

Classroom language

Listen and look.

Point.

Point to Ben.

Point to the dog.

Point to the right picture.

Touch.

Touch your desk.

Touch something blue.

Listen and touch the right thing.

Read.

Read this word.

Read the story.

Read this page.

Read the part of Ben.

Read the words and match the pictures.

Draw.

Draw a picture.

Draw a picture of Elvis.

Draw a picture and colour it.

Show me.

Show me something blue.

Show me your pictures.

Hold up your pictures.

Write.

Write the words.

Tell the class.

Tell me about your family.

Tell us about Ben.

Tell your friend about your picture.

Who can tell me the answer?

Hands up!

Organising the class

Sit down, please.

Stand up, please.

Come here.

Work in pairs.

Work in groups.

In pairs, please.

In groups, please, everyone.

Close the door, please.

Can you close the door, please?

Open the window, please, Sally.

Take out your books.

Where's your book, Susannah?

Have you got a pencil, Jenny?

Have you all got a pencil?

Changing activities

Let's play a game.

Do you want to play a game now?

Start now!

Stop now!

Let's sing a song.

Who can sing this song?

Let's act this story.

You can be Jill and you can be Eddy.

Taking turns

Whose turn is it?

It's my turn.

It's your turn.

It's Cathy's turn. next

Can I read now?

All right, Alex.

Will you read, please, Fiona?

You can read now, Jenny.

Who wants to read now?

Can I go to the toilet, please?

OK. Be quick.

Quickly and quietly

Quickly, everyone.

Come on, James.

Sh! Quiet!

Keep quiet, please.

Quietly, please.

Don't do that, Catherine!

Questions about language

What's this in English?

It's 'cat'.

How do you spell it?

C-A-T.

Who can spell 'banana' in English?

Me!

How do you say 'pizza' in English?

You say 'pizza'!

Praise

Good!

That's good!

Well done!

What a lovely picture!

That's very good!

Nearly right, Ann, try again.

Activity lessons

Cut.

Cut out the squares.

Cut round the head.

Cut along the dotted line.

Only cut that bit.

Fold it like this.

Glue.

Glue the squares together.

Make.

Make a robot.

some scissors, some glue, some paper, some string

I need a piece of paper.

I need some glue.

Finishing up

Time to stop now.

Collect the books, Jack.

Put your books away.

Who can be ready first?

At the end of the lesson

See you tomorrow.

See you on Monday.

Goodbye, everyone.

Bye Bye.

You can go now.

Put on your coats.

Take your things with you.

Checking answers

Check your answers.
Check your answers with your partner/neighbour.
The answers are on the board.
Who can answer the question?
The answers are on the paper.
Work in small groups and check your answers. I can come and help you.
What's the answer for Exercise ...?
Have you got the same answer?

Decide exercises

Look at the exercises. Choose one of the exercises.
You can work alone or with a partner.

Discipline

Please be quiet
Ssssh, please.
Quiet please.
You're very noisy today.
Please don't do that.
Stop talking.
No talking.
Who's talking?
Stop fidgeting.
Sit up straight.
Stand still/sit still.
Don't push.

Eliciting ideas

Don't worry about mistakes.
Say it in (mother tongue).
Can you think of any more ideas?
Any more ideas?

Error correction.

Good/Well done/Excellent/That's not bad.
Can anyone give us another answer?
OK. Can you try again?
Is that right?
Ask your neighbour.
Compare with your neighbour.

Pairwork

Work with your neighbour.
For this exercise, you can work in pairs.
Practise the dialogue in pairs.
Get into pairs.
Check your answers with your neighbour.
Work with a partner for five minutes.
Have you got a partner?

Pronunciation

Say it clearly!
Listen and repeat.
Listen to the cassette.
Listen. Say it again.
Can you hear the sound?
Open your mouth!
Say these words.

Games

Before you start to play, please listen to the rules.
Have you got a dice and counters?
Don't forget to take turns!
Is it your turn, (student)?
Who wants to go next?

Groupwork

Please get into groups of three or four.
You can work in groups.
Make groups of three or four.

Homework

Finish this exercise for homework, please.
Please do Exercise ... for homework. —
Please do your homework for Thursday.
On Friday we are doing Unit X. Can you read it first?

Listening

Listen carefully
Listen to the cassette.
Listen and repeat.
Can you hear?
Do you want to listen again?
You can have your books open and listen to the cassette
Close your books.

Monitoring and guiding

Are you OK?
Everything OK?
Do you want some help?
Can you help each other?
Do you need more time to finish this?
Look at the example.
Here's an example.
When you finish, you can do Exercise ...

Mother tongue

Can you say that in English?
This is the English for ...
What's (word) in English/(mother tongue)?
How can we say that in (mother tongue)?

Songs

Listen. Hum the melody./tune
Let's listen to the cassette first.
Look at the words in your book.
You can clap. Now try to join in
Let's sing together.
Do you want to sing it again?
Sing up

Starting the lesson

In this lesson we are going to look at/finish ...
Have you got your Workbooks /Student's Books?
Look at page ...
Look at the pictures.
Find the exercises and pictures on the blackboard.
Can you remember last lesson?
Today, we can ...

Nouns - School

state / private / public / grammar / kindergarten / play school / play group / nursery school / prep school
headmaster / headmistress Deputy Head the head of ...

Headmaster's / Headmistress' Office the Staff Room

a member of staff

classroom

corridor

library

cloakroom

hall (dining hall)

the gym

the bell (when the bell goes off)

white board

(board) marker

board cloth

blackboard

board rubber / duster

chalk

first / second / fifth, etc. year

term - to break up

term time

school holidays

chart poster

notice board

bin

P E

assembly

playground

break / break time / play time

Nouns - Teacher

the register - to take the register

detention - to give someone detention

project work group work

dictation - to dictate

vocabulary list

composition / essay

to mark

five out of ten

top marks

tick cross

homework - to set / take in / give back

test

exam - to set / mark

report - to write a report

tape recorder - to eject / to record / to rewind / to fast forward

overhead projector

photocopy - to run off 30 copies

a truant - to play truant to skive (off)

corporal punishment

a telling off - to tell someone off

pupil / student / prefect / head boy / head girl

a syllabus

timetable

curriculum

discipline - strict / lenient

Miss / Sir

Trick or treat game and chant

"Trick or treat or something to eat."

This is the rhyme children say when visiting houses on Halloween night, 31st October

At Halloween, the children in many English speaking countries do an activity called 'Trick or treat'. The children dress up as Halloween characters – witches, cats, bats, monsters, ghosts and pumpkins and they go round the houses (accompanied by an adult) and say: *Trick, treat or something to eat*. The householder is expected to give the children sweets, chocolate or fruit like apples. The children then have a Halloween party with all the things they collected once they go home.

You can explain this tradition to the children in L1.

Although it isn't really possible to do 'Trick or treat' in school, this is a version to play with the children.

Materials: A bag with tricks written on small pieces of paper. The tricks are things like:

Say six colours in English. Sing a song in English. Touch your head then touch your feet three times.

Count from 10 to 1. Touch your feet five times. Be a ghost. Move your arms like this.

Be a monster. What's this? (show the child a flashcard of vocabulary already studied) etc.

Also add a slip of paper with 'Treat' and a few more with 'Something to eat.' You will need some sweets (enough for the whole class) and one small treat like some new felt pens.

In class:

Teach the children *'Trick, treat or something to eat.'* The children then come out one by one and take a piece of paper. Read what is on the paper to the child and he/she has to do the trick. When someone gets 'Treat' say: *Treat!* give the child the small gift you prepared. When a child gets: *'Something to eat.'*, give them a sweet. Once everyone has finished, give the rest of the class a sweet each as a reward for doing the tricks saying: *'Very good everyone!'*

Encourage older children to write their own tricks:

Pretend to be ...	a monster.
Pretend to eat ...	an elephant.
Move like ...	a train.
	a plane.
	a witch.
	a ghost.
	a banana.

Sing	a song, a rhyme or chant	in English
Say	your age	
Ask	the alphabet	
	some colours, etc	
	a question	

Touch		head					
Shake		nose					
Wiggle		knee				hand	
Bend	your	body	extras	with	your	fingers	1, 2, 3...
Stamp		eyes				nose	times
Close		ears				tongue	
Point to		mouth, etc.					
Wink		feet					
		fingers/toes					

I got a great big ... I got a yellow ...

<http://www.supersimplesongs.com/cd1-20.html> Excellent site!

http://www.youtube.com/watch?v=WSW-CepaASI&feature=player_embedded

Role-play

Santa Game or the Three Kings Game

The children come out and take it in turns to be 'Santa' or the Three Kings and ask: 'What do you want for Christmas?' then another child says: *I want a ... please!*

Christmas letters

Younger children can write letters to Santa Claus. Very young learners could draw pictures of gifts and label them.

Older students could be a famous person and write a letter to Santa. Other students have to guess who celebrity is from the gifts they ask for.

Christmas surveys Older students like to do surveys. Students must form questions from the prompts. Below is one example.

Name	What would you like for Christmas?	What food do you like most at Christmas	What do you do on Christmas Day?	Your best present ever

For younger students the survey could look like this and students ask. 'Do you like...?'

Name	Turkey	Presents	Carols	Decorations

PEACE DAY 21st September

Pinwheel for peace

Talk about words, messages and symbols of peace. The children then use these to decorate their pinwheel.

To print the pinwheel template go to:

<http://www.pinwheelsforpeace.com/pinwheeltemplate.pdf>

A Rainbow for Peace

A rainbow of ribbons
in colours so bright
for peace, for love
a world that shines bright

It's people are many
in the colours we see
of kindness and good
like you and like me

Give out this ribbon
show the world you care
about everyone in it
everywhere

© JAG / ikidsclub.org / www.planetpals.com



Peace Tree Alternative to making Peace ribbons

The children could draw a symbol of peace, for example a dove and write messages of peace on their drawings. They cut out their messages and attach some ribbon or wool to hang them on the Peace Tree.

Pancake/Shrove Tuesday



Mix a pancake chant:

'Mix a pancake. Stir a pancake. Put it in a pan.

Fry the pancake. Toss the pancake. Catch it if you can.'

Traditional activities: Pancake races.

Peer brainstorming activity for group stories

- Write a topic on the board, e.g. *family holiday*. Start them off by setting the scene of a family discussing a holiday. Elicit a few ideas but not too many, as the idea is to get different stories, e.g. 'I need a holiday.' 'Where would you like to go?' 'Let's go to the beach.' *beach, mountains, hotel, excited, flights, beautiful, sunny, Hong Kong, Tenerife.*
- Divide the class into four groups. In groups the students expand their ideas and brainstorm known words linked with the topic.
- Give each group a large sheet of paper like this.
- Each group creates a title for their story.

Title: _____

Nouns	Verbs
Adjectives	Dialogue

- Ask students to categorise their vocabulary list, including what people might say.
- When completed, they pass their paper to the next group who read the title and the words already in the chart. If they can, they add ideas in colour. The paper is then passed to the next group who add ideas in a different colour.
- When the paper is back with the owners, they read the suggestions and decide whether to accept the advice. Clarify meanings at this stage.
- Students take turns to write up their collaborative story. Others take part by contributing ideas, correcting grammar, checking spelling, etc. Let them publish their story in some form e.g. school magazine, record themselves reading their stories, online publishing.

Real world – stories depicted in cartoons and films often have music to enhance enjoyment

Films integrate music successfully, so why can't we use it with our stories in class?

Think about most of the successful Disney and Warner films. They all have very strong soundtrack. T.V. programmes like 'High School Musical' are very popular with primary age children, so why not cash in on its success to make our storytelling even more effective?

Aziza's hat

1. Aziza and Kito are going to a party,
Kito: Are you ready?
Aziza: Yes! Look at my lovely hat!
2. Aziza: It's got red cherries, yellow bananas, purple plums and pink watermelon.
Kito: It's fantastic! Let's go!
3. On the way to the party an elephant takes the red cherries.
Elephant: Red cherries! I like cherries!
4. And a monkey takes the yellow bananas.
Monkey: Yellow bananas! I like bananas!
5. A giraffe takes the purple plums.
Giraffe: Purple plums! I like plums!
6. And a snake takes the pink watermelon.
Snake: Pink watermelon! I like watermelon. SSS!
7. Aziza: What's the matter?
Kito: Oh dear! Look at your hat!
8. Animals: Can we come to the party?

From Reilly, V, (2007), Super Surprise 1, Oxford University Press

1.	'Rockin' Roll Party Queen from Grease
2.	'I feel pretty.' From West Side Story
3.	The Lion Sleeps tonight from the Lion King
4.	Theme from 'Mission Impossible'
5.	'Walk tall, walk straight and look the world right in the eye.' Val Doonican
6.	Persian Arabic Belly Dance music. Alabina
7.	'Tragedy' by the Bee Gees
8.	'Rock this party, dance everybody.' Bob Sinclair

I use a programme called Audacity to edit the music.

Drama – stories can be acted out and bring language to life

Children enjoy playing with language, saying words in character or in a particular style.

Drama:

- ❑ gives children a chance to communicate the language learnt;
- ❑ puts language in context;
- ❑ encourages/motivates children to speak and hear the sound of their own voice (in English);
- ❑ If we include a means of non-verbal communication (TPR), drama activities can be enjoyed by the whole group.

Weather Game

Materials: a bag or box with objects relating to the weather – a raincoat, sunglasses, a fan, a woolly hat, etc.

- A child comes out to play 'teacher'. He/she looks at what you've put in the bag/box and asks: ***What's the weather today?***
- The other children try to guess asking, ***Is it sunny?*** etc.
- If the class guess correctly, the 'teacher' takes out the object and says: ***'Yes, it's sunny today'***. and puts on the sunglasses.
- If the class doesn't guess correctly, the 'teacher' says: ***'No.'*** and the others continue guessing.

How old are you song

Tune: The Farmers in the dell

How old are you? X 2 (Action for 'growing' and point.)

I'm 5 (6, 7, 8...) I'm 5, I'm 5. (Point to self and four hold up fingers.)

And you? (Point)

Jump your age

With the children sitting in a circle, ask them one by one how old they are they must respond by saying their age and performing the actions when you ask the question. Encourage the children to reply, ***"I'm + their age."*** and they have to jump and count their age, .e.g. ***I'm five. One. (Jump) Two. (Jump) Three. (Jump) Four. (Jump) Five. (Jump)***

Repetition

"Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again..."

a new word needs to be met at least five or six times in a text book before it has any chance of being learnt.” Cameron, L, (2001)

Dream English Colour Song

<i>Red, I like red</i>	<i>Green, I like green</i>
<i>Red, I like red</i>	<i>Green, I like green</i>
<i>Red, red, I can see red</i>	<i>Green, green, I can see green</i>
<i>Where is red?</i>	<i>Where is green?</i>
<i>Yellow, I like yellow</i>	<i>Blue, I like blue</i>
<i>Yellow, I like yellow</i>	<i>Blue, I like blue</i>
<i>Yellow, I can see yellow</i>	<i>Blue, blue, I can see blue</i>
<i>Where is yellow?</i>	<i>Where is blue?</i>

Orange... Purple... Pink... Black...

<http://www.dreamenglish.com/> - great for FREE songs but download any you like now as I don't know how long they will be free. You can also see him on YouTube.com.

Make this song into a game. Once the children know the song they can sing about something in the classroom and the others have to guess what. They don't even need to know how to say the object in English but go up and point to it. However, you might want to use this opportunity to teach the children the words.

Jumpity Jump Game

Show the children the flashcard of a kangaroo and ask them how it moves. Then jump and get to children to. Say: '**Jumpity jump,**' and the children have to jump and say: '**Jumpity jump.**' Now show the children a set of flashcards of words you want to revise and elicit the words once. Next show the children that you are adding the kangaroo flashcard to the others. Shuffle the flashcards. Show the flashcards one by one and the children have to repeat the words. When they get to the kangaroo, they have to say: Jumpity jump and jump up and down.

Extension: Put picture cards of the vocabulary you are revising in a bag with Jumpity jump cards. The children take a card out of the bag and say what is on it. If one of them picks out a Jumpity jump, they must say: '**Jumpity jump**' and do it and the rest of the class must copy them.

The English speaking trophy

The trophy is awarded to the person or group speaking the most English. It can be moved around the room as the lesson progresses.

Pop it in your pocket

Draw or write one of the words the children are learning on a piece of paper and 'pop it in your pocket'. Encourage the children to guess the word. *Is it a/an ...? Yes, it is. No, it isn't. or Have you got a/an ...? Yes, I have. No, I haven't.*

<http://www.mes-english.com/flashcards.php> - for picture cards

Running dictation

Running dictation can be done at word, sentence or text level. This activity is an all-rounder skillswise as it involves reading, speaking, listening and writing. It is also a fun way to get the children saying and writing whole sentences.

Personalised surveys

Your name:	Question by:
1. What	
2. When	
3. Where	
4. Why	
5.	
6.	

FILL YOUR PLATE

The children decorate the plates with their names and information about themselves. Then explain to their partners. You can prompt them first by asking questions about things you know they can say in English, e.g. What's your favourite colour/food/number/hobby/school subject? How old are you? How many brothers and sisters have you got?

Older children could make a Coat of Arms.

A 'plato combinado' is a typical bar meal in Spain that consists of any combination of food on the same plate. I introduce this activity to the children saying that we are like 'platos combinados' with different likes/dislikes, family situations, etc. I show them an example about me with information presented according to the level of the children and may include information about my favourite colour/food/number/hobbies, etc. Then the children plan what to write on their plates. You can prompt them first by asking questions about things you know they can say in English, e.g. What's your favourite colour/food/number/hobby/school subject? How old are you? How many brothers and sisters have you got? Once they are happy with the draft version, they write it on a circle of paper cut to the size of the centre of the plate and illustrate. Then they stick this on a plastic plate. They must 'present' their work to their partner explaining the words and pictures.

Finally, you create a wall display sticking their work to a plastic table cloth.

Variation 1: Use the plate to write about a variety of topics. Get the children to cut out cutlery and make a novel display with writing on plates and on the knives and forks.

My favourite sentence

Children often need models of writing. For example, if you are working on World Peace Day or Friendship Day, you could use the following activity.

Making Friendship ribbons

You will need some strips of card, a safety pin for each child, coloured pencils, felt pens or crayons. Prepare about five quotes about friendship to discuss with your students.

Check out the following websites

http://www.planetpals.com/IKC/IKC_quotedictionary.html - some simple yet effective quotes

"The only way to have a friend is to be one." Emerson

"A friend is a present you give yourself." Robert Louis Stevenson

"Friends are the sunshine of life." John Hay (1871)

"He who finds a true friend, finds a treasure." Trad.

*"Your friend is the man who knows all about you, and still likes you."
Elbert Hubbard*

"Friendship needs no words..." Dag Hammarskjold

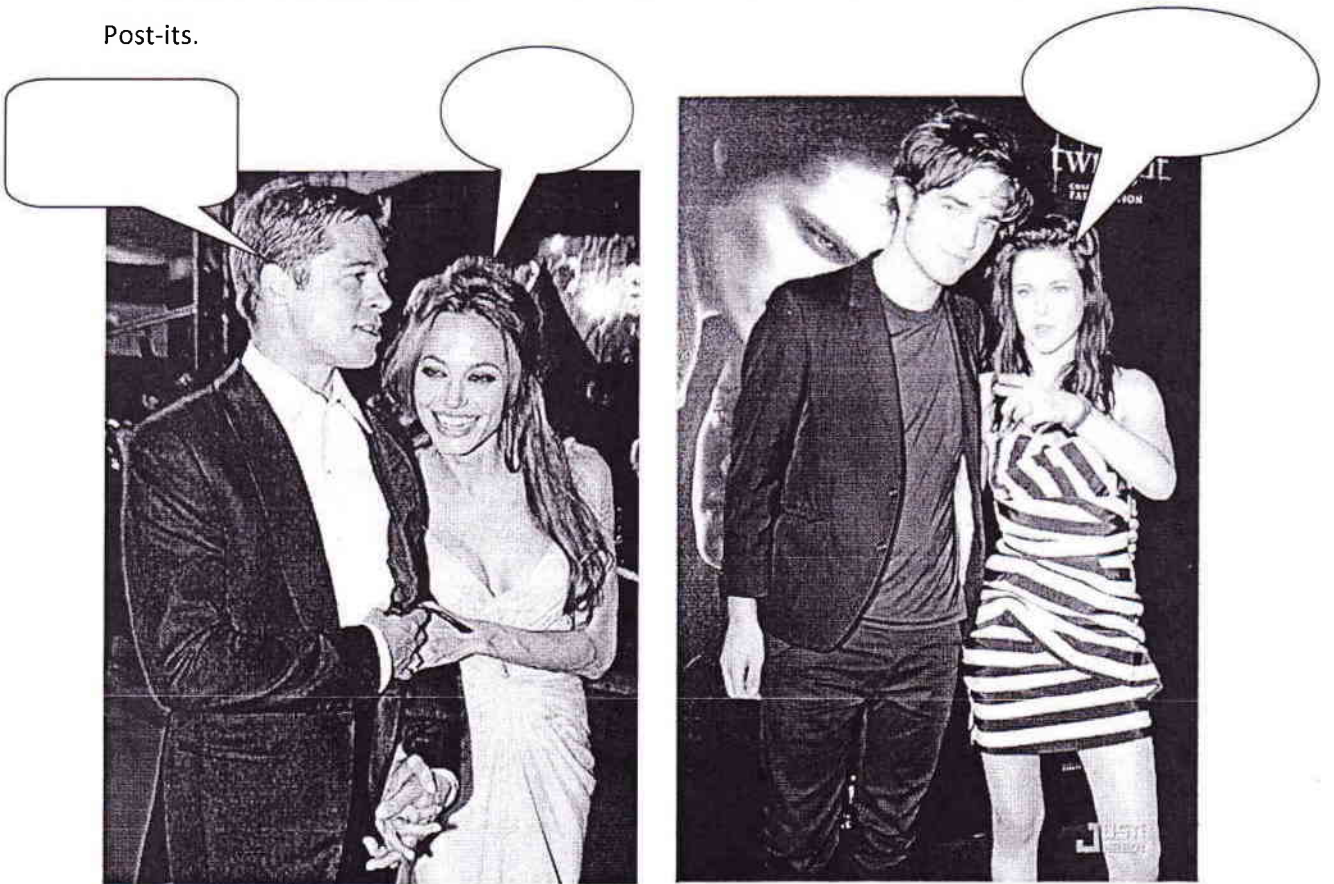
- Talk through the quotes with your students making sure they understand everything.
- Ask them to choose their favourite.
- Give them a strip of paper to copy their quote onto.
- Ask them to decorate the other side of the paper.
- Finally they make it into a friendship ribbon, fixing it in the middle with a safety pin.
- They give the ribbon to a friend, a member of their family or a teacher.

Annotated pictures

<http://www.gdargaud.net/Antarctica/Penguins.html>

Students can work in pairs to write sentences about what the penguins might be saying to each other. They can copy the picture and write the sentences in speech bubbles.

You could do a similar activity with any magazine page with groups of people or animals and Post-its.



FUNNY DICTATIONS

Tell the children to write the numbers 1 to 14 down the page.

Say you want them to write a list as you dictate.

Say:

Number one is a person's name.

Number two is the name of a place.

Number three is a year, e.g. 19_ .

Number four is a man's name.

Number five is a job.

Number six is a woman's name.

Number seven is a job.

Number eight is a colour.

Number nine is a colour.

Number ten is a number.

Number eleven is a number.

Number twelve is an adjective to describe people.

Number thirteen is an animal.

Number fourteen is a name.

1. Give each child a copy of the worksheet; tell them to write their words in the spaces in the text.
2. Let them read it to their partner or read each other's

Extension activity:

The students write a factual paragraph about themselves based on the same model. Collect the texts and read out the information, omitting the student's name. The class tries to guess the child you are reading about.

My name is1.....

I was born in2... in3.....

My father,4....., is a5..... and my mother,6....., is a7.....

I've got8..... eyes and9.....hair. I have10..... brothers and11..... sisters.

They are all very12..... I have pet13..... called14.....

Example: My name is Maria. I was born in New York in 1900.

My father, Brad Pitt, is a policeman and my mother, Julia Roberts, is an electrician. I've got pink eyes and blue hair. I have ten brothers and four sisters.

They are all very small. I have a pet hippo called Dolores

Explaining and demonstrating

Read the suggestions in the table. Change some to suit your lessons better. Add some more ideas. Practise saying them out loud or to someone else.

Today we are going to	do some colouring. do some drawing. do some painting. do some sticking.	Look, like this ... Look at what we are going to make.
Next, we are going to	make a monster.	Here's one Class 3 made.
Over the next few lessons we are going to	make an Easter Card. colour some animals. make a farm. make a circus picture.	Look, here's a picture for you to colour. Here's a sticker sheet for you to share – one between two. We'll start like this ... You can all choose a different animal.
Let's do some together as a class first, so you'll see		what I mean. what it might be like. what to do. how to do it.

Asking for helpers and giving things out

Practise saying these phrases. If you can, act them out with a partner.

I need two helpers, please.	So, can you give out these pictures? One each.
Who'd like to help? You three? Fine.	Can you pass round these sheets of paper? so everyone has one?
Sachiko, can you help me?	Can you give out the cards? Three for each table.
Ann and Pat – you can help me.	Hand these back down your rows. Can you find the boxes of crayons and give them out? Can you collect in the cards? Thanks

Ending your lessons

What do your children normally do after your English lesson?

Do they

- stay in the same room?
- go to another lesson in a different room?
- have a break?
- go home?

How do you normally finish your lessons? What might you say?



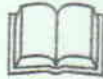



Write down three things.

Read the examples below. They all come from real lessons.

- 1 OK, that's all for now.
- 2 Right. We've no time for anything else – don't do any more – we don't have any more time today.
- 3 OK – just one more time before going out for a short break.
- 4 OK, now stop! We haven't enough time to finish the monster today. So stand up ...
- 5 OK – just one more time – and then that's it.
- 6 OK, pick up all your things – and put the books in the cupboard.
- 7 That's all for today. On Monday, there'll be more.
- 8 OK, children, make a line to say good-bye – following the leader. Bye bye.
- 9 OK, it's break-time. So you can go out to play. But first – line up quietly by the door.

Find four pairs of phrases that have similar meanings. Read them out loud in pairs.

In each example, one word or a phrase is underlined. Change or substitute this one word or phrase for another word or phrase, for example, change now to this afternoon.

THE END START AGAIN!	A student you remember.	Your dream holiday 	Something you don't like to teach.
Not long to go.....			A TV programme you love/hate
Why did you choose to be a teacher?	What would you do if you won the lottery?	 Your favourite food	The Perfect teacher
A lesson you were really happy with	Halfway home...		
The Ideal Headteacher	FREE QUESTION ?	What/Who makes you laugh?	Your favourite book 
Your name	<div style="border: 1px solid black; padding: 5px; display: inline-block;">START HERE</div> <h2 style="margin: 0;">Talk about...</h2> <ol style="list-style-type: none"> 1. Throw the dice. 2. Move your counter. 3. Talk about the subject on the square. 		A visit to another country
Your family			Somebody that you admire.
Your best friend			 Music
 Your home			The Perfect Student 
What do you do at weekends?			Your hobbies 