockroach, run back to their team and say finished. Check by asking, "What is it?" and encourage the students to reply, "It's a cockroach". Continue until all the students have had a turn.