

# HAND



# HAND



Teacher's Manual

# 4

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# HAND in HAND 4

Teacher's Manual

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Teacher's Manual

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# Characters

Matt Lewis

Mila Lopez

Jumbo

Jade Chen

Joey Jones



Sunny

Fluffy

Ditto



# About Hand in Hand



## Course Approach

Every student deserves a dynamic education that prepares them for life in the 21<sup>st</sup> century. *Hand in Hand* is skillfully designed to deliver exactly the education that students need to succeed in today's world. At the heart of *Hand in Hand* is the recognition that global awareness, content and language integrated learning (CLIL), and 21<sup>st</sup> century skills are necessary components for success, both in classrooms and the outside world. *Hand in Hand* is a comprehensive seven-level course designed to transform students into confident English speakers and capable global citizens.

## Course Features

*Hand in Hand* takes English learning to a whole new level. The series incorporates proven English language learning techniques with an innovative twist: 21<sup>st</sup> century design. Each unit is infused with exercises and activities that encourage communication, collaboration, critical thinking, and creativity. Additionally, *Hand in Hand* recognizes the growing importance of a globalized curriculum and the practicality of content and language integrated learning (CLIL). It includes a glimpse into a different world via a specialized section, *The World around Us*, which showcases assorted countries, experiences, and students from other cultures. *School Link* segments blend academic content (such as social studies, science, art, and math) and language-learning together to make for a dynamic curriculum.

## Course Philosophy

- **Learn English together** - Inspire communication and cooperation with one another.
- **Share cultures together** - Help create a global community built on mutual understanding and respect.
- **Grow and develop together** - Cultivate necessary skills to become successful global citizens.
- **Go beyond boundaries** - Challenge students to explore new ideas and ways of thinking.

## Course Level Guide

*Hand in Hand* is uniquely designed for students studying at an elementary school level. The first book in the series, *Hand in Hand Starter*, is intended for students at the very beginning of their English education. The remaining six course books progress consistently so that students are able to master communicative interactions and self-expression in various contexts. *Hand in Hand* combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests, and features language that students can use in their daily lives. The following charts illustrate where the *Hand in Hand* series stands in comparison to the CEFR and YLE.

### Hand in Hand and CEFR/YLE level correlation

Hand in Hand	CEFR/YLE	A1 Starters	A1 Movers	A2 Flyers
Starter				
Book 1				
Book 2				
Book 3				
Book 4				
Book 5				
Book 6				

# Components

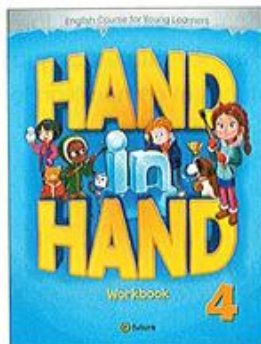
## Student Book



- Twelve units with three lessons per unit
- Six incorporated CLIL lessons
- Colorful illustrations and photos
- Catchy songs and chants
- Entertaining comics and games
- Cumulative reviews
- Hybrid CD: audio tracks and animated content (conversations, songs, chants, and word games)



## Workbook



- Reading and writing reinforcement activities
- Designed to be used in class or as homework
- Page numbers aligned with Student Book page numbers
- Colorful illustrations and photos





## Teacher's Manual



- Annotated lesson plans
- Detailed descriptions of assorted games and activities
- Photocopiable worksheets for every lesson (21<sup>st</sup> Century Skills, Words and Grammar, Show and Tell, and CLIL Activity)
- Photocopiable placement test, unit tests, midterm test, and final test
- Teacher Resource CD containing printable YLE Prep Tests, classroom flashcards, worksheets, tests, editable rubrics, and interactive e-book

## Hand in Hand Online

- LCMS (Learning Content Management System)



- Interactive e-book for classroom use



- Printable Classroom Flashcards



- Worksheets and tests







# Scope and Sequence

	Conversation	Words and Grammar	The World around Us	English Sounds
<b>Unit 1</b> Everyday Life	I can sleep in tomorrow. When do you wake up? I usually wake up at 6:30. What about you? I wake up at seven o'clock. There's my bus. Goodbye! See you on Monday!	wake up, start school, finish school, come home, eat dinner, go to sleep  What time does she wake up? She wakes up at 6:15. Does he eat dinner at 7:00? Yes, he does. No, he doesn't.	A School Day Morning (Vietnam)	i and ea/ee
<b>Unit 2</b> After-school Fun	That's all for today, class. Goodbye, Mr. Jones. You look happy. What's up? I have an origami class today. How many kids are in your class? I don't know. It's my first day.	band practice, Chinese class, dance class, soccer practice, swimming class, taekwondo class  What does he do after school? He has swimming class. Does she have band practice?	Kids Soccer Club (USA)	oo and oo
<b>School Link 1</b>	Social Studies: After-school programs Project: Make a favorite after-school activity chart and do a class survey.			
<b>Unit 3</b> Four Seasons	What nice weather! Yes, it's a perfect day for swimming. Let's all go to the pool. That sounds great. I love summer. What's your favorite season? I like summer too.	spring, summer, fall, winter, hot, warm, cool, cold, humid, dry, breezy, stormy  What's the weather like in spring? It's warm and breezy. Why does he like spring? Because it's warm and breezy.	Seasons in Egypt (Egypt)	ow and ow
<b>Unit 4</b> Seasonal Activities	Look out the window. It's snowing! Let's go out and play! What do you want to do? We want to make a snowman. We need a carrot for the snowman. OK. I'll go get it.	build sandcastles, have picnics, go sledding, go to the beach, make snowmen, pick apples, plant flowers, rake leaves  What does he like to do? He likes to plant flowers. Do they like to go sledding?	Beautiful Fall (South Korea)	ay and oy
<b>School Link 2</b>	Science: Animals in winter Project: Make a report about what animals do during the winter.			
<b>Unit 5</b> Staying Home	I'm home. Hi, Mom. You're home early. Where is everyone? Dad's not home yet. What about your brother? He's in the garage. He's doing his science project.	clean the room, listen to stories, play video games, study English, talk on the phone, watch a cartoon  What did they do yesterday? They talked on the phone. They didn't talk on the phone.	Fun Things We Did (Mexico, Canada, Italy, Kenya)	o and ar
<b>Unit 6</b> At the Park	I'm hot. Let's take a break. Look! There's an ice cream truck. Let's go get some ice cream. There's a long line. We need to get in the line too. Hurry up! OK. I'm coming.	eat a hot dog, fly a kite, go running, have a picnic, read a book, ride a kick scooter  Did they fly a kite yesterday? Yes, they did. No, they didn't.	The Little Prince Park (France)	ar and or
<b>School Link 3</b>	Art: Making a kite Project: Make a report about an interesting animal kite.			



	<b>Conversation</b>	<b>Words and Grammar</b>	<b>The World around Us</b>	<b>English Sounds</b>
<b>Unit 7</b> <b>Dream Jobs</b>	May I interview you? Sure. What do you do? I'm a cook. Where do you work? I work at a hotel restaurant. Do you like your job? Yes, I do.	an artist, a dentist, a race car driver, a farmer, a firefighter, a pilot, a scientist, a vet  What does he want to be? He wants to be a vet. Does she want to be a pilot? Yes, she does. No, she doesn't.	Fun Clowns	<b>ur</b> and <b>er/ir</b>
<b>Unit 8</b> <b>In the Future</b>	Welcome to Willow Farm! What do you do every day? I get up early and milk the cows. What else do you do? I take the cows to the field. How many cows do you have? I have 200 cows.	fly a plane, go to space, help sick animals, build houses, make movies, teach children, travel the world, work on a farm  What does she want to do in the future? She wants to fly a plane. Do they want to go to space?	Cool Jobs	<b>I-</b> and <b>-I</b>
<b>School Link 4</b>	Social Studies: Important people in history Project: Make a report of an important person in history.			
<b>Unit 9</b> <b>Describing People</b>	Is your mom here? Yes, she is. Which one is your mom? She's over there. She's wearing a red sweater. Is she the one wearing jeans? Yes, she is.	short/long/straight/curly hair, shoulder-length hair, a ponytail, a beard, a mustache, glasses  What does she look like? She has short gray hair and glasses. Which one is Jack's mom? She's the one with shoulder-length brown hair.	We are Twins	<b>h</b> and <b>wh</b>
<b>Unit 10</b> <b>Being Sick</b>	What's wrong? My tooth hurts. Do you want to stop playing? Yes, that's a good idea. How do you feel now? It still hurts. I should go home. I hope you feel better soon.	a cold, an earache, a fever, a runny nose, a headache, a sore throat, a stomachache, a toothache  What's the matter with him? He has a fever. Does she have a cold? Yes, she does. No, she doesn't.	When I Have a Cold	<b>w</b> and <b>wh</b>
<b>School Link 5</b>	Health: How to stay healthy Project: Make a daily water chart.			
<b>Unit 11</b> <b>Fun Vacations</b>	Can we go to the beach now? No, we should check in first. Wait here. I'll be right back. Are you ready to have some fun? Yes, we are. I want to build a sandcastle. I want to go swimming.	months of the year, go to an aquarium, go on a bus tour, go camping, stay in a hotel, swim in the ocean, visit a museum  What will she do on vacation? She will visit a museum. When will she go on vacation? She'll go on vacation in July.	Summer Vacation (Denmark)	<b>ng</b> and <b>nk</b>
<b>Unit 12</b> <b>Weekend Plans</b>	Hello, Joey. Hi, Matt. What's up? I'm at the park. Do you want to come? No. I want to sleep more. Come on. It's a nice day for bike riding. OK. I'll be there soon.	buy shoes, eat out, get a haircut, go to a ball game, have a barbecue, stay up late, stay home, wash a car  Will they eat out this weekend? Yes, they will. No, they won't.	A Pajama Party (Germany)	<b>st</b> and <b>str</b>
<b>School Link 6</b>	Math: Addition, subtraction, and multiplication Project: Make a report about the ticket prices for different activities.			



# Course Outline



## I. Regular Unit

### Conversation

Each regular unit begins with an engaging conversation. The characters' dialog has been modeled after natural language, containing common vocabulary and useful expressions for everyday English.

#### Unit 2 After-school Fun

##### Conversation

##### A Listen and repeat. Then act out with friends.

That's all for today, class.

Goodbye, Mr. Jones.

You look happy, Jade. What's up?

I have an origami class today.

That sounds like fun. Yes! I'm very excited.

How many kids are in your class?

I don't know. It's my first day.

##### B Look at A. Practice the dialog with the new words.

1 a ballet class

2 a computer class

3 a cooking class

**A** Students are introduced to the unit's overarching theme in a fun context through an informative conversation. Bright visuals, animated voice acting, and carefully planned sentence structures are in place to help students acquire the language through listening and replicating.

Students perform the dialog using interchangeable words to gain a deeper understanding of how the sentence structures can be used.

**B**

##### C Listen and sing.

##### Soccer Practice

That's all for today.

Goodbye, class.

You look happy, Jade.

What's up?

Oh, today I have soccer practice.

Oh, today I have soccer practice.

That sounds like so much fun!

That's exciting.

That sounds like so much fun!

It is!

Have fun!



##### D Listen and write the number. Then act out.

- What are you doing tomorrow?
- Do you want to come?
- It's at 7:15 in the morning.
- You look happy. What's up?

1 There's no school tomorrow!

2 I'm going to the movies.

3 What time is the movie?

4 No, thanks. I want to sleep in.

**C** Altering the pace and input method, this exercise explores the target language in a fresh, dynamic way. Students are reintroduced to the language through a fun song. This exercise encourages students to sing and dance, increasing receptivity and natural language acquisition.

**D** Linking the conversational language of the current unit with previously acquired language, students are able to enjoy, review, and learn at the same time. The combination of learned language structures used in a new context is optimal for constructing and reinforcing meaning.



*Hand in Hand* delivers the education that students need to succeed in the 21<sup>st</sup> century. Uniting EFL education with a comprehensive and globalized curriculum, this seven-level series helps students grow into capable and globalized learners. Thorough instruction, engaging content, and integrated learning have been systematically woven into each course book. *Hand in Hand* is designed to transform students into confident English speakers and competent global citizens.

## Words and Grammar

This section presents the words and grammar central to the target language. Learner-centered activities are provided to encourage student participation and active learning.

### Words and Grammar

#### A Listen and repeat. Then point and say. 14



#### B Listen and repeat. Then ask and answer. 15

What does he do after school? He has swimming class.  
Do they have band practice? Yes, they do.



**A** New words are clearly presented with bright illustrations and rich audio. Students are able to clearly identify and classify new vocabulary.

**B** The grammar focus is introduced concisely, giving context to the learned vocabulary. Students are able to see how grammar structures and vocabulary function together.

#### C Listen and repeat. Then ask and answer. 16

Does she have band practice? Yes, she does. No, she doesn't. doesn't = does not  
Do they have band practice? Yes, they do. No, they don't. don't = do not

	Mon	Tue	Wed	Thu	Fri
Mila		taekwondo		dance	taekwondo
Jade & Joey	Chinese	band		band	

- 1 Does Mila have dance class on Friday?  
No, she doesn't. She has taekwondo class on Friday.
- 2 Do Jade and Joey have band practice on Tuesday?  
Yes, they do.

#### D Listen and circle Yes or No. Then ask and answer. 17

	Mon	Tue	Wed	Thu	Fri
Matt	swimming		soccer		soccer
Jade & Joey	Chinese	band		band	

- 1 Matt  
Yes No
- 2 Matt  
Yes No
- 3 Jade Joey  
Yes No
- 4 Jade Joey  
Yes No
- 5  
Yes No
- 6  
Yes No

**C** Students observe the target language being used in an authentic setting. By listening and repeating, students become familiar with the structures before they are asked to use them independently.

**D** Students take part in an interactive activity that boosts their understanding and familiarity of the language. Using the language practically and purposefully increases genuine acquisition and builds fluency.





## The World around Us

*The World around Us* promotes global awareness by spotlighting a different country, custom, or culture for students to learn about. The subject matter is correlated with the main theme of the unit and offers students an opportunity to see the target language structures in use.

**The World around Us**

**A Look and listen. Then choose and write.**

team soccer good Wednesdays

**KIDS SOCCER CLUB**

This is Ben, and he lives in the United States. Ben likes to play \_\_\_\_\_ after school. He is in the school soccer club. Ben likes \_\_\_\_\_ because that's when he has soccer practice. Ben is \_\_\_\_\_ at playing soccer. His soccer club is doing well. They were the number one \_\_\_\_\_ in town last year. Ben is excited about the game this weekend.

**B Think and answer about yourself.**

1. What do you do after school?
2. What's your favorite school activity?
3. What do you want to do after school?

**A** Students encounter a different culture from around the world. New content words are introduced with interesting and educational pictures. After listening, there is an exercise to help students focus on the content words in the text.

**B** This exercise promotes critical thinking. It provides students a chance to reflect on their own culture by comparing it to the one introduced.

## Unit Link

*Unit Link* functions as a collective and constant review. The review is cumulative so that students are able to link current language targets with material they have learned in past lessons.

**Unit Link U1, U2**

**A Listen and answer.**

1 6:40 2 9:20 3 Tue 4 Wed

**B Ask your friend and write the time.** When do you wake up? I wake up at 7:10.

	wake up	start school	finish school	come home	eat dinner	go to sleep
I						
My Friend						

**C Write about your after-school activities. Then point and say.**

Mila has taekwondo class at 3:30 on Tuesday and Friday.

	Mon	Tue	Wed	Thu	Fri
Mila		taekwondo 3:30		dance 3:00	taekwondo 3:30
Matt	swimming 3:15		soccer 2:45		soccer 2:45
Jade & Joey	Chinese 3:30	band 3:15		band 3:15	
I					

**A** The pictures and corresponding audio allow students to look, listen, and review their cumulative language skills. The exercise is clearly structured so that students have an example for correctly using the language.

**B** Multiple language lessons are contained in one concise exercise. Students can combine previously learned target language structures to create strong and communicative responses.

**C** Open-ended and student-based, this exercise lets students adapt the language and collaborate with their peers. In this section, students are asked to expand their communication ability by using any and all of their available language skills.



## II. CLIL Unit

### School Link

School Link skillfully integrates global curriculum and language education into the same fulfilling learning experience. Students explore interesting topics shaped by different academic subjects such as science, math, social studies, and physical education. While students are immersed in a topic, they are concurrently practicing and acquiring the target language.

#### School Link 1 Social Studies 20

### After-school Programs

Many schools have good programs for children after school. Children learn different things and have fun together.



Every Monday, these children have a writing class. They write stories together. They have fun sharing their stories.

On Tuesdays and Fridays, these children learn to play the violin. They like making music together.



#### Think and Say

1. What do your friends do after school?
2. What is your after-school schedule?

#### Key Words

children program  
learn share  
music violin

A

Students are introduced to an interesting topic through appealing visuals, clear audio, and comprehensible text. The content is related to the prior lessons so that students are at ease with the level.

B

Critical thinking and creativity come together so that students can assess their understanding and express what they have learned. Key Words reiterate the new content vocabulary in the text.



These children learn Chinese together after school. Their Chinese class is once a week on Thursdays.



### Project

1. Write and draw five after-school activities in the chart.
2. Ask your friends to draw a red dot by their favorite activity.
3. Share the chart with the class.

#### Favorite After-school Activities

Soccer		
Swimming		
English		
Piano		
Writing		

These are our favorite after-school activities. Seven students like playing soccer.



Go to page 8 in your Project Book.

C

The project section supports creativity and communication within the classroom. Students are presented with an objective and the guidelines to accomplish it. Once guidelines are in place, students can work freely. When students meet their goals, they present their work to the class.

### English Sounds



twin



gift



leaf



sleep

English Sounds helps students strengthen their foundational phonics skills.



# Teaching Techniques

## 21<sup>st</sup> Century Skills: Communication, Collaboration, Critical Thinking, and Creativity

Students of the 21<sup>st</sup> century need an education that will help them succeed in today's world. *Hand in Hand* establishes and cultivates the 21<sup>st</sup> century skills necessary for success.

### • Communication:

Students develop their interpersonal, intrapersonal, and presentational skills through communicative exercises, class activities, and independent presentations.

### • Collaboration:

Students learn how to work together in order to achieve a common goal. Collaborative exercises appear throughout the student book, giving students the opportunity to enhance cooperation and collaboration skills.

### • Critical thinking:

Students practice purposeful and goal-directed thinking. They analyze and solve problems, put together inferences, and make thoughtful decisions based on information.

### • Creativity:

Students are encouraged to express their ideas. *Project Book* assignments take on more than one format to allow students to develop their resourcefulness and flexibility.

## CLIL Segment

Content and Language Integrated Learning (CLIL) makes English teaching more interesting, more valuable, and more potent. When teachers integrate school subjects into their EFL classes, lessons become dual-focused; students are learning subject content while acquiring English.

The *School Link* section of *Hand in Hand* focuses on a subject, such as social studies, science, art, math, or PE, and combines it with previously learned grammar, structures, and vocabulary. Each course book contains six *School Link* sections so that teachers can include diversified instructional content to make language learning more interesting and inspiring.

## Teaching Global Awareness

Because of the rapidly increasing interconnectedness in the world, teaching global awareness in the classroom is becoming progressively more necessary. In order to create global citizens, teachers must infuse their classrooms and their lessons with global awareness. Students need to develop the ability to understand global issues, learn from and work with people from other cultures, and understand the cultures of other nations.

The *World around Us* section of *Hand in Hand* provides students with the opportunity to learn about people from around the world. Teachers can supplement this section by showing videos, pictures, and related media. Students can take part in culture-specific discussions, readings, and writing activities. Consider setting up a pen pal program that would allow your students to communicate with other EFL students around the world.

## Technology in the Classroom

Today's students must be technologically fluent in order to compete in the real world. There are two defining aspects of technological education:

### • Technology adoption:

Students should be exposed to multiple modes of technology. It is important for students to feel comfortable using and learning new kinds of technology. If possible, teachers should show students how to best utilize computers, software and hardware, smart phones, and tablets by incorporating them into class instruction and curriculum.

### • Digital literacy:

Students should be developing the ability to obtain, evaluate, and interpret digital information. If possible, teach students how to locate digital resources, assess sources, and construct new information from their findings.





## Eliciting

Instead of giving your students information directly, try eliciting it! When you elicit ideas and language from your students, you are giving them a sense of ownership in your class. Elicitation empowers students, invests them in their own learning, and increases the motivation of the class as a whole. Teachers can find out what the students know and build on their prior collective knowledge by eliciting throughout the lesson. A few techniques: miming, modeling, gap-fills, drawing, lists, synonyms/antonyms, hints, and visuals.

## Collaborative Pairs

Collaborative pairing or grouping is a way to engage student thinking and organize the class structure. Learning is a social activity and collaborative pairing capitalizes on student socialization. Pairing students to work together creates a social setting which limits opportunities to disengage. Students must produce results because of the intimate setting. Collaborative pairs increase student achievement, teaching collaboration, interpersonal communication, and energizes learning. When creating pairs of students, remember to group carefully by ability. The best groupings are high-middle, middle-middle, and middle-low.

## Building Background

Before starting a new lesson, it is important to build up students' background knowledge in the lesson topic. By building background knowledge, students will be able to make connections to the material and activate their prior knowledge. Before teaching content, link the lesson's concepts to students' personal, cultural, or academic experience. They will be able to understand the lesson more clearly and naturally be more motivated during class.

## Scaffolding

Teachers can help students grow into independent learners by using scaffolding techniques. Teachers can assist students when they are struggling with the degree of curriculum by providing successive levels of temporary support. Over time, teachers gradually remove this temporary support, leading their students to take on more responsibility.

- **Verbal scaffolding:**

paraphrasing, repeating student response, and slowing speech/increasing pauses/speaking in phrases

- **Procedural scaffolding:**

explicit teaching, modeling, small group instruction, and partnering

- **Instructional scaffolding:**

graphic organizers and models of completed assignments

## Rubrics

Rubrics can be very useful for both students and teachers. A rubric is a set of confirmed criteria, including descriptions of levels of accomplishment that can be used to assess performances. When shared with students at the beginning of an assignment, rubrics help students plan and monitor their own work. The expectations of the assignment are clearly defined so that over time rubrics help students build up the concept of what it means to perform a skill well. Rubrics help the teacher focus on developing students' learning of skills instead of mere task completion. The Hand in Hand Teacher's Manual provides teachers with a descriptive rubric.

Photocopiable rubric is located on page 189.

Printable and editable rubric is located in the Teacher Resource CD.








# Games and Activities

All of your students learn differently! Some students learn best by reading. Some students are visual learners who like watching. Other students are physical learners who need to move around the classroom. Learning styles vary from student to student. Often students have a mixture of learning styles, some styles stronger than others. By incorporating games and activities into your curriculum, you are ensuring that your students will be able to develop their ideal learning styles and genuinely engage in the lessons.

Games and activities are an easy, fun way to spice up your class. They can be dynamic, funny, physical or mental, just as long as they are educational! Each and every activity that you include in your class should be used as a means to an end: language acquisition. There are many kinds of activities that can be used to assist language acquisition.

The following pages are divided into three sections: Games & Activities for Speaking, Games & Activities for Vocabulary, and Games & Activities for Vocabulary and Grammar. For further information on the targets of each activity, please refer to the key below:

## Activity Targets

-  Interpersonal Communication
-  Presentational
-  Building Background
-  Reinforcing Language
-  Physical Activity

## Games and Activities for Speaking

### Acting Contest

- Materials: a student book and a CD player
  - Grouping: teams of 2–4 students
- ① Listen to the dialog from the CD and then model appropriate tones, speed, and action for the students.
  - ② Separate the class into groups of 2–4, depending on the number of characters in the dialog.
  - ③ Have students rehearse the dialog from the student book.
  - ④ Circle around the room and check student progress. Encourage students to speak loudly, clearly, and with emotion.
  - ⑤ Each group comes to the front of the class and performs the dialog.
  - ⑥ Make sure the students in the audience are politely listening. Encourage them to clap at the end of each performance.
  - ⑦ Have students vote on which group had the best acting.

### Drawing Share

- Materials: drawing paper and crayons (pencils or markers)
  - Grouping: as a class
- ① Write the drawing topic on the board.
  - ② Give students an individual piece of paper and ask them to draw a picture related to the topic.
  - ③ Walk around the class encouraging students to be creative.
  - ④ Ask students what they have drawn.
  - ⑤ Have students come to the front of the class to share their personal drawings.

### Hint, Hint!

- Materials: N/A
  - Grouping: as a class
- ① Write the target language on the board.
  - ② Give students three hints in the form of words or phrases. For example, to get students to guess *I eat breakfast*, the teacher should say *Morning. Eggs. Toast.*
  - ③ The student who thinks they know the answer should raise their hand and use the target language to answer.
  - ④ Model a few more hints and then ask the students to come up with their own hints.

### Mixer

- Materials: N/A
  - Grouping: as a class
- ① Write the target language structures on the board.
  - ② Have students stand up and walk around the classroom using the language with their peers.
  - ③ Students should try to speak to as many peers as possible.
  - ④ As the students mix, the teacher walks around the classroom to ensure students are using the language appropriately.

### Show and Tell

- Materials: Show and Tell Worksheets (located in the Teacher's Manual or Teacher Resource CD)
  - Grouping: as a class
- ① Prepare your own Show and Tell Worksheet and give a presentation, modeling correct tones, speed, and actions for the students.
  - ② Write the sentence structures on the board and brainstorm possible answers with the class. Write student responses on the board.
  - ③ Hand out the Worksheets and have students fill out the writing portion first. Circle around the room and help students with spelling and grammar.
  - ④ When students finish the writing portion, have them begin the drawing portion.
  - ⑤ Select a few students to come to the front of the class and present their Show and Tell Worksheets.



- Make sure the students in the audience are politely listening. Encourage them to ask questions and clap at the end of each presentation.

### Toss the Ball

- Materials: a ball or a bean bag
  - Grouping: as a class
- Have the class form a circle.
  - Toss a ball or a bean bag to a student and use the target language to ask a question or say a sentence.
  - The student who catches the ball replies and tosses the ball to another student who also uses the target language.
  - Continue until all students have had a chance to participate.

## Games and Activities for Vocabulary

### Brainstorm

- Materials: whiteboard and a marker
  - Grouping: as a class
- Write the chosen topic in a cloud outline on the board.
  - Ask students what they know about the topic.
  - Write student responses on the board.
  - Elicit vocabulary from the upcoming lesson that students did not volunteer.

### Bingo

- Materials: flashcards and nine-square grids
  - Grouping: as a class
- Give each student a nine-square grid (3X3) and prepare nine or more flashcards.
  - Select a student to be the announcer.
  - Remaining students choose nine target words or phrases from the flashcards to write randomly on the grid.
  - The announcer picks a flashcard and calls out the word or phrase that is on the card.
  - If students have that word or phrase on their grids, they mark it with a colored pencil.
  - The first student to mark three squares down, across, or diagonally wins the game.

### Categorize

- Materials: whiteboard and markers
  - Grouping: as a class
- Write 3–4 categories on the board. The categories are based on the lesson's topic. For example, a lesson based on colors could have the categories *Red / Blue / Green*.
  - Ask the students to come up with words or phrases that fit into the categories. Such as, *Red: apple, cherry, tomato, etc.*
  - Write their responses in the correct category.
  - When students are finished, discuss their answers.

### Class Picture

- Materials: whiteboard and markers
  - Grouping: as a class
- Tell students they are going to draw a picture together as a class.
  - Write the topic of the picture on the board and start drawing.
  - Ask students what other related items could be drawn on the board.
  - Have students come up singularly or in teams and add to the picture with their own drawings.
  - When the class is finished, open up a discussion about the topic related items that they have drawn.

### Flash Run

- Materials: flashcards
  - Grouping: as a class
- Place flashcards in different spots in the room.
  - Draw a picture of one of the words from the flashcards and have students stand up and run to the corresponding flashcard.
  - The first student to reach the correct flashcard will come up and draw the next picture hint.

### Pass It On

- Materials: multiple sets of flashcards and a CD player
  - Grouping: as a class
- Have students sit down in a circle.
  - Pass out multiple sets of flashcards so that each student has one card.
  - Play the music (corresponding unit song or chant). As the music plays, students should pass their cards to the right.
  - Randomly stop the music and call out the word the music stopped on.
  - Students holding flashcards with that word are out and must sit in the middle of the circle.
  - Start the music and repeat until only one word is left.

### Say It ASAP!

- Materials: N/A
  - Grouping: as a class
- Students form a circle in the classroom and close their eyes.
  - As a class, students must complete a verbal sequence. For example, listing the months in order.
  - However, only one student is allowed to say one word at a time.
  - If two students shout out the same word at the same time, the class must start over.

For example:

Student A: *January!*

Student B: *February!*

Student C & D: *March!*

Start over.