

# GRADES 1-6

## Games | Songs | Ideas

### Stations

#### 1. Framework for Games – 'Stations'

- what are they?
- How to set them up?
- Advantages?
- Disadvantages?

Stations can be used for a lot of the language points in Grades 1-3 but are not limited to those grades of course.

### Scoring

- do you use scoring?
- What type of scoring?
  - competitive /individual
  - pair/group
  - class score = collaborative learning

For you to decide whether to use 'stations' or not and what type of scoring, if any, you want to use.

### Suggestion

Tackle only one Target Language point at a time till SS are confident – then mix the questions and prompts.

The activities below could mostly all be played using 'stations' or separating visuals etc in piles.



1/ Sample GESE videos

<http://www.trinitycollege.co.uk/site/?id=2046>



2/ Download these notes

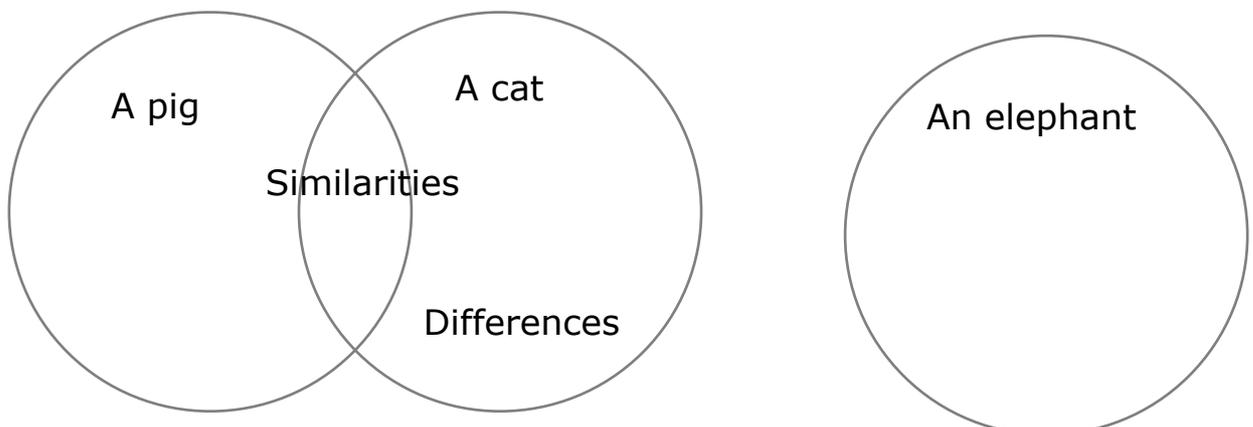
<http://bestinpractice.weebly.com>



<b>Language Point</b>	<b>Target Language</b>	<b>Materials&amp; Method</b>	<b>Notes</b>
<b>A/An</b>	A dog – An apple etc  Listening	A & An wall or station Show object on flashcard – kids move quickly/slowly/silently to appropriate wall  TT says words: 'an apple, orange, banana etc – kids move to appropriate station	Some choral practice to consolidate  practice on hearing the difference
<b>Numbers &amp; New vocab or revise learned</b>	Show me the 2 bears How many tigers are there Yes, that's right/wrong Are there are 3 dogs – yes there are – no there aren't It has 6 legs – it's a spider No, it's white	Flashcards posted at stations – kids run or walk to them - TT gives 'wrong' info – 'the cat is blue'  Once SS get the idea, they can take over TT role in pairs or small group	Try to avoid simple yes/no answers and encourage 'yes there are' etc
<b>Colours</b>	It's black and white The teeth are green which animals are black Go to the grey animal Colour the pig red Which animal is brown How many brown rabbits are there	Flashcards posted at stations – kids look and say name of animal (individually or teams)	Encourage 'it's a/an..'

<b>Language Point</b>	<b>Target Language</b>	<b>Materials&amp; Method</b>	<b>Notes</b>
<b>Names of Food + third person 's'?</b>	Rabbits eat.. Dogs like ....  I like ... I don't like ... He likes...	Flashcards of familiar animals – match pics of food each likes/ eats  In pairs/groups sort individual pics in like/ don't like	Talk about what your partner likes/doesn't like (doesn't need stations)
<b>Body Parts</b>	Go to the crocodile. What's wrong? It has no head.. It (only) has 3 legs,1 eye, no teeth etc	Remove body parts from pictures of animals (people?)  Spot the difference: similar pics with either missing or too many of a body part	Do in small groups looking at different 'wrong' animals  Discuss in group and report back
<b>Adjectives</b>	Big/small – slow/fast – dangerous/ not dangerous (safe) – loud/quiet long/short heavy/light	Build up descriptions like "A tiger is fast, dangerous and loud.  A mouse is fast and quiet	Use stations to contrast features  stimulating 'higher order' thinking
<b>Can/can't</b>	I/We can – I/We can't  sing, swim, fly, speak French, cook, drive etc  Choral in group:'we can swim' 'We can't fly'	TT hands out to each SS a flashcard with a tick to represent 'can' Stand at one appropriate flashcard on wall for thing SS CAN do  Repeat with a flashcard with a cross to represent 'can't'	The 'rules' of this can be demonstrated with TT taking a tick/cross card and standing by what s/he can/ can't do

Language Point	Target Language	Materials& Method	Notes
<b>Alphabet</b>	Ordering pics of animals, people, jobs, objects etc  It's a ...	3-4 stations round room labelled 'A-G', H-K etc  place cards in alphabetical order  say the name of the animal/object each is holding	Variation – each SS given flashcard with Letter – they arrange themselves in a line A-....(maybe not enough to Z so divide up the alphabet in stages helpful also for upper/lower case recognition/or mix the two
<b>Has/Has got Hasn't got</b>	Colour, size, physical attributes, holding objects in hands	Many of the ideas above can be used in same way	
<b>Comparatives Superlatives</b>	Is heavier/lighter/ bigger/faster/ slower/cheaper/ more expensive	Play a game of 'association' – take one flashcard from one bag – another from another bag to make some sort of comparison	Add a third pic from either bag to create a superlative – can be fun making silly connections.
<b>Minimal pairs</b>	Sheep/ship pin/bin etc	TT says word and kids go to appropriate station or put hands up for particular sound	Do sounds in isolation first then mix:



## Dates

As you know there are various ways of saying dates in English. Even more advanced learners have some difficulties.

In the exam the examiner will not expect the candidate to know today's date automatically. They may use a visual prompt, however.

More usually, it will be dates of birthdays, important holidays etc. Remember, it is knowledge of dates being tested but being able to use the language accurately!

Language Point	Target Language	Materials & Method	Notes
<b>Order of the months</b>	Names of a couple of months	12 flashcards randomly face down on table or floor  Simply arrange in order	Not expected to recite the monthly calendar in exam
<b>Ordinals+ months</b>  <b>memorable dates</b>	The 24 <sup>th</sup> of June etc  My birthday is on the 18 <sup>th</sup> of September  My sister's birthday is on the 11 <sup>th</sup> of November  What day of the week is the 29 <sup>th</sup> ? It's Tuesday	Take a month flashcard + a number (1-31) and simply say the date  when any memorable dates turn up, put to one side and/or find number+ date to tell whole class your birthday/ christmas/memorable date	Months and numbers in different piles – work in pairs/ groups and go round for turns  at the end of practice tell the rest of class your memorable date

Language Point	Target Language	Materials & Method	Notes
<b>Going to + date</b>	'going to Madrid on the 5 <sup>th</sup> of April  What are you going to do on the 9 <sup>th</sup> of April?  I don't know/ nothing	Use simplified calendars  Different calendar versions with same dates occupied on same dates parties, national/local holidays etc  extension: leave some blanks	SS question each other
<b>The first, second, last etc</b>	What is the second Tuesday in June? - the 20 <sup>th</sup> (of June)	More cognitively challenging?	Will depend on age of kids if they can interpret simplified charts etc
<b>Birthday line-up</b>	When's your birthday?  It's the ..of ...	In small groups ss ask each other their birthdays and form a line in order	Put one SS 'in charge' of organising the line including him/herself

## Meeting, greeting and leave-taking



Although greetings and goodbyes to the examiner are not a formally assessed part of the exam, it helps confidence right from the start for students to be comfortable with entering the room and knowing when it is time to leave the room.

In fact you can use any items from the grade(s) you are preparing for as an entry/exit game.

As long as the kids don't see it as a 'punishment' for getting the answer 'wrong', send them to the back of the line again for a second go – but judge this for yourself and of course keep it light.

## Changing Activities – Physical exercise – songs & rhymes

Kids are probably not short of physical movement at this age but you might want to do some more controlled physical movement with language.

a) Greeting students at the door at the start of a lesson:  
Use your judgement how many you want to do this to and how often:

- Different greetings and questions to get access to the classroom:
- basic 'Hello'
- 'Good morning/afternoon'
- How are you? - 'I'm fine/well, thank you' etc
- 'Hello, what's your name' – they know you are pretending not to know
- 'Where do you live?'
- How old are you?

### Tidying up and preparing the leave gives lots of opportunities to put into action the language of Grades 1-3

Similarly, before leaving the classroom for home or another activity:

Lots of practice language around:

- handing back various items used during the lesson
- here you are, thank you teacher, Miss etc
- giving and understanding instructions to put things back in the right place and tidy up
- asking kids where certain items belong? - chorus of 'in the cupboard/under the table' etc
- Who has got the little dog -
- poster of happy smiling face/sad face – kids put a post-it on 'happy or sad' as they leave
- practise goodbye, thank you, see you tomorrow type leave-taking

- March on the spot counting – 1-20, 1-50 and backwards
- Instructions – touch your left / right leg, ear, still marching
- Instructions – touch different body part with each step

### Throwing and catching a soft ball

- SS says name and throws to that student then asks a question
- SS answers and repeat process

### alternative to throwing ball

- SS form circle – ss in middle of circle is 'it'
- It spins round pointing to a SS to ask a question

## Your notes

## The Trinity videos

Don't forget to show your students the sample videos available on the Trinity website and issued on DVD.

Pause the video at various intervals to:-

- anticipate answers
- ask SS if reply was accurate
- ask similar, related questions to those on the video
- write down questions asked

### Passing an object/multiple objects

- TT passes object to a SS and asks a question – SS answers
- SS passes to another SS and asks SAME question
- same procedure until that language point well established
- new object introduced to represent another question and answer

and so on with a few more objects

### the fun bit

- remind the group what question each object represents
- introduce all the objects into the circle at different points and in different directions

### This is sort of a drill but watch the fun and possibly chaos!

### Simple counting games

- identify objects on a series of flashcards
- shuffle and lay out face down
- instruction 'please turn over card number X'
- What is it? It's a ...
- count on fingers 1-10
- start softly getting louder
- or start loudly and get softer

### Variation

- same as above – start standing and crouch lower and lower - count backwards (opportunity to introduce zero)
- or start in crouched position and grow bigger into a stretch with hands in the air

### Count Down and naming objects

- one SS is 'It' in group
- has to name [5] objects in the classroom as rest count down from [x] to zero
- encourage 'a/an' + noun / the+definite object
- counting should not be too loud – SS listen as they count to the objects identified and have to remember them and tell them back

### initial practice could be to name the objects without time constraint then add the time element

## Songs and rhymes

### The Hokey Cokey (Pokey)

Youtube version (others available)

<http://www.youtube.com/watch?v=BbUWw8PJf1M>



QR Code for Hokey Cokey

## Commercial sites

### Genkienglish

<http://genkienglish.net/discowarmup.htm>



QR code for  
Genkienglish

FOR FREE check out the video samples there and do your own thing:

- disco warm up
- (ESL Songs) I'm sorry
- Whose is it? It's mine, yours, theirs etc
- phonics – there is a great short video on a phonics method and again you can copy and do your own thing

### The Hokey Cokey (Pokey) Lyrics

You put your left arm in  
your left arm out  
In, out, in, out,  
You shake it all about.  
You do the Hokey Cokey and you turn around  
That's what it's all about...

[Chorus]  
Woah, the hokey cokey,  
Woah, the hokey cokey,  
Woah, the hokey cokey,  
Knees bent, arms stretched, ra ra ra!

You put your right arm in  
your right arm out  
In, out, in, out,  
You shake it all about.  
You do the Hokey Cokey and you turn around  
That's what it's all about...

[Chorus]

You put your left leg in  
your left leg out  
In, out, in, out,  
You shake it all about.

You do the Hokey Cokey and you turn around  
That's what it's all about...

[Chorus]

You put your right leg in  
your right leg out  
In, out, in, out,  
You shake it all about.  
You do the Hokey Cokey and you turn around  
That's what it's all about...

All together now  
[Chorus]

You put your whole self in  
your whole self out  
In, out, in, ooh, out, ooh  
You shake it all about.  
You do the Hokey Cokey and you turn around  
That's what it's all about...

Wait for it

[Chorus]

[Chorus]

## The Tweenies

Search youtube for 'one finger, one thumb' and other songs and rhymes.



### One finger one thumb keep moving lyrics

One finger, one thumb keep moving  
 One finger, one thumb keep moving  
 One finger, one thumb keep moving  
 We'll all be merry and bright

One finger, one thumb, one arm, one leg keep moving  
 One finger, one thumb, one arm, one leg keep moving  
 One finger, one thumb, one arm, one leg keep moving  
 We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head  
 Keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head  
 keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head  
 keep moving  
 We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down keep moving  
 We'll all be merry and bright

One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down, and turn around keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down, and turn around, keep moving  
 One finger, one thumb, one arm, one leg, one nod of the head,  
 stand up,  
 sit down, and turn around keep moving  
 We'll all be merry and bright

Language Point	Target language	Materials & Method	Notes
<b>Have/Have got</b>	Have you got a/n + lexical item  Yes I have, no I haven't  Have you got a/ an .....  Yes I have  'Cheat'	Flashcards - Quick revision of items to prepare for a card game of 'liar' or 'cheat'  SS places card face down opponent can challenge	Card revealed to see true or cheat Loser picks up all cards on table
<b>Have/have got some...</b>	I've got some fruit some vegetables some houses some sports some countries etc  These are fruits... an apple, an orange, a banana  a big house, a small ...  colours etc	SS lays 'families' of cards on table  a point for every a/an+ item and 5 points for saying These are ...+s (category)	Higher order thinking and categorising

Language Point	Target language	Materials & Method	Notes
<b>Requests and refusals</b>	Can I borrow Could I use Please would you lend me Can I have dinner now	As prep, brainstorm requests around a word: e.g. bike, pencil, ipod, skates, etc	<b>For more advanced SS and possibly older</b>
	No, I need it It's not mine My brother will be angry It's broken I'm too busy It's too early I haven't got any	As prep brainstorm reasons to refuse request	Practise in pairs with different prompt with the request becoming more insistent each time and more and more reasons to refuse
<b>The Yes/No interlude</b>	Have you got a brother? I have, I haven't  Do you like cheese I do  Did you.... have you ever...  I did I have	For fun try to avoid using Yes/ No to practise aux  Once the aux replies are mastered you can reinstate the Yes/ No	Questions can be tailored to levels.  The purpose is to try and eliminate simple yes/no replies (to examiner)
There is/are Isn't/aren't (any) + prepositions	There is a cat under the table / isn't a book on the bed	Spot the difference pictures with SS holding different information	

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## Hesitation devices

It is useful to have some hesitation devices for the exam but beware of overdoing them.

Try to create 'English' sounding noises: 'err, um' and short phrases to gain thinking time such as 'let me see'. But a major health warning NOT to overdo it.

## The Topic

**The Topic** grades 4-6 (and up to Grade 12) are the opportunity for students to **take an extended turn**.

Often at the lower levels the student says one or two sentences about a particular Topic point and stops and expects the examiner to take over.

## Polite interruptions

Teach your SS the conventions of interruption:

'Can I ask you something?'

'I'm sorry I don't / didn't understand that'

'Do you mind repeating that'

and so on.



## The Topic

Each Topic point is relatively short – total 5 mins to cover 4 topic points at grade 4, 5 topic points at grade 5 and 6 topic points at grade 6. That still leaves a minute or so per topic point.

SS should practise extended turns. Gradually extending the length of their speaking turn from 2-3-4 or sentences will encourage them not to 'dry up' after a couple of sentences.

SS can give their mini presentations on their topic points, trying not to hesitate during a sentence or between sentences for [5] seconds.

Where hesitation occurs, encourage the 'English sounds' of hesitation.

Make sure that the different topic points demonstrate the **LANGUAGE OF THE GRADE** as set out in the Information Booklet (Syllabus)

## Group Practice Topic Presentation

One of the challenges of practising an individual's topic is getting the rest of the class to listen and **listen actively**.

## The curiosity Box

In preparation for practising their individual topics, encourage students to gather small items associated with their topic as a whole and some or all of the sub points.

Each student empties their curiosity box in front of the students and they try and guess what the topic is going to be about and what the sub points are.

- 'you are going to talk about' .....
- Show the SS's Topic points to the group.

- before SS listen to the presentation, they spend a few minutes preparing some questions to ask the presenting student to encourage further information.

- The responses to those questions can be built into a revised version of the topic and/or used in preparation for some of the examiner's questions.

- Also encourage simple comments too about the topic point. Often the examiner will make a comment and not ask a question.

- SS should learn to listen for comments as well as questions. This skill, developed early, is extremely useful.

### Extended Speaking

To encourage students to speak longer about their topic before giving way to the examiner, try turning it into bit of a game:

-SS get [10] points for every sentence they produce about a particular topic point (remember 4 for Grade 4 etc)

- their group prepares in advance some questions relating to the topic points and at an appropriate time asks the presenting student a relevant question

- the presenting student gets [15] points for listening to and responding accurately to each question from the group.

- brainstorm the topic points in groups – not as homework -why do you think that would be a bad idea?

Example: **My holiday to ....** is a popular topic.

Remember to refer to the Information Booklet (syllabus) for the relevant grade to see the language and functions to be demonstrated at this level. The questions below cover some of the range for grades 4-6.

#### My holiday to....

**Who** chose the holiday and why?

**Times and dates** of holiday, travel etc

**How** you travelled there/ how long it took/

**Who** went with you

**What** people did you meet on your holiday / talk about their friendliness etc

Were there **a lot of** people there? **Will** you stay in contact with friends you made there?

**Describe** the food – what did you like **best**

**Compare** it with other food

**Are you going** again next year? **If** you go on holiday **next year, will** you go to the same place? Why?

**Must** you book early **to get** a good room?

**Have you brought** home **any** photos/ souvenirs/memories

What were the **best/worst** moments and so on

### Subject areas for conversation

These can be 'prepared' in a similar way to the topic but note they are **NOT** mini topics to be presented like the topic.

- brainstorm ideas, lexis associated with each subject area for the grade as a class exercise

- use visuals to stimulate ideas and perspectives for the subject and maybe any sub points

- draw SS's attention to the grammar and functions required for the grade so that they are prepared to ask and answer questions which demonstrate the RANGE of language for the grade

- in small groups, group A prepares to talk about the subject. Group B prepares to ask group A about the subject, again bearing in mind the RANGE of language.

- and so on across a number of lessons so all subjects are 'workshopped' and each student is familiar with every subject and both role A and B.

- have votes for the team efforts only if it doesn't demotivate the other teams.

Remember: the examiner chooses at random 2 subjects for conversation. Make sure all students are comfortable with all subjects for conversation for the grade.