

# I. Series objectives and description

**New Rainbow** Primary School is a series of six (6) books for teaching English to children at the elementary level. Teaching English to children involves different aspects that should be considered at each mument of the learning process, among them the fact that young learners have a highly developed ability to understand language, that they have a very short attention span and that they love to play. That is why **New Rainbow** suggests activities that capture students' attention and consider students' interests and needs, and which are not hard for the teachers to implement.

**New Rainbow** allows for the improvement of children's level of development in different dimensions such as the cognitive one, the affective one and the social one.

The first dimension, the cognitive one, is enhanced through a challenging set of materials which promote phonological, morphological, lexical, syntactical, semantic, and a pragmatic knowledge of language units below and above the sentence level, as well as through cross-curricular and cross-cultural connections which allow the learner to understand the role of English in current society.

Emotional development in the students is fostered via the use of fun activities such as singing songs, watching dvds using both puppets and real characters which allow the student to review language items while he or she is experimenting with sounds, words, and sentences both in a receptive and a productive way.

Socializing, role-plays, games, dramatizations and projects permit the child to interact in pairs and groups while he or she learns how language is used as a communication means to convey meaning and fulfill social functions.

Learner's development	
Dimensions	tools
Cognitive	Challenging materials Cross-cultural topics Cross-curricular topics
Emotional	Songs and rhymes Puppets Dvds Games
Social	Role-plays Games Dramatizations Projects
Literacy	Tracing Filling in blanks Reading comprehension Reading aloud Writing Listening and speaking
Autonomy	Self-assessment

**New Rainbow** does not ignore other types of psychophysical development. On the contrary, central to it is the idea of fostering literacy development, so it integrates different types of activities which go from cutting out to writing complete texts and from an emphasis on listening and speaking to the development of reading and writing skills in an integrative way.

Another aspect not forgotten by **New Rainbow** is autonomy, which is fostered by self-assessments through which the learner can evaluate his or her performance in language acquisition and rechannel efforts with his or her teacher's help.

**New Rainbow** is a kit made up of a Student's Book, a Workbook, an Audio Cd, a Video Tape; a set of Flashcards and a Poster Book which are highly motivating for children because they consider children's needs and interests and are dynamically designed.

Components	
Student's Book	With eight topical-functional units (six lessons each). With an appealing picture dictionary that invites children to use vocabulary actively by tracing, drawing, matching and writing.
Workbook	With vocabulary, grammar, reading and writing, and further practice activities appropriate for different learning styles.
Audio Cds	With information gap activities, songs and rhymes designed to motivate students through modern music.
Video Tape	With visually interactive situations for students to revise and practice language in a communicative way; using both muppets and real characters.
Poster Book	With full colour illustrations of a classical tale for students to develop image and text reading for pleasure.
Teacher's Guide	With theoretical and practical information related to lesson planning and specific activities in different language skills and strategies to develop them. With answer key. With a selection of language learning games. With Cd Scripts. With tests (one every two units).
Flashcards	With appealing, colourful photos that are a useful tool for presenting, checking and practicing vocabulary. With a booklet that contains suggested activities for using the flashcards in each unit.

## II. Pedagogical principles

### A. Psycho-linguistic principles

When considering children's capacities and abilities for language learning, we must take into account that when starting school:

- Children already have knowledge of their world and their mother language, which they can use to learn a second language.
- Children are already very good at interpreting meaning without necessarily understanding the meaning of individual words.
- Children have great skills in using limited language creatively.
- Children frequently learn indirectly rather than directly.
- Children take great pleasure in finding and creating fun in what they do.
- Children have great imagination.
- Children take pleasure in talking.

So, **New Rainbow** takes into account the distinction in children's abilities to learn a foreign language according to their age as Wendy A. Scott and Lisbeth H. Ytreberg state in *Teaching English to Children*:

Five to seven year-old kids can talk, report, plan, argue, use logic, use their vivid imagination, use different intonation patterns, understand direct human interaction even though they understand the situation quicker than language. They have very short attention and concentration spans. They like working alone, but in company. They cannot decide on their own what they want to learn. They love to play and love being praised.

On the other hand, eight to eleven year-old children have basic concepts rather completely formed ones. They have their own view of the world: They can distinguish fact from fiction, like asking questions, and are able to make decisions. They know what they like or dislike, are able to work in groups and bring some sort of language awareness into the acquisition of L2.

### B. Teaching approach

**New Rainbow** allows for the development of communicative skills in an integrated and progressive way. Skills development is paced, so that students feel confident using English in different situations, both orally and in written form. Books 1 to 3 emphasize listening and speaking. They also provide students with tools to start their literacy process (reading and writing). Books 4 to 6 increase the development of reading and writing skills without leaving oral abilities aside.

The activities programmed in **New Rainbow** allow students to have fun while learning. That is the reason we propose, as a pedagogical tool, the use of rhymes, songs, chants, games, puzzles, and many different kinds of games. Fairy tales and short stories are presented along each book with the purpose of helping students develop strategies for reading.

**New Rainbow** believes in eclecticism. Therefore, we take what we consider may benefit children from different approaches to learning. Some of the approaches assumed here are the following:

### 1. Mixed ability options: learner-centered approach

**New Rainbow** considers differences among students' personalities, likes, interests and learning styles, so **New Rainbow** includes activities and strategies that allow students belonging to different cognitive styles to learn at their own pace and within their own style.

### 2. Task-based approach

Carrying out tasks allows students to develop comprehension and production skills in a meaningful way. When students see the purpose of using the second language at the moment of performing a task, they can learn better than just by repeating linguistic structures in isolation. One kind of meaningful task is the development of projects, which is considered in **New Rainbow** as a means by which students can apply in a practical way what they have learned.

### 3. Cross-curricular approach

It is important that students integrate what they learn in the second language with the content of other areas of knowledge. By including curricular contents, students can learn and reinforce topics and processes related to school subjects like math, natural sciences, social studies, literature, etc. Because of this, **New Rainbow** includes different topics related to those subjects in the situations, readings, and projects presented.

### 4. Cross-cultural approach

Through **New Rainbow**, students will learn about different cultures, without disqualifying their own. **New Rainbow** provides cultural elements for students to know and value themselves within the diversity of cultures that surrounds them.

### 5. Total physical response (TPR)

This approach views students following instructions and learning vocabulary while developing listening skills. When songs, rhymes, chants and games are accompanied by drama, mime and body movements, students have more fun and learn more effectively. TPR is essential at the beginning of the second language learning process because it helps learners to respond without producing orally. In other words, it respects the learners' silent period.

#### Theoretical basis of the series

Approach	Aspects considered
Learner-centered	Students' likes, interests, needs and learning styles.
Task-based	Cooperative work, projects.
Cross-curricular	Other subjects' topics.
Cross-cultural	Other social groups' behaviors and beliefs.
Total physical response	Songs, rhymes, chants, games accompanied by drama, mime and body movements.

### III. Unit structure

Each book is divided into eight thematic units which, in turn, are divided into six lessons. Each lesson focuses on specific linguistic aspects and skills.

At the end of the book, you will find a section called “Tale time” which consists of a traditional fairy tale that can be read and developed page by page or at the end of the course as a project. Its purpose is to strengthen the students’ reading skills. The teacher’s guide provides suggested activities.

#### A. Lesson One: Vocabulary presentation and practice

This lesson presents new vocabulary in context. It also provides exercises to practice this vocabulary by applying strategies that facilitate lexical learning.

#### B. Lesson Two: Grammar presentation and practice

This lesson presents new grammatical structures and language functions in context. In lesson two students practice these structures and functions through different communicative activities. At this point the unit focuses on phonetics and phonology by presenting sounds which are typical of the English language.

#### C. Lesson Three: Reading and Writing

The purpose of this lesson is to develop reading and writing strategies and to instill in the students the understanding of the importance of these skills so that they can learn independently. To reach this goal, the reading-writing process is built gradually, step by step and in a guided way.

#### D. Lesson Four: Do it together

This lesson is divided into two sections. First, **a game**, which is meant to reinforce the language structures and functions learned during the first lessons; and second, **a project**, which invites students to apply and integrate their language learning to other areas in a cooperative and playful environment.

#### E. Lesson Five: My learning log

This lesson is the assessment of the unit. It is a test which allows both the teacher and the student to reflect on the student’s learning progress.

#### F. Lesson Six: Fun Reading

This section gives the students the opportunity to reinforce reading, writing and pronunciation skills by having fun. Through rhymes, riddles, fables, tongue twisters, comics, and short stories, students can go beyond the topics studied in the unit.

Unit structure	
Lesson	Content
1	Vocabulary
2	Grammar and functions
3	Reading and writing
4	Games and projects
5	Evaluation
6	Fun Reading

### IV. Lesson planning

Each lesson is developed through the following steps: Warm up, Presentation, Practice, Further Practice and Assessment.

#### A. Warm up

During this step you create an adequate environment for students to get ready for the lesson. The activities suggested in this book are short discussions, observation of pictures or objects, conversations about personal experiences, and in general, activities that allow students to activate their prior knowledge. These activities should be very appealing and motivating so you can get your students engaged in the development of the whole lesson.

Remember not to worry if your students do not know some words or expressions you use at this point. This is the mument for you to find out how much they already know and what is absolutely new to them.

#### B. Presentation

The goal of this stage is to present and explain the new topic of the lesson (vocabulary, grammar, reading/writing strategies, cultural aspects). The activities that can be used for this purpose are use of illustrations and realia\*, questions and answers, modeling, exemplification, and games. It is important that the explanations are clear and concise and that they do not include technical terminology. Also, the explanations should be contextual so that students feel the importance and significance of the new material to be learned.

#### C. Practice

At this point, students should be engaged in activities that permit the application of the new knowledge. The activities that can be used during this step should be as varied as possible. It means that you are welcome to include any other activities besides the ones suggested.

\* Realia refers to real material i.e. newspapers, appliances instructions, city maps, labels, etc. taken to the classroom to make the learning process more meaningful and to develop students’ pragmatic competence, that is, to make them aware of the usage of the language.

The practice is a stage in which students are supposed to go from a very controlled to a more creative and free situation. The controlled practice should always have models and examples given by you. You must guide your students' work and provide all the assistance they may need. When ready, you must pass into a semi-controlled practice in which you allow them to include elements that they know and that are pertinent to the exercise being developed. Finally, you can give them the opportunity to use the material learned in new situations in a more creative way.

## D. Further Practice

The purpose of this step is to provide a variety of opportunities to reinforce and apply new knowledge in many different ways. The activities to be used at this point may be games, songs, rhymes, contests, role plays, art activities, discussions, presentations, and TPR.

## E. Assessment

Although each unit has a page devoted to the assessment of the students' progress, there are different moments when

activities or ways of assessing immediate learning are proposed. Assessment must happen during the ongoing lessons. Any activity that allows the teacher to check what students have understood and how much they can apply is worthy of being used as assessment. Each step of each lesson in the Student's Book and in the Teacher's Guide provides such opportunities.

Lesson planning	
Warm up	Short discussions, description of pictures, conversations about personal experiences.
Presentation	Illustrations, realia, questions and answers, exemplification, games.
Practice	Models, examples, role-plays, drills.
Further practice	Games, songs, rhymes, contests, roleplays, discussions, presentations, TPR.
Assessment	All of the above.

# V. Guidelines for specific activities

The following are some tips for working on the development of specific skills and/or sections of a unit.

## A. Vocabulary presentation and practice

### 1. Listening activities

Vocabulary is presented and practiced in context through different activities, especially listening and speaking activities.

#### a. Dialogueues and monologues

- Making predictions about the topic of the conversation or situation through illustrations.
- Listening to the Cd while observing the illustration again and/or followed by reading through illustrations.
- Listening in chunks and answering comprehension questions.
- Listening and repeating to practice pronunciation. First, ask the whole class to repeat. Then, have the students repeat in groups. And finally, make some students repeat individually.
- Acting out the situation. If possible, let them act while reading the text. Or encourage the students to act producing just what they can remember. If necessary, they can use the small letter Cd scripts in the Teacher's Guide to read the dialogueue or monologue.

#### b. Songs and rhymes or chants

- Observing illustrations to contextualize the situation presented in the song, rhyme or chant.
- Listening to the Cd, focusing on the music, instruments, and rhythm.
- Reading the lyrics of the song or chant silently while listening to the Cd again.

- Listening to the Cd and reading the lyrics once more, but now repeating. First, they may repeat verse by verse. Next, they should repeat complete stanzas. Then, they repeat the complete song or chant. The same as with dialogueues and monologues, repetition must be performed first as a class, then by groups and finally in pairs or individually.
- Singing the song or chant following the sound track. This can be done using the written lyrics if desired. This step may be carried out as a class, in groups, or individually.
- If you want, you may have a contest or dramatization as a complement to the listening activity.

**NOTICE:** Some chants and rhymes highlight words by using a different colour. Have your students replace those words by others that have been included in the lesson.

## B. Pronunciation activities

The main activity devised to enhance pronunciation is the section **Sounds and Rhythm** which is included in lesson 2 of each unit, and which has been designed for children to be aware of the phonological system of English in a simple and natural way. In the first books, target sounds are initially presented in minimal pairs to have the students discriminate and produce English sounds. Once the sounds have been presented at the word level, a complete sentence is given to motivate children to repeat it and practice English language pronunciation and intonation in context.

Books 5 and 6 focus on acquiring fluency by working on **stress and intonation** in chunks of language presented as rhymes, poems, chants, limericks or just chunks of language that rhyme. They are fun to hear and challenging to say, therefore, fun to do with children. Invite students to listen to them, to grasp their meaning (not by isolated words, but by general context phrases), and to enjoy themselves when saying

them. You could suggest dramatizing them, drawing them, modifying them or just saying them out loud in groups that take turns to say a line or a verse. Make of this a relaxing mument of the class.

### C. Reading and writing processes

#### 1. Reading

The following are the steps to be developed when working with a reading text. All the steps are important and none of them should be omitted.

##### a. Pre-reading

It is important to develop a kind of activity that allows your students to use their prior knowledge that is connected to the topic of the reading as it will activate the students' cognitive schema. Within this step we can have

- Short discussions about daily life events or situations.
- Observation of illustrations that create the adequate environment for the reading.
- Use of realia to observe and discuss.
- Work on specific vocabulary your pupils may need to cope with the content of the reading.

##### b. While-reading

This step is the one that may take the longest time of the reading process. It is a combination of presentation and practice steps. At this stage you may teach your pupils how to use different reading strategies and give them the opportunity to apply those strategies to the text they are reading. During the first levels it is better not to use specialized terminology when presenting a strategy. You should use words and expressions that guarantee they will understand how to carry out a task. In higher levels, you may use the name of the strategies, and make your students become familiar with those terms and use them when they have to apply such strategies.

The reading strategies applied through the series are mentioned below. They are used according to the level of difficulty. Therefore, it is not possible to apply all of them in only one particular book.

- Making predictions.
- Recognizing the characteristics of different kinds of texts.
- Classifying and categorizing information.
- Guessing meaning from context.
- Identifying main ideas and supporting details.
- Interpreting information: making inferences, paraphrasing, drawing conclusions and summarizing.
- Interpreting graphs, diagrams, charts, and tables.
- Recognizing logical relations: cause and effect, comparison and contrast, sequence, and so on.
- Identifying problems and solutions.
- Making generalizations.
- Judging: purpose, point of view, fact and opinion.

The specific strategy applied in each particular reading lesson is mentioned when necessary.

It is important that the students read the text silently and individually before they are asked to carry out any task. Reading aloud is not forbidden, but it is not advisable for comprehension. You may have your students read aloud to check their pronunciation, stress, and intonation.

#### c. Post-reading

Each reading lesson has a set of exercises to enhance students' comprehension and use of the strategy. Also, if time allows, there are some follow-up activities you can use if you wish. The following are just some possibilities. You are welcome to implement any others you like or consider useful for your class.

Speaking
Interviewing characters or authors of texts. Dramatizations. Creating and singing songs or chants. Retelling stories or pieces. Class or group discussions about issues in the text. A TV or radio advertisement. Writing a new text following the model of the one read. Devising comic strips.
Art
Creating posters. Designing costumes. Drawing pictures. Creating a collage. Designing a banner. Making puppets.
Writing
A summary of the text read. A report. A character sketch. A letter to a character or the author of the text. A new ending for the story read. A poem based on the text read.

#### 2. Writing activities

Writing, as well as reading, is a process that requires time and guidance from the teacher. In the first levels of this series you will find very simple writing exercises, such as copying from a model, matching words with pictures, understanding definitions, providing synonyms or antonyms, making associations, classifying words into categories, using semantic maps, developing puzzles, filling in the blanks, etc. Then in higher levels, the writing process is worked much more in detail and the output expected from pupils is more demanding. In books 5 and 6, the writing process is concerned with structuring full sentences that gradually expand by inviting students to incorporate connectors, establish a sequence, explore patterns of description, and venture into the use of relative clauses. It is a process that is controlled and guided, but that also allows semi-controlled and free practice in the development of descriptive groups of sentences, passages, messages, dialogueues and as parts of projects. The expansion of the sentence through book



5 is worked into the development of paragraphs; in book 6, taking the form of short narrative passages, short letters, mini biographies, and sets of instructions, amongst others.

The following are the steps of the writing process with some suggestions of activities that can be used if the teacher wants to develop this skill further. Again, your own ideas are very valuable for the effective implementation of the writing process.

### **a. Prewriting**

It is vital that students have had a lot of contact with the kind of texts they are going to produce. Thus, you should provide different writing models that permit generalizing about the features of the type of text to be produced.

Before starting to write, students should have the chance to gather ideas either in big or small groups, to take note of those ideas, you as their teacher can guide them on how to do it effectively. At this point, it is necessary to train the pupils on creating webs, semantic maps, brainstorming lists, Venn diagrams, thought balloons, and so on.

### **b. Drafting**

At this point you should help your pupils focus their attention on the aspects stated below (grammar, spelling and correct punctuation are not focused yet).

Audience: Your students must ask themselves, “Who will read my text?”

Purpose: Your students have to be aware of the kind of text they are going to create, and how it must be written to achieve their purposes.

Once they have these two aspects clear, they may begin writing their texts. It is important to guide them on how to start the piece of writing. You may give them some “starters”. They have to use the notes made during the pre-writing moment.

### **c. Reviewing**

The purpose of this step is to make any changes that improve the writing. So, students must look for better structures and more specific and clear vocabulary to convey their communicative purpose.

This step must be always made in two ways. First, students must review their texts individually, recall the two aspects mentioned in the draft, and make any changes they may want. Then, there must be some time for peer revision. During this last part, students exchange their writings, check them, and give some feedback to each other. Again, they must focus their attention on the two aspects above. At this point, students may include, delete or change anything they want.

### **d. Editing/proofreading**

During this step students have to correct errors in capitalization, punctuation, and spelling. It is useful to make them look for one kind of error at a time (punctuation first, then capitalization and finally spelling). You may let your

pupils carry it out individually or in pairs. If the second one is chosen, it is better to have them work with a different partner.

### **e. Publishing**

This happens when the writing is shared with the audience. The purpose is that the writer allows others to read his/her writing and notices the audience's responses to it. Publishing ideas must come from the students. If they do not come along with any ideas, you may suggest some. For example, through games, reading aloud to others, making displays in the classroom or on the board, and making class books, among others.

## **D. Do it together**

At this point of the unit, the most important aspect is to teach your students how to learn by playing and show them it is possible to have fun while learning. The socio-affective strategy to learn is as relevant as the cognitive and meta-cognitive strategies; therefore, you should emphasize the importance of interaction and cooperation with peers. Teach them how to correct each other, and how to assess themselves. It is also vital that you help them reinforce their personal values, such as accepting to fail or knowing how to win. Winning is a result of interacting and getting knowledge; not just the result of competition with others.

## **1. Games**

Games are a motivating means to recycle and review the material previously learned, and a good opportunity for them to apply their knowledge in different situations.

The following are some steps to follow when playing a game:

- Invite your students to look at the game or board, and ask as many Yes/No questions as needed to make them feel involved in the language they will be using.
- Read the name of the game and the materials needed.
- Model how to make the disk (or dice) and marker when necessary.
- The disk: Draw a circle and cut. Draw one dot on one side, and two on the other.
- The marker: Cut a small piece of paper (you can suggest a shape related to the topic) and colour it with a different colour from the ones their partners have used.
- Go over each step, demonstrating with a volunteer how to play.
- Show them their goal or point where they are to get to.
- Make sure they understand the importance of peer correction, and that in order to move, the partner must have accepted their answers fully. If rejected, they must discuss what is incorrect. In case they do not agree, tell them to call you. Explanations at this point are excellent opportunities for them to understand the new topics learned in a better way.
- You may want to encourage the ‘losers’ to keep playing and see in how many turns they can also reach the goal (as their partners check if their answers are correct).

- Circulate as your students play. This is a good opportunity to take notes on their performance, knowledge and oral production.

Note: Games can be played at any moment. Take advantage of them by adapting the topics to the new structures learned. It is also advisable to play them more than once since it is easier for the students to play when they already know how to play them.

Finally, remember that it is possible to make the rules of the games more complex or simple to accommodate each learning style. Students are really good at creating rules; encourage them to do so.

## 2. Projects

One of the main goals of projects is for the students to learn how to work in groups. It is essential that every one participates and actively works on what they feel they can do best. It is also important that you help them realize the importance of participation and reinforcement of their own learning styles. These are some ideas of the roles students can perform in their groups:

- Designers, who are responsible for the design of the sketch of the project to be developed.
- Artists, who are in charge of the colouring, folding, cutting and pasting as necessary.
- Monitors and timekeepers, who are to explain, give directions and instructions, and control the time.
- Communicators, who will carry out interviews, take notes, write down necessary information as needed, and organize the final presentation.

### General procedure

1. Remember to develop the project yourself beforehand, so you are aware of how it works and what you will need for the moment of the lesson.
2. It is important to show your students the final product of the project so that they can set their goal clearly from the very beginning.
3. Make sure the students, as well as you, have all the material.
4. Read each step as you model the procedure.
5. Remember to encourage peer work and peer correction, having the fast students guide, explain and correct the work of the slower ones.
6. Model what they are to say in the presentation.

### Project assessment

To evaluate or grade your students' work, keep in mind different aspects. First of all, check how well they follow instructions. Another aspect is the art, imagination, creativity and enthusiasm (love) put into the development of the project. Finally, during their oral presentation or production, you can check how they used the vocabulary and structures learned in the unit.

## E. Go ahead

### 1. My learning log

There are written assessments at the end of each unit in the Student's Book to evaluate students' acquisition of the material taught in the unit. Each skill is evaluated in most of the cases. The information gotten from this assessment is not only important to the teacher, but also to the students. By using this tool of assessment, they can detect their own strengths and weaknesses, and to self-evaluate what they have accomplished and what still needs to be done or practiced more. In these cases the students should work independently.

It is important that the students understand what they are to do in each one of the activities (if they must read; say a word or a sentence; draw; complete what is given; if the answer is based on an illustration or graph, or if it depends on a personal answer, etc).

There are also assessment activities in the workbook which are designed as projects or games. They evaluate one or various aspects in the unit, as well as reading comprehension and oral production. Part of this section may be done at home as homework, but the rest must be developed in class as a wrap-up of the unit.

The Teacher's Guide also includes a set of tests (one every two units) that recycle the material learned in both units. They also evaluate vocabulary, structures, and different skills development. These must also be carried out independently.

### 2. Fun Reading

Highly motivating rhymes, riddles, comics, tongue twisters, fables, limericks, and chronicles, among other texts have been developed throughout this section for students to *read for pleasure*. Nonetheless, you cannot just let students read alone because the experience of approaching a whole text in another language requires guidance and support to make it most enjoyable.

The purposes behind each text are to work on the students' reading, writing and pronunciation skills; to reinforce the topics studied in the unit; to apply different comprehension strategies and to explore the use and usage of the language. The Teacher's Guide provides useful ways to approach every single text.

### 3. Tale Time

In this section, found at the end of the book, **New Rainbow** ventures into the development of highly narrative and descriptive classic stories. Even though they have been simplified, they do not restrict themselves to using the patterns that students handle actively. They use more complex structures than those students actually use everyday, but yet avoid too elaborate patterns. They rely on supporting images and on students' capacity to interpret meaning without necessarily understanding individual words.

## VI. Games Bank

### Games to work on spelling

#### A. The Alphabet Game

**Materials:** Board and chalk or marker.

**Directions:**

1. Before playing the game, write two sets of the letters of the alphabet on the board.
2. Divide the class into two groups.
3. Call out a letter of the alphabet, and one student from each group runs to the board and circles the appropriate letter.
4. Next, the two participants run to the end of the line. Each student circling the correct letter first scores one point for his or her group.
5. Play the game for about 5 minutes. At the end of the game, count the number of points for each group, and the group with the most points wins.

#### B. Hang Man

**Materials:** None.

**Directions:**

1. Draw a post where the “man” would be hanged on the board. Think of a word for your students to guess. Draw one line for each letter of the word you have chosen.
2. Have your students call out letters of the alphabet. If the letter belongs to the word, write it on the corresponding line. If the letter does not belong to the word, copy it on a corner of the board so that your students remember what letters have already been called out.
3. Any time your students call out a letter that does not belong to the word, draw a part of the “man’s body”. If students figure out the word before you finish the hangman, they get a point. If you can draw him completely and they have not guessed the word, you get a point.

You may have your students decide what part of the man’s body to draw.

**Variations:** You may divide the class into two teams and have them switch turns to draw the hangman and to call out the letters of the word to be guessed.

#### C. Other Games:

You may also play the game *Jumping Rope*.

### Games with words

#### A. Vocabulary

##### 1. I Spy

**Materials:** Classroom items or flashcards depicting the vocabulary that is being studied.

**Directions:**

1. One student comes to the front of the classroom and says, *“I spy with my little eye something beginning with the letter B.”* (The student must look at an object that begins with this letter. For example, a bag).
2. The class tries to guess.  
*Is it a ball? No.*  
*Is it a banana? No.*  
*Is it a bag? Yes.*
3. The student who guesses correctly comes to the front of the classroom and continues the rhyme:  
*I spy with my little eye something beginning with the letter C.*
4. Continue with the same procedure until you consider it appropriate.

**Note:** This game can be played at any point of the year to review the vocabulary being studied.

#### 2. Memory Game

**Materials:** Board and chalk or marker.

**Directions:**

1. Divide the class into groups.
2. Write 20 words that have been studied recently.
3. Give one minute for the students to look at the list on the board. Then erase the words. Give the groups 3 to 5 minutes to write down all the items they can remember.
4. When the time is up, call on each group to read their list. The group that lists the largest number of items from the list on the board wins.

#### 3. Winnie

**Materials:** A ball.

**Directions:**

1. One student stands with his/her back to the others and throws a ball backwards over his/her head (This student is the Winnie). One of the children picks it up and they all chant, standing in line:  
*Winnie, Winnie,*  
*Who’s got the ball?*  
*Is he big or is he small,*  
*Is he fat or is he thin,*  
*Or is he like a rolling-pin?*
2. Winnie then guesses who has the ball. If he/she is right, he/she can stay where he/she is; otherwise, he/she changes places with the one who has the ball.

**Note:** If you have boys and girls in your class, students can change he for she in the chant. This change cannot be a clue for guessing the sex of the student who has the ball.



This game is ideal to be played after studying adjectives for physical description. You may have your students change the lyrics.

#### 4. Farmer in the Dell

**Materials:** None.

**Directions:**

1. Select one student as the farmer. The other students join hands and form a circle around the farmer. They have to be assigned an occupation. While moving the circle around in one direction, the players sing together *The Farmer in the Dell* (the following is an adaptation of the original song).

*The farmer in the dell,  
The farmer in the dell,  
Hi-ho the derry-o  
The farmer in the dell.*

2. With the second verse, the farmer chooses the player from the circle who has the occupation mentioned in it.

*The farmer takes a mechanic,  
The farmer takes a mechanic,  
Hi-ho the derry-o  
The farmer takes a mechanic.*

3. With the succeeding verse, the appropriate character takes the player indicated (-these verses can be created by the students).

*The doctor takes the nurse,  
The doctor takes the nurse,  
Hi-ho the derry-o  
The doctor takes the nurse.*

*The nurse takes a cat  
The cat takes the rat  
The rat takes the cheese.*

4. After the rat has taken the cheese, all the players except the cheese re-form the circle again, singing:

*The cheese stands alone,  
The cheese stands alone,  
Hi-ho the derry-o  
The cheese stands alone!*

5. With the last "The cheese stands alone", the circle breaks apart, and all the players join in jumping up and down and clapping. The cheese can serve as the new farmer for another round.

#### 5. Who is that? What is that?

**Materials:** Pictures depicting the vocabulary to be practiced.

**Directions:**

1. Divide the class into two teams.
2. A student on one team holds up the picture of an object or person, names a person from the other team to answer the questions *Who is that? What is that?* If the player answers correctly, he/she follows the same procedure as the initial

questioner. If the answer is incorrect, the first questioner (or somebody else from his/her group) asks another question. A good answer is worthy of one point for their respective team.

**Note:** This game is suggested for practicing professions and occupations. However, it can be played to practice any set of vocabulary.

#### 6. Hot and Cold

**Materials:** Any small object.

**Directions:**

1. Review the words *cold* and *hot*. Teach *warm*, *burning*, *freezing* and *cool*.
2. Choose a student to be the searcher. Send him/her out of the classroom. The class hides the chosen object and the searcher is called back into the room.
3. As the searcher begins looking for the object, he/she is directed to it through hints given by the class. If the searcher is very far from the object, the class calls, "Freezing" then "Cold" if the player gets a little bit near the object; if the searcher gets nearer, he or she is "Cool" then "Warm" after that "Hot" and "Burning" as he or she draws closer.
4. Have other volunteers leave the room to continue with the game.

#### 7. I am Packing my Bag

**Materials:** None.

**Directions:**

1. The teacher begins the game by choosing an item to complete the phrase "*I am packing my bag and I am putting in a/n \_\_\_\_\_*" For example, "*I am packing my bag and I am putting in a T-shirt.*"
2. The second player continues the game by repeating what the first person is packing in the bag and adding something of his/her own.
3. Each player adds a word to the string and repeats the preceding items in order.
4. Any player who forgets an item or recites the list incorrectly is eliminated from the game. The player who remembers the longest string of objects wins.

**Note:** This game is suggested for practicing vocabulary of clothing; however, it can be used with any other vocabulary you may wish.

#### 8. Fruit Basket

**Materials:** None.

**Directions:**

1. Have the class sit in a circle.
2. One student is sent out of the classroom and one chair is taken out of the circle.

3. Tell the students the name of a fruit. For example, an apple.
4. The student who was sent outside is called to come in. He/she has three chances to guess the name of the fruit. For example, "Is it a banana?" and the students reply "No!"
5. If he/she says "Is it an apple?", all the students have to stand up and quickly find another chair. The one left without a chair goes out of the classroom.
6. If he/she does not guess the third time, they say, "Fruit Basket," and everybody has to change chairs. Again the student left without a chair must leave the room.

## 9. Flies, flies

**Materials:** None.

**Directions:**

1. Ask the students to listen carefully.
2. Say an action, repeating it twice. For example, "Flies, flies".
3. Say an animal's name, "Bird".
4. If the animal can fly, students raise their hands, if the animal can not fly, they keep their hands down. The student who raises his/her hands at an incorrect mument is out of the game.
5. The winner is the last one left.

## 10. Pottsie

**Materials:** Chalk, a ball.

**Directions:**

1. Mark off a diagram with chalk on the pavement. There should be six to eight boxes, each one big enough to have a person standing on it and some words written in them. In each box, write a category (topic) that has been studied during the school year. For example, parts of the house, places in the city, animals, food, clothes, etc.
2. Choose a player. He/she stands outside the diagram and rolls the ball into the first box. It can be controlled with hands or feet, but can not go more than one box at a time. If this happens, the player loses his turn.
3. Before moving to the next box, the player has to name something that belongs to the category in which he/she is at the mument. For example, if the box reads clothes, the player has to name a piece of clothing.
4. After giving a correct answer, the player moves to the next box. From the second box on, while stepping into a new box, players must simultaneously bounce and catch the ball and give an appropriate answer. If the player loses control of the ball, hesitates, or gives a wrong answer, he/she loses his/her turn and the game continues with the next player.

5. After mistakes are made, players can either be returned to the first box or begin where they left off.
6. The first player to get through all the boxes is the winner.

## 11. The Race Game

**Materials:** Paper, scissors, bag.

**Directions:**

1. Ask your students to make two markers (made of paper or any small object).
2. Give the students blank pieces of paper and ask them to draw a vertical line in the middle and four horizontal lines forming equal spaces, so that they make a total of ten spaces.
3. Let them copy in different order ten words or sentences that you give them about the topic you are studying. You should have the same sentences or words on slips of paper in a bag.
4. Check that each board is different from the others.
5. Pick a slip of paper and say "Go to..".
6. The students must move their markers to that space, up or down, depending on where the situation or word called out is located on their boards.
7. They first play with one marker until it gets to one of the top spaces. Then they take the other and play until it gets to the other top space.
8. The goal of the game is to take both markers to the top line.
9. The winner or winners may be the callers the next time.

## 12. The Run and Take Game

**Materials:** Flashcards.

**Directions:** Follow the same directions for *The Run To The Board Game* (page 20). But this time make the following variations:

1. Form two lines for each team.
2. Place two flashcards/ slips of paper with words or sentences on places apart (or one near and the other far away to practice 'this and that').
3. Say aloud or refer to what they should take (for example: 'this bag'; or the name of the illustration; or the description of the situation illustrated).
5. The first one to grab the appropriate one wins a point for her/his team.

## 13. The Guessing Game

**Materials:** Illustrations, flashcards.

**Directions:**

1. Form two teams and give them a name.

2. Take a picture card (or illustration) related to the target structure or vocabulary without showing it to your students.
3. Have students from each team take turns guessing what the picture is.
4. When a student guesses, she/he wins a point for her/his team.
6. Have the rest of the class repeat as you show them the picture.

#### 14. The Matching Cards Game

**Materials:** Two sets of the same picture cards, or pairs of cards that match in different aspects, such as number-word number; colour-colour word; picture-word name; answer-question; clock-time; dialogue pattern-response; subject-verb(that fits that subject); noun-adjective (that fits that noun); two forms of the same verb, etc.

**Directions:**

1. Show your students the cards and the matches.
2. Place the cards face down and mix them up.
3. The students take turns to turn two cards over and say the names of the pictures (each time they play, regardless if they have already said the name). If they match, they can keep both cards. If not, they must place them facing down again.
5. At the end, the student with the most cards in her/his hands wins.

#### 15. Lions and Tigers

**Materials:** Flashcards of the vocabulary to be practiced.

**Directions:**

1. Draw or place two sets of pictures of the vocabulary to be practiced on the board, one set on the right of the board, the other on the left.
2. Divide the class into two teams. One is the TIGERS and the other the LIONS. They line up facing the board.
3. When you call the name of an object, the two students standing at the head of the lines run to the board to circle it first. Keep a record of the points scored by each team.
4. The group with the most points wins.

#### 16. The Memory Chain Game

**Materials:** None.

**Directions:**

1. Choose a topic. It can be a word, phrase or sentence.
2. Ask the students to line up.
3. The first one in the line starts by saying the first statement (A).

4. The second should repeat the first (A) and add his/her own (B).
5. The next must repeat the first (A), the second (B), and add a third one.
6. The game continues like this until a student can't say any of the ones said before. The one who can't is eliminated.
7. The winner is the student (or students) who remains until the end of the game.

#### 17. Tic-Tac-Toe

**Materials:** Pictures of the vocabulary to be practiced or labels with the words written down.

**Directions:**

1. Divide the class into two teams. Have each team choose a symbol (X or O).
2. Draw a grid on the board. Number each square on the board. On each one, you can paste a picture or a word face down.
3. Ask the first group to choose a number, turn the card or picture up and have a student from that team name the object. Read the word or spell it out. If the player does the task correctly, he can draw his team's symbol on the square he had chosen. If the task is incorrectly done, no symbol can be drawn.
4. Continue giving turns to different students from each team until one of the two teams has been able to draw their symbol in a row. It can be a vertical, horizontal or diagonal line.

**Variations:** You can also use this game to practice structures by having students change statements to questions or affirmative to negative sentences, answering given questions, having them create sentences using a given structure, etc.

#### 18. Other Games:

You may also play the games *Jump Rope*, *Mulberry Bush*, *Going on a Picnic*, *Bingo*, *The Freeze Tag Game*, *Hangman*.

### B. Numbers

#### 1. Number Buzz

**Materials:** None.

**Directions:**

1. Ask the class to stand up. Indicate that instead of every fifth number, they have to say "BUZZ!"
2. Point at the students very quickly one after another. They have to say the numbers in sequence. For example:  
*Point at student A= A says, "One."*  
*Point at student B= B says, "Two."*  
*Point at student C = C says, "Three."*  
*Point at student D = D says "Four."*  
*Point at student E = E says, "BUZZ!"*

3. If a student forgets to say “BUZZ!” or gives a wrong number, he or she sits down, and is out of the game.
4. The student who is the last to remain standing is the winner.

**Note:** It is advisable to play this game with small numbers. You may choose different numbers for the “BUZZ!” number. Playing with ordinal may make the game more demanding.

## 2. Jump Rope

**Materials:** One or some long jump ropes (depending on the number of students in the class).

**Directions:**

1. The basic form of Jump Rope is that two players hold opposite ends of the rope and spin it in a big circle, while a third player stands between them and jumps rope. It can be done similarly among a bigger group of students.
2. When it is completed, the players count the number of completed jumps. When a player fails a jump, he or she becomes a turner, and a new jumper begins.
3. The jumping can go along with some counting rhymes. For example:

*Cookies, candy in the dish;  
How many pieces do you wish?  
1-2-3-4-...*

*Ice cream soda, lemonade, punch;  
Spell the initials of my honey bunch.  
A-B-C-D...*

**Note:** This game can be played for reviewing any vocabulary you wish. You can challenge your students even more by asking them to create other rhymes for the vocabulary they want to practice.

**Variation:**

*Sing the rhyme of “Teddy Bear”.*

*Teddy bear, teddy bear, turn around (players turn around).*

*Teddy bear, teddy bear, touch the ground (players touch the ground).*

*Teddy bear, teddy bear, tie your shoes (players tie their shoes).*

*Teddy bear, teddy bear, read the news (players imitate reading the paper).*

*Teddy bear, teddy bear, go upstairs (players lift their knees as if climbing stairs).*

*Teddy bear, teddy bear, say your prayers (players put hands together in attitude of prayer).*

*Teddy bear, teddy bear, turn out the light (players reach up to click off the light).*

*Teddy bear, Teddy bear, say good night! (player says good night and jumps out).*

## C. Colours

### 1. Find the Right Colour

**Materials:** None.

**Directions:**

1. Asks the students to stand up.
2. Tell them to find an object in the classroom that is a certain colour and touch it. For example:  
Touch something blue.  
Now touch something yellow.
3. If a student touches a wrong colour, he or she sits down.

**Variation:** Play the game in the playground. If you do so, the students who fail are out of the game.

### 2. Colour Calls

**Materials:** None.

**Directions:**

1. Ask a student to call out a colour. For example: “Yellow!”
2. Another student sitting to the right of the first student has to name an object which is that colour and can be seen in the classroom. If the answer is correct, that student can call out another colour. If it is wrong, he/she leaves the game.
3. Repeat step 2 as many times as you wish.

### 3. The Sit Down Game

**Materials:** None.

**Directions:**

1. Ask the whole class to stand up.
2. Tell them that they must sit down whenever you call out the colour they are in today; clothing they are wearing; or in general, any characteristic that suits them.
3. The one or ones who remain standing are the winners.

## D. Actions

### 1. Mulberry Bush

**Materials:** None.

**Directions:**

1. Have students form a circle and sing the rhyme, while acting out the movements described in the verses. (The following is an adaptation of the original rhyme).

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush,  
Here we go round the mulberry bush,  
So early in the morning.  
(Walk around the circle).

This is the way we wash our clothes,  
Wash our clothes, wash our clothes,  
This is the way we wash our clothes,

*So early in the morning.  
(Make clothes-washing motions).*

*This is the way we make our beds,  
Make our beds, make our beds,  
This is the way we make our beds,  
So early in the morning.  
(Make bed making motions).*

*This is the way we do homework,  
Do homework, do homework,  
This is the way we do homework,  
So early in the morning.  
(Make doing homework motions).*

*This is the way we prepare breakfast,  
Prepare breakfast, prepare breakfast,  
This is the way we prepare breakfast,  
So early in the morning.  
(Make cooking motions).*

*This is the way we wash the dishes,  
Wash the dishes, wash the dishes,  
This is the way we wash the dishes,  
So early in the morning.  
(Make dish-washing motions).*

*This is the way we clean the house,  
Clean the house, clean the house,  
This is the way we clean the house,  
So early in the morning.  
(Make cleaning motions).*

*This is the way we take a shower,  
Take a shower, take a shower,  
This is the way we take a shower,  
So early in the morning.  
(Make taking shower motions).*

**Note:** You can invite your students to create other stanzas with other activities they may want to include.

## 2. Perhaps

**Materials:** None.

**Directions:** One student mimes an action. The class is to guess what he/she is doing. There will be a limit of three questions only. The student who guesses will continue miming.

You may wish to play this game after many actions have been learned.

## 3. Simon Says

**Materials:** None.

**Directions:**

1. You should say, "Simon (or the pet's name) says, " before you give a command, and the students must obey and act it out.
2. If a student moves when you give a command without saying "Simon Says" before, he/she is out of the game. The

students who are out of the game can help you to watch and control who moves until the game is over.

3. The students who remain at the end are the winners.

**Note:** It is useful when teaching commands to demonstrate (TPR) the actions, and to present and practice structures and vocabulary. It is an enjoyable and effective game to develop and improve listening skills.

## 4. The Miming Game

**Materials:** Slips of paper.

**Directions:**

1. Divide the class into two teams.
2. Give out slips of paper for the students to write down an action word (or a situation that involves any kind of acting). You may use pictures instead if you have them available.
3. Have each group collect their slips of paper or picture cards.
4. Then, they pick up or choose one for a student from the opposite team to mime while the rest of the playmates on that team try to guess what the action word or situation is.
5. Encourage them to ask Yes/No questions if possible.
6. When they guess, they must say the complete sentence (or spell the word correctly or write it on the board) to get a point.
7. Both teams take turns, and at the end, the one with the most points wins.

**Note:** This game can be played in pairs or groups. Also, you can invent more rules to make it more demanding as needed.

## Games for practicing phrases

### A. Going on a Picnic

**Materials:** None.

**Directions:**

1. Have one player recite the phrase "I'm going on a picnic and I'm taking \_\_\_\_\_. He/she completes the sentence with an item that begins with the letter a, such as apples.
2. The second player must recite this sentence and add an item that begins with the next letter of the alphabet.
3. The next players continue the same way with the following letters of the alphabet. The winner is the last player able to repeat the complete string of items to be taken on the picnic without making any mistakes.

**Note:** This activity can be adapted for practicing any other set of vocabulary.

### B. The Freeze Tag Game

**Materials:** Illustrations or flashcards depicting the vocabulary worked on in class.



#### Directions:

1. Place the illustrations or flashcards apart. (Better if played outdoors).
2. One student is the 'Go to' (you can adapt a different name according to the target structure), and chases the rest of the players.
3. They are to run when they hear 'Go to' and stand at a safe place (a flashcard or illustration), and say the word or phrase you choose as they reach it.
4. If they are tagged by the 'Go to' before they reach a place (flashcard), they must freeze in that position.
5. The chaser continues saying 'Go to' and the rest must run from their safe place to another one while the 'Go to' student runs after them-trying to freeze them all.
6. On their way, they can try to touch a 'frozen' friend and release him or her from the freeze, so he/she is free to run again.
7. When 'Go to' freezes all the players, the last 'frozen' playmate becomes the new 'Go to'.

### C. Other Games:

You may also play the games *I am packing my Bag*, *Fruit Basket*, *The Memory Chain Game*.

### Games to practice time words or expressions

#### A. Days of the Week and Dates

**Materials:** Pages of old calendars and dice.

#### Directions:

1. Bring a few pages of old calendars.
2. Divide the class into groups of four. Give a copy of the calendar and some dice to each group.
3. Students in each group take turns tossing the dice on the calendar.
4. Each student must spell the day of the week on which the dice lands. If the student spells it correctly, he/she gets a point. If the spelling is incorrect, the student is out of the game.
5. The student with the largest number of points in 10 minutes is the winner.

**Variation:** To make it more challenging, besides spelling the day, you can have the students tell the date corresponding to where the dice lands.

#### B. Months of the Year

**Materials:** A sheet of paper with the twelve months written in random order and scrambled letters, white paper and pencil.

#### Directions:

1. This game may be played in pairs, in small groups, or individually.
2. Prepare copies of a sheet of paper on which all the twelve months are written. Give each pair, group or student a copy of it.
3. Students have to write the names of the months properly and in the correct order from January to December.
4. The pair, group or student who finishes first is the winner.

### C. Living Calendar

**Materials:** Chalk.

#### Directions:

1. Mark a calendar on the pavement in chalk. Number each square as indicated below.

Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24	31
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	
Sunday	7	14	21	28	

2. Each child stands in a square. Choose a month. For example, August. Ask a volunteer to start by saying the date he/she represents: "I am Tuesday, the tenth of August". This student then asks someone a question, "Pablo, what's the date?" If the student answers correctly, he or she can continue. If the answer is wrong, he is out of the game.
3. The student who is the last to remain standing is the winner.

**Note:** Change the name of the month from time to time. You may also wish to have the students change places.

### Games to practice prepositions of place

#### A. Where is it?

**Materials:** Small objects the students know the names of.

#### Directions:

1. Students turn around and close their eyes while a small object is hidden.
2. Each one has to ask a question. Is it behind the lockers? Is it under the teacher's desk? Is it in X's pocket?
3. The student who guesses will hide the next object.

**Note:** If it is difficult for your students to ask questions, let them make statements such as It is behind the lockers, etc.

## B. Finding Objects

**Materials:** Different small objects the students know the names of.

**Directions:**

1. Before the activity, hide a set of small objects. Have some lists of those objects (one per student, or per pair).
2. Set a time limit for the students to find the objects.
3. As each player finds an object, he or she goes somewhere nearby and writes down what and where it is. For example, The dictionary is in the trash can.
4. The player who finds the most objects and writes down the most correct sentences about them is the winner. Give a model for the students to follow: The \_\_\_\_\_ is \_\_\_\_ ; There is a \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ .  
(object) (preposition) (place)

## Games to check comprehension

### A. Listening

#### 1. Yes/No Card

**Materials:** A card for each student, red on one side and white on the other (you may want to use different colours).

**Directions:**

1. Ask the students to listen to you. If what you say is true, they turn their cards white side up. If what you say is wrong, they should turn the red side up.
2. The students who turn the wrong side up must turn in their cards.
3. The winner is the last student who stays in the game.

**Note:** This activity can be used to practice the names of objects with different colours or other characteristics. It can also be used to practice the vocabulary of different units.

#### 2. Bingo

**Materials:** Bingo boards.

**Directions:**

1. Have the students choose how they want to fill in the board, only one line (horizontal, vertical or diagonal), making a U, or an L or filling in the whole board. Make sure they choose different shapes each time you play.
2. They should cut as many blank pieces of paper as necessary.
3. Let them listen to the Cd, or read the scripts yourself (the first time).
4. As they listen to the different words or situations illustrated on each square, they must cover the ones they have on their rows or columns.
5. When they cover all the shape or line that was stated, they should call out "Bingo".

6. You may want to play it again, in which case you can copy the sentences onto slips of paper to call out the situations or words in a different order.
7. You may also have the winners pick up the slips of paper and be the callers by reading the situations.

### 3. The True or False Game

**Materials:** None.

**Directions:**

1. Write the words TRUE and FALSE on two separate slips of paper and stick (or just place) them on two empty chairs at the front of the class.
2. Give numbers to the students (follow the same procedure as for the RUN TO THE BOARD game).
3. You show a card and say a statement about it (or give its name) that might be true or false (correct or incorrect) as you call out a number.
4. The two students who have that number must run and sit in the appropriate chair (depending on whether the answer is true or false).
5. The first one to reach and sit on the correct one wins a point for his/her team.

**Note:** You can play this game to correct an activity or the homework assigned; this means you do not always need picture cards to play it.

### B. Listening and writing

#### 1. The Run to the Board Game

**Materials:** Slips of paper, flash cards depicting vocabulary, if necessary.

**Directions:**

1. Divide the class into two teams: right and left and have them give a name to each. Write the names on the proper side of the board.
2. On slips of paper or cards, write numbers corresponding to the amount of students in each group. This means twice the same number for two students on different teams. (You may keep these numbers for other games).
3. Give each team a set of mixed up numbers, asking the students not to tell what number they got.
4. Ask a question and as you call out a number, the two students (one on each team) who have it should run to the board and write the answer to whatever they were asked. They must not look at each other's answer.
5. The first one to finish writing shouts "Stop", but the other can continue writing the answer. The one who shouted "Stop" gets a point for his/her team if the answer is correct. If it is not, then you check the other player's answer, always asking the class whether it is correct or not. If it is correct, his/her team gets the point.

- When everyone has had a turn, the team with the most points wins.

**Note:** The importance of the numbers in this game is that all the class must be attentive all the time and try to figure out all the answers; not just those whose number is being called out.

It can be adapted to any structure and whenever you want ALL the class to participate.

## 2. The Correction Game

The goal of this game is to correct an exercise or activity in a more motivating way.

**Materials:** None.

**Directions:**

- Divide the class into two teams.
- Elicit names for the teams and write them on the proper side of the board.
- Ask a student from each team to copy from their book or write sentences or answers to whatever you are working on (on the board).
- Each correct answer is a point for the corresponding team.
- When you finish correcting all the questions in the exercise, the team with the most points wins.

## C. Other Games:

You may also play the game *Bingo*.

## Games for speaking and role playing

### A. Waiters

**Materials:** Sheets of paper, markers or coloured pencils.

**Directions:**

- Divide the class into two teams. Each team chooses its waiter.
- Everybody draws something that can be obtained at a restaurant. At the side of each picture, the name of the item is written. The drawings are put into two piles on the table.
- The teams take turns ordering some food from the waiter. The waiter of team A waits on team B and the other way around. Students have to use the structures *"I'd like..."; "I want... please."*
- The waiter looks for the items ordered in his pile of drawings, and if he/she can find the right one, he/she takes it to the 'customer' and says *"Here you are, sir/madam"*. If he/she can not find it, he/she says *"I'm sorry, sir/madam, we don't have any..."*
- The winner is the team whose waiter first succeeds in serving all his customers.

### B. Making Masks

**Materials:** A paper or plastic plate or a paper bag.

**Directions:**

- If you use a plate, make two small holes on both sides, and attach an elastic band to them.
- Draw the face and colour it.
- Cut out the eyes (nose or mouth), or anything else you want to be included in the face. You may stick a small cup for the nose, or cut out noses and mouths from magazines and glue them on.
- You may also stick on some wool or similar material for the hair.

**NOTE:** Masks are a unique aid for the students, specially for speaking activities, and in drama or role-playing. Remember that giving students the opportunity to assume a different personality from theirs, helps them feel less inhibited, and free to express themselves freely (and avoid feeling bad when making errors) and in an enjoyable way.

## Structure games

### A. Zoo Game

**Materials:** Flashcards of animals and actions.

**Directions:**

- Make two piles with the flashcards (A-B.)
- Divide the class into two teams.
- Call a student from one of the teams to the front of the room. He/she picks a flashcard from each pile and makes a sentence using CAN/CAN'T. For example, *"A bird can't speak."*
- If the sentence is correct, he/she gets a point for his/her team.
- Keep track of the teams' scores.
- The winning team is the one with the most points.

### B. What is there in my bag today?

**Materials:** Different objects or pictures of objects and a bag.

**Directions:**

- A volunteer comes to the front of the room with a bag full of things. He/she asks *"What's there in my bag today?"* The class guesses, *"There is a/an..."* The bag's owner says, *"No, there isn't a..."* or *"Yes, there is a..."*
- Have other volunteers do the same as in 1.

**Note:** This game does not have a winner. But you can limit the number of questions that can be asked. It is ideal for practicing any kind of vocabulary you want.

### C. Other Games:

You may also play the games *Bingo*, *The Race Game*, *The Run and Take Game*, *The Miming Game*, *The Guessing Game*, *The Matching Cards*, *Tic-Tac-Toe*.

# Unit 1

## My family and I

### Lesson 1

#### Planning

#### Learning logs

The student

- Identifies informal introductions.
- Identifies and names colours.
- Identifies and names family members.
- Uses illustrations, background and prior knowledge.
- Associates family names with things.
- Uses songs to learn vocabulary, sentences and patterns.
- Makes up new verses.

#### New vocabulary and expressions

##### Nouns:

**Colours:** pink, red, orange, yellow, green, blue, purple, white, brown, black.

**The family:** mother, father, sister, brother, grandmother, grandfather;

My (family member) is in (colour).

I'm \_\_\_\_\_; Questions: What's your name?;

Hello; I'm \_\_\_\_\_.

How are you? —I'm fine, thanks. And you?

#### Materials

Slips of paper of different colours, scotch tape, a family photo.

### Page 6

**Warm up:** As you come into the classroom say: "Hello. I'm \_\_\_\_\_". Have some students repeat. Ask other students "What's your name?" Accept just names or complete answers. Let some students greet each other informally.

#### Presentation 1

##### 1. Sing and practice.

Have the students look at the pictures and ask them what they see. Accept just words.

Let the students listen to the song once. Encourage them to sing along as you play the Cd several times. Focus on the pronunciation of /T/ in "thanks".

Have them sing in unison first and then in groups. Follow the directions for working with songs on page 9.

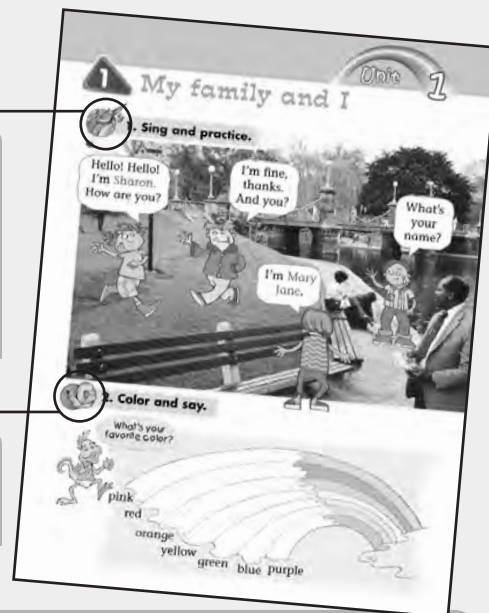
##### 2. Colour and say.

Read the names of the colours in the chart and have the students repeat. Then, have the students colour the rainbow. Ask some of them what their favourite colour is.

#### Further practice.

Have the students replace the names in the song with their own. Have them choose a partner to sing and dance with and form groups of four -that is, two couples. Let each pair hold right hands and turn themselves around singing along and dancing. Tell them they must change partners quickly as the second part of the song starts.

**Workbook:** Page 3, Activity 1. Have the students look at the pictures, and read the directions with them. Do the sample as a class and then let them finish the activity in pairs or individually. Correct by having the students read the questions and answers aloud.



## Presentation 2

## 3. Sing and point. Make up more verses.

Show the photo and ask the students to look at the family album on the page and say "This is a family. Look at the mother, the father,..." as you point to each one. Ask them what colours they see in those photos. Point to or write the words on the board. Have the students point as you name each family member.

Play the Cd or sing (just the first stanza). Focus on the pronunciation of /th/(mother, father,...) contrasted with the sound /d/ as in red, grandfather,...)

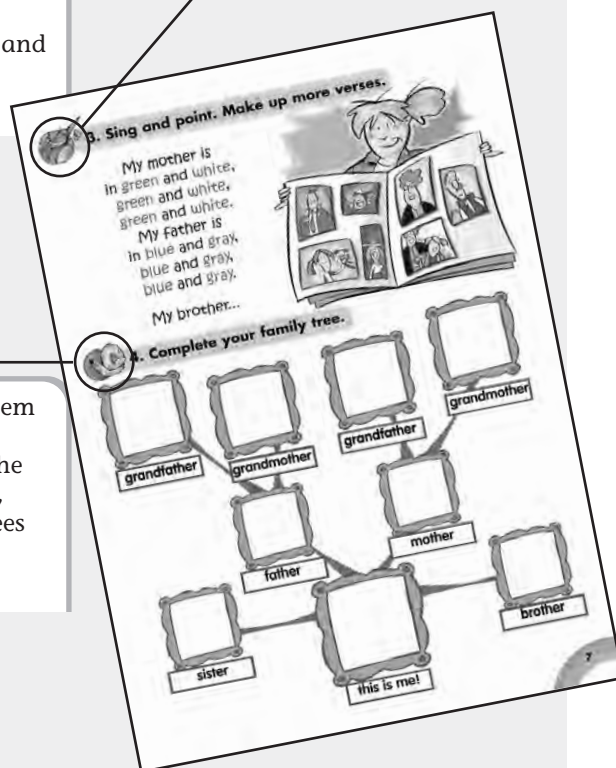
Have the students make more verses changing the colours and family members as they appear on the album pages.

Sing the rest of the song.

## Practice

## 4. Complete your family tree.

Have students bring a photo of their families to class. Have them show the photos and describe their families. Ask students to look at the family tree and read the words. Have them draw the different member of their families including themselves. Then, have them work in pairs. Ask them to describe their family trees including the colour of the clothes of each member. You may write on the board "My mother is in \_\_\_\_\_."



## Further practice.

Play the I Spy Game as described on page 13. Use colours this time (I spy or I see something 'blue') and numbers (I spy or I see 'four things').

Encourage the students to remember what colour their family members are in today. Ask some volunteers.

Play Bingo. Follow the instructions on page 20. Don't use a third row. Play only horizontally.

Workbook: Page 4, Activity 3. Read the directions and sentences together. Match one as an example. They may work alone or in pairs. When they've completed the activity, have some volunteers show and read their answers.



## Tale Time

### Planning

#### Learning logs

The student:

- Keeps a story line and creates good reading habits.
- Avoids bad habits as trying to understand word-by-word.
- Predicts and previews through titles and pictures.
- Puts together a class/group big-book.
- Talks, exchanges ideas about the tale and makes up a new story.
- Reviews and practices greetings.
- Applies reading strategies.
- Shares books and is responsible for peers' books.

#### New vocabulary and expressions

Place, dreams, Wonderland.

#### Materials:

Big pieces of paper, cardboard, pen, coloured pencils, markers, string.

Page 111

## Alice In Wonderland

### Warm up:

Write the word 'tale' on the board and tell the students what it is.

Before they look at the page, write "\_\_\_\_\_ in Wonderland" or "Alice in \_\_\_\_\_", and see if they can give you the complete title. Then, write 'dream' on the board. Simulate or mime dreaming. Talk about dreams (when and how logical or impossible they are,...). Say they're wonderful and copy this word on the board with other synonyms, such as fantastic, marvelous, incredible.

### Pre-reading:

Have the students look at the pictures, telling them this is just one part or scene of the tale.

Write these key words on the board: Alice - White Rabbit - Wonderland - dreams - fantastic and let them predict by reading what this part is about.

### While-reading:

Follow the procedure for readings suggested on page 10. This time besides the 'Who' they can ask for the 'Where' (Wonderland), and 'What' (a dream).

### Post-reading:

Ask some questions about the reading: about the colour of the things in the pictures, the Rabbit, or other characters, the number of things, the greetings used or other structures learned before. Then, have your students predict what will happen next.

### Further practice.

Have the students retell the story, but this time, using a classmate's name instead of Alice, change the rabbit's colour and maybe the place, too. Have them copy, invent or add something to the story, and make a Big Book. Tell them they can tie the pages together with string and make the front and back covers. Follow the same procedure as in the address book (unit 1), but this time they'll be completing it by parts.



## Planning

### Learning logs

The student:

- Uses illustrations to predict and preview.
- Uses background and prior knowledge.
- Puts together a class/group Big Book.
- Relates the readings to her/his own experiences and prior knowledge.
- Applies reading strategies.

### New vocabulary and expressions

Say, big, point to, tree, into, with, little, fall down, can't see, Oh! Ahh!

### Materials:

big pieces of paper, cardboard, pen and coloured pencils/markers, string, a picture of a tree, and of big and little things.

## Page 112

### Presentation

Show the students the picture of the tree, as you write the word on the board. Do the same with the pictures that illustrate 'big' and 'little'. Have them repeat these new words. Have them look at the pictures. Call attention to the tree, and the little things.

### Practice

#### Pre-reading:

Write key words on the board, as done before, for them to predict. They can be: where, White Rabbit, go into tree, nice, home, little.

#### While-reading:

Follow the procedure for readings. Use the questions: 'Who' (Alice and the White Rabbit); 'Where' (the Rabbit's home in a tree in Wonderland); 'What' (the things are very little there).

#### Post-reading:

Ask some questions about this chapter. They may be about the White Rabbit, Alice's activities, or descriptions of the Rabbit's home. Then, have them predict what will happen next.



### Further practice.

- Encourage students to role play as a third student reads the tale or you play the Cd. You can also record or film them.
- Have them draw the tree and what they can see inside it.
- Have students continue working in the Big Book and add a new page.

## CD scripts

## Unit 1

## Page 11

## 2. Listen and number.

1. I'm Ricky. He's my grandfather James, and she's my grandmother Rose. And they are my mother, my father, and my two brothers.
2. Hi, I'm John. She's my mother and he's my father. My brother is five and my sister is three.
3. Hi, I'm Diana. She's my grandmother and he's my grandfather. And they are my two brothers and my sister.

## 3. Listen and colour.

This is my family. My mother is in yellow and red. My father is in grey and blue. My sister is in white and pink. My brother is in orange and green.

## Unit 2

## Page 17

## 4. Match. Listen and say.

For art lessons, I need coloured pencils, scissors and glue.  
For math I need a notebook, a pencil and an eraser.  
For science, I need a book, a pen and a ruler.

## Page 19

## 3. Listen and check.

1. This is a red book.
2. This is a green ruler.
3. This is a blue sharpener.
4. This is a yellow pencil.

## Page 22

## Bingo!

## Listen and play.

Where's the chalk? It's on the board.  
Put your books into the desk!  
Open the door.  
Stand on the chair.  
Where's my book? It's in your bag.  
The pen is under the lunch box.  
Sit on the chair.  
Take out a sharpener.  
Where are the markers? They're in the desk.  
When is science? It's on Thursday.  
Point to that wall.  
Close the window.

## Page 24

## 3. Listen and colour.

1. Put away your notebook.
2. Sit down.
3. Touch a pencil case.
4. Point to the board.

## Unit 3

## Page 29

## 4. Listen and check.

1. We meet a friend.
2. We watch movies at the cinema.
3. She's at the toy store.
4. He goes to restaurants on Saturday.

## Page 31

## 2. Listen and circle.

- a. Is Tommy at home?
- b. Does he watch TV at home?
- c. Does he go to good restaurants?
- d. Does he go to the cinema?
- e. Does he meet friends at the video shop?

## Page 34

## 2. Listen and number.

1. We study at school.
2. I watch TV at home.
3. We play at the park.
4. I meet my friends at the restaurant.

## Unit 5

## Page 46

## 2. Dance and sing.

You put your leg in, you put your leg out,  
You put your leg in you shake it all about.  
You do the Hokey Pokey and you turn yourself around,  
That's what it's all about! Hey!  
(Continue the same, but changing the word "leg" to: arm - hand - finger - head - ears - knee - foot ).

## Page 54

## 2. Listen and draw.

Andrea has big eyes and long hair.  
Sam has a small mouth and short hair. He's short.  
Paula has small eyes. She's tall.  
Jimmy has long hair and a very big mouth.

## Unit 6

## Page 56

## 2. Sing and dance.

The farmer in the dell	-The cat takes the fish.
The farmer in the dell	-The cow gives the milk.
Hi-ho, the derry-o,	-The cat takes the milk.
The farmer in the dell.	-The dog takes the cat.
(Continues)	-The fish swims.
The farmer takes the cow	-The cat takes the bird.
The farmer takes the cow	-The bird flies up high!
Hi-ho, the derry-o,	
the farmer takes the cow.	

(And goes on, making the following variations:

## Page 57

### 4. Listen. Act out and say.

The horses are running fast.  
The turtles are walking slowly.  
The birds are flying high.

## Page 59

### 3. Listen and play.

Where's the bird? It's on the cow.  
What's the cow doing? It's giving milk.  
What are the horses doing? They're running fast.  
What pets do you have? I have a rabbit, a dog and a fish.  
Where's the dog? It's in his house.  
What pets do you prefer? I prefer turtles.  
Do you like horses? Yes, I do.  
How many pets do you have? I have two dogs.  
What's the fish doing? It's swimming slowly.  
What's the cat doing? It's eating meat.  
What's the rabbit doing? It's jumping.  
Where's the chicken? It's under the hen.  
What's the bird doing? It's flying up high.  
What are the hens doing? They're running fast.  
What's the pig doing? It's shaking.  
What's the turtle doing? It's walking slowly.

## Page 64

### 2. Listen and circle.

LISA: I like rabbits.  
PAUL: I love birds.  
MONICA: I don't like fish.

## Unit 7

## Page 67

### 2. Look and listen. Write the names. Then, say.

What are you doing?  
I'm having a birthday party... I'm getting presents,  
and Simon is singing;  
Lili is dancing,  
Ralph is talking to Linda,  
Andy and Gina are playing games,  
Katya is eating strawberry ice cream,  
and Manuel is eating a lollipop!

## Page 70

### 1. Complete the words and read aloud. Listen to confirm

A Letter To Santa  
Dear Santa,  
Merry Christmas! How are you? I'm very happy!  
This Christmas I want a bicycle, a new skirt, a jacket, new  
boots and a new sweater.  
Please give me games, chocolates, cookies and lollipops. (Not  
vanilla flavor please, I don't like vanilla!)  
Thanks. Love,  
Jenny  
P.S. I also want a new bag for school.

## Page 71

### 2. Listen and circle.

1. I want a sweater this Christmas.
2. I want a skirt and shoes, too.
3. I want some cake.
4. Please, give me a cookie.
5. I want a bike for Christmas.
6. I want a bag for school.

## Page 74

### 3. Listen and complete the letter.

Dear Santa,  
Today is Christmas and it's my birthday too. We have a  
chocolate cake and lollipops for the party. I want a new pair  
of shoes and a jacket.  
Love, Tim

## Unit 8

## Page 80

### 1. Listen and read.

Saturday flea Market!  
You can buy new and old toys!  
We have beautiful dolls; fast cars, and trains; big and small  
bears, too.  
And you can buy magazines for children and great music, too.  
Ah! Do you like games? We have very good board and video  
games!  
Come soon!

## Page 81

### 2. Listen and number.

Number one: They have exciting board games.  
Number two: Old and new dolls are beautiful.  
Number three: They have big and small bears.  
Number four: They have magazines for children.  
Number five: They have trains and cars.  
Number six: They have good music.

## Page 84

### 2. Complete and listen to check.

This is a picture of my birthday party!  
I'm wearing a green T-shirt a jacket and green shoes. I'm  
eating cake and lollipops. You can see my presents: a car and  
an airplane. I love my new schoolbag.

# Workbook Answer Key

## Unit 1

### Page 3, Activity 2

The pines are green, the sun and birds are yellow, the water  
is blue, the wolf is grey, two mushrooms and one bird are  
red, two other mushrooms are orange, the clouds are grey.

## **Page 4, Activity 1**

Matching: one and tree; Two and kites; three and children; four and dogs; five and spiders; six and ducks; seven and apples; eight and birds; nine and bees; ten and flowers.

## **Page 5, Activity 3**

- b. She;s 4.  
d. He;s 8. \*

## **Page 6, Activity 1**

Picture 1: Fishy should be yellow. 2: a female fish and the male should be drawn in the aquarium. 3: The number '5' should be written in the candle.

## **Page 7, Activity 2**

1. The students must circle the word FIVE. 2. They should circle the numbers SIX, TWO, FOUR, ONE, NINE, EIGHT.

## **Page 7, Activity 3**

Fishy is 4.  
His phone number is 562-4198

## **Page 7, Activity 4**

2, 7 and 9 should be coloured.

## **Unit 2**

## **Page 9, Activity 1**

They have to draw the door, ruler and notebook. The missing letter is 'e'.

## **Page 10, Activity 2**

They should have realized that Saturday and Sunday are the days which aren't referred to school subjects, but to free time activities; therefore, they meet their friends on Saturday, and go to restaurants on Sunday.

## **Page 11, Activity 1**

They have to draw the items as described in the sentences.

## **Page 11, Activity 2**

Stand up, matches the figure standing up next to the chair; take out, the box that shows a ball taken out; open, the

book that's open; close, the closed book; sit down, the figure on the chair; put away, the box with a ball coming in; touch, a hand touching a piece of paper; go to, the figure walking on the way.

## **Page 12 Activity 1**

clockwise: books; art class, pen, board, door.

## **Page 13 Activity 3**

a. door; b. Wednesday.

## **Page 13, Activity 4**

This is a book.  
This is a ball.  
This is a door.

## **Page 14**

1. The scissors are in the trash can. 2. The glue is under the chair 3. The pen's in the desk. 4. The notebook's on the table/desk. 5. (The) four pencil sharpeners are under the table. 6. The notebook's on the book bag. 7. The ruler's in the book bag. 8. They're in the pencil case.

## **Unit 3**

## **Page 16, Activity 2**

He buys a. They see c. She rents d. They eat b.

## **Page 16, Activity 3**

a. cinema b. house c. restaurant d. video shop e. church.

## **Page 17, Activity 2**

He plays at home.

## **Page 18, Activity 1**

d, a, c, b.

## **Page 19, Activity 2**

Circle No.

## **Page 19, Activity 4**

Theater.  
Toy store.



## Unit 4

### Page 23, Activities 1 and 2

He's playing video games.

## Unit 5

### Page 28, Activity 4

1. big; 2. long; 3. tall; 4. big; 5. short 6. small.

### Page 31, Activity 4

1. Foot.
2. leg; 3. knee.
4. head; 5. finger.
6. arm.

## Unit 6

### Page 34, Activity 3

For the first one: cow, pig cat, milk, egg and hen. For the second: horse, meat, fish, turtle.

### Page 34, Activity 4

The cat/high.  
The pig/slowly.  
Dog/fast.

### Page 37, Activity 2

fish-swimming; horse-running; rabbit-jumping; pig-eating.

## Unit 7

### Page 43, Activity 2

Food: chocolate cake, ice cream, pizza. Clothes: jacket, trousers, socks.

## Unit 8

### Page 45, Activity 2

10 dolls (12 including clowns). 3 bears.

### Page 46, Activity 3

They should circle the following words: music, T-shirt, jeans, boots, blouse, jacket, skirt, skates, dress, shirt, bathing suit.

## Tests Answer key

### Test 1.

1. Draw and complete the family tree below.  
grand mother, father, mother, brother, sister.
2. Answer the questions. Answers vary.
3. Colour and label. Use the Word Bank.  
Students are to colour the pen red, the lunch box green, the ruler orange, the pencil yellow and the sharpener blue.

### Test 2.

1. Complete with the name of the places.  
1. school; 2. videoshop; 3. toy store; 4. shopping mall;  
5. park; 6. restaurant; 7. church; 8. cinema.
2. What do they answer? complete.  
Clockwise: I ride bike. I run. I slide. I walk. I skate. I jump rope.

### Test 3.

1. Match each picture with the appropriate description.  
1. From left to right: a,b,c.
2. Write the opposite: short, small, short, hot, sad.
3. Circle the words and complete: cow, rabbit, turtle, hen, bird, fish, pig, dog.

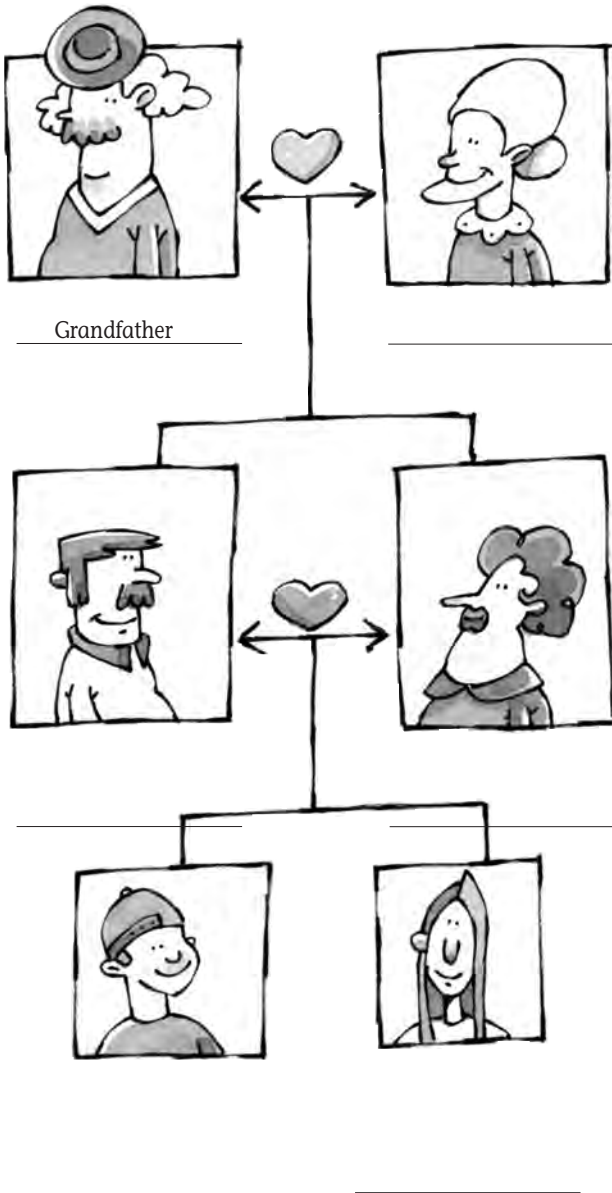
### Test 4.

1. Complete the letter: answers vary.
2. Complete the chart: I have : books, a ball, a videogame, a puppet; I want: an airplane, a car, a train, a board game.

# Test 1

## Units 1-2

1. Draw and complete the family tree below.



2. Answer the questions.

What's your name?

My name is \_\_\_\_\_.

What's your telephone number?

It's \_\_\_\_\_.

How old are you?

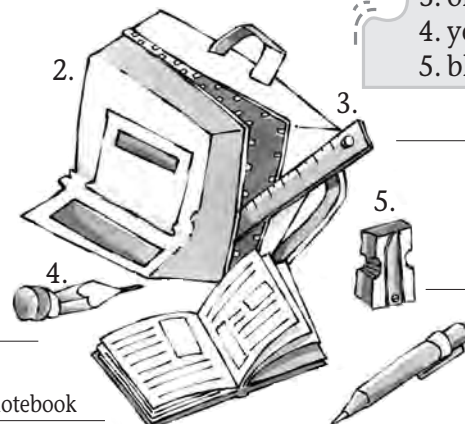
I am \_\_\_\_\_.



3. Colour and label. Use the Word Bank

WORD BANK

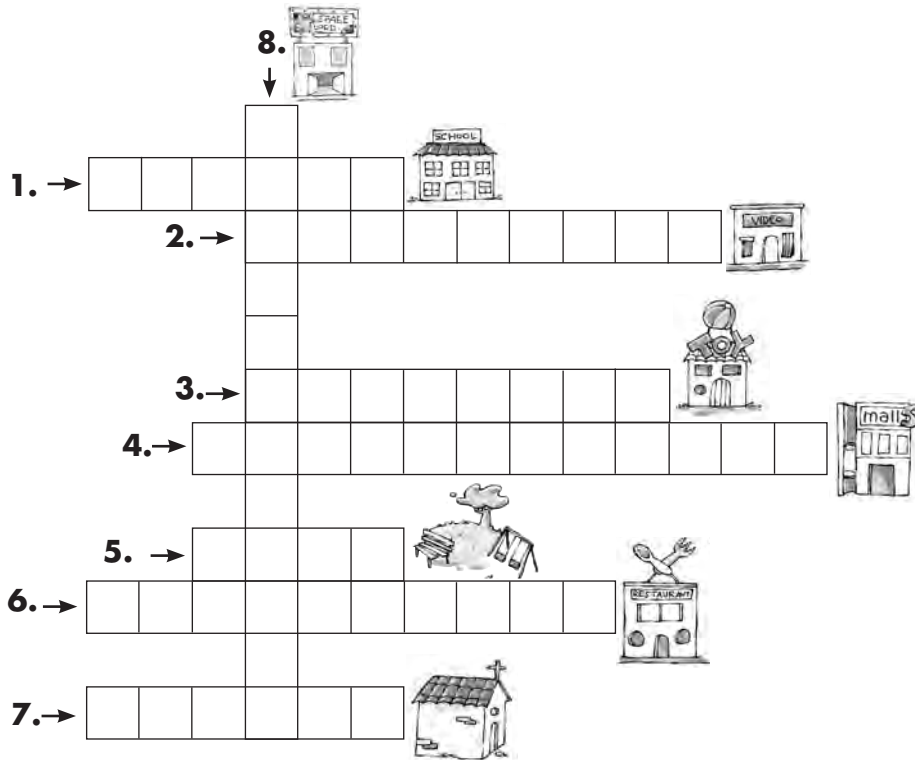
1. red
2. green
3. orange
4. yellow
5. blue



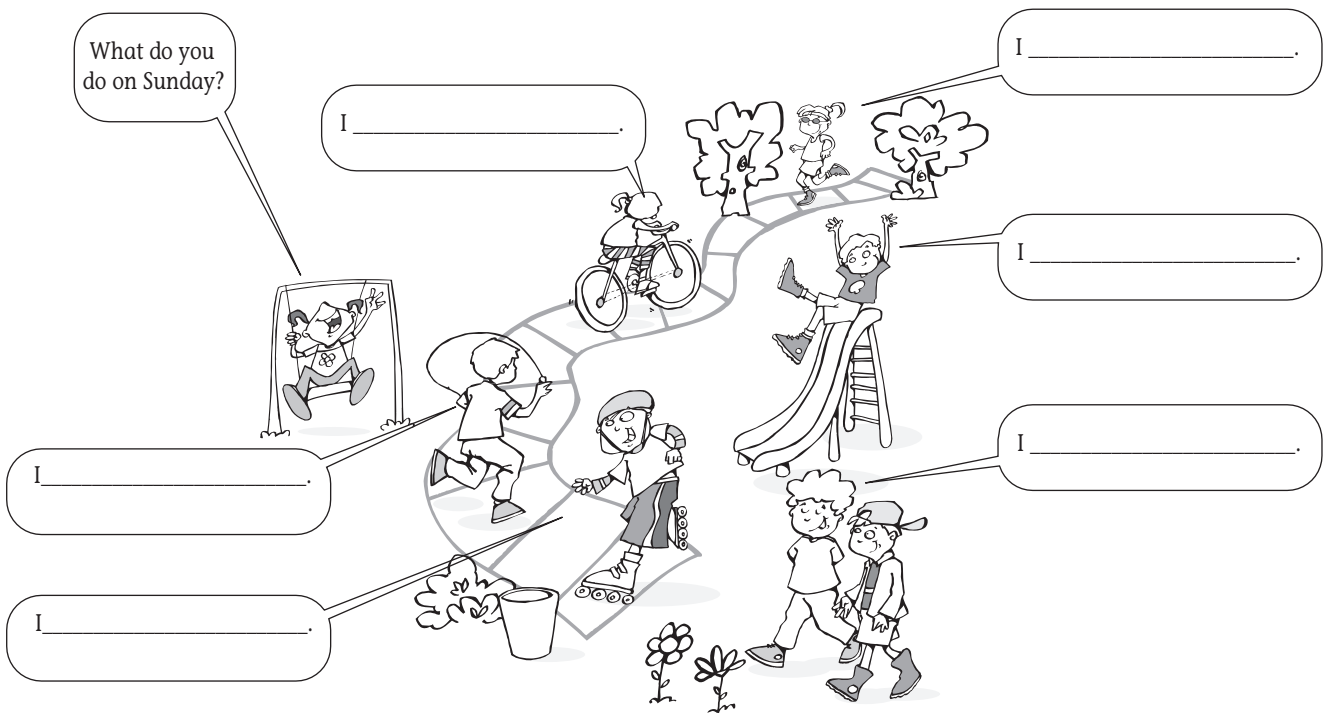
## Test 2

Units 3-4

1. Complete with the name of the places.



2. What do they answer? Complete.



# Test 3

## Units 5-6

### 1. Match each picture with the appropriate description.



- Peter is tall. His hair is long and his eyes are big.
- Martha is short. Her hair is short and her eyes are big.
- Alice is tall. Her hair is long and her eyes are small.
- John is tall. His hair is short. His eyes are small.



### 2. Write the opposite.

tall \_\_\_\_\_

cold \_\_\_\_\_

big \_\_\_\_\_

happy \_\_\_\_\_

long \_\_\_\_\_

### 3. Circle the words and complete.

- The \_\_\_\_\_ gives milk.
- The \_\_\_\_\_ eats carrots.
- The \_\_\_\_\_ walks slowly.
- The \_\_\_\_\_ lays eggs.
- The \_\_\_\_\_ sings.
- The \_\_\_\_\_ swims in the aquarium.
- The \_\_\_\_\_ gives meat.
- The \_\_\_\_\_ says "wow, wow."



a	b	h	e	n	c	e	w
b	f	i	s	h	d	o	g
c	o	w	z	w	p	i	g
d	t	u	r	t	l	e	p
p	t	o	k	g	l	e	c
r	a	b	b	i	t	l	m
p	c	h	i	c	k	e	n
l	m	a	i	n	c	h	e
z	b	i	r	d	p	m	t

## Test 4

Units 7-8

## 1. Complete the letter.

Dear dad and mum,

How are you ? I'm very happy.

For my birthday I want a pair of \_\_\_\_\_,  
a red \_\_\_\_\_, a \_\_\_\_\_ and a \_\_\_\_\_,  
too. I also want some toys. I like \_\_\_\_\_  
and \_\_\_\_\_, but I have many of them.  
I want \_\_\_\_\_ and \_\_\_\_\_ to play with my  
friends.

Thanks.

Love,

Kate



## 2. Complete the chart.



I have	I want
books	an airplane





## Lesson Log

Unit and Lesson	Topics	Estimated time in hours	Unit and Lesson	Topics	Estimated time in hours
<b>Unit 1</b>			<b>Unit 3</b>		
<b>Lesson 1</b>	Greetings Colours Family	2 hours 3 hours 3 hours	<b>Lesson 1</b>	Places in town Verbs	2 hours 2 hours
<b>Lesson 2</b>	Numbers 1-10 Verb to be Age Sounds and Rhythm	4 hours 6 hours 2 hours 1 hour	<b>Lesson 2</b>	Simple present Sounds and Rhythm	8 hours 1 hour
<b>Lesson 3</b>	Reading and writing Listening activities	2 hours 2 hours	<b>Lesson 3</b>	Reading and writing Listening activities	2 hours 1 hour
<b>Lesson 4</b>	Game Project	1 hour 2 hours	<b>Lesson 4</b>	Game Project	1 hour 2 hours
<b>Lesson 5</b>	My learning log	1 hour	<b>Lesson 5</b>	My learning log	1 hour
<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours	<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours
<b>TOTAL</b>		<b>33 hours</b>	<b>TOTAL</b>		<b>24 hours</b>
<b>Unit 2</b>			<b>Unit 4</b>		
<b>Lesson 1</b>	Classroom items Days of the week Subjects	3 hours 2 hours 2 hours	<b>Lesson 1</b>	Actions Numbers 11-20	3 hours 3 hours
<b>Lesson 2</b>	A/an Commands Sounds and Rhythm	2 hours 3 hours 1 hour	<b>Lesson 2</b>	Present continuous Sounds and Rhythm	6 hours 1 hour
<b>Lesson 3</b>	Prepositions Reading and writing	3 hours 3 hours	<b>Lesson 3</b>	Listening Reading and writing	2 hours 2 hours
<b>Lesson 4</b>	Game Project	1 hour 2 hours	<b>Lesson 4</b>	Game Project	1 hour 2 hours
<b>Lesson 5</b>	My learning log	1 hour	<b>Lesson 5</b>	My learning log	1 hour
<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours	<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours
<b>TOTAL</b>		<b>27 hours</b>	<b>TOTAL</b>		<b>25 hours</b>



## Lesson Log

Unit and Lesson	Topics	Estimated time in hours	Unit and Lesson	Topics	Estimated time in hours
<b>Unit 5</b>			<b>Unit 7</b>		
<b>Lesson 1</b>	Parts of the body and face Plurals	6 hours 1 hour	<b>Lesson 1</b>	Celebrations and food Actions	3 hours 2 hours
<b>Lesson 2</b>	Descriptions (possessives, adjectives) Sounds and Rhythm	8 hours 1 hour	<b>Lesson 2</b>	Clothes and simple present continuous Sounds and Rhythm	4 hours 1 hour
<b>Lesson 3</b>	Reading and writing	5 hours	<b>Lesson 3</b>	Reading and writing	3 hours
<b>Lesson 4</b>	Game Project	1 hour 2 hours	<b>Lesson 4</b>	Game Project	1 hour 2 hours
<b>Lesson 5</b>	My learning log	1 hour	<b>Lesson 5</b>	My learning log	1 hour
<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours	<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours
<b>TOTAL</b>		<b>29 hours</b>	<b>TOTAL</b>		<b>21 hours</b>
<b>Unit 6</b>			<b>Unit 8</b>		
<b>Lesson 1</b>	Animals and actions	6 hours	<b>Lesson 1</b>	Toys General Review	3 hours 4 hours
<b>Lesson 2</b>	Preferences, likes and dislikes Sounds and Rhythm	5 hours 1 hour	<b>Lesson 2</b>	Have and Want Sounds and Rhythm	4 hours 1 hour
<b>Lesson 3</b>	Reading and writing	3 hours	<b>Lesson 3</b>	Reading and writing	3 hours
<b>Lesson 4</b>	Game Project	1 hour 2 hours	<b>Lesson 4</b>	Game Project	1 hour 2 hours
<b>Lesson 5</b>	My learning log	1 hour	<b>Lesson 5</b>	My learning log	1 hour
<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours	<b>Lesson 6</b>	Fun reading Tale time	2 hours 2 hours
<b>TOTAL</b>		<b>23 hours</b>	<b>TOTAL</b>		<b>23 hours</b>