



Teacher  
Resource  
CD

Teacher's Manual

5

# HAND in HAND 5

Teacher's Manual

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Teacher's Manual

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# Characters

Matt Lewis

Sunny

Mila Lopez

Jade Chen

Jumbo

Fluffy

Ditto

Joey Jones





# 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.

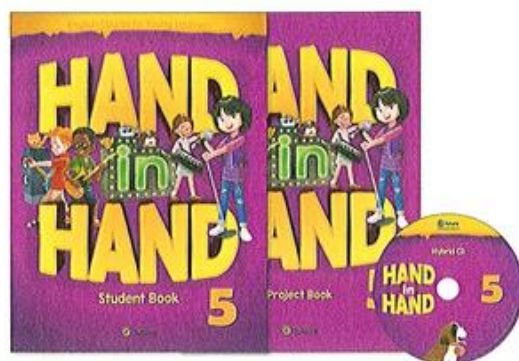
*Hand in Hand* combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests, and features language that students can use in their daily lives. The following charts illustrate where the *Hand in Hand* series stands in comparison to the CEFR and YLE.

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

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

# Components

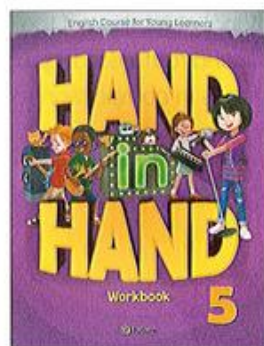
## Student Book



- 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





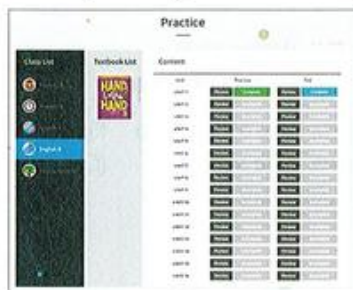
## Teacher's Manual



- 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
<b>Unit 1</b> Comparing Animals	I'm reading a book about animals. What's this? It's a gazelle. It lives in Africa. Did you know that it's a very fast animal? No, I didn't. How fast can it run? It can run up to 97 km/h. That is fast!	cheetah, deer, fox, giraffe, hippopotamus, rhinoceros, turtle, wolf, slow, fast, light, heavy  Which animal is faster, the deer or the giraffe? The giraffe is faster than the deer. Which animal is the fastest? The cheetah is the fastest.	The Slow Sloth (Costa Rica)
<b>Unit 2</b> Comparing Things	Can I try on these shoes? Sure, you can. What's your shoe size? I wear a size 5. How do you like those shoes? I like them. They're comfortable. They look nice on you. Thanks.	earrings, helmet, necklace, puzzle, sneakers, difficult, comfortable, expensive, beautiful, colorful  Which puzzle is more difficult? This puzzle is more difficult. Which sneakers are the most comfortable? These sneakers are the most comfortable.	The Most Popular Flavor (Belgium)
<b>School Link 1</b>	Social Studies: Wonders of the world Project: Write a report about a special place in your country.		Writing Style: Sentences
<b>Unit 3</b> Music and Sports	My school band is having a concert. Would you like to come? Yes, of course. What musical instrument do you play? I play the violin. Do you practice every day? No, I practice twice a week.	play the cello, play the guitar, practice the violin, go to a concert, play basketball, play badminton, go swimming, go to a soccer game, once, twice, three times, day, week, month, year  How often does he play basketball? He plays basketball once a week.	Team Sports (USA)
<b>Unit 4</b> Ways of Doing Things	Look! Matt is next. I can't watch. I'm nervous. Don't worry. He's a good batter. It's a home run! He hit it well. It's his second home run this month. Are you good at baseball too? No, I'm not. But I'm good at soccer.	a quick runner, a slow runner, a good singer, a quiet chess player, a loud drum player, a careful driver, carefully, well, loudly, quickly, quietly, slowly  He's a slow runner. He runs slowly. How does she eat? She eats quickly.	The Talent Show (South Africa)
<b>School Link 2</b>	Music: String instruments Project: Write a report about a musical instrument.		Writing Style: Parts of Sentences
<b>Unit 5</b> School Field Day	I don't know how to hula hoop. Don't worry. I'll show you. Thanks. Hold the hoop with two hands and spin it like this. Oh, it's not working. Try it again. You're doing great!	do face painting, eat cotton candy, have a hula hoop contest, run in a race, play Frisbee, wear school T-shirts, have a sack race, play tug-of-war  What are they going to do? They're going to run in a race.	Field Day (Canada)
<b>Unit 6</b> Going Camping	Tomorrow is our camping trip. Let's pack. Bring your things to the living room. Here's my sun hat. Don't forget to pack your toothbrushes. Should we take the lantern? Yes, that's a good idea.	build a campfire, catch fireflies, go fishing, go canoeing, set up a tent, sleep in a sleeping bag, tell scary stories, look at the stars  What's he going to do? He's going to go fishing. Are they going to look at the stars? Yes, they are. No, they aren't.	Catching Fireflies (Argentina)
<b>School Link 3</b>	Science: Muscles and bones Project: Write a report about the flexor and extensor muscles of your body.		Writing Style: Statements and Questions



	<i>Conversation</i>	<i>Words and Grammar</i>	<i>The World around Us</i>
<b>Unit 7</b> Chores to Do	Pass me the salt, please. Here you are. Thanks. Would you like some more? No, thanks. I'm full. Who's going to help me with the dishes? I'm sorry. I have a lot of homework. I'll help you.	clean the room, mow the lawn, do the laundry, feed the dog, set the table, take out the garbage, wash the dishes, water the plants  What does she have to do? She has to mow the lawn. Do they have to set the table? Yes, they do. No, they don't.	Morning Chores (Singapore)
<b>Unit 8</b> Time to Clean Up	The weather is so nice! It's a perfect day for spring cleaning. Oh, Mom. I want to go to the park. Not today. What do you want me to do? Go clean your room. Let me get the vacuum cleaner. I want to help too. You can put away your toys.	clean the windows, dust the furniture, mop the floor, pick up the toys, put away the books, sweep the floor, vacuum the floor, wipe the table, first, next, after that  What will she do first? She'll pick up the toys. Will they dust the furniture next? Yes, they will. No, they won't.	Our Clean Classroom (Japan)
<b>School Link 4</b>	Social Studies: Recycling Project: Make a plastic bag parachute.	Writing Style: Commands and Exclamations	
<b>Unit 9</b> Getting There	We're going to the museum today. Where is the museum? It's downtown. We'll take the subway. Here are the tickets. How long will it take by subway? It'll take about 20 minutes. We'll get off at the next station.	take a bus, take the subway, take a taxi, take the tram, take the train, drive a car, ride a motorcycle, walk  How does he get to work? He takes a bus to work. How is she going to get to the airport tomorrow? She's going to take a bus.	The Convenient T-money Card (South Korea)
<b>Unit 10</b> Getting Ready	Do you need help with the invitation cards? It's OK. We can do it ourselves. How many friends are you going to invite? About ten. Will that be OK, Mom? No problem. You're invited to my birthday party. It's at three o'clock this Saturday.	bake a cake, decorate the room, go shopping for a gift, make a banner, order pizza, wrap the gift  She has baked the cake already. They haven't ordered pizza yet. Has he wrapped the gift yet? Yes, he has. No, he hasn't.	Making a Birthday Card
<b>School Link 5</b>	History: The Sumerians' wheel Project: Write a report about where wheels are used.	Writing Style: Sentence Fragments	
<b>Unit 11</b> How Much Food	I'm getting hungry. Let's make sandwiches. I can make peanut butter and jelly sandwiches. Is there any peanut butter? Yes, and here's some jelly too. We have some bread here. Now we're all set.	a lot of: cookies, sandwiches, ice cream, lemonade a few: potato chips, hot dogs / a little: pizza, fruit  How many sandwiches are there? There are (a lot of / a few) sandwiches. How much ice cream is there? There is (a lot of / a little) ice cream. Are there a lot of cookies? Is there a lot of fruit?	All-Fruit Popsicles (Spain)
<b>Unit 12</b> Five Senses	These are new sneakers, aren't they? Yes. How did you know? I can see them. They look new. Your mom is making chili, isn't she? Yes. How did you know? I can smell it. It smells good. It's raining outside, isn't it? Yes. I can hear it too.	look, smell, sound, taste, feel, pretty, terrible, good, awful, wonderful, loud, delicious, sweet, soft, hard  How does the music sound? It sounds wonderful. How do the flowers smell? They smell good.	My Dad's Bakery (France)
<b>School Link 6</b>	Science: The five senses and the brain Project: Write a report about different foods and tastes.	Writing Style: Questions	



# 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 6 Going Camping

##### Conversation

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

- 1 I can't wait!  
Tomorrow is our camping trip.  
2 Let's pack. Bring your things to the living room.



- 3 Here's a tent and sleeping bags.  
4 Here are my hiking boots.  
5 Here's my sun hat.



- 6 Don't forget to pack your toothbrushes!  
7 OK, Dad.  
8 Should we take the lantern?  
9 Yes, that's a good idea.



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

1



hiking socks



first aid kit

2



sunglasses



camping stove

##### 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.

##### B

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

##### C Listen and sing.

###### It is Time to Pack

Tomorrow is our camping trip.  
Tomorrow is our camping trip.

Bring your things to the living room.  
It is time to pack.

Here's a tent and our sleeping bags.  
Here are my hiking boots.

Don't forget your toothbrush!  
OK, Dad!  
It is time to pack.



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

- 1 Oops! I'll be right back. 2 I like them. They're comfortable.  
3 Should we take the rope? 4 Look! These are my new hiking boots.



- 5 Today is our camping trip!  
6 How do you like them?

##### Should we take the camping stove?

- 7 Yes!  
8 No, I don't think so.  
9 Wait. Where is your backpack?



##### 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. 45



#### B Look at A. Listen and repeat. Then ask and answer. 47



**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.

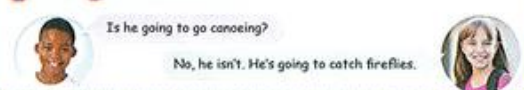
#### C Listen and repeat. Then ask and answer. 50



#### D Listen and circle Yes or No. What are they going to do? 51



#### E Look at D. Ask and answer.



**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** **E** Students take part in interactive activities that boost 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.** 37

**Catching Fireflies**

fireflies light up jar lid net

My family is on a camping trip. Tonight, my sister and I are going to catch . We do that every summer, and it's a lot of fun. Fireflies  their tails. They are very pretty to watch. To catch them, we are going to use a . Then, we are going to gently put them in a  and close the lid. There are holes in the  so the fireflies will have enough air to breathe. Don't worry! We are going to set them free before we go to sleep. This is Jason, reporting from Argentina.

**B Think and answer about yourself.**

- Are there fireflies in your country?
- Do kids catch insects in your country? Which insects do they catch?
- What do you do for fun during summer nights?

**A** Students encounter different experiences 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.

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

**B**

## 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** u3, u4, u5, u6

**A Listen and answer.** 38

- 3 / year
- 
- 
- 

**B Ask your friend and write Yes or No.**

	I	My Friend
1 Are you good at telling scary stories?		
2 Do you eat cotton candy slowly?		
3 Are you a quick runner?		
4 Are you good at playing Frisbee?		

**C Point and say. What are they going to do next weekend?**

They're going to go to a soccer game next weekend.

- 
- 
- 
- 
- 
- 

**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.

Multiple language lessons are contained in a variety of different exercises. Students can combine previously learned target language structures to create strong and communicative responses.

**B**

**C**



## 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 4 Social Studies 75**

### Let's Recycle!

**Why do we have to recycle?**  
Do you know what happens to a plastic bottle when you throw it away? It goes into the ground and stays there for thousands of years! We bury our garbage in landfills. There are too many landfills now, and our planet Earth is hurting very much. We must recycle, reduce, and reuse our garbage to make Earth a healthier place to live.

**Things We Can Recycle**

cans	paper	magazines	newspapers
plastic bottles	glass bottles	boxes	books

**Think and Say**

1. Why is recycling important?
2. What can you recycle at school?
3. What can you make with a recycled plastic bottle?

**Key Words**

recycle	plastic
reuse	can
reduce	paper

**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.

**Think GREEN**

A Green Earth begins with you and me!

Don't throw away everything! Many things like plastic, cans, and paper can be recycled and remade into new or similar kinds of products. It is a wonderful way to reuse our garbage.

**Guess what these items are made from?**

These chairs are made from recycled tires.

This bag is made from recycled juice boxes.

These plant pots are made from recycled rain boots.

**Project**

#### Making a Plastic Bag Parachute

**Materials:**  
a hole punch, a plastic bag, scissors, string, tape, a weight (a small object)

**How to Make:**

1. Go to page 7 in your Project Book for details.
2. Fly your parachute with the class when finished.

**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.

### Writing Style

#### 1) Sentences

\* Every sentence begins with a **capital letter**.  
Joey rides a bike.

\* Most sentences end with a **period (.)**.  
He is going to school.

**Your Turn** Write the sentences correctly.

1. matt has short hair
2. she wants to be a teacher
3. let's go to the pool
4. there is a long line
5. they woke up early

*Writing Style* helps students strengthen their foundational writing 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.

### Information Train

- Materials: N/A
  - Grouping: as a class
- ① Tell students they are going to make an information train about a previously learned subject.
  - ② Have one student start the train by raising their hand and saying a factual sentence about the subject.
  - ③ Another student raises their hand and adds on to the information train by saying another factual sentence about the subject.
  - ④ Students continue adding subject-related information to the train.
  - ⑤ See how long students can keep the information train going.

### 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.



## Scaffolding

- Materials: N/A
- Grouping: as a class

- 1 Introduce the target language by writing it clearly on the board.
- 2 Show students how to use the target language.
- 3 Guide students through a few practice sentences.
- 4 Have students begin to use the target language by themselves.
- 5 Assist students if they need any additional help.

## 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.
- 6 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

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

## Games and Activities for Vocabulary

### Blinded

- Materials: a blindfold, a bag, and actual vocabulary items
- Grouping: as a class

- 1 Put vocabulary-related items in a bag. For example, a pencil, a marker, an eraser.
- 2 Blindfold one student and have them select an item from the bag.
- 3 The blindfolded student guesses what the item is by asking an identifying question. For example, *Is it a pencil?*
- 4 Students reply *Yes, it is.* / *No, it isn't.*
- 5 If the blindfolded student does not recognize the item, have other students give hints.
- 6 Once the item has been correctly identified, blindfold another student and repeat the process.

### Brainstorm

- Materials: whiteboard and a marker
- Grouping: as a class

- 1 Write the chosen topic in a cloud outline on the board.
- 2 Ask students what they know about the topic.
- 3 Write student responses on the board.
- 4 Elicit vocabulary from the upcoming lesson that students did not volunteer.

### Class Picture

- Materials: whiteboard and markers
- Grouping: as a class

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

