

Student's Book 3

S P E C

Saxoncourt Primary English Course

Teacher's Notes

Introduction

□ Saxoncourt ELT 2003

SPEC 3 Teacher's Notes

INTRODUCTION

These are the Teacher's notes for the *SPEC 3 Student's Book* and *Workbook*. Each Unit has been divided into two fifty-five minutes lessons. Exceptions are for Units 11 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.

Lesson Stages

Each lesson is broken down into all / some of the following stages:

- Review
- Presentation
- Practice
- Follow Up (freer practice)
- Use of Student Book
- Use of Student Workbook

Lesson One of each unit tends to cover most of the new vocabulary and target structures, while lesson Two generally builds on that foundation, allowing time for freer practice, more language games and the use of the childrens' notebook.

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.

Timings

The timings are rough estimates and teachers may find that more or less time is required for certain exercises.

Student Book focus questions

Whenever your students open their books, all vocabulary and structures should already have been pre-taught. You should also ask questions about the illustrations on the page to help set their focus, such as eliciting the names of the characters and what they are doing and so on.

Workbook and the benefits of 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. The workbook should always be pre-taught to make sure the students understand what they are expected to do at home. The listening exercises in the workbook should be set for homework as this facilitates listening practice outside the classroom. For the same reason, teachers should also encourage the students to listen to the tape from the *student's book*.

Flashcards

SPEC 3 comes with a set of flashcards that are available in each school. These can be supplemented with others from *SPEC 1* and *2* or the *SES* flashcards series. There is a list of these flashcards on **page xiii** of this introductory section.

Listening component

An audio CD has been prepared for *SPEC 3*. We suggest that students are also recommended or required to purchase a copy for use at home. Tapescripts have been provided in the teacher's notes to help you. The recording uses a variety of accents. The dialogue (first page of each unit) is recorded twice so that teachers do not have to rewind the

tape too many times. Listening activities appear in many of the workbook exercises and we recommend that you set them as homework.

Using students' notebooks

We suggest that your students have a notebook in addition to their student book and workbook. Please make use of this as often as you can to reinforce spelling rules, new vocabulary and grammar. In the teachers notes on lesson two for each unit, suggestions are made for their inclusion in the notebooks, especially encouraging children to keep a 'personal profile' in which they can engage in somewhat freer writing tasks than is possible in the student book and workbook.

Drilling

Try to use different fun drilling methods and use picture prompts wherever possible instead of giving the students the language orally. Substitution drills are an excellent way to make sure the students can change easily between pronouns and verbs/verb forms etc. A list of different drills can be found starting on **page viii** of these introductory notes.

General notes

When teaching any of the structures in this book, teachers should endeavour (time permitting) to teach all the following forms even if they are not specifically mentioned in the text:

FORM

Question form
+ve answer form
-ve answer form
Yes/No question form
Yes, answer form
No, answer form

EXAMPLE

What is it?
It's a pen.
It isn't a pen.
Is it a pen?
Yes it is.
No it isn't.

Contractions should always be used and these should be pointed out using 'fingers'.

LANGUAGE LEARNING GAMES AND ACTIVITIES

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.

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.

Circle Game

Put the children in a circle. Holding a ball or soft dice make a statement in the positive or negative using the target language (e.g. *I don't sleep in class*). Throw the ball to another student who changes your statement into the 3rd person and then makes a true or false statement about himself (i.e. *He doesn't sleep in class. I do the dishes*). The dice is thrown to a third person and so on. If any student makes a mistake with the grammar you can deduct a point.

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.

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. This game is also good for counting, especially numbers over 100 where students must remember to add *and* in one hundred **and** ten etc.

Drawing Dictation

Make the students draw a picture according to your command in their notebooks. Say, for example, "Draw a big blue circle. Draw a small red square next to the circle." At the end of the exercise draw the picture you dictated onto 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?*'

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.

Glimpse

This is good for comparatives. Divide the class into teams and give each flashcards or realia which are of different length, thickness, and age. Members of each team will take turns to quickly expose one pair of objects for about a second. That student will then ask the other team a comparative question (Which one's older/longer/taller/thinner?). Points can be given for both the correct answer and good English.

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.

Kim's Game

A series of flashcards or objects are placed on the table. Students have a set time to study the objects and try to remember them all. When the time is up, ask the children to face the wall. They then have to name the objects or answer questions about them (Where is the pencil? Is there a pencil under the box?)

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.

Leaving Challenge

Line the students up at the door. Show the children two different coloured lego blocks, for example red and blue. Then put both your hands behind your back, put one block into your right hand and make a fist. Now show the fist to the first child in line and say 'red or blue?' The child takes a guess and if right says 'Goodbye. See you next week.' If wrong the child goes to the back of the line. The great thing about this compared to the usual exit routine is that there is no sense of failure because everything is down to chance! You can try other language such as *right or left?*

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.

Memory

One student is 'on'. He or she observes the others for a short while and then faces the wall. The teacher or students can then ask, "What's [Junko] wearing?" Award points and then change student.

Pogo

Divide the board into a number of vertical sections (around 6 is a good number). Write a target word or structure in each section. 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 loses a point.

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. You can use any target question and answer.

Rub and Write

Write target language word or sentence on the board. The students memorise it and you rub it out. They then have to write it from memory in their notebooks or on the whiteboard. Can be made into a team game.

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 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.

Sentence Building

Put a pile of the action flashcards on the table face down. On the board draw a stick figure of a boy and a girl. Individual students one at a time take a card and look to you for their cue. If for example they took the *Climb a tree* flashcard and you are pointing at the girl figure and nodding your head, the student says 'She climbs trees'. However, if you were shaking your head the correct statement would be 'She doesn't climb trees.' This can be made into a team game and a fun scoring method can be used.

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.

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.

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.

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 Bag?

Put a variety of about 6 – 8 fruits, plastic fruits or flashcards into a bag or bucket. Show the class what you are inserting (eliciting '*There is a ... / There are some...*' statements as you do so). Then divide the class into teams, and each will take turns to declare what is in the bag using the target structure, receiving points for correct grammar and the amount of objects they can remember. A student to student variation of this would be for one team to place objects in the bag, stating what the objects are as they do so, and then challenge the other team to list (each team member taking turns) the contents.

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.

Who's Swimming?

This is a good game to generate questions, in this case the present continuous:

Who's swimming? Masako is.

Who's wearing red socks? Kotaro is.

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

DIFFERENT TYPES OF DRILLS

Drilling produces the maximum amount of language by the maximum amount of students in a concentrated time. Thus it is the most efficient, effective means of initially practising target language while producing confidence and competence in students.

This does not have to be a dry or static stage of the lesson, employing mere parrot-fashion repetition. Instead, by utilising a variety of drills, and using thought and imagination, it should be fun.

The practise stage of a lesson should be a gradual progression from controlled T-S drills that provide confidence and accuracy (eg. choral/individual drills); to freer drills that give them a chance to get to grips with the meaning of the structure (eg. substitution drills); and then to even freer ones that enable the students to interact with each other and rely less on the teacher. Therefore, think carefully when planning a lesson about what drills to employ (in relation to the demands of the target language or TL) and in what order. Also, remember to always drill both the answer *and* question forms.

Controlled T-S Drills:

Triple Drill: The students chant the TL chorally, repeating the teacher's model three times. The teacher carefully monitors the group (remembering not to chant with them, but listening instead!)

Individual Drill: The teacher then isolates individuals through gesture, who then repeat the teacher's model on their own. Especially useful for picking out those students with pronunciation problems. Try not to go around the class in a circle; instead pick students in an unpredictable, random order. It is also often preferable to isolate stronger students first before concentrating on those with any problems, bearing in mind sensitivities regarding ability and confidence.

High/Low/Quiet/Loud Drills: 1) The teacher holds a flashcard (or other prompt) high in the air to get the class to repeat in a high voice. 2) The teacher holds the prompt low to the ground, and the class repeats in a low voice. 3) The prompt is now held close to the teacher's body and the TL is repeated in a quiet voice. 4) The prompt is held out towards the students and they repeat in a loud voice.

The four drills can then be used together, with the teacher orchestrating the type of drill with the position of the prompt. For variety, try having the students stand up for high and loud drills, and sit down for low and quiet ones (or think up your own 'moves').

Stand-up/Sit-down Drill: This can be particularly useful to encourage the elimination of superfluous vowel sounds at the end of words (eg. 'orange-ee', 'book-er'). The students stand in front of their chairs. The teacher gives them a prompt (such as a flashcard), and the students repeat, or say, the TL three times and then quickly sit down. The last student to sit down loses a point for their team, or must answer a penalty question.

If the students tend to garble the language in their haste to sit down, the teacher can orchestrate the speed of the drill through gesture: the teacher prompts the TL and holds up one finger, so the students say the item, and this continues with two then three fingers. Finally the teacher holds his/her hands up, with the palms down, and drops them downwards indicating that the students can sit.

Pogo Drill: For this drill, the students line-up in single file in front of the board, which is divided into vertical 'strips', each containing different language prompts. The teacher will supply the model that the class must chant chorally as they jump in unison however many places to the left or right in order to face the corresponding prompt.

Finger Drilling: This is very useful for students who are having problems pronouncing long words. The teacher holds up a certain number of fingers, relating to the number of syllables in the word (eg. four fingers for 'recreation'). Then he or she will isolate each syllable-sound, linking it to each finger ('re-cree-ai-tion'), and build up the word, either from the first syllable onwards, or from the last syllable backwards. (Always remember to consider the students' location, and so move along your fingers from *your* right to left, which is *their* left to right – unless, of course, you are moving back from the end of the word.)

In a similar vein, younger learners often respond well to a certain 'dance move' being linked to each syllable, producing a fun dance routine tied intrinsically to the item of vocabulary, often helping with intonation and rhythm.

Back Chaining: This technique is useful for long sentences or sentences that the students may be having trouble with. Write the sentence on the board. When drilling the sentence move from the end of the sentence and build it up word by word until you get to the beginning. For example: "Yesterday, I went to the zoo and I saw some monkeys, lions and some penguins." You would start with *penguins* then *some penguins*; then *and some penguins*; and then *lions and some penguins* etc until you get to the beginning of the sentence. Generally it's a good idea to start wiping the letters off the board as you go along. The reason for doing this is because your ultimate aim is to turn it back into an oral drill.

Freer T-S Drills:

Substitution Drills: The students keep chanting one item of the target language, until the teacher gives a prompt (eg. a new keyword or flashcard) and they must change what they are saying to incorporate the new language item. This could entail subject or possessive pronouns (or both), for example:

Ss: What do you have in your bag?
T: He
Ss: What does he have in his bag?
T: They
Ss: What do they have in their bag?
T: She
Ss: What does she have in her bag? etc.

Or perhaps different items of vocabulary:

Ss: His favourite food is chicken.
T: [holds up 'pizza' flashcard]
Ss: His favourite food is pizza.
T: [holds up 'chocolate' flashcard]
Ss: His favourite food is chocolate. etc.

This drill is especially valuable for practising language with complicated grammatical or gender-based demands.

S-S Drills (for when students are more *au fait* with the target language):

50/50 Drill: The class is split into two halves and each side is assigned the question or answer form of the TL, which through (substituted) prompts from the teacher, they will ask and answer each other. This is a useful pre-cursor to pair-work, since it practises both Q&A without the teacher, but still gives the students the confidence of 'safety-in-numbers'.

Chain Drill: The students stand or sit in a circle. The first student is given a prompt, such as a flashcard, and makes a target statement about it. They pass it on to the next student who repeats the statement. This continues around the circle. When the prompt returns to the teacher, he/she will give a new one to the first student.

Variations: 1) the second prompt is given out before the first prompt has finished going around the circle. 2) one prompt is sent one way around the circle, while another is sent the opposite way. 3) a Q & A structure is practised, whereby one student asks a question about the prompt to his/her neighbour, who follows suit as the prompt is passed around the circle.

Dribble Drill: This is similar to a chain drill, except that the order of the students is more varied and less predictable. One student is given a prompt or answers a question, and they then choose any other student to go next. This continues until all students in the circle have used the TL. It is often useful if the first student is given a ball, and then, having made their statement, they throw it on to the next chosen student, commonly accompanied by a question-

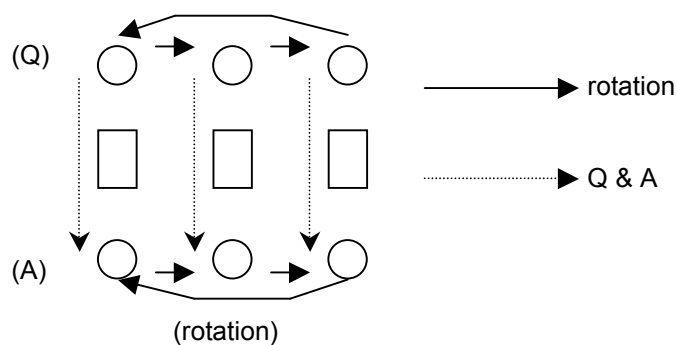
form.

A variation of this is to pass two different objects (eg. coloured beanbags) around the room to music. When the music stops, the student left holding one of the objects will ask the TL question-form to the student with the other object.

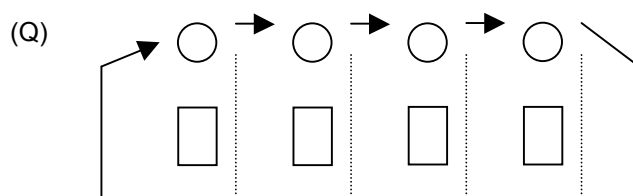
Cross Chaining (Open Pairs): Similar to a dribble drill, this is a good activity for checking individuals and can be done very quickly. It usually works best when you have a question and an answer. The teacher's role is to nominate which student will ask the question and which will answer. Mix it up and so don't nominate in a uniform manner. The teacher can do this for 1 or 2 minutes and in that time will get to hear every student in the class, probably more than once. At times the teacher will need some picture prompt for the question and answer, but the students could also be given flashcards which will dictate the question asked and the answer given. The important thing with this is to have some pace to it. When nominating the students the teacher can point to the student concerned and say 'Q' (meaning they will ask the question) and 'A' (Meaning they'll will answer). A short prompt like this will increase the tempo and keep the momentum up. If you say something like "Masako can you ask the question, and Toru, can you answer?" then the overall pace will fall and it will not be as effective! One idea when using this is to see how many Q & A's the students can do in 30 seconds or a minute, with some sort of reward or incentive being set for a certain target number.

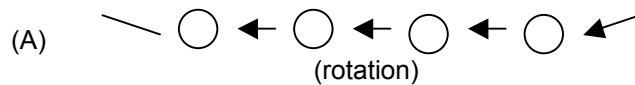
Death-Ball Drill: This is a variation of the dribble drill that contains a challenging physical element that younger students react well to. The class as a whole (although teams could be used too) are given three 'lives', and then a dribble drill is carried out. Should any of the students drop the ball, the class loses a 'life'. There will usually be a fun forfeit should all three 'lives' be lost.

Rotation Drill: For this, different flashcard prompts are spread out on the floor in a line. Have the students stand either side of the flashcards facing each other. The students on one side ask a question about the flashcard, which the students on the other answer. The teacher then says 'move' and the students all move down the line, asking and answering questions related to the next flashcard. By calling 'swap', the teacher can then get the opposite side to ask the questions:



Alternatively, the students can rotate around the flashcards in a circular fashion (with each side of the prompts dictating who asks and who answers the questions) meaning that they will be interacting with different students at each time:





A third suggestion would be to have the flashcards in a circle, and have the students, in two halves, form two concentric circles either side of them. They then rotate in a circle.

Line Race: This is a variation of the rotation drill that gives it a competitive aspect. This time two teams are placed in lines either side of a row of flashcard prompts. The Q & A pattern will this time move down the line, started by the teacher at one end, asking about the flashcard next to the student who answers the question. Thus one student answers the question, then asks it to the next student, and so the questions will move down the line, and the first team whose questions reach the other end wins the round.

The best way to prevent this being 'garbled' is to use a marker pen as a baton moving down the line with each Q & A, which the final student will use to mark a cross in a box on the board to signify completion. The teacher will move the 'baton' back should he or she hear garbled or inaccurate TL.

After each round, the students can all be rotated down the line (ie. so the students at the end by the board will move to the front of the line), so that the TL will be varied. The flashcards could also be swapped periodically.

A variation of the line race is to have two packs of flashcard placed by the whiteboard for each team. The two students at the end of each line (by the board) will take a card from the pack, run to the other end and start Q & As working down the line, using that flashcard, which is passed down the line as a prompt. Once the card has reached the end, it is placed in a new pile, and the student now at the end will take the next card, and so on. The winning team is the one that works through the whole deck of cards first (without, of course, garbling the language!)

Dice Drill: The teacher puts flashcards or keyword cards on the board prompting TL to be drilled, and numbers then from 1 to 6 (or even 1 to 12 if two dice are used). He/she then gives one of the students a die, which is rolled so that the number that comes up dictates which item is to be drilled. Then another student rolls the die to dictate how many times the word is drilled. It is often fun to accompany this kind of drilling with TPR.

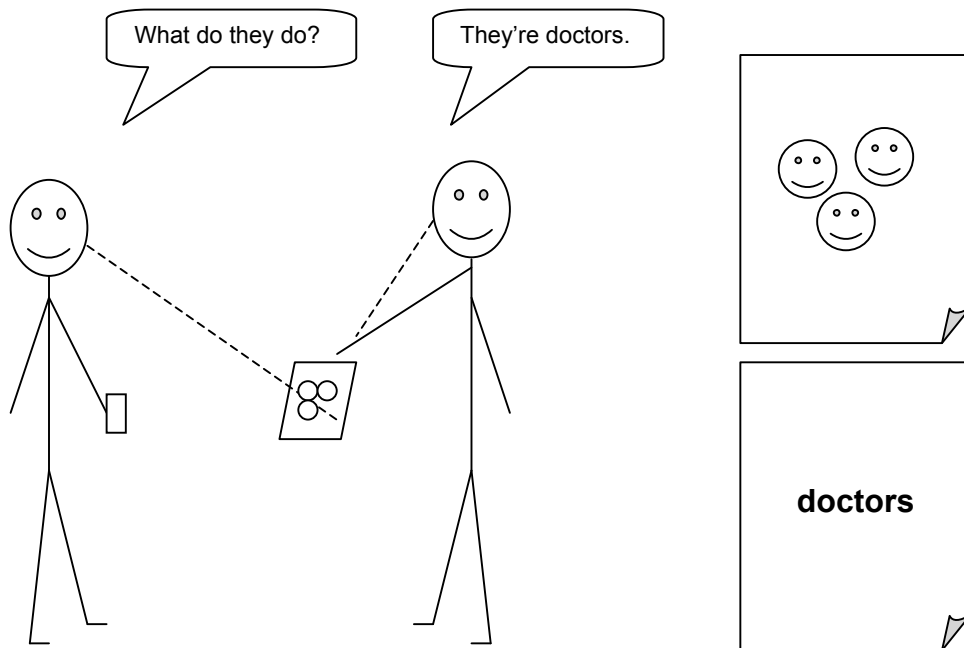
Block Drill: This idea is a variation of the Stand-up/Sit-down drill. It is suitable for most levels.

Have the students in two teams, and give each child a foam alphabet block (the blocks are nothing to do with the language). The teacher shouts out "Question!" and the children say the question three times. Eg. "What sport do you like? What sport do you like? What sport do you like?" The teacher then holds up a flashcard (football), and the children all drill the answer three or four times: "I like football. I like football. I like football..." Whilst the children shout out the language (Q and A), the teacher holds up a hand, and raises a finger for each repetition, so that the students say the language at an even pace. After the children have said the answer three or four times, the teacher then drops his/her hand. At this point, the teams race to build a tower from the blocks (one block per student with one hand behind their backs). The first team to build the tower, and put their hands on their heads, is the winner, and is awarded a point towards a scoring system chosen by the teacher.

The game needs close monitoring to make certain that all the children are saying the language. The teacher should not drop their hand until they are satisfied that they have full class involvement, and that the children are drilling well.

Balance Drill: An example of how to incorporate fun elements into a drilling activity. A class can be divided into 2 or more teams, with individuals from each one brought up and placed on the far side of the classroom, facing the whiteboard. The rest of the class will be prompted to supply a question form, and the participating students must balance objects (eg. beanbags or books) on their heads while walking towards a corresponding prompt on the board and supplying the answer-form. Points can be given for the student reaching the board first with the object still on his or her head, and for using correct English of course.

Mill Drill: This involves designing prompts or cue-cards for the students, relating to the TL. Having carefully set-up, chorally drilled and modelled the Q & A pattern, using yourself and a confident student, hand out the cards to each student, and encourage them to mingle, using the cards to trigger S-S practice of the TL structure. Thus, if the question is “What do you do every evening?”, students will have different activity flashcards which they will state to the student asking. During this time, the teacher will circulate, carefully monitoring for any grammatical or pronunciation problems. For variation, cue-cards could be swapped around mid-activity, or they could be double-sided, with pictures indicating ‘he’, ‘she’, ‘it’, ‘they’ etc to prompt various declinations of the question and answer forms.



Card Time Drill: You will need some flashcards or word prompts for this drill. Small flashcards are preferable since you will be turning the cards over quickly. Put the students into groups of 3 or 4. Each team then tries to work through as many cards as possible (practising a set Q&A structure, or with vocab, utilising “What is it?”) in an allotted time. Thirty seconds to a minute is generally enough. The team that gets through the most flashcards is the winner. An idea is to get all the teams to do it in the same thirty seconds. Nominate one of the opposing team members to be the ‘card turner’ (this should overcome potential cheating), then add up the scores and change the card turner. Your role as the teacher is to then be the time-keeper and to monitor closely.