Fantastic Five

Michal Melamud

Teacher's Guide

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INTRODUCTION

Rationale

Fantastic Five is a heterogeneous course for learners of English as a foreign language in the fifth grade at the Basic User I – A1 level. It is based on the Ministry of Education's English Curriculum 2020 and reflects the criteria, word lists and can-do statements therein. The Student's Book and Workbook are fully integrated.

Fantastic Five offers a wide range of topics which stimulate curiosity and enable the pupils to enrich their general knowledge while developing their English language skills. In *Fantastic Five*, great care has been taken to present content-rich material at an appropriate level for the pupils, both conceptually and linguistically. As classes are often large and heterogeneous, the material is organized to cater to a wide variety of learning styles and levels of ability. (See the section entitled *Heterogeneity* on pages 6-7.)

The can-do statements in the curriculum guide the structure and flow of each unit in this course. Every unit provides a wide variety of activities to develop pupils' reception, production and interaction skills, both spoken and written, in addition to their mediation skills and communicative language competences. The lexis and grammar points taught in each unit also contribute to the pupils' ability to accomplish the can-do statements presented at the opening of each unit. There are self-assessment activities in the Student's Book, Workbook and Teacher's Guide as well as two assessment tasks within each unit to monitor the achievement of the can-do statements.

The *Fantastic Five* course consists of a short introductory unit and five theme-based units, each with five parts. Each unit contains four readings and a story for written reception and two listening passages for spoken reception. To ensure that the pupils have the opportunity to read on their own, for each reading text in the *Fantastic Five* Student's Book, there is a matching text in the Workbook, called Read More, that is similar in text type and / or topic, and includes comprehension activities. This gives the pupils additional exposure to the text type and / or topic and provides another encounter with vocabulary from that part. In addition, at the end of each unit, three more Extra Reading texts are provided in the Workbook for independent reading at three levels of difficulty. The levels of these texts are slightly lower than the level of the main texts in the Student's Book, thus providing success-oriented reading practice. All of the texts for independent reading are linked to the topic and recycle the lexis from the current and previous units. The reading comprehension questions that appear after all written and spoken reception passages in the Student's Book and Workbook address the levels of comprehension, including literal understanding, inference and integration, as well as personal response.

Fantastic Five includes a feature called Reader's Theater, which is a motivating and engaging success-oriented activity that promotes reading fluency and accurate pronunciation. Each end-of-unit story in the Student's Book has been adapted to a Reader's Theater script which appears in a separate appendix in the Workbook. After reading each story, the pupils are directed to the accompanying script and perform it with expressive voices and gestures.

The vocabulary in *Fantastic Five* has been selected from the Ministry's Band I word list. Approximately 400 words from Band I are taught. New words are taught at the beginning of each new part, before the reading and listening passages. Additional words are taught in a feature called Word Power, which appears once or twice in each unit. A complete list of all the words taught in the unit appears in the Unit Check at the end of each unit in the Student's Book, as well as at the beginning of each unit in this Teacher's Guide.

The approach to teaching lexis in *Fantastic Five* is spiral: Words are presented and pre-taught before spoken and written reception to enable understanding. The pupils are referred to the Workbook to match new words to their meanings. There are practice exercises in the Student's Book for all new vocabulary items before the pupils encounter them in a reading or listening passage. There are additional vocabulary practice exercises after the texts in the Student's Book, which offer the pupils opportunities to use the words productively in both speaking and writing. The pupils are then referred to the Workbook for more practice exercises. These are graded, allowing learners at different levels to work according to their ability. Lexis is recycled throughout the unit and throughout the book.

The feature called Word Power, which appears once or twice in each unit, presents new words with a common element that will help the pupils remember their meanings. Sometimes this feature works on word families or depth of knowledge; other times it combines words and phrases to enable the pupils to learn common, functional vocabulary.

Fantastic Five is accompanied by a digital extra component called Vocabulary Booster, which complements the vocabulary taught in the course by offering interactive activities that go beyond the scope of a printed book. This product can be accessed on a cellphone, computer or tablet, which gives the pupils the ability to practice anywhere and at any time they choose.

The Vocabulary Booster offers reinforcement and promotes speaking through interactive activities and games. The pupils are referred to this component from every set of new words, as well as from a mid-unit check and a review at the end of each unit. The active vocabulary from each unit is practiced and recycled a number of times in different contexts. In addition, this product offers a Learning Management System (LMS) so that teachers can track their pupils' progress.

A feature called Read Better appears after the set of new words is presented in Parts 1-4 of each unit. Specific phonics points are highlighted for awareness and to give the teacher the opportunity for reinforcement. These reflect the most frequent patterns and sounds, as well as orthographic patterns that may cause difficulty in reading (selected from patterns listed in the Ministry document entitled "Comparing Orthographic Patterns Band I and Band II"). The Read Better feature is designed to reinforce and promote fluency and accuracy when the pupils read, pronounce and spell the new words, as well as to provide support for those pupils who still experience difficulties in decoding. The points selected for each part are triggered by at least one word on the list of new words for that part as well as words that are assumed known. A short practice exercise appears in the Student's Book following the presentation of each phonics pattern. Additional teacher-directed practice exercises for each pattern appear in a separate appendix in the Workbook.

Spoken reception, interaction and production are integrated in each unit. In the Listening sections, the pupils listen to a passage and answer questions about it. To ensure practice and success in spoken interaction, a variety of opportunities appear in the Student's Book. In the Speaking sections, the pupils speak about a related topic in a structured dialogue. The pupils present a dialogue of their own based on a dialogue they have read, substituting color-coded words and expressions with their own. These dialogues reflect the can-do statements and include a variety of real-life situations, such as meeting new people, going to a doctor, buying items at a store, and ordering in a restaurant. Self-assessment checklists for all speaking activities are provided in Hebrew and Arabic in the Workbook. These checklists give the pupils the opportunity to check and monitor their performance. Where possible, throughout the course, the pupils are also provided with opportunities to step out of the classroom and interact with their community in English.

Developing the pupils' ability to express themselves in writing is a key feature in *Fantastic Five*. The course provides a clear writing program with a Writing section in every unit to practice written production. The Writing section focuses on proper sentence structure with scaffolded sentence-level writing activities and additional graded practice exercises in the Workbook. In addition, each Writing section presents a writing tip that focuses on the basics of writing – including the mechanics of capitalization, articles, prepositions and word order. A generic self-assessment checklist for sentence-level writing practice is provided in Hebrew and Arabic at the back of the Workbook and as a photocopiable checklist in this Teacher's Guide.

The grammar points taught in *Fantastic Five* reflect the target structures and the can-do statements in the curriculum for the fifth grade. Each grammar point is first presented in a short dialogue in the Student's Book. This provides exposure to the point and shows how it is used in context. The pupils are also provided with an opportunity to experiment with the language by creating their own version of the dialogue. Then the meaning and form of the grammar point are taught for accuracy and authentic use in a variety of activities both in the Student's Book and Workbook. Grammar practice progresses from mostly receptive through emerging production to usage and accuracy in production, as indicated in the curriculum.

Each unit has two tasks for assessment. These tasks appear at the end of Parts 2 and 4. The pupils often mediate in sharing or reporting some aspect of their task with the class. Photocopiable models for each task and assessment rubrics are provided in this Teacher's Guide.

There is a mid-unit review called Stop and Check at the end of Part 2 in every unit. It provides learning-oriented assessment, allowing the pupils to monitor their own progress as well as assess their peers.

A Unit Check at the end of each unit in the Student's Book lists all of the lexis taught and provides a variety of practice activities. In addition, the Workbook provides a complete review of the vocabulary and grammar in the unit.

Heterogeneity

Heterogeneity in *Fantastic Five* is addressed in the following ways:

In the Student's Book

- Some of the instructions provide heterogeneity. For example: *Do as many as you can. / Read at least …*
- Many written reception passages are presented in chunks, with the reading comprehension exercises organized in a way that enables the pupils to answer the questions for each chunk separately. After reading the texts together as a class, the pupils are instructed to complete the comprehension exercises for as many chunks as they can, so that all pupils feel successful.
- The Vocabulary Booster ensures that each pupil is in control of the speed and amount of practice he or she gets in internalizing the meanings of the new words.
- Two tasks are provided in each unit. These tasks offer multiple modes of expression, depending on the pupil's level. Each task is scaffolded, providing support for pupils of all levels.
- Listening passages are often accompanied by visuals to aid comprehension, adding authenticity and acting as scaffolding in the heterogeneous classroom.
- Speaking and writing activities provide scaffolding, such as color-coded word banks, color-coded patterns illustrating the order of the words when building a sentence, and models, in order to ensure that these activities are success-oriented for all pupils.
- Many activities allow pupils to answer according to their ability – using a word, a phrase or a full sentence.

In the Workbook

- The Workbook is fully integrated and provides a wealth of practice at three different levels. All the vocabulary, grammar and writing exercises are graded and marked for level of difficulty. The pupils begin at the one-star level and progress as far as they can.
- Three Extra Reading texts are provided in the Workbook for each unit. They are thematically linked to the unit and are intended for the pupils to read on their own. These texts are also graded at three different levels.
- The Getting Ready section in the Workbook provides the pupils with the opportunity to create their own dictionary and internalize the meanings of the new words.
- The Reader's Theater section in the Workbook provides an opportunity for pupils to work in groups to read a script adapted from the stories in the Student's Book. Each script contains longer and shorter parts to accommodate pupils at different levels.

In the Teacher's Guide

The notes in the Teacher's Guide provide additional suggestions for less- and more-advanced pupils. For suggestions on teaching heterogenous classes, see page 10 of this Teacher's Guide.

Assessment

Assessment is an important part of the teaching-learning process, focusing on the ability of the pupil to apply the knowledge of language learned in meaningful and simulated real-life situations.

In order to achieve the most informative results, a variety of assessment tools – both traditional and alternative – should be used. As each of these methods has its advantages and disadvantages, they should be used together as an integral part of the teaching-learning process.

Each unit in *Fantastic Five* has two unit tasks for assessment. Pupils are provided with guidelines in Hebrew and Arabic, as well as checklists. Photocopiable assessment rubrics for the teacher as well as models for the unit tasks are provided in this Teacher's Guide. In addition, self-assessment checklists for all speaking activities are provided in Hebrew and Arabic. These checklists give the pupils the opportunity to check and monitor their performance.

Course Components

The *Fantastic Five* course includes a Student's Book, a Workbook, a Teacher's Guide, a digital extra component, audio links and whiteboard software.

Student's Book

The *Fantastic Five* Student's Book consists of a short introductory unit and five units.

The introductory unit – Getting Started – serves as a bridge between the fourth and fifth grades. It reviews vocabulary that the pupils should know from previous years of learning English. It also presents important classroom language that pupils will use throughout the course. A quick phonics review of the short vowel sounds and common digraphs is also provided.

Each of the five successive units in the Student's Book consists of five parts:
- Parts 1-4 are based on the unit topic and have one or two sets of new vocabulary and one reading text.
- Part 5 consists of a story which is thematically linked to the content of the unit. In Unit 1, the story has one part. In Units 2-5, each story has two parts. New vocabulary is presented in each part, with word practice activities for each.

OPENING PAGE

The opening page of each unit introduces the theme and the objectives. It presents a picture for each part of the unit which allows the pupils to generate ideas and predict what they will learn about in the unit.

NEW WORDS

The new vocabulary is presented with Hebrew and Arabic translation in a New Words box at the beginning of each part. Additional new words are presented once or twice in each unit in a feature called Word Power. Following the presentation of new words, the pupils can do the activities in the digital extra component, Vocabulary Booster, in addition to the preparation activity in the Workbook.

READ BETTER

An orthographic pattern is presented after the new words at the beginning of Parts 1-4 of each unit. Each pattern emanates from at least one new word in the part and other vocabulary that is assumed known. Another orthographic pattern is reviewed and contrasted. The "remember" pattern is either a very basic pattern, such as short vowel sounds, or a pattern that was previously taught in this course. The "remember" pattern generally has some similarity to the main orthographic point presented. A simple explanation of the rules or patterns and example words are provided for both the main orthographic pattern and the "remember" pattern, followed by a short practice exercise. Additional practice exercises appear in a separate Read Better appendix in the Workbook.

READING

Each unit in *Fantastic Five* has reading texts in a variety of genres. These include articles, ads, notices, poems, websites, a movie review, an invitation, a menu, a recipe, a quiz, a letter, a map, a written interview and an email. A range of pre- and post-reading comprehension activities is provided. The comprehension exercises address all levels of comprehension, including literal understanding, inference and integration as well as personal response. A recording of all the reading texts is provided in an audio link.

LISTENING

Each unit contains two spoken reception passages. These include conversations, a radio show and an ad. The students listen to each passage twice – the first time for global understanding and the second time for specific details. The texts and activities are varied and provide practice in accessing the main idea as well as details from a spoken text. A recording of the listening passages is provided in an audio link. The listening scripts are included in the body of this Teacher's Guide.

SPEAKING

Throughout the course, the pupils are provided with many opportunities for spoken production and interaction. The exercises focusing on spoken interaction offer scaffolding and models to give the pupils as much support as possible in order to encourage them to speak.

GRAMMAR

The grammar sections in the Student's Book introduce the language structures in the context of a dialogue. The pupils are referred to the Workbook for interactive grammar charts, along with explanations in Hebrew and Arabic. Having completed the charts, the pupils go back to the Student's Book for more productive and interactive exercises.

WRITING

Fantastic Five provides a Writing section in every unit to develop pupils' written production skills. In each Writing section, useful sentence structures are presented and practiced. In addition, each Writing section has a writing tip to guide the pupils through the basics of writing – including the mechanics of capitalization, articles, prepositions and word order.

ABOUT YOU

Exercises with this label are personalized activities or questions that encourage pupils to apply what they have learned to their own lives, give a personal response to a text or share their opinion about a text or topic.

STOP AND CHECK

This feature provides learning-oriented assessment, allowing the pupils to monitor their own progress, as well as assessing their peers.

TASKS

Each unit has two tasks – one after Part 2 and the other after Part 4. These tasks integrate the skills that the pupils have learned. The tasks are varied and open-ended, allowing for a variety of outcomes. Guidelines are provided in Hebrew and Arabic to ensure success. Assessment rubrics as well as a photocopiable model for each task appear at the back of this Teacher's Guide.

UNIT CHECK

Each unit concludes with a unit check that reviews all of the new vocabulary taught in the unit. Review activities include making word maps to ensure internalization of the lexis and a cumulative exercise that re-enters and reviews words from previous units while practicing grammar, speaking and writing.

SONGS AND VIDEOS

Each unit is enriched with a song and a video that are linked to the theme. The songs expand on a topic presented in the unit. They provide an engaging way to encourage spoken production. The videos also expand on a topic presented in the unit. The pupils are instructed to do a before-, while- and after-viewing task. **The videos are optional. Review each video before using it to make sure it is appropriate for your class**.

GLOSSARY

A comprehensive English-Hebrew-Arabic glossary appears at the back of the Student's Book.

Workbook

The *Fantastic Five* Workbook offers a variety of exercises designed to teach the new words and grammar structures, and to practice and reinforce the vocabulary, grammar and writing covered in the Student's Book. It also provides additional opportunities for written reception. These activities can be done in class or assigned for homework.

For easy use, references are provided from the Student's Book to the Workbook at all relevant points. All of the grammar, vocabulary and writing exercises are marked for level of difficulty. The pupils begin at the one-star level and progress as far as they can.

VOCABULARY

The pupils are referred to the Workbook after the new words are presented. The pupils translate the new words and, as a result, create their own dictionaries and familiarize themselves with the new words. The pupils then go back to the Student's Book for more practice. After the pupils have encountered the majority of the words in a text and practiced them in the Student's Book, they return to the Workbook for further practice and reinforcement.

GRAMMAR

The Workbook offers a detailed interactive grammar chart with examples, along with explanations in Hebrew and Arabic, of all the grammar points presented in the Student's Book. The pupils are tasked with highlighting examples of the grammatical point and translating sentences in order to emphasize certain aspects of the grammar and make them more salient before going on to practice exercises in the Student's Book. More graded practice exercises are then provided.

WRITING

The structured writing program that is presented in the Student's Book is reinforced in the Workbook. All writing exercises are also marked with one, two or three stars. The activities provide scaffolding which is designed to help the pupils write sentences using proper sentence structure independently.

READ MORE

At the end of Parts 1-4 of each unit, there is a reading comprehension text, called Read More, based on the text type and / or topic from that part in the Student's Book. It is followed by its own set of comprehension exercises.

UNIT CHECK

The review sections in the Workbook consolidate all of the vocabulary and grammar learned in each unit.

EXTRA READING

Three Extra Reading texts at three levels of difficulty are included at the end of each unit. These are to be completed independently.

READ BETTER APPENDIX

The Workbook includes a separate Read Better appendix which offers practice activities for the orthographic patterns presented in the Student's Book.

READER'S THEATER APPENDIX

The Workbook includes a separate Reader's Theater appendix which provides the pupils with scripts to read and act out. Each script accompanies a story in the Student's Book.

Teacher's Guide

Each Teacher's Guide unit begins with a chart presenting the objectives as can-do statements covered in the unit, indicating the section in the unit where these are covered. A list of the vocabulary taught in the unit is also provided, divided by part.

The Teacher's Guide provides:
- the rationale on which the course is based
- a description of the course and its components
- suggestions, guidelines and strategies for the teaching and implementation of the material
- the answers to the exercises in the Student's Book
- background information, where relevant
- the scripts of the listening passages
- the scripts of the videos
- suggestions for further reading
- assessment rubrics for the unit tasks and a generic self-assessment checklist for the writing practice
- a list of the lexical items from the Ministry's Band I / Basic User I (A1) list that are taught in the *Fantastic Five* course
- a vocabulary re-entry chart, showing where each word is taught and re-entered in all components
- the Workbook Answer Key

Audio Links

The course includes a link to the recordings of all the listening passages and a link to the recordings of all the reading texts and literary pieces.

Digital Extra

Fantastic Five includes access to a digital extra component, called Vocabulary Booster, which offers interactive vocabulary activities. This product can be accessed on a cellphone, computer or tablet.

Whiteboard Software

Fantastic Five is accompanied by whiteboard software. It is an ideal way to present the new words, reading texts, all of the activities in the Student's Book as well as the grammar explanations which appear in the Workbook.

The whiteboard software includes many unique features such as:
- interactive team games (that review vocabulary and grammar)
- links to authentic relevant information relating to the topics in the course

Teaching Suggestions

How to use *Fantastic Five* in heterogeneous classes

The following are some suggestions for managing heterogeneous classes and dealing with pupils with different learning abilities and styles:
- Open every lesson with oral activities that all the pupils can do together. These may include warm-up activities (songs, chants and greetings), review tasks and the presentation of new material. Include recognition as well as production activities in the review in order to ensure the participation of the whole class.
- When less-advanced pupils volunteer to answer a question, call on them first, as their repertoire of responses is often more limited than that of more-advanced pupils. On the other hand, when you present new material, you may want to call on more-advanced pupils first so that the less-advanced pupils have a chance to hear the language or vocabulary repeated many times before having to produce it.
- Designate a part of the blackboard to write the assignments that are required, and write optional activities on a different part of the board. Give the pupils choices whenever possible.

- Establish a procedure that enables pupils to signal you if they need help while working individually. For example, they may write their names on the board, hold up their name cards or raise their hands.
- When completing activities as a class, have pupils write their answers on a mini whiteboard or a piece of paper. Have them hold up their answers for you to check, repeating with all the items in the activity. This ensures participation of all pupils.
- When pupils are doing individual, pair or group work, walk around the class to provide help or consider meeting with each group on its own.
- Decide on the minimum number of questions the pupils need to do and tell them to do "at least" that number.
- Seat the pupils in mixed ability groups, so that the more-advanced pupils can help the less-advanced pupils.
- Allow less-advanced pupils extra time to complete tasks.
- Some pupils may find it threatening to present work or participate in role-playing in front of the class. Find a quiet place to allow these pupils to present their work without the whole class being present.

How to use the opening pages

Each unit in the *Fantastic Five* Student's Book opens with a special page consisting of a picture from each part of the unit. This page is an ideal tool for predicting the content of the unit, building up the pupils' expectations of the unit and activating prior knowledge. It can be used in the following ways:

- Read the title of the unit and elicit the meaning.
- Read the title of each part of the unit and elicit the meanings.
- Tell the pupils to name the items, objects or characters in the pictures and to describe them.
- Use the page as a prompt for scanning and skimming the subsequent pages in the unit.
- Have the pupils share what they already know about the topic. Then have them predict what they will learn about in the unit.
- Brainstorm some key vocabulary items that may be relevant to the topic of the unit.
- Share the objectives of the unit with the pupils.
- Use the pages for closing tasks. Have the pupils look back at the opening page and review or talk about what they have learned by the end of the unit.

How to teach and review the new words

PRESENTATION OF NEW VOCABULARY

- Ask the pupils if they already know any of the new words. They may be familiar with a word in one context and not be aware that it can be used in other contexts as well.
- Have the pupils follow the words listed in the box as you read them aloud and make sure the pupils understand the meaning of each word.
- Have the pupils practice looking up words in the Glossary for ease of use.
- Point out cultural differences between languages or differences between British and American English.
- Compare expressions in English with expressions in the pupils' language.
- Have the pupils identify words with common characteristics.
- Give the pupils or elicit from them a synonym or an antonym of the word.
- Have the pupils think of associations and connections that will help them remember the meanings of the words.
- Work on word collocations: Ask the pupils which words go together and why.
- Explain a word or phrase by linking it to personal experience. Ask for volunteers to do the same.
- For concrete words, use graphic illustrations, such as photos or drawings, or bring real objects to class.
- For lexical items that can be illustrated, put pictures of the specific items or sketch simple drawings on the board. Then:

- Tell the pupils to name the items in the pictures.

- Invite pupils to the board to find a specific item. Say, for example: *Point to the sofa*.

- Describe one of the items and invite the pupils to name the item you are describing. For example, if the target word is *cup*: *You use it to drink*.

- Say several true and false sentences about the pictures. Ask the pupils to say whether the sentences are true or false. Ask them to correct the false sentences.

- Ask the pupils to describe the items. Then give each of the pictures to different pupils. Tell the class to ask Yes / No questions to discover which picture each pupil has. For example: *Are there people in the picture? Is there a school in the picture?*

- Analyze the form of the word by pointing out cognates and familiar components such as roots, prefixes and suffixes.

- Point out the spelling and pronunciation of the words.

- Mime an action in order to teach verbs, for example, *driving*, *throwing*, etc. Say what you are doing while emphasizing the new lexical item. For example: *I am driving a car.*

- Give a sentence emphasizing the target word. For example: *I am washing my hands*. Elicit the meaning from the pupils.

- Have the pupils list the new words in their notebooks with translations.

- Project or photocopy and hand out the graphic organizer, from page 269 of this Teacher's Guide, and have the pupils complete it for the new words.

- Use the games suggested in this Introduction.

REVIEW OF NEW VOCABULARY

The following are suggestions for review activities that relate to the specific word list in each part:

- Tell pupils to look at the word list for that part and have them name the adjectives, verbs and nouns. List their answers on the board in their categories and have pupils translate them. Add the category *other* for words that don't fit into any of those categories.

- Choose a word from the list and challenge the pupils to make a word map for that word.

- Write words from the list on the board in two columns. Set a stopwatch and ask pupils to work in pairs or groups to make phrases. Have the pupils translate the phrases.

- Write words from the list on the board and scatter their translations. Have the pupils match the Hebrew / Arabic translation with the English words.

PRACTICE OF THE NEW VOCABULARY

It is essential to constantly review vocabulary taught in both previous units and in previous years. The pupils need to be exposed to words many times in a variety of different contexts in order to remember them.

- Have the pupils keep a special vocabulary notebook for listing the new words and expressions. They should arrange the notebook alphabetically for easy access. Periodically, the pupils can sit with a partner and test each other on their knowledge of the new vocabulary.

- Divide words into different categories, showing that there are many possibilities. Keep the categories and have the pupils add words to them every few weeks.

- Have the pupils draw or bring in a suitable picture to help them remember a group of words.

- Have the pupils complete stem sentences with words or expressions. For example: *My favorite … is … .*

- Play the Disappearing List game. Write the new words on the board. Erase the words, one at a time, and have the class recite the list of words, including the missing ones. Then have the pupils write down as many of the words as they can remember from the list. Finally, have the pupils get into groups to share and come up with the most complete list.

- Have the pupils prepare puzzles, word searches, crossword puzzles and codes in pairs. Then have each pair swap their puzzle with another pair.

- Make and play games, such as Bingo, Hangman and the Memory Game.
- Have the pupils give each other short dictations in pairs.

It is recommended to use a variety of five-minute review exercises at the beginning of each lesson. Many other opportunities to review vocabulary appear in the units and in the review sections.

How to deal with the reading texts

Reading texts can be accessed in a variety of ways. Choose the way that suits the level of your class, the text type and the level of difficulty. The following are suggestions of how to work with the reading passages:

PRE-READING ACTIVITIES

Each reading text in *Fantastic Five* is preceded by a pre-reading activity. The objectives of the pre-reading activities are to stimulate interest, activate prior knowledge, provide background information, predict and share personal experiences / opinions with respect to the topic of the upcoming text. In addition to the pre-reading activities provided with each text, some other pre-reading suggestions are:

- Draw the pupils' attention to the title and discuss what the text is about.
- Tell the pupils to look at the accompanying pictures and then discuss them. Have them use the artwork to guess who and what the text is about. Some of the vocabulary elicited will be in the text.
- Scan the text for names, places and other information before reading the text.
- Give the pupils the keywords that appear in the text and ask them to predict what the text might be about.
- Tell the pupils to find all the words in the text which are foods, numbers, colors, places, etc. This is especially helpful for less-advanced pupils as it shows them that they know more than they realize.
- Give the pupils a word in their language and ask them to find the word in English in the text. Give extra hints, such as: *The word I am thinking of begins with the letter … . / Look for a name. Names begin with capital letters. / It's something you read. / It rhymes with "look".*

WHILE-READING ACTIVITIES

Give the pupils a few minutes to read the text to themselves to encourage independent learning. Explain to the pupils that they do not need to understand every word in a text in order to understand the main idea.

Each reading text in *Fantastic Five* has a while-reading task – something the pupils need to find in the text or do with the text while they are reading. Read the instructions and make sure the pupils understand what they need to find out or do while they are reading.

Read the text aloud with the class. In addition to the while-reading activity provided with each text, below are other suggestions to facilitate comprehension while the pupils are following a text:

- Stop in the middle of a sentence and let them continue.
- Pause while reading and ask the pupils a question about the content.
- Between paragraphs, ask the pupils to predict what might happen next.
- Tell the pupils to whisper the reading after you.
- Tell the pupils to raise their hands when they hear a new word or words from a word list on the board.
- Have the pupils tell the class what they have understood.
- As a class activity, have the pupils say the main idea of each paragraph as they read. This will form a summary of the text.
- Have pupils read each paragraph separately and answer questions relating to it.
- Shared or jigsaw reading can be done where texts can be easily and logically divided up into several parts. Divide the class into groups. Assign different sections of the text to different pupils or groups with a task or question that relates to that section. Each group becomes the "expert" on a specific text or part of a text. Groups are then remixed so that there is one "expert" in each group who presents the information to the rest of the group thus building a picture of the whole text.

POST-READING ACTIVITIES

- Ask the pupils to read silently and do the comprehension tasks.
- Tell them to check if any predictions they made in the pre-reading task were correct.
- Read one sentence with the pupils and tell them to find out who it is about.
- Ask the pupils to make up a different ending.
- Tell the pupils to draw or find relevant pictures connected to the topic and stick them in their notebook.
- Have the pupils find more information about the topic on the Internet.
- Have the pupils role-play scenes from the story.
- Tell the pupils to make up an interview with characters from the story.

SUGGESTIONS ON HOW TO USE THE TEXTS WITH LESS-ADVANCED PUPILS

- Allow the pupils to read less than the required amount. Provide them with fewer and easier questions.
- Read the text to the pupils before the lesson and explain the main idea.
- Provide the pupils with a mini-glossary of recycled keywords from the text.
- Encourage the pupils to look at details in the pictures which will help them understand the text.
- Have the pupils scan the texts for names, places and other information or familiar lexical items that will help them understand the text.
- Concentrate on what the pupils know rather than on what they don't know.
- Check the pupils' comprehension by asking them questions in their language. Allow them to answer both oral and written questions in their language.
- When texts are chunked, instruct the pupils to select one part, whichever they prefer or feel most comfortable with, and answer the comprehension questions for that part only.
- Use the "paced reading" method. Sit with a group of less-advanced pupils and read the text while asking guiding questions. Assign a number of lines to be read and ask a question. The pupils then read silently, find the answer to the question and write it in their notebooks. Ask the question again, elicit the answer from a pupil and then assign the next bit of the text with its question. Continue in this paced manner with short reading sections and questions until the whole text has been covered.

SUGGESTIONS ON HOW TO USE THE TEXTS WITH MORE-ADVANCED PUPILS

- Provide the pupils with additional questions on the text.
- Have the pupils make up their own questions and exchange them with a partner.
- Choose a number of words from the text and ask the pupils to write sentences using these words.
- Encourage the pupils to present a short dialogue based on the text.
- Encourage the pupils to look on the Internet for additional information on the subject at hand. (They may do this in their language, but tell them to write a sentence in English based on their findings.)

How to use the Reader's Theater scripts

Reader's Theater is a highly motivational strategy used in classrooms for developing reading fluency and pronunciation. Pupils read a script adapted from a piece of literature. The focus is on reading the text with expressive voices and gestures. This "performance" does not include props, costumes or the memorization of lines. In the *Fantastic Five* course, Reader's Theater scripts appear in a separate appendix in the Workbook and accompany the stories at the end of each unit in the Student's Book.

After reading each story in Part 5 of the Student's Book, direct the pupils to the accompanying Reader's Theater script in the Workbook. The scripts follow the plot of the unit stories with some adaptations. In order to maximize the number of pupils with speaking parts, new characters have been added to some of the stories, as well as readers who narrate the story. The scripts are divided into scenes, offering a natural break in the story for pupils to change roles.

Read the script out to the class modeling expressive reading. You can also do this by having pupils who read fluently read the script out to the class, or by inviting colleagues to help you model the reading. Allow these readers to practice their lines in advance and make sure they model appropriate volume, accuracy, and expression while reading to the class.

Divide the class into groups according to the number of roles in the script and then assign the roles to the pupils. It is recommended that you choose the best way to assign roles for the pupils in your individual classes. For example, you may assign each pupil a role or have the pupils choose the roles they want. You may accommodate pupils' preferences as well, for example, some pupils may prefer to read in pairs and others may want small roles. Consider assigning more-advanced pupils longer roles and less-advanced pupils shorter roles to maximize success. You may change the number of roles according to the needs of your class and you may choose to have the whole class work together rather than in groups.

Once the roles have been assigned, have the pupils highlight their lines in their scripts. Tell the pupils to practice reading their lines, first silently and then in their groups. In order for the pupils to build fluency they should read through the script at least twice. Help students make inferences about how their character feels in the story and relate this to the expression they should use when reading their lines. (They can draw faces next to their lines to show the expressions they should be using.) Allow pupils to rewrite some of their lines or change the ending of the story.

Read the rhymes or select some lines from the script for pupils to repeat chorally in different ways (sad, happy, loud) in order for them to understand the importance of reading with appropriate expression. This can be done in groups or with the whole class.

Walk around and listen to each group's readings. Check for accuracy. It's important that pupils understand that they need to read along in their script and listen for their time to speak.

Remind the pupils that they do not need to memorize their lines and they do not need props and costumes, although using these can enhance the reading. Using props or even holding up written signs for different scenes or places in the play can also offer roles for those pupils who don't want to participate in the reading.

Then have each group perform for the class. You may also want to film the performance in order to share with the pupils' parents.

GRAPHIC ORGANIZERS FOR READING

When reading stories with plots, have the pupils complete graphic organizers to show their understanding of the texts. For example:

Setting	
Where:	
When:	
Characters (who)	
Plot	
Event 1:	
Event 2:	
Event 3:	

How to do the speaking activities

Fantastic Five provides numerous opportunities for pupils to practice their oral skills and to give everyone a chance to speak in English. Each unit has speaking activities and pair work or group work activities that require speaking in English. The following are suggestions for doing the speaking activities in class:

• Organize the pupils in pairs or groups in order to carry out simulation activities or to present dialogues.
• Demonstrate the activity with a pupil or invite two volunteers to demonstrate the dialogue in front of the class. Alternatively, you can act out the parts by using different voices.

- Act out one part and have the class respond together with you. Reverse the roles so that the pupils have a chance to speak both parts aloud.
- Divide the class into pairs or small groups of mixed ability. Tell the pupils to practice the exchange several times, monitoring each other's pronunciation and helping each other if necessary. Walk around and listen to the pairs or groups, helping where needed.
- While doing dialogue activities, tell the pupils to speak softly in order to keep the noise level down and to stop when they see or hear a pre-arranged signal.
- Divide the class into characters and have them read aloud in roles. For example, row A (or group A) reads one character's lines; row B reads another character's lines, etc.
- Invite volunteers to act out the dialogues, either from their places or in front of the class. (Some pupils are shy and shouldn't be forced to act in front of the class.) Bring props or real objects into the classroom whenever possible.
- More-advanced pupils can substitute words within the dialogues or add to them.
- Give dialogues as homework for the pupils to practice and then perform in the following lesson, but take into consideration that some pupils might have difficulties practicing with their partners after school hours.
- Encourage the pupils to record themselves practicing dialogues or other speaking activities and have them send you the audio file or video. This may be used for assessment or you may give the pupils feedback for improvement and continued practice.

In addition to the speaking activities provided in the Student's Book, encourage the pupils to speak about themselves in English whenever possible.

How to do the listening activities

The following are suggestions for how to do the listening activities in *Fantastic Five*:

PRE-LISTENING ACTIVITIES
- Talk about the accompanying illustrations or photos to build the pupils' background knowledge and schemata.
- Ask the pupils to predict the topic of the text based on the illustrations.
- Read the instruction and make sure that the pupils understand their "find out" task, which provides a purpose for listening.
- Explain and model the following strategies that will help the pupils find relevant information in a listening text:
  - Tell the pupils to read the comprehension questions and answer choices.
  - Ask the pupils to identify characters, places, dates and times, as well as other important content words, in the questions and answer choices.
  - Tell the pupils to listen for repetition.
  - Tell the pupils to listen for specific details such as a specific object or item, action, person or place.

WHILE-LISTENING AND POST-LISTENING ACTIVITIES
- Let the pupils listen to the text at least twice. The first time they should listen without writing.
- The task should be completed during or after the second listening.
- Check the task and then ask the pupils to talk about the text they heard or ask them more comprehension questions.

How to teach the songs and chants

The songs and chants in *Fantastic Five* review vocabulary and reinforce themes from the book. Songs and chants give the pupils an opportunity to hear the natural sounds and rhythms of English through age-appropriate literary and cultural products.

Teach the songs or chants using the following procedure:

- Play the recording for the pupils to first hear the song or chant.
- Teach the words by telling the pupils to repeat them after you. Recite the words in each line (you don't have to sing when teaching the words) and tell pupils to repeat after you. It is helpful to mime what they are saying where possible.
- Repeat the song / chant from the beginning, adding a line or several lines each time. For example, Teach the first line. Teach the second line and practice both lines together. Teach the third line and practice the three lines together, etc.
- Play the recording as many times as necessary.
- Invite different groups of pupils to sing / recite the entire song or chant, for example, in rows / groups; in pairs; boys and then girls.
- Invite individual pupils or groups to recite the entire song / chant or different lines in front of the class.
- Begin a line and invite pupils to complete it.
- Invite a pupil to mime a line of the song or chant and ask other pupils to guess the line.
- Call out a word. The pupils must recite the line in which the word appears. This activity can be used to review entire songs or chants.
- Tell the class to sing the song or recite the chant together. Explain that when you raise your hand, the pupils must raise their voices; when you lower your hand, they must lower their voices.
- If the song or chant is made up of more than one part, sing / recite it in a round. Split the class into groups. Let one group sing / chant the first half, and the second group sing / chant the second half.
- Divide the class into groups. Make one photocopy of the song or chant per group. Cut it up so that there are two lines on each strip. Tell the group to work together to put the song or chant together.
- Divide the class into teams. Say a word from the song or chant. The first to find the word in the song or chant gets a point.
- Have the pupils draw a picture illustrating the song or chant.
- Record the pupils singing or chanting. They will love hearing themselves when you play the recording back!

How to do pair work and group work activities

The following procedure is suggested for pair work or group work:

- Decide on a sign for quiet so that you can explain instructions.
- Give a time limit in which to complete each activity.
- Have the pupils work in pairs or groups of four to six pupils.
- Choose one pupil to be the group leader and assign a role to each pupil according to his / her capabilities.
- Model the activity before the pupils begin.
- Go around the classroom helping the pupils and checking that they are speaking in English.
- When all the pupils in the group have finished their work, the group leader checks his / her answers with the teacher. The other group members then check their work against the group leader's corrected work.
- Give extra work to pupils who may finish early, making sure they understand what they need to do.

How to help pupils organize their notebooks

The pupils' notebooks should be well organized and clearly presented so that the pupils can use them for reference. The notebooks should be used for writing answers to exercises from the Student's Book, for enrichment activities and for review tasks. The pupils should be made aware of the functions of their notebooks. Explain to the pupils that when using their notebooks, they must:

- start the notebook on the right side with the spine on the left
- write the date each time they use the notebook
- write the corresponding Student's Book page numbers each time they begin an exercise
- start sentences with a capital letter and end them with a period.

How to check pupils' notebooks and workbooks

It is very important to check the pupils' work. You can do this every lesson by quickly walking around the room and glancing at the pupils' work in their notebooks or workbooks. Offer praise for work that is well done or for work that shows improvement. In addition, you can use either of the following methods:

- Frontal checking: You do not always need to check every item. Ask the pupils which items they found problematic and / or which items they enjoyed doing.
- Peer checking: Open-ended exercises or ones where the pupils write about themselves provide an excellent opportunity for the pupils to compare their answers with a partner or in a group.

From time to time, collect a fixed number of notebooks or workbooks and check them thoroughly. It is also recommended that you assess each pupil's notebook regularly. The pupils should be made aware of the criteria upon which this assessment will be made. Optional: Prepare cards with a pupil's name on each one. Shuffle the cards in front of the class and call out the first six names that appear for notebook collection. This keeps the pupils on their toes because they know that their name can be called more than once in the same week or month. However, you must make sure every pupil's notebook is checked at least once.

How to use ICT in the classroom

Using ICT as a learning tool enables the pupils to access information, present projects and ideas, be creative, communicate, share and collaborate.

PRESENTATION

The pupils should be encouraged to use ICT to help them create different modes of presentation throughout the year. The pupils' presentations can take the form of PowerPoint presentations, illustrated reports, online blogs, online recordings, photo albums, signs, posters, ads, online journals, etc.

CREATIVITY

The pupils can use ICT to create a wide variety of projects, including comics, book covers, slideshow presentations, brochures, posters, ads, picture reports, etc. The Internet offers sites for creative projects with clear templates to ensure success and clarity. Some suggestions include:

- menus, brochures, letters, schedules, timelines, fact files, newspapers, etc.
  http://templates.office.com
  http://www.smore.com
  https://www.timetoast.com

- comics
  http://www.makebeliefscomix.com/Comix/

- picture books, photo albums, scrapbooks
  http://www.fotor.com/
  http://photopeach.com/
  http://www.fotobabble.com/
  https://www.pixton.com/
  https://www.storyboardthat.com/

- movies and videos
  http://www.knovio.com/
  https://dfilm.com/home
  http://www.wevideo.com/personal
  https://www.vyond.com/
  https://animoto.com/

- walls and noticeboards
  http://popplet.com/
  http://padlet.com/
  https://ideaflip.com/

- posters
  http://canva.com/
  http://www.artskills.com/
  https://www.easel.ly/

- online diaries and journals
  http://www.my-diary.org/

- vocabulary and quizzes
  https://kahoot.com/
  mentimeter.com
  flippity.net

COMMUNICATING, SHARING AND COLLABORATING

The pupils can use ICT to communicate, share and collaborate with peers and teachers locally or globally. The following are some tools to do this:

- Social networking sites allow the pupils to communicate and interact with their peers. You may want to open a class Facebook page or a WhatsApp group, where there can be interaction and discussion between all the pupils on topics covered in the classroom. **Note:** make sure to get your principal's approval before opening class groups on social networking sites.

- Blogs and forums allow the pupils to share ideas, develop writing skills and reflect on their work. You may want to create a blog or class forum at the beginning of the year, in which you and the pupils can communicate. The pupils can post tasks and comment on their peers' activities. (See Netiquette / Class Rules below.) The following are suggested links for creating blogs or forums to be used at your own discretion:

  http://kidblog.org/home.php
  http://www.blogger.com/
  http://www.wix.com/
  http://www.classdojo.com/
  http://www.forumotion.com/
  http://www.simplesite.com/
  http://www.freeforums.org/
  http://edublogs.org/

- Video sharing allows the pupils to share videos and podcasts with teachers and peers. It also allows the pupils to interact with or comment on existing videos. Below are suggested links for creating podcasts or interviews to be used at your own discretion:

  http://voki.com/
  http://audioboo.fm/boos/new
  http://www.podomatic.com/login
  http://mailvu.com/

- Wikis allow the pupils to edit a webpage that was set up either by themselves or with the teacher. You can use wikis to:
  – brainstorm topics
  – organize group work
  – discuss topics or get feedback
  – make class books or stories
  – summarize lessons

  To find out about wikis, search for "Wikis in plain English".

NETIQUETTE / CLASS RULES

If you create a class forum, blog or webpage, class rules and netiquette (etiquette on the Internet) should be established and posted. Suggested rules include:

1. Treat others as you want to be treated. Don't use bad language or hurt someone's feelings by giving derogatory feedback.

2. Behave online as you behave at home. Obey the rules.

3. Be understanding about other people's mistakes.

4. Help friends who may not know as much as you about using a computer or doing a task.

5. Don't post comments using all capital letters even if you want to emphasize something. Use of capitals on the Internet means you're shouting.

6. Don't use emoticons in class because not everyone knows their meanings and can get the wrong message.

GAMES

In addition to the games suggested in the body of the Teacher's Guide, the following are suggestions for vocabulary games and fun activities in the classroom:

ASSOCIATIONS

Choose a category, such as words beginning or ending with a certain letter, clothes, school items, cognates, etc. Read out a list of words to the pupils. Every time they hear a word that falls into the category they clap their hands, or do any other agreed-upon action.

BINGO

Write 12-15 words on the board. Tell the pupils to draw a grid (3x3) and to choose and copy nine words from the selection on the board. Randomly choose one of the words and say it aloud. Tell the pupils to check their grids and cross off the word if they have it. The pupil who finishes his / her entire grid is the winner and should call out *Bingo!* Tell the pupils to use a pencil when crossing off words on their grids so that the grids may be reused.

Variation: When the words allow, tell the pupils to make a new grid with only pictures. Hold up pictures and make sure the pupils remember the words. Put the pictures on the board. Write the words on word cards and put them in a pile face-down, pick one up and call out the word while showing it. The pupils who have the matching pictures then circle them on their grids. (Remind pupils to use a pencil.) Then invite a pupil to match the word card to a picture on the board. Continue until the pupils have finished circling all the pictures.

CATCH!

Crunch a piece of folio-size paper into a ball or use a soft ball. Say a topic such as numbers, the alphabet, people, colors, etc. The pupils throw the ball from one to another. When a pupil throws the ball, he / she calls out the name of the pupil he / she is throwing it to and says *Catch!* The pupil who catches the ball must then say a word which belongs to the topic previously defined. He / She may not repeat a word that has already been said.

The topic can change from time to time. In order to make sure that everyone gets to play, set a rule that the pupils may not throw the ball to someone who has already participated in that round until everyone has had a turn.

When playing with numbers, the pupils should count in order. You can count in ascending or descending order. When playing with letters of the alphabet, the pupils should say the letters in order.

CHARADES

A pupil mimes an item, a character or an action before the class. The pupils guess what it is. The pupils can either make statements, such as *It's a … , You are …* or ask Yes / No questions, such as *Is it a …?*, *Are you …?*

CHINESE WHISPERS

Hold up 6-8 pictures, one at a time. Say each word and have the pupils repeat. Then whisper one of the words into a pupil's ear. If your pupils sit in rows, whisper to the first pupil in each row. If your pupils sit in groups, whisper to one pupil in each group. The first pupil whispers the word into his / her neighbor's ear and this continues until the last pupil in each row or group says the word aloud. If the word is not correct, say the word correctly and then start over with a new word.

THE CLAPPING GAME

Clap your hands. Tell the pupils that if you clap your hands once, they must say one of the new words from the board. If you clap your hands twice, they must say two words.

COME SIT BY ME

The class sits in a circle. There is one extra empty chair. The pupil sitting on the right-hand side of the empty chair begins. He / She turns to another pupil in the circle and says *Come sit by me*. The pupil gets up and sits in the empty seat. The two pupils then conduct a short dialogue. When they finish, the person on the right-hand side of the new empty chair continues in the same way.

Change this game to suit the specific vocabulary groups you want to practice. For example: *What's your telephone number? It's … .*

COVER UP

Hold up a partly covered picture. Ask *What's this?* Help the pupils to answer using *It's a … .* If the pupils can't guess, slowly reveal more of the picture. When the pupils guess correctly, place the picture on the board. Repeat for the different pictures. Conclude by quickly reviewing all of the pictures on the board.

CROSS THE ROAD

Play this game to practice collocations or word pairs. Divide the class into two teams and choose a "writer" from each team. Draw a zebra crossing on the board with two different colored stick figures at each end. Fill in the stripes on the crossing with words you want to practice (for example verbs, nouns or adjectives). Each team takes turns having a team member say a word to go with the first word in the zebra crossing. The team writer writes it on the board. Each writer uses a different color. A word cannot be repeated. When one team reaches the other side, the game stops. Teams get a point for each word.

DRAW A LINE

Call a pupil to the board. The pupil selects an item from a chosen category and begins to draw it. After a line or two, before it is clear what the item is, he / she turns to the class and asks *What is it?* The other pupils guess by asking *Is it a … ?* The pupil at the board answers *Yes, it is* or *No, it isn't*. The pupil continues to draw and repeats the procedure until someone guesses the item. The pupil who guesses correctly continues the game.

Variation: Repeat the activity in pairs or small groups. Instead of conducting the activity frontally with one pupil "against" the entire class, divide the class into two (or more) teams. The teams take turns sending representatives to the board to draw items for their other team members to guess.

FAST FUN

Choose a selection of pictures or write words on cards. Put them on the board and ask the pupils to name them. Remove all the pictures and show one picture very quickly and then more slowly until a pupil says the word.

FIND THE STAR

Stick pictures on the board. Ask the pupils to name them. Show the pupils a star you have prepared. Say *Look at the star*. Ask the pupils to close their eyes. Hide the star under one of the pictures. Ask the pupils to open their eyes and ask them to guess where the star is.

FRUIT SALAD

The class sits in a circle. Before the game begins, each player is given the name of a piece of fruit. One chair is taken out of the circle. One pupil is "it" and he / she stands in the middle of the circle. When the game begins, the pupil in the middle calls out a fruit. Every player with that name must get up and change his / her place. At the same time, the pupil in the middle tries to sit down. The pupil left standing is now "it" and continues the game. More than one piece of fruit can be called out at a time. If the pupil standing says *Fruit salad*, everyone gets up and switches places.

Variation: The game can be played with colors, classroom items, people or any other category. For example, instead of giving the players names, the pupil in the circle can call out a color. The pupils who are wearing something in that color get up and change places.

GRANDMOTHER'S BASKET

Choose a topic, for example, food. Put 6-8 pictures belonging to that topic on the board in random order. Call pupils one by one to the front of the class. Each pupil in turn says the name of the picture he / she has chosen and says *Grandmother has … in her basket*, or *I have …*. Each pupil repeats the sentence adding his / her word to the list created by the pupils before him / her. Continue until the pupils have named all of the pictures. If a pupil uses a word which begins with a vowel, repeat the word adding *an* before it. Change this game to suit the specific vocabulary groups you want to practice.

GUESS MY PICTURE

Hold a picture backwards so the pupils can't see it. The pupils need to guess what is in the picture using sentence structures you provide. For example, bring a picture of a doctor eating ice cream in a restaurant. Ask the pupils *Who is in the picture?* Give the pupils the appropriate sentence structure to answer: *There is a … (doctor) in the picture*. Continue calling on different pupils until someone guesses the correct answer.

Then ask another question about the picture. For example: *Where is the doctor?* Give the pupils the appropriate sentence structure to answer: *The … (doctor) is at the mall*. Continue calling on different pupils until someone guesses the correct answer.

Ask another question about the picture. For example: *What is the doctor doing?* Give the pupils the appropriate sentence structure to answer: *The doctor is ... (eating ice cream)*. After they guess, show them the picture. You can select funny pictures to make the game more enticing for the pupils.

Variation 1: This game can be used to practice any sentence structure. The pupils can ask questions instead of stating sentences. For example, they can practice the sentence structure *Is it a doctor? Is it a shopkeeper?*

Variation 2: This game can be used to practice telling time. Draw a clock and hold it backwards. The pupils need to guess what time is on the clock.

HANGMAN

Draw a scaffold on the board and add the frame of a face. Choose a word and draw the appropriate number of dashes for the number of letters in that word. Invite the pupils to suggest letters to write the word. If the pupil's suggestion is correct, write the letter in the word. If a pupil's suggestion is incorrect, add a facial feature or body part to the person on the scaffold. Make sure you list the incorrect suggestions of letters on the board so that the pupils don't repeat them. The aim is to fill in the letters of a word before the person on the scaffold is hanged.

Variation: Play this with Yes / No questions. Call a pupil to the board. The pupil chooses something, for example, *car*. The other pupils ask Yes / No questions to guess what it is. For example: *Is it a cat? Is it a man?* Every time the answer is *No*, a facial feature or body part is added to the person on the scaffold.

HAPPY FAMILIES

The game is played in groups of 4-6. Choose 10-15 categories (food, clothes, school items, colors, animals, etc.) to be included in the game. Prepare sets of cards with four cards for each category. Each player receives four cards. The rest of the cards are placed in a pile face-down. The aim of the game is to collect the most sets. Each player in turn asks another player for a card from a specific category. For example: *Do you have…(an animal)?* If the player has a card from the category, he / she replies *Yes, I do* and the first player continues to ask questions. For example: *Do you have (a cat)?* If the player has the card in question, he / she must hand it over to the first player who continues to ask for cards from the same category. If the player asked doesn't have a card from the category or the specific card asked for, he / she says *No*. The first player then takes a card from the pile and the next player asks a question. The players continue the game until all the cards have been used. The winner is the player who has collected the most sets.

HIDE AND SEEK

Invite two pupils to the front of the class. Blindfold pupil A. Ask pupil B to hide an item. Then take the blindfold off Pupil A and ask him / her to find it. Pupil B should ask *Where's the pencil?* The class should help by humming quietly when pupil A is far from the item and loudly as he / she gets closer. Pupil A should answer the question as soon as he / she finds it.

HOT OR COLD

Ask one pupil to leave the room. Hide an item or a word written on a piece of paper in the room. Ask the pupil to return and look for the hidden item or word. In order to help the pupil, the rest of the class has to say *cold* when the pupil is far away from the hidden card, and *hot* as he / she approaches the hidden card. When he / she finds it, he / she should say what it is.

I SPY

A pupil thinks of something in the class and says *I spy with my little eye something that begins with (a letter)*. The other pupils must guess what it is by saying words that begin with that letter. Explain that *I spy* means "I can see" and only visible items can be used. The pupil who guesses correctly continues the game.

JOIN THE WORDS

Scatter pictures on the board and write the corresponding words on the other side of the board. Divide the class into two teams. Call out a word; a pupil from the first team draws a line from the picture to the word. Continue with a pupil from the second team who must connect the word and picture without crossing any lines already drawn.

KIM'S GAME

Put a number of pictures or word cards up on the board. Ask the pupils to look at them for a minute or two. Then remove the pictures and ask the pupils to say which pictures they remember. Put the pictures back up one at a time as the pupils name them, until all the pictures are back up on the board. As the year progresses, the number of pictures or word cards will grow and you can mix pictures from different topics.

LIVE BINGO

Divide the class into groups of six. Write a list of at least 12 words on the board. Each pupil in the group chooses a different word from the board and writes it on a piece of paper. The class stands up. Call out a definition for a word or its translation. A pupil who hears the word he / she chose sits down. When all the members of a group are sitting down, they should call out *Bingo!* The first group to do so wins.

THE MEMORY GAME

Select 8-10 pictures and make corresponding word cards for those pictures. Make sure the word cards are the same size as the pictures. Mix the pictures and the word cards together and randomly number the backs. Hold up the pictures and have the pupils say the words. Scatter the pictures and cards face-down on the board. Ask a volunteer to call out numbers for two cards and turn them over for the class to see. Ask the volunteer to read the cards that he / she asked to be turned over. If they match, give the cards to the pupil. If not, return them to the board. Continue playing until all of the pictures and word cards are matched. This game may be played with the whole class or in small groups.

THE MIMING GAME

Pupil A mimes an action and pupil B guesses what he / she is doing. Pupil B asks a question, for example, *Are you watching TV?* Pupil A answers *No, I'm not* or *Yes, I am* accordingly. The pupils then reverse roles. The game can be played frontally, with the entire class, or in pairs.

MR. WOLF, WHAT TIME IS IT?

Ensure that there is a lot of space for the pupils to run. Choose a pupil to be "Mr. Wolf" and tell him / her to stand in the middle as the others walk around him / her calling *Mr. Wolf, Mr. Wolf, what time is it?* Mr. Wolf calls different times. When he / she calls *It is 12 o'clock*, he / she chases the pupils and tries to catch one. If he / she is successful, that pupil becomes Mr. Wolf.

THE NAME GAME

Blindfold pupil A and invite him / her to sit at the front of the class or in the middle of a circle. Ask pupil B to stand in front of pupil A. Pupil A should ask *What's your name?* and pupil B should answer by saying *I'm …* or *My name is …* in a disguised voice, either truthfully or not. Pupil A has to guess who pupil B is. Repeat with other pupils.

THE NUMBER GAME

Have the pupils stand at their desks. Go around the class asking the pupils to count, starting from 1. When they get to number 5, the pupil whose turn it is should say *Buzz* instead of 5. The next pupil should continue counting from 6. Every time a pupil reaches a multiple of 5 (10, 15, 20, 25, etc.), he / she should say *Buzz* instead of that number. If a pupil says the wrong number, says *Buzz* at an incorrect time, or doesn't say *Buzz* instead of a multiple of 5, then he / she sits down. The last pupil standing is the winner.

PASS THE CARDS

Divide the class into teams of 3-4 pupils and have the pupils sit in circles. Choose words and write them on cards. Pass the word cards around the circle. Say *Stop* and name a famous person or character from a story or someone they know. Any team that can include its word in a sentence with the character you named gets a point.

PASS THE WORD

Divide the class into teams. Have each team select a word from the list of new words and write it on a piece of paper. Have the pupils pass the papers with the words around the class. When you say *Stop*, tell each team to read the word on the piece of paper they have. Then name a word from a category that is connected to the new words. Any pupil who can make up a sentence including the word you named and the word on his / her team's piece of paper, gets a point for his / her team. Continue for several rounds. The team with the most points at the end wins.

QUICK BINGO

Write 8-10 words on the board and review their meanings. Ask the pupils to copy 4-6 of the words onto a piece of paper. Call out the meaning of a word; the pupils who have the word, cross it off. The first pupil to cross off all the words calls out *Bingo!*

THE RAINBOW AND THE POT OF GOLD

Draw a rainbow with a pot of gold at one end of the board and stick pictures or write words along the rainbow. Divide the class into two groups. Ask a representative from the first group to read or say all the words in order. If he / she reaches the pot of gold, he / she scores a point for the team. Repeat for the second group, changing the order of the words and pictures and then continue.

RED LIGHT! GREEN LIGHT!

When you say *Green light!* and a command, the pupils perform the action. When you say *Red light!*, the pupils freeze in their places. For example: *Green light! Clap your hands!* The pupils clap their hands until you say *Red light!* Some commands you can use: *Clap your hands, Stamp your feet, Hands up, Touch the floor, Point to the window / door.*

Variation: One player can be the "traffic light" and call out *Red light! Green light!* while other pupils take turns giving the commands.

SAY IT WITH A BEAT

This can be done with pictures or words. Put 4-5 pictures up on the board in a line or write 4-5 words. Point to them while you say the words, and ask the pupils to repeat. Point to them again, one at a time, and motion to the pupils to say the words. Now your class is ready to say the words with a beat. Point to the words consecutively, go over the list again and again, each time stressing the next word in the line. For example:

pencil *desk book bag*
pencil ***desk*** *book bag*
pencil desk ***book*** *bag*
pencil desk book ***bag***

SIMON SAYS

Call out a variety of commands, sometimes saying *Simon says* before the commands. The pupils should carry out the command only if the words *Simon says* precede it. If these words are omitted, the pupils should remain in their previous positions and not move. For example, if you say *Simon says, stand up,* the pupils should stand up; if you say *Sit down,* the pupils should remain standing. Any pupil who sits down is out of the game. Continue the game until there is just one pupil remaining – the winner.

SPEED

Bring in 10 pictures to class. Invite 10 pupils to the front of the room and give each pupil a different picture. Tell the pupils to stand in a line facing the classroom and holding their pictures for the class to see. Make sure the pupils know what picture they are holding. Tell the pupils to raise their picture above their heads when you say its name. For example, when you say *flower,* the pupil holding the picture of a flower should raise it above his / her head. If a pupil doesn't hold up his / her picture when you say its name, he / she is out and gives the picture to another pupil from the class who goes up to the line in the front of the room in his / her place. Similarly, if a pupil holds up his / her picture when you didn't say its name (for example, the pupil holding a picture of a blanket raises his picture when you say *flower*), he / she is out and gives his / her picture to another pupil from the class who goes up to the line in the front of the room in his / her place.

Variation: Use word cards instead of pictures.

SPELL IT

Write a list of words on the board. Invite pupil A to the front of the classroom to stand with his / her back to the list. Invite another pupil to say a word from the list. If pupil A spells the word correctly, he / she gets another word. The pupil continues until he / she spells a word incorrectly. If pupil A spells a word incorrectly, he / she is out and a different pupil comes to the front to be the speller.

TIC TAC TOE

Divide the class into two teams (*X* and *O*) and draw two grids on the board. In the left-hand grid, put nine pictures or write nine words. Invite a pupil from the first team to choose a square in the right-hand grid where he / she wants to put an *X* / *O*. Then tell the pupil to read or say the word in the corresponding square in the left-hand grid. If the pupil reads or says the word correctly, he / she can write the *X* or *O* in the corresponding place in the right-hand grid. If not, the pupil loses his / her turn. Continue until one team has three marks in a row.

Optional: In addition to saying the word, have the pupils say a sentence with the word in order to write the *X* or *O* in the corresponding place in the right-hand grid.

TRUE / FALSE

Make up true / false sentences using target words. Divide the class into two teams. The pupils in each team line up one behind the other. Put two chairs in the front of the classroom. Label one *true* and the other *false*. Say one of the sentences. The first pupil at the front of each line to sit on the correct chair gets a point for his / her team.

VANISHING CARDS

Put 5-8 pictures on the board and tell the pupils to name them. Tell the pupils to cover their eyes while you turn over a picture. Point to each of the pictures, including the one turned over, and ask the pupils to say the word. Repeat until all of the pictures are turned over and the pupils are saying all of the words from memory.