



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Basic Context English Technique

General Guidelines



For 1st Year of Basic Education

By: Sandra Guijarro



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PRESENTATION

We all learned to understand and speak our first language by hearing and using it in natural situations, usually with people who cared us. This is also the most effective and interesting way to learn a second language. Nowadays, experts advise language teachers to spend most of the classroom time on activities that foster natural acquisition, rather than on formal vocabulary, structure explanations and drills. (Claire, 2005)

In different situations, different materials, methods, activities, strategies and techniques are used. For that reason, the main principle for teachers to remember is in deciding on the suitability of an approach or method to see whether it will be helpful to their particular students in class.

For that reason, each one of the sections of this guide will be based on interaction. It means, the active participation of students in the classroom, showing that: “a good teaching practice is not what shows students how much the teacher knows, but what help students to improve their knowledge and skills”. Lewis M. & Hill J. (1992)

The Basic Context English technique consists in the simple process of: **listening, looking at, repeating, and doing**. First, listening to the teacher’s directions. Second, looking at the teacher’s movements, actions, or pictures. Third, repeating the pronunciation of words or phrases out loud in order to train the hearing sense and familiarize it to a context. Finally, doing that means, start using in real situations the already learnt phrases, vocabulary, or pronunciation and intonation of words. The foundations of “Basic Context English” Technique are ludic, visual, and kinesthetic activities designed to make the learning process fun, interactive, and memorable.

THE GUIDE

This guide contains the recompilation and creation of different ludic, visual and kinesthetic activities, applicable to the “Basic Context English” Technique to help students of first year of Basic Education to develop speaking skills.

At the beginning of the guide, you will find a chart with the main contents. Soon, thereafter you will discover seven unit plan charts with all unit contents, including the activities for the Basic Context English technique that a first year teacher should instruct. You will also find a complete lesson plans model for the first unit.

The guide will be divided into three main sections and two complementary sections. The three main sections are:

S1) Four Articulation exercises with basic vocabulary of first year of Basic Education;

S2) 10 songs and 5 rhymes to introduce basic vocabulary. Each song and rhyme has its own activity.

S3) A group of 23 didactic games to consolidate vocabulary and encourage students to learn English in a fun way.

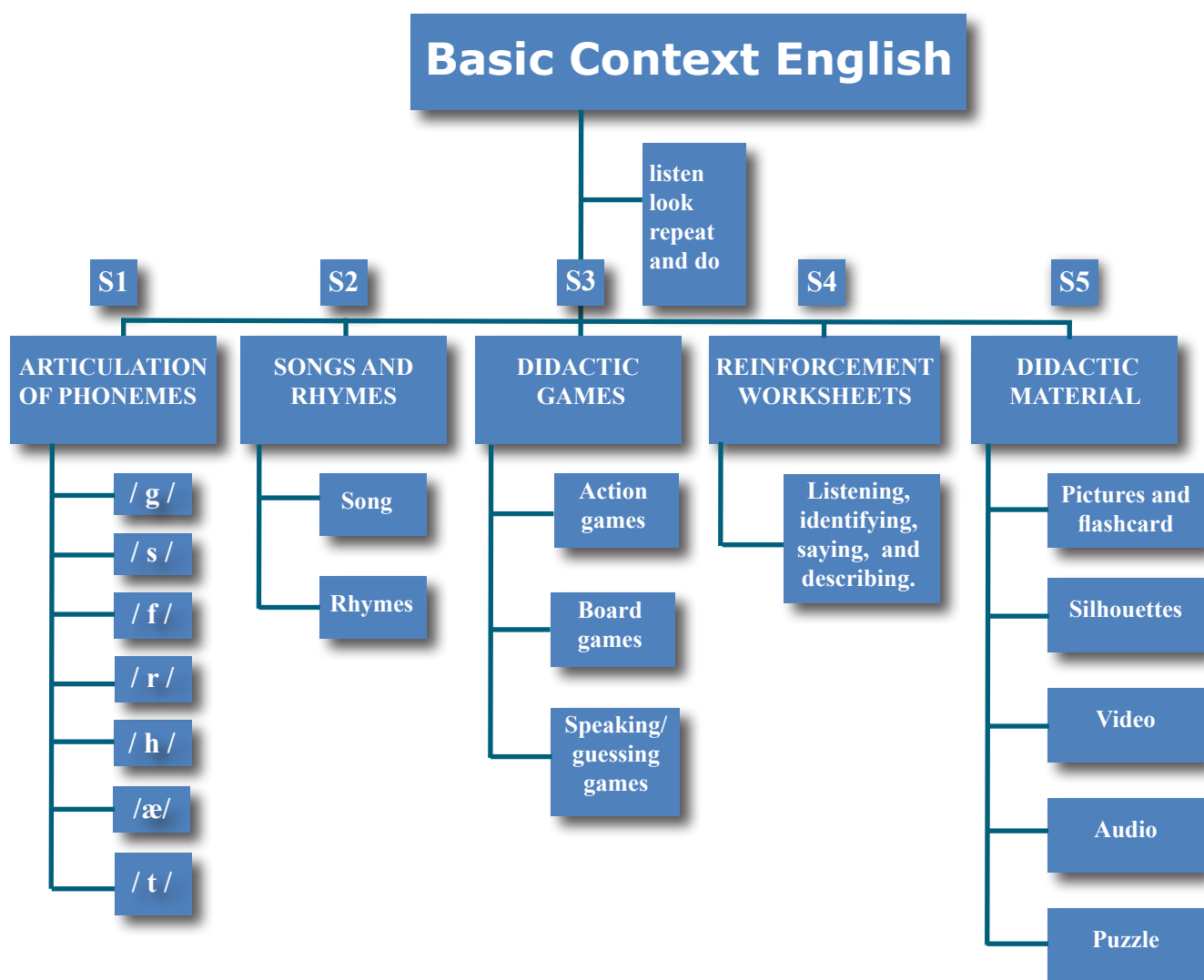
The additional sections are:

S4) A group of worksheets (one for each unit) with activities to reinforce the vocabulary already learnt.

S5) The patterns of flashcard and different didactic material that will help the teacher to facilitate the teaching – learning process.

OBJECTIVES

1. To introduce children with the most useful English phonemes related to the basic vocabulary of first year of basic education of Ecuadorian Ministry of Education.
2. To get children learn some simple songs and rhymes through audios and videos.
3. To get students to understand mverbal orders, basic vocabulary and simple phrases in a specific context.
4. Develop a positive attitude for learning English classes learning through games.



S1 = Section One
S2 = Section Two
S3 = Section Three
S4 = Section Four
S5 = Section Five

THEORETICAL FOUNDATION

¿Why teach English to young children?

According to the Syllabus of the English Area of the Ministry of Education in Ecuador 2009, “one of the reasons suggested by linguists to teach English as a foreign language from the early years of Basic Education is the fact that a child has a greater ease of understanding and imitate what they hear. Considering that the children are closer to the age at which they learn their native language, this favorable situation should be taken as an advantage.

Learning English at an early age must be based on a psychological preparation, the same that could help children to discover that the notions and concepts they have learned to use in their native language can be expressed, equally well, using other languages, where different forms are used for the same communicative purposes than those of his own language. Children learn a language by using it. Therefore we need the opportunity to use the English language in different circumstances to ensure a successful learning. All the situations in the class are good alternatives to learning and teachers should take advantage of them”.

The phrase: “Early exposition of English is necessary for really good syntactic competence and for really good phonological competence” told by Ann Petitto, Professor in University of Toronto in an interview in the American Program called YOUR VOICE, supports the idea that teaching English in early ages in something positive.

Language teaching is teaching language

For Lewis M. & Hill J (1992), “A language is many things - it is a system, a code, a set of conventions, a means of communication, to mention only a few -”. This consideration must be known by teachers because we have to articulate all these aspects to get the main purpose of a language that is to communicate.

It is also important to bear in mind that learning is more important than teaching. Based on that, teachers should focus their work on different alternatives to help students to get the new information for their own benefit.

Language is a habit

According to Lewis M. & Hill J, 1992: “Many pieces of language are learned in quite large wholes. For example:

A: Hello, how are you?

B: Fine thanks. And you?

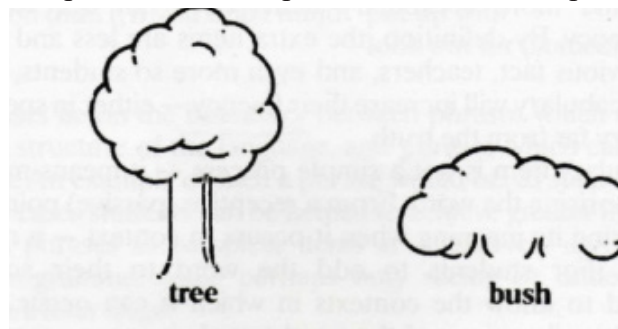
It is normal in many varieties of English for B to make a positive response, and follow with an enquiry about the other person.) Here the emphasis is not on understanding, but on the ability to respond automatically. The teacher who sees language as habit will see the necessity for repetition and intensive oral practice”.

At the age of 3, 4 or 5, young children are not conscious of the importance of learning a second language, therefore it doesn't represent any obligation for them. In fact, they are only interested in playing or have fun even at school. Thus, this work will provide you a lot of fun activities which will help children to learn English as a second language without feeling stressed.

Explain difference of meaning, not meaning.

According to Lewis M. & Hill J. (1992) on his book “Practical Techniques”, p.100

“Understanding or explaining ‘what something means’ is more complicated for teachers than students. They sometimes recognize. There is a temptation, for example, for teachers to “explain” a word by a direct translation. It is exceptionally rare for a word in one language to have a direct equivalent in another. Much translation-based teaching ignores this, and encourages the idea of simple equivalents. Language is a system and each word has its meaning defined in relation to other words. This insight leads to an easier, more effective and theoretically sounder way of explaining.



Fuente: Practical Techniques
Autor: Lewis M. & Hill J

It is always more helpful to explain difference of meaning rather than meaning itself. If the reader is in any doubt then try to explain the meaning of bush. It is easy if done visually and contrastively: The principle is that contrastive explanation is easier, more efficient, and most importantly of all,

SUGGESTIONS TO TEACH YOUNG CHILDREN

These are some simple suggestions about how to teach young children. They are based on Fiona Cooper's work called “Fun English for Kids” Concejos Didácticos para enseñar inglés a los más pequeños de una manera divertida. Asunción, Febrero de 2007.

- Emphasize listening and speaking
- Speak English most of the time in order to get your students accustomed to hearing the language.
- Let children understand the English language: - they may not speak until they have heard you for a period of time-.
- When they say something in their native language, repeat it in English.
- Design activities where all students participate and all win.
- Classes must be enjoyable. Only in this way they will learn. Their motivation will be to participate in games and songs.
- Present short and varied activities to keep their interest. You will need a LOT of ideas to keep their attention.
- Maintain a routine. It will make them feel comfortable to start English classes.
- Use songs: vocabulary, rhythm and grammar are easily learned through songs.
- Use dynamic/participative activities to keep students interested in English because they learn better by doing things, not only by listening.
- Use games to motivate their English language learning and to make things funnier.
- Use body language: face and body expressions are good resources for helping them to understand.
- Use a lot of visual resources that let them understand first the meaning and then the word.
- A lot of repetitions is needed, in order to give them the opportunity to understand the English language.
- Bring in real objects when you can, such as clothes to dress up in, or props for acting out

little plays or stories. When you cannot bring in real items use whatever objects are available in your class, and use colorful pictures of real items in the games

- Always use simple short phrases to give instructions and to ask.

TIPS FOR THE FIRST CLASS

The first class is very important to create a good impression in our new students, so here you will find some tips which may help you:

- 1) Read the previous suggestions about how to teach children of first level of education.
- 2) You can use the mother tongue for only 5 minutes to explain general things and also to advise them the language will be used in your classes.
- 3) Make students feel comfortable in your class. Smile and encourage them by using phrases such as: good, well done, great job, etc. Make sure they understand you, so use clear language. Help yourself with words, gestures, mimics, pictures, etc.).
- 4) In the following classes, review all things you have instructed them and add some new instructions so the students become familiar with the classroom language.
- 5) Speak clearly and slowly so that children can follow your mouth articulation and copy your pronunciation.
- 6) To change from one activity to another. You can use short activities such as: short songs, short rhymes, body movements, TPR instructions, breathing exercises, etc.



<http://www.tucucu.com/wp-content/uploads/2015/09/maestra-y-alumnos.jpg>

GREETINGS			
Unit N° 1	DURATION: 1 MONTH	LESSON TIME: 40 MINUTES, ONCE A WEEK	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce simple greetings. • To introduce the phoneme /g/ at the beginning of the word. • To introduce simple farewells • To ask the question: What is your name? • To express emotion saying: “Nice to meet you” when they meet somebody 	<ul style="list-style-type: none"> • To be able to say: Good morning, Good afternoon, Good evening. • To use the phoneme /g/ at the beginning of the word adequately. • To be able to say: Good night, good bye and see you. • To be able to answer the question: What is your name? • To be able to answer the question How are you today? 	<ul style="list-style-type: none"> • GREETINGS <ul style="list-style-type: none"> - Hello - Good morning - Good afternoon - Good evening • FAREWELLS <ul style="list-style-type: none"> - Good night - Good bye - See you • OTHER EXPRESSIONS <ul style="list-style-type: none"> - What is your name? - My name is Carlos - Nice to meet you. - Nice to meet you too. - How are you? - Fine thank you 	<p>Phoneme /g/</p> <p>a) Pre- articulation exercise</p> <p>• Respiration</p> <p>b) Exercises with /g/ phoneme.</p>
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
<p>Question words</p> <ul style="list-style-type: none"> • How • What 	<ul style="list-style-type: none"> • Good morning. How are you, today? • What is your name? 	<p>BASIC CONTEXT ENGLISH TECHNIQUE</p> <p>Listen, look, repeat and do.</p> <p>Section 1. Introducing Articulation</p> <ul style="list-style-type: none"> • Exercises with /g/ phoneme. P.28 <p>Section 2. Songs and rhymes</p> <p>Songs</p> <ul style="list-style-type: none"> • Song 1. Hello, hello, hello • Song 2. Greetings song • Song 3. Good bye song <p>Rhymes</p> <ul style="list-style-type: none"> • Rhyme 1. Good morning <p>Section 3. Games</p> <ul style="list-style-type: none"> • Game 1. Guess the phrase • Game 2. Listen and point • Game 3. What picture is missing • Game 4. Stick and unstick the pictures. <p>Section 4. Reinforcement Worksheets</p> <p>Worksheet No.1 Greetings</p> <ul style="list-style-type: none"> • Activity No. 1 Listen, tear, identify, and glue • Activity No. 2 Look and tell the correct phrase • Activity No. 3 Listen, cut up, identify, and glue • Activity No. 4 Look and say the correct phrase • Activity No. 5 Listen, make small paper balls, identify and glue. • Activity No. 6 Look and say the correct phrase. 	<ul style="list-style-type: none"> • CD • Flash Cards • Puppet • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder • Video • DVD Player • Ball • Adhesive tape

THE CLASSROOM			
Unit No. 2	Duration: 5 weeks	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce commands related to school objects. • To introduce the phoneme /s/ at the beginning of the word. • To introduce vocabulary associated to the classroom. • To introduce numbers from 1-3. 	<ul style="list-style-type: none"> • To be able to identify/ understand some classroom commands. • To use the phoneme /s/ at the beginning of the word adequately. • To be able to listen and do some classroom commands. • To be able to identify some classroom objects. • To be able to point to the correct object when they hear the word. • To begin to be able to say the names of some classroom objects. 	<ul style="list-style-type: none"> • COMMANDS <ul style="list-style-type: none"> - Sit down, please - Stand up, please - Go to your seat, please - Silence, please - Close / Open - Point / Bring me - Stop / Start • CLASSROOM OBJECTS <ul style="list-style-type: none"> - Pencil - Bag - Chair - Book - Folder - Board - Window - Ceiling - Sheet of paper - School - Pen - Table - Crayon - Notebook - Eraser - Door - Floor - Scissors - Glue - Classroom 	Phoneme /s/ a) Pre- articulation activity • Respiration • Mouth b) Exercises with /s/ phoneme
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> • Classroom commands 	<ul style="list-style-type: none"> • Good morning. How are you today? • Stand up, please; sit down, please; raise your hand; go to your seat; silence; start; stop. 	TOTAL PHYSICAL RESPONSE: Children to do actions, following the teacher's examples. Section 1. Introducing Articulation • Exercises with /s/ phoneme. P.29 Section 2. Songs and rhymes • Rhyme 2. Classroom objects Section 3. Games • Game 5. Bring me • Game 6. Running game • Game 7. What classroom object is in the box? • Game 8. Point the object • Game 9. Stick the picture on the correct classroom object Section 4. Reinforcement Worksheets Worksheet No. 2 In the classroom • Activity No.1 Listen, identify and circle. • Activity No.2 Look, identify and mention 4 objects of the classroom.	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder • Video • DVD player • Adhesive tape

FAMILY			
Unit No. 3	Duration: 3 weeks	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce vocabulary of immediate members of a family. • To introduce the phoneme /r/ at the beginning of the word. • To relate the vocabulary to the children's own lives. 	<ul style="list-style-type: none"> • To be able to identify the correct members of the family when they hear the word. • To use the phoneme /f/ at the beginning of the word adequately. • To be able to say the names of the members of the family. • To draw a picture of their own family and point to the different family members. 	<ul style="list-style-type: none"> • FAMILY MEMBERS - Father /Dad - Mother/Mom - Brother - Sister - Baby - Grandfather - Grandmother - Family 	<p>Phoneme /f/</p> <p>a) Pre- articulation activity</p> <ul style="list-style-type: none"> • Respiration • Mouth <p>b) Articulation exercises with /f/ phoneme.</p>
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
<p>Questions:</p> <ul style="list-style-type: none"> • How is your father.....? • How is your mother.....? 	<ul style="list-style-type: none"> • Good Morning • How are you today? • How is your father today? • How is your mother today? • Fine thank you • Listen • Sit down, please • Stand up, please • Thank you • Start/stop/ color /glue 	<p>BASIC CONTEXT ENGLISH TECHNIQUE</p> <p>Listen, look, repeat and do</p> <p>Section1. Introducing Articulation</p> <ul style="list-style-type: none"> • Exercises with /f/ phoneme P.30 <p>Section 2. Songs and rhymes</p> <ul style="list-style-type: none"> • Song 4. Where is the family? <p>Section 3. Games</p> <ul style="list-style-type: none"> • Game 10. Picture game • Game 11. Who is this? • Game 12. Memory matching <p>Section 4. Reinforcement Worksheets</p> <p>Worksheet No. 3 Family</p> <ul style="list-style-type: none"> • Activity No.1 Listen, look and complete the picture. • Activity 2. Look and describe the picture. 	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder • Video • Finger puppet

SHAPES, SIZES, COLORS			
Unit No. 4	Duration: 5 weeks	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce vocabulary of six different shapes. • To introduce the sizes: big and small. • To introduce the three main colors (yellow, blue and red). 	<ul style="list-style-type: none"> • To be able to identify six different shapes. • To be able to pronounce adequately the phoneme /r/ at the beginning of the word. • To begin to be able to say the three main colors. (yellow, blue and red). • To be able to differentiate big and small. 	<ul style="list-style-type: none"> • FAMILY MEMBERS <ul style="list-style-type: none"> - Oval - Circle - Square - Triangle - Rectangle • COLORS <ul style="list-style-type: none"> - Yellow - Red - Blue 	<p>Phoneme /r/</p> <p>a) Pre- articulation activity</p> <ul style="list-style-type: none"> • Respiration • Jaw <p>b) Mouth exercises with /r/ phoneme</p>
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
<p>Question words</p> <ul style="list-style-type: none"> • What color is ...? • Is this? 	<ul style="list-style-type: none"> • Get/have your books, • Have your pencil ready • Have your yellow crayon ready. 	<p>BASIC CONTEXT ENGLISH TECHNIQUE</p> <p>Listen, look, repeat and do</p> <p>Section 1. Introducing Articulation</p> <ul style="list-style-type: none"> • Exercises with /r/ phoneme P.31 <p>Section 2. Songs and rhymes</p> <p>Song</p> <ul style="list-style-type: none"> • Song 5. The Colors Song <p>Rhyme</p> <ul style="list-style-type: none"> • Rhyme 3. The shapes <p>Section 3. Games</p> <ul style="list-style-type: none"> • Game13. Shapes in the air • Game14. Color the shape • Game15. Sizes game <p>Section 4. Reinforcement Worksheets</p> <p>Worksheet No. 4 Shapes, sizes and colors.</p> <ul style="list-style-type: none"> • Activity No. 1 Listen, identify and color. • Activity No. 2 Look, identify and say four different shapes. 	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder • Poster

MY BODY			
Unit No. 5	Duration: 5 weeks	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce the names of different parts of the body. • To introduce phoneme /j/ at the beginning of the word. • To relate the vocabulary to the children's own body. • To introduce the moods (happy and sad). 	<ul style="list-style-type: none"> • To be able to identify the part of the body when they hear the word. • To use the phoneme /h/ at the beginning of the word adequately. • To begin to be able to say the names of some parts of the body. • To be able to listen and touch the correct part of the body listened. • To be able to answer the question: How do you feel today? 	PARTS OF THE BODY <ul style="list-style-type: none"> - Head - Mouth - Nose - Ears - Eyes - Toes - Legs - Hands - Arms - Happy - Sad - Angry 	Phoneme /h/ a) Pre- articulation activity <ul style="list-style-type: none"> • Respiration • Lips b) Exercises with /h/ phoneme.
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
Question words <ul style="list-style-type: none"> • What is? • This is? • Is this a? Yes, it is No, it isn't	<ul style="list-style-type: none"> • Commands: <ul style="list-style-type: none"> - Touch your nose - Touch your ears - Touch your eyes 	BASIC CONTEXT ENGLISH TECHNIQUE Listen, look, repeat and do Section 1. Introducing Articulation <ul style="list-style-type: none"> • Exercises with /h/ phoneme P.32 Section 2. Songs and rhymes Song <ul style="list-style-type: none"> • Song 6. If you are happy Rhymes <ul style="list-style-type: none"> • Rhyme 4. My body parts Section 3. Games <ul style="list-style-type: none"> • Game 16 Basketball • Game 17 The bell game • Game 18 Matching body parts Section 4. Reinforcement Worksheets Worksheet No. 5 My body Activity No.1 Cut and glue the parts of the body in the correct place. Activity No.2 Look and say the parts of the body.	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder

FOOD			
Unit No. 6	Duration: 5 weeks	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce the names of some fruit and vegetables. • To introduce the phoneme /æ/ at the beginning of the word. • To introduce the words: “like” and “dislike”. • To introduce numbers 4-6 	<ul style="list-style-type: none"> • To be able to point or choose the correct food item when they hear the word. • To use the phoneme /æ/ at the beginning of the word adequately. • To begin to be able to say the names of some fruits and some vegetables. • To begin to be able to express likes and dislikes. 	<ul style="list-style-type: none"> • FRUIT <ul style="list-style-type: none"> - Apple - Pear - Strawberry - Orange - Banana - Lemon - Grapes - Fruit - Pineapple • VEGETABLES <ul style="list-style-type: none"> - Broccoli - Onion - Carrot - Pepper - Potato - Tomato - Vegetables • COLORS <ul style="list-style-type: none"> Green Pink Purple Orange 	Phoneme /æ/ a) Pre- articulation activity <ul style="list-style-type: none"> • Respiration • Jaw • Mouth b) Exercises with /æ/ phoneme.
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
Question words <ul style="list-style-type: none"> • Who is? • This is? 	<ul style="list-style-type: none"> • Stand up, sit down, raise your hand, go back to your sit, silence, close the door, open the door. 	BASIC CONTEXT ENGLISH TECHNIQUE Listen, look, repeat and do Section 1. Introducing Articulation <ul style="list-style-type: none"> • Exercises with /æ/ phoneme P.33 Section 2. Songs and rhymes Songs <ul style="list-style-type: none"> • Song 7. I like apples • Song 8. The rainbow song Rhyme <ul style="list-style-type: none"> • Rhyme 5 Numbers 1-7 Section 3 Games <ul style="list-style-type: none"> • Game 19 Guess ! what is in my bag? • Game 20 Orange, orange, orange Section 4 Reinforcement Worksheet Worksheet No. 6 Food <ul style="list-style-type: none"> • Activity No. 1 Look, identify and color the picture • Activity No. 2 Look at the picture and describe what you see 	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder

ANIMALS			
Unit No. 7	Duration: 1 month	Lesson time: 40 minutes, once a week	
AIMS	INTENDED OUTCOMES	VOCABULARY	ARTICULATION
<ul style="list-style-type: none"> • To introduce the names of different animals. • To introduce the phoneme /t/ at the beginning of a word. • To introduce numbers from 7-10. 	<ul style="list-style-type: none"> • To be able to point to the picture of the animal when hear its name. • To begin to be able to say the names of some animals. • To use the phoneme /t/ at the beginning of a word. • To begin to recognize the numerals from 7-10. • To be able to associate animal noses with particular animals. 	<ul style="list-style-type: none"> • ANIMALS - Dog - Cat - Caw - Horse - Chicken - Hen - Pig - Monkey - Elephant - Bear - Tiger - Tortoise 	<p>Phoneme /t/</p> <p>a) Pre- articulation activity</p> <ul style="list-style-type: none"> • Respiration • Tongue <p>b) Exercises with /t/ phoneme.</p>
GRAMMAR	HABITS/ROUTINES	PROPOSED ACTIVITIES	MATERIALS
<p>Question words</p> <ul style="list-style-type: none"> • What is this? • How many ..? • Who.....? 	<ul style="list-style-type: none"> • Point to..... • Numbers 10 • Stand up, sit down, raise your hand, go to your sit, silence, close the door, open the door. 	<p>BASIC CONTEXTTECHNIQUE</p> <p>Listen, look, repeat and do</p> <p>Section1. Introducing Articulation</p> <ul style="list-style-type: none"> • Exercises with /t/ phoneme P.34 <p>Section 2. Songs and rhymes</p> <p>Songs</p> <ul style="list-style-type: none"> • Song 9. Numbers song (1-10) • Song 10. Walk around the farm <p>Section 3. Games</p> <ul style="list-style-type: none"> • Game 21. Follow the sequence • Game 22. Parrots • Game 23 Catching mosquitoes <p>Section4. Reinforcement Work-sheets</p> <p>Worksheet No. 7 Animals</p> <ul style="list-style-type: none"> • Activity No.1 Listen and color • Activity No.2 Look and mention 5 different animals. 	<ul style="list-style-type: none"> • CD • Flash Cards • (BCE) Didactic Guide • Pictures • Worksheets • Tape Recorder

LESSON PLAN MODEL

FIRST CLASS

LESSON PLAN

UNIT: ONE**LESSON TIME: 30 minutes**

Mins.	Aim	Activity	Resources	Evaluation
8 mins	To introduce simple greetings and “Doggy” the puppet.	Start the lesson by showing the “English time” sign and putting it in a visible place.	The sign	Positive attitude
		Show students the picture about sunrise. Ask them to look at the picture, immediately say the phrase “good morning”. Use clear and slow voice.	Picture about: a sunrise, David, and another about Nancy.	
		Sing the song 1. Pag. 37 “Hello, hello, hello” for several times. Encourage students to watch the pictures about David and Nancy to sing the song.		
		Indicate yourself and say your name. Repeat it for two or three times.		
5 mins	To introduce the question “What’s your name?”	Sing the song: “Hello, hello, hello” When it gets to the part “What’s your name?” Point to the puppet, and then say its name in the phrase: “My name is ...doggy...”.Sing the song again and repeat the process.	Puppet	Positive attitude
12 mins	To practice saying their names in response to the question “What’s your name?”	Sing the song “Hello, hello, hello” Then, just say “What’s your name?” Making the puppet talks. Encourage one of them to respond: For example: Puppet: What is your name? Children: Melanie. If they don’t want to answer, you could use the puppet again to ask the question: “What’s your name?” While the puppet points to you. Model the answer saying: Sandra (Teacher’s name)	Puppet	Answer the question by using their individual names.
2 mins	Extra Practice	Make students guess what you have on your bag. Show them the silhouette but not the ball. They will say: una pelota! . Get the ball and say: A ball. This is a ball. Throw the ball to a child and ask: “What’s your name? Encourage them to respond by saying: My name is.....	A bright colored ball	Answer the question by using their individual names.
3 mins	To familiarize students with the song “Good bye”	At the end of this first English class sing the song “Good Bye” while you wave your hand to say good bye to children while you leave the class.		Students wave their hands.

NOTE: A special schedule is designed the first two weeks for students of first year of education in order to get them accustom to it, so the first class lasts only 30 minutes.

SECTION 1

INTRODUCING

ARTICULATION

ARTICULATION

Forming words and pronouncing them verbally is called articulation. Since some sounds are easier to pronounce than others, children often learn them in a consistent order, and most children will acquire all the sounds they need for the English language by the age of 8, according to Serena Wunderlich, Speech Therapist and Teacher of the Deaf/Hard of Hearing at New Paltz Central School District.

ADVANTAGES

Different languages have different articulation. So, a good articulation is very important in any language. For Serena Greenslade an experienced Speech Training teacher from England on her Blog: “Clear and Confident speaking” (2012), good articulation has three advantages:

- 1) It enables us to speak for long periods of time without tiring. As in any sport, muscles used correctly can work more effectively for much longer than muscles used incorrectly.
- 2) The more these muscles are exercised the clearer the speech becomes and listeners find it much easier to understand you. As in sport – the fitter you are the easier it becomes.
- 3) It enables you and the audience to concentrate more on the content of what you are saying rather than how you are saying it – they don’t need to decipher it. If your technique is good in sport you can concentrate on winning – you don’t need to worry about how to make the shot.

Renee Friedlander Rosenberg, Speech-Language Pathologist states: “Children develop the ability to produce speech sounds at different rates. For example, research shows that two year olds are 50-75% intelligible, while three-year olds are 75-



Fuente: Jardín “Luis Humberto Sancho”

100% intelligible. That means, it’s normal if a 3-year old talks, and you only understand 3/4 of what he/she says or you might understand everything a 3-year old says. Also, overall boys develop articulation skills at a slower rate than girls do. Both of these examples are considered normal.

As children grow older, they learn to use more and more speech sounds that may have been difficult to pronounce in the past. The following list includes approximate ages at which children normally develop the ability to produce specific speech sounds correctly:

CHART AGES AT WHICH SOUNDS NORMALLY DEVELOP

Speech Sounds	Ages at which sounds normally develop
p,m,h,w	12 months to 3 years
b	18 months to 3 ½ years
t,d	2 to 3 ½ years
k,g	2 to 4 years
n,ng	2 ½ to 5 years
f,y	3 ½ to 5 ½ years
l	2 ½ to 6 years (7 years for boys)
r	2 ½ to 8 years
s,z	3 to 9 years
sh,	4 to 6 years (7 years for boys)
ch,j	3 ½ to 6 years (7 years for boys)
v	4 to 5 ½ years
unvoiced th (as in “thumb”)	4 ½ to 8 years
voiced th (as in “that”)	5 to 7 years
s-blends: sp, st, sk	3 to 6 years
s-blends: sm, sn	3 ½ to 7 years
l-blends	4 to 6 years
r-blends	4 ½ to 6 years
Note: Ages apply for English as a first language	
Second language learners often develop sounds all later ages	

Fuente: <http://www.eps.n-cook.k12.il.us/epsweb/rosenberg/site/articulation.html>

ARTICULATION SECTION OF THIS GUIDE

This section will contain: First, some pre-articulation exercises. Second, different articulation exercises for each one of the phonemes chosen for this project.

The first part is aimed to make the mouth muscles work effectively. Specific pre-articulation exercises are proposed for each unit. Nevertheless, teachers can practice all the pre articulation exercises in each unit if it is considered necessary. In the second part, previous the exercises proposed for each unit you will find the theory of each phoneme for teachers. The second part consists in a set of specific steps for getting a complete exercise with each one of the phonemes. The exercises were designed specifically for this project. Both parts are important to produce correct speech and achieve good articulation.



Fuente: Jardín “Luis Humberto Sancho”

A. PRE- ARTICULATION EXERCISES

Pre- articulation exercises are based on Rebecca Linquist Articulation exercises. Rebecca is an American Accent Acquisition Coach & Founder of English by the hour web site. For more details, watch video No. 1 in Articulation Exercises Folder of the DVD.

Objective: To prepare the mouth muscles and speech organs to produce sounds correctly.

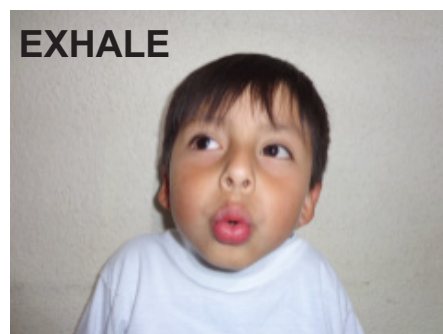
1) RESPIRATION

Breathing oxygenates every cell in the body, from the vital organs to the brain. Breathing appropriately is also important for getting the amount of air necessary to produce sounds correctly. Inhale-exhale is the basic prearticulation exercise that students have to learn. For that reason it is needed that the teacher gets the students accustomed to do inhalation-exhalation breathing before articulation practices.

For example: inhale – exhale
inhale – exhale
inhale – exhale



Fuente: Sandra Guijarro



It is important to check students inhale through the nose, exhale through the mouth.

2) MOUTH

The mouth simulates an exaggerated kiss then change to an exaggerated smile.



Fuente: Sandra Guijarro



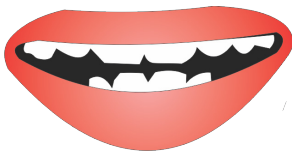
For future articulation exercises with vocabulary, it is essential to know the positions of the mouth, so practice these too.



a) Rounded: Open mouth and push the lips forward



b) Half smile: Open your mouth to a half smile position.



c) Neutral: Mouth relaxed, slightly opened.

Source: How to teach Pronunciation

Author: Jeremy Harmer, 2008

3) TONGUE

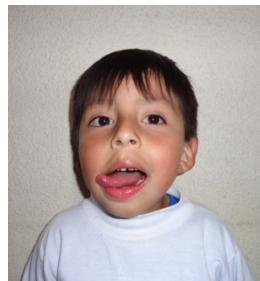
1) Open your mouth completely. Move the tongue: up, down, right, left, making sure the jaw doesn't move.



Up



Down



Right



Left

Fuente: Sandra Guijarro

2) Extend the tongue and stretch it to full length, then the tongue is rounded and put back inside the mouth. When the tongue is rounded, stretch it.



Extended tongue



Tongue is rounded back

4) JAW

In the following exercises the jaw has to control each sound.

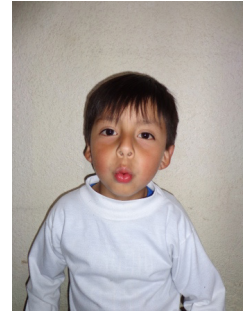
First, opening the mouth completely, pronounce the sound /a/. Second, spreading the lips, pronounce a long /i/sound. Get the mouth stretched. Third, with rounded lips pronounce /u/. Check to make sure the lips are rounded. The control is in the jaw.



/a/



/i/



/u/

Fuente: Sandra Guijarro

B. ARTICULATION EXERCISES

FOR THE TEACHER

Phoneme /g/. Good Morning



To make the sound /g/, bring the back of the tongue to the velum, stop the air briefly, then release it with a voiced sound.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT

Activity 1

Objective: To introduce sound /g/ within specific vocabulary

A. Recommended pre-articulation exercise

- Respiration

B. Articulation exercises with /g/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to get some practice. Finally students do the steps by themselves. For example, when students listen to the phrase, "Step 1", they have to inhale only. When they listen, "Step 2", they have to open their mouth, etc. When they listen to, "Step 3", they have to round their lips forward. When they listen, "Step 4", they have to pronounce the phonetic sound /g/. In the last step, they have to look at the pictures and pronounce words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound /g/

Step 1: Inhale only

Step 2: Open your mouth

Step 3: Round the lips forward

Step 4: Pronounce the phonetic sound /g/.

Step 5: Practice the sound /g/ with greeting vocabulary: Good Morning, Good Afternoon; Good Evening; Good Night; Good Bye.

FOR THE TEACHER
Phoneme /s/. Sit down

To make the sound /s/, place the center of your tongue against the palate and release the air slowly, but do not stop the air, and do not make a sound with your voice.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT
Activity 2:

Objective: To introduce sound /s/ within specific vocabulary

A. Recommended pre-articulation exercise

- Respiration
- Mouth

B. Articulation exercises with /s/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase "*Step 1*", they have to inhale only. When they listen: "*Step 2*", They have to open their mouth in position of half smile. When they listen, "*Step 3*", they have to pronounce the phonetic sound /s/. In the last step, they have to look at the pictures and pronounce the words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound /s/.

Step 1: Inhale only

Step 2: Open your mouth in position of half smile.

Step 3: Pronounce the phonetic sound /s/.

Step 4: Practice the phonetic sound /s/ with classroom vocabulary: sit down, stand up, school, scissors, start, stop, etc.

FOR THE TEACHER

Phoneme /f/. Father



To make the sound /f/, place the top teeth firmly on the inside of the bottom lip; release the air continuously with no voice.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT

Activity 3

Objective: To introduce sound /f/ within specific vocabulary.

A. Recommended pre-articulation exercise

- Respiration
- Mouth

B. Articulation exercises with /f/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase: "Step 1", they have only to inhale. When they listen: "Step 2", they have to open their mouth in position of half smile, etc. When they listen "Step 3", they have the top teeth have to touch the bottom lip. When they listen, "Step 4", they have to pronounce the phonetic sound /f/. While doing it, check they release the air continuously with no voice. In the last step, students look at the pictures and pronounce words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound /f/

Step 1: Inhale only

Step 2: Open your mouth in position of half smile.

Step 3: Top teeth to touch the bottom lip.

Step 4: Pronounce the phonetic sound /f/. Release the air continuously with no voice.

Step 5: Practice the phonetic sound /f/ with family vocabulary: father, family, fine, etc.

FOR THE TEACHER
Phoneme /r/. Red

To make the sound /r/, keep the tongue back; do not let your tongue touch inside your mouth; round your lips and push them forward. Make a voiced sound.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT
Activity 4

Objective: To introduce sound /r/ within specific vocabulary.

A. Recommended pre-articulation exercise

- Respiration
- Jaw

B. Articulation exercises with /r/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase, "Step 1", they have to inhale only. When they listen, "Step 2", they have to open their mouth. When they listen, "Step 3", they have to keep their tongue back. When they listen, "Step 4", they have to pronounce the phonetic sound /r/. In the last step they have to look at the pictures and pronounce the words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound /r/.

Step 1: Inhale only.

Step 2: Open your mouth.

Step 3: Keep the tongue back.

Step 4: Pronounce the phonetic sound /r/.

Step 5: Practice the phonetic sound /r/ with unit vocabulary: rectangle, red, etc.

FOR THE TEACHER

Phoneme /h/. Head



To make the sound /h/, keep your tongue free and force air from the throat with a voiceless sound.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT

Activity 5

Objective: To introduce sound /h/ within specific vocabulary.

A. Recommended pre-articulation exercise

- Respiration
- Lips

B. Articulation exercises with /h/ sound

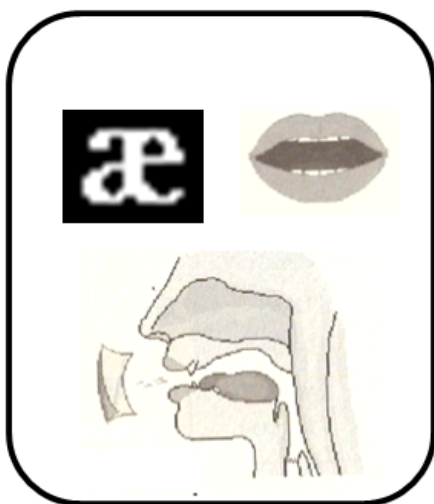
First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase, "*Step 1*", they have to inhale only. When they listen, "*Step 2*", they have to open their mouth. When they listen, "*Step 3*", they have to exhale short and quick to pronounce the sound /h/. In the last step they have to look at the pictures and pronounce the words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound /h/

Step 1: Inhale only.

Step 2: The position of the mouth is neutral

Step 3: Exhale short and quick while pronouncing the phonetic sound /h/.

Step 4: Practice the phonetic sound /h/ with body parts vocabulary: head, hands.

FOR THE TEACHER
Phoneme /æ/. Apple

To make the sound / æ /, keep your lips 5/8 inch (1.5 cm) apart and form a half-smile, with tense lips.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT
Activity 6

Objective: To introduce sound / æ / within specific vocabulary.

A. Recommended pre-articulation exercise

- Respiration
- Jaw

B. Articulation exercises with /æ/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase: "Step 1", they have to inhale only. When they listen, "Step 2", they have to open their mouth. When they listen, "Step 3" they have to form a half-smile with their lips tensed. When they listen, "Step 4" they have to pronounce the phonetic sound / æ /. In the last step they have to look at the pictures and pronounce the words of vocabulary. Teacher focuses his/her attention on the correct pronunciation of sound / æ /.

Step 1: Inhale

Step 2: Open your mouth apart a little

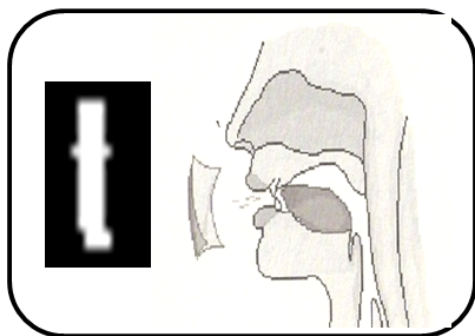
Step 3: Form a half-smile with tense lips.

Step 4: Pronounce the phonetic sound / æ /.

Step 5: Practice the phonetic sound / æ / with fruit vocabulary: apple, strawberry, banana.

FOR THE TEACHER

Phoneme /t/ Tiger



When a word begins with /t/, make the sound with a noisy puff of air.

To be sure the puff of air is noisy enough, hold a small piece of paper in front of your mouth when pronouncing the words.

Source: Let's Pronounce Educational program Version 1.0. Practice Guide
Author: Sandra Guijarro & Yafen Hsieh

FOR THE STUDENT

Activity 7

Objective: To introduce sound / t / within specific vocabulary.

A. Recommended pre-articulation exercise

- Respiration
- Tongue

B. Articulation exercises with /t/ sound

First of all, students listen to the teacher's instructions. Then, look at how the teacher develops the steps one by one. Next, they repeat the steps with the teacher's help to practice. Finally students do the steps by themselves. For example, when students listen to the phrase , "*Step 1* ", they have to inhale only. When they listen, "*Step 2* ", they have to open their mouth. When they listen, "*Step 3* ", they have to pronounce the phonetic sound /t/. In the last step they have to look at the pictures and pronounce the words of vocabulary. each one focuses his/her attention on the correct pronunciation of sound /t/

Step 1: Inhale.

Step 2: Open the mouth a little apart.

Step 3: Pronounce the phonetic sound / t /

Step 4: Practice the phonetic sound / t / with animal vocabulary: tortoise, tomato, etc

SECTION 2

SONGS AND RHYMES



SONGS AND RHYMES FOR CHILDREN

A second language can be learnt from the cradle, so it should start as the first language does. First contact must be listening. When a new language is listened to, it helps children to get accustomed to its sounds and its rhythm.

Songs are a good idea to create a good environment in the classroom, to increase or simple review vocabulary, learn structures and practice the listening and speaking skills.

All songs in this project are related to specific contents and as some didactic materials models are provided they are aimed to accustom students to English sounds and introduce the English vocabulary set in the brochure called: “Programa Nacional de Inglés para los años 1ro a 7mo de la Educación Básica. Diseño Curricular por Competencias. Febrero del año 2007”. The last official document given to the English Area Teachers from 1st to 7th years of Basic Education in Ecuador.

As the songs are short and easy to learn, it is recommended to review the songs regularly in order to let children to continue with the listening practice. It will help to recycle the vocabulary too.



Fuente: Sandra Guijarro

Song 1

TITLE: HELLO, HELLO, HELLO

OBJECTIVES:

- 1) To understand the word “Hello” as a greeting.
- 2) To understand the question: What is your name?

MATERIALS: A puppet, a picture about sunrise or the morning and the audio cd.

PRE-LISTENING: Show students the picture about sunrise. Ask them to look at the picture and tell some ideas about it. It doesn't matter if they use their mother tongue. Teacher has to repeat the words or phrases in English.

Use Basic Context English Technique to help them to introduce the vocabulary.

- 1) Students listen to the phrase: Hello/good morning.
- 2) Students look at the pictures while teacher points to them and say: Hello/ Good morning / My name is
- 3) Students repeat the words/phrases (chorally)
- 4) Teacher points to the pictures and students say the words/phrases. Repeat as many times as necessary.

WHILE LISTENING

While singing, teacher dramatizes walking and finding a friend (you can ask the classroom teacher to cooperate with you for the characterization). Immediately you look at the classroom teacher, wave your hand and say “hello”.

Play the song or sing it. When it gets to the part what is your name? Teacher stops, points to the puppet and say its name in the phrase: “*My name is doggy*”.

Sing the song chorally as many times as necessary and finally encourage students to sing it alone.

POST-LISTENING

The students sing the song.

LYRICS:

Hello, hello, hello!
What's your name?
My name is David,
That's my name

Hello, hello, hello!
What's your name?
My name is Nancy,
That's my name

Find the audio on the CD Track No.1

Taken from Sprinkles Level 1 CD. Richmond Publishing Copyright Editorial Santillana

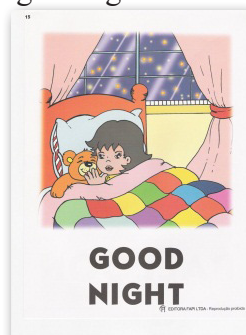
Song 2

TITLE: GREETINGS SONG

OBJECTIVE: To comprehend different greetings and different farewells.

MATERIALS: Audio cd.

PRE-LISTENING: Teacher sticks on the board the pictures related to greetings. For example:



Fuente: <https://plus.google.com/photos/105037230892939427249/albums/5855914655625372833>

Play the video about: "Greeting song" and let the children listen and watch the song while you point to the pictures. Repeat it twice. Stop the video:

Use Basic Context English Technique to help them to learn the vocabulary.

- 1) Students listen to the phrase
- 2) Students look at the pictures while teacher points to them and says the phrase one by one.
- 3) Students repeat the phrase (chorally)
- 4) Teacher points to the pictures and students say the phrase. Practice a few times.

WHILE-LISTENING

Now, play the audio while you point to the pictures. After that, sing the song without the audio. First time, slowly. Second time do it faster and finally make it very fast.

POST-LISTENING

Stop and encourage students to sing the song with you while you point to the pictures.

LYRICS:

Good morning, good morning
Good afternoon
Good evening, Good evening
Good night, Good night
Nice to meet you
Nice to meet you, too
Good bye, good bye
See you!

Good morning, good morning
Good afternoon
Good evening, Good evening
Good night, Good night
Nice to meet you
Nice to meet you, too
Good bye, good bye
See you!

Good morning, good morning
Good afternoon
Good evening, Good evening
Good night, Good night
Nice to meet you
Nice to meet you, too
Good bye, good bye
See you!
See you later!

Taken from www.kidobi.com

Find the audio on the CD Track No. 2

Song 3

TITLE: GOOD BYE SONG

OBJECTIVE: To use the phrase good bye to say good bye.

MATERIALS: Audio cd.

PRE-LISTENING Use Basic Context English Technique to help them understand the phrase.

- 1) Teacher waves his/her hand and says Good bye.
- 2) Point to the picture that represents “Good Bye”.
- 3) Make students repeat the phrase chorally.
- 4) Finally, teacher points to the picture and students say the phrase.

WHILE LISTENING

Play the audio or sing the song “Good Bye”. Teacher waves his/her hand while s/he leaves the classroom.

POST-LISTENING**LYRICS**

I wave and say good-bye,
Good-bye, good-bye.
I wave and say good-bye,
To everyone I see.

Taken from Sprinkles Level 1. Richmond Publishing Copyright
Editorial Santillana

Find the audio on the CD. Track 3

<https://plus.google.com/photos/105037230892939427249/albums/5855914655625372833>

Song 4

TITLE: WHERE IS THE FAMILY ?

OBJECTIVE: To identify the following members of the family (father, mother, grandfather, grandmother, brother, sister, baby)

MATERIALS: Family member flashcards, finger puppets of family members.
In advance, get some finger puppets about father, mother, brother, sister and baby.

PRE-LISTENING Show students some pictures in order to encourage them to guess what the class is about.

WHILE-LISTENING

Use Basic Context English Technique to help them to learn the song.

- 1) Students listen to the song just one time.
- 2) Students look at the teacher's movements who uses a finger puppet while s/he sings the song.
- 3) Next, teacher plays the audio again while s/he shows the finger puppet again.
- 4) Students repeat the following phrases: Where is father?; Where is mother?; Where is brother?; Where is sister?; Where is baby?
- 5) Ask one student to use the finger puppets to tell the rest of the class each one of the family members. Some students can participate.

POST-LISTENING

LYRICS:

Where is FATHER?, Where is FATHER?
Here I am, Here I am
How are you today?
Very well I thank you
Say good bye

Where is MOTHER?, Where is MOTHER?,
Here I am, Here I am
How are you today?
Very well I thank you
Say good bye

Where is SISTER?, Where is SISTER?,
Here I am, Here I am
How are you today?
Very well I thank you
Say good bye

Where is BROTHER?, Where is BROTHER?,
Here I am, Here I am
How are you today?
Very well I thank you
Say good bye

Where is BABY?, Where is BABY?,
Here I am, Here I am
How are you today?
Very well I thank you
Say good bye

Where is the FAMILY?, Where is the FAMILY?,
Here we are, here we are
How are you today?
Very well we thank you
Say good bye

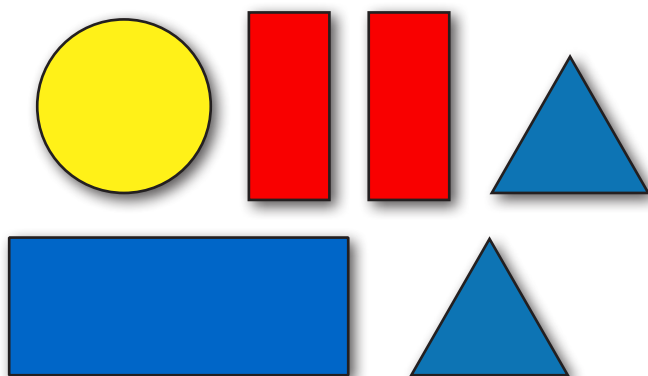
Taken from Magic Book No. 4. Editorial Santillana
Find the audio on the CD. Track 4

Song 5

TITLE: THE COLORS SONG

OBJECTIVE: To differentiate among four colors (yellow, blue, red and green)

MATERIALS: A yellow circle, a big blue rectangle, two small red rectangles, two blue triangles.



To introduce colors, bring to the class different shaped objects. Teacher shows the shapes one by one while saying the name and the color of the shape. For example: This is a circle. It is small. It is yellow; This is a triangle. It is small. It is red; This is a rectangle. It is big. It is blue; This is a rectangle. It is small. It is red. Then, stick the shapes on the board and encourage students to think of ideas to build an animal by using them. Help them to join the parts to form a cat.

PRE-LISTENING

By using Basic Context English Technique take off one shape and help students to understand the vocabulary.

- 1) Students listen to the phrase.
- 2) Students look at the pictures while teacher shows and says the phrases one by one.
- 3) Students repeat each phrase (chorally)
- 4) Teacher points to the pictures and students say the phrase. Practice a few more times.

WHILE-LISTENING

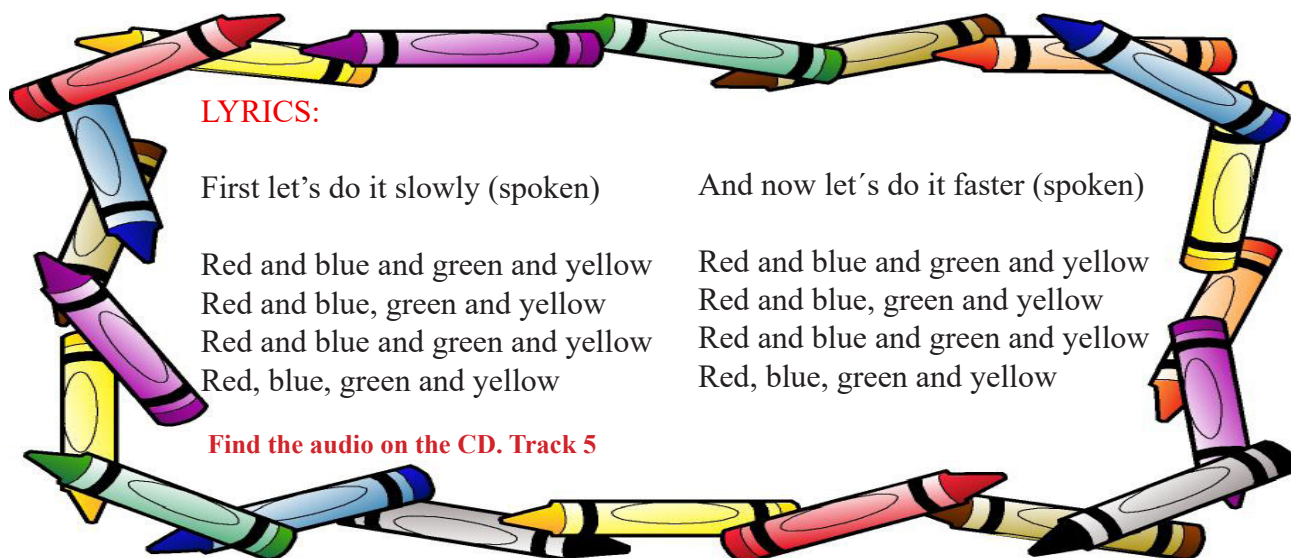
Before starting the song differentiate between the words slow and fast.

Play the song once. Ask them to listen to the song again and identify every color. Students say the colors they found. Encourage them to list the four colors (yellow, blue, red and green)

Play the audio again and finally encourage students to sing the song.

POST-LISTENING

One student points to the colors of the board while the rest of the class sings it.

**LYRICS:**

First let's do it slowly (spoken)

And now let's do it faster (spoken)

Red and blue and green and yellow
 Red and blue, green and yellow
 Red and blue and green and yellow
 Red, blue, green and yellow

Red and blue and green and yellow
 Red and blue, green and yellow
 Red and blue and green and yellow
 Red, blue, green and yellow

Find the audio on the CD. Track 5

Song 6
TITLE: IF YOU ARE HAPPY

OBJECTIVE: To identify moods (happy and sad)**MATERIALS:** Pictures about happy and sad moods.**PRE-LISTENING**

Start telling a short story where the words happy and sad are included. Use pictures or mimics to help them understand.

Example: Once upon a time, there was a little yellow duckling. He was always sad because he didn't have a mother nor a father.

One day, while he was crying he found a nice family: a father, a mother and three brothers. They were playing in the water. They were having a good time.

He felt jealous, when suddenly the mother looked at him. She said: *"oh, dear, what happen to you?"*. *You look sad. Why?* He replied: I am alone. I have no mother nor father. I feel sad.

All the family hugged him and he looked better. The mother said: *"why don't we adopt you?"*. *You could come and live with us!* Immediately, the yellow little chicken changed his mood. He was happy. He said: *"yes, yes"!*. *I want to be part of your family!*

After the narration, show students one picture where the little yellow chicken happy and another where he is sad.

Use Basic Context English Technique to help them to identify the vocabulary.

- 1) Students listen to the phrase: He is happy/ He is sad
- 2) Students look at the pictures while teacher points to them and say the phrase one by one. He is happy/He is sad.
- 3) Students repeat the phrase (chorally)

4) Teacher shows the picture and students say the phrase. Practice as many times as necessary.

WHILE-LISTENING

Play the audio and encourage students to clap their hands twice after they hear the phrase, “*if you are happy*”. Then explain they have to rub their eyes simulating they’re crying after the phrase “*cry out loud*”. Practice some times in order to let students understand the task.

POST-LISTENING

Show the two pictures and ask how does he feel? Happy or sad.

LYRICS:

If you are happy and you know it, clap your hands (clap two times)

If you are happy and you know it, clap your hands (clap two times)

If you are happy and you know it, then your face will really show it

If you are happy and you know it, clap your hands (clap two times)



If you are sad and you know it, cry out loud (rub your eyes like you’re crying)

If you are sad and you know it, cry out loud (rub your eyes like you’re crying)

If you are sad and you know it then your face will really show it

If you are sad and you know it, cry out loud (rub your eyes like you’re crying)



Find the audio on the CD. Track 6

<https://plus.google.com/photos/105037230892939427249/albums/5855914655625372833>

Song 7

TITLE: I LIKE APPLES

OBJECTIVE: To identify some fruit vocabulary (apples, bananas, oranges, grapes, strawberries).

MATERIALS: Silhouettes about the 5 fruit vocabulary words.

PRE-LISTENING

Stick the silhouettes of the 5 different fruit on the board. Ask them what fruit they like. Example: What fruit do you like?. Encourage them to answer: I like apples/bananas/oranges, etc.

Use Basic Context English Technique to help them to learn the vocabulary.

1) Students listen to the question: what fruit do you like?.

2) Students look at the pictures while teacher points to them and says the answer:

I like.....

3) Students repeat the phrase:

I like (chorally).

4) Teacher points to the pictures and students say the phrase.

WHILE-LISTENING

First, play the song one time. It is only for listening. Second, play the audio again for focusing student's attention on the phrase, I like.....

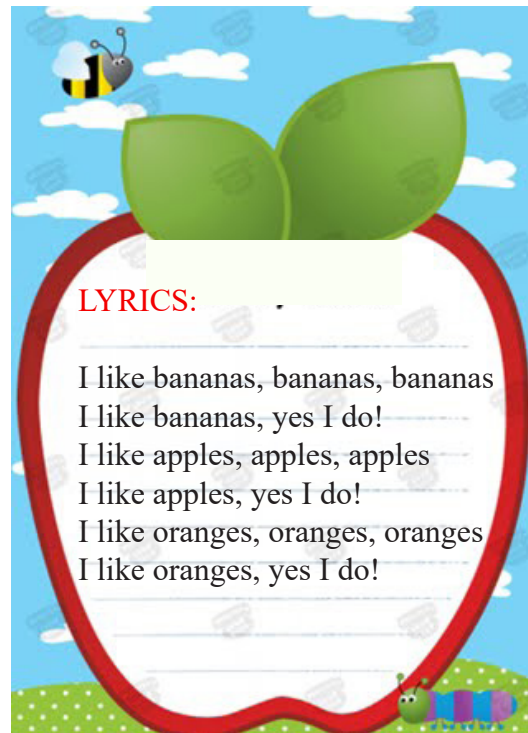
Finally, play the complete audio and encourage them to sing it.

POST-LISTENING

Students choose one of the silhouettes and say it

<https://plus.google.com/photos/105037230892939427249/albums/5855914655625372833>

Find the audio on the CD. Track 7



Song 8

TITLE: THE RAINBOW SONG

OBJECTIVE: To learn some new colors (pink, purple, orange)

MATERIALS: Red, yellow, pink, green, purple, orange and blue pieces of foamy or paper.

PRE-LISTENING

Stick the foamy or paper colors on the board in the following order: red, yellow, pink, green, purple, orange, and blue.

Use Basic Context English Technique to help them to learn the vocabulary.

- 1) Students call out the names of the colors.
- 2) Students look at the pictures while teacher points to them and says the color again one by one.
- 3) Students repeat the colors (chorally).
- 4) Teacher points to the pictures and students say the colors by themselves.

WHILE-LISTENING

Play the audio and let students listen, while teacher points to the colors. Then, stop the audio to make them say the names of the colors. "Play the audio again letting them listen to the song completely.

POST-LISTENING

Students point at the colors and say their names.

LYRICS:

Red, and yellow and pink and green

Purple and orange and blue

I can see a rainbow

I can see a rainbow

I can see a rainbow too

Source: Songs for very young learners

Find the audio on the CD. Track 8

<http://boards.38chan.net/b/6.html>

Song 9

TITLE: NUMBERS SONG (1-10)

OBJECTIVE: To learn the numbers from 1-10

MATERIALS: Numbers

PRE-LISTENING

Use Basic Context English Technique to help them to learn the vocabulary.

- 1) Students listen to the numbers
- 2) Students look at the picture about a number while teacher points to it and says its name.
- 3) Students repeat chorally the number from 1 to 10 and backwards.
- 4) Teacher points to the pictures number and students say its name. Repeat it for a few times.

WHILE-LISTENING

Teacher plays the video once. After that, ask students to say the numbers from the board at random. Next, play the video again twice in order to practice the pronunciation.

POST-LISTENING

Students say the numbers from 1 to 10 in order and backwards

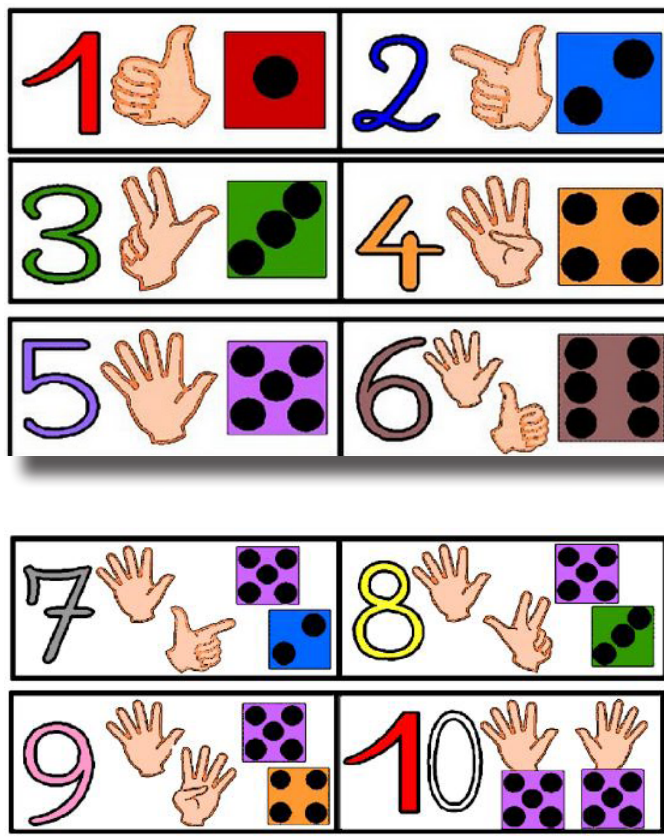
LYRICS:

One, two, three
Four, five, six
Seven, eight, nine
Ten

Ten, nine, eight,
Seven, six, five
Four, three, two,
One!

One, two, three
Four, five, six
Seven, eight, nine
Ten

Ten, nine, eight,
Seven, six, five
Four, three, two,
One!



Find the audio on the CD. Track 9

<http://www.beinggarifuna.com/blog/2011/08/29/video-numbers-one-to-ten-in-the-garifuna-language/>

Song 10

TITLE: WALK AROUND THE FARM

OBJECTIVE: To identify six different animals (caw, dog, duck, horse, pig, sheep).

MATERIALS: Audio cd and pictures about animals.

PRE-LISTENING

Play the audio of animal sound and encourage students to tell what animal the sound belongs to.

If students use Spanish, teacher uses English to retell the phrases.

Use Basic Context English Technique to help them to learn the vocabulary.

- 1) Students listen to the animal sound and its name.
- 2) Students look at the pictures about the animals while teacher points to them and say their names.
- 3) Students repeat the vocabulary chorally.
- 4) Teacher points to the pictures and students say the name of each animal. Repeat it for a few times.

WHILE-LISTENING

Play the audio of the song twice. While the song is playing show the pictures according to the phrase. For example: in the part that says: “a cow, a cow”, show the picture of the cow. In the part that says: “a dog, a dog”, shows the picture of a dog and so on. After that, play the audio track again.

POST-LISTENING

When they have practice it enough, encourage them to sing the song by looking at the pictures

LYRICS:

Let's take a walk around the farm,
around the farm, around the farm
Let's take a walk around the farm.

What do you see?

A cow, a cow,

A dog, a dog,

A duck, a duck,

A horse, a horse,

A pig, a pig,

A sheep, a sheep,

That's what you see

Let's take a walk around the farm,
around the farm, around the farm
Let's take a walk around the farm.

What do you hear?

A cow,

A dog,

A duck,

A horse,

Oink, oink, oink- a pig

a sheep,

That's what you hear

Let's take a walk around the farm,
around the farm, around the farm
Let's take a walk around the farm.

What do you see?

Good bye, cow

Good bye, dog

Good bye, horse

Good bye, pig

Good bye, ship

Good bye elephant

Elephant in the farm?

Nooooo



Find the audio on the CD. Track 10

<http://www.thedenveregotist.com/members/andy-link#9181>

Rhyme 1

TITLE: GOOD MORNING

OBJECTIVE: To understand the question: *How are you?* as greeting and the phrase, *I am fine thank you*, as its response.

MATERIALS: A puppet, a picture about the morning and the audio cd.

PRE-LISTENING

Show students the picture about morning and says the word: "Morning" alone and also in the phrase: Good Morning.

Use Basic Context English Technique to help students to introduce the vocabulary.

- 1) Point to the picture about two children greeting each other.
- 2) Teacher says the question: How are you? and Good Morning.
- 3) Make students repeat the word/ phrase chorally.
- 4) Finally point to the pictures to make students say the word/phrase.

WHILE LISTENING

Play the audio and repeat it three times. While you sing dramatize the greeting with body movement. Use the puppet too.

POST-LISTENING

Students sing the song.

Students say the phrase, "*I am fine thank you*" to answer the question, "how are you?"

LYRICS:

Good morning, good morning and how are you?
Good morning, good morning
I am fine thank you.

Source: Magic Level 2

Author: Editorial Santillana

Find the audio on the CD. Track 11

Rhyme 2

TITLE: CLASSROOM OBJECTS

OBJECTIVE: To familiarize with some classroom vocabulary.

MATERIALS: Pictures about classroom objects (table, chair, pencil, pen, window, door, ceiling and floor).

PRE-LISTENING

Use mimics to give students a key about what is going to be taught. Accept all their ideas. Play the video about the rhyme but without sound. It is to help them to realize what the teacher is talking about. At the end say the word CLASSROOM. Be sure students understand what the class will be about.

Use Basic Context English Technique to help them understand the vocabulary.

- 1) Teacher hands one classroom object and says its name.
- 2) Students look at the object to relate the word and its meaning.
- 3) Make students repeat each word chorally.
- 4) Finally teacher points to the picture or hold it while students say the vocabulary. Repeat the process with all the objects as many times as necessary.

WHILE LISTENING

Stick all pictures on the board. Make students repeat the vocabulary one more time. Afterwards, play the first part of the video for three times. Stop the video to focus students' attention on the following classroom objects; table, chair and bag.

After that, play the second part of the video. Stop the video to focus students' attention on the following classroom objects: pencil and pen.

Next, play the third part of the video. Stop the video to focus students' attention on the following classroom objects: window, door, ceiling and floor.

Finally, play the complete video. Let them watch it in silence for once. When it has finished, play only the audio of the song, not the video. Let them listen to it while they look at the pictures on the board.

Encourage students to recite the rhyme without the audio.

POST-LISTENING

The students sing the song while teacher points to the vocabulary. Then, make them point to the real objects in the class while they recite the rhyme.

LYRICS

Part 1

This is my table,
This is my chair,
This is my bag that I take everywhere,
Sit down, stand up
One, two, three
School, school, school for you and me.

Part 2

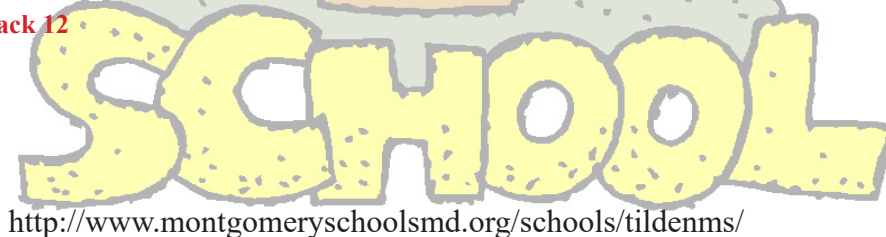
This is my pencil,
This is my pen,
I use my school things again and again
Sit down, stand up
One, two, three
School, school, school for you and me.

Part 3

This is the window, this is the door,
This is the ceiling, this is the floor,
Sit down, stand up one, two, three
School, school, school for you and me.

SOURCE: <http://www.teachkidsenglish.com/>

Find the audio on the CD. Track 12



<http://www.montgomeryschoolsmd.org/schools/tildenms/>

Rhyme 3

TITLE: THE SHAPES

OBJECTIVE: To identify the following shapes: Circle, rectangle and square.

MATERIALS: Shapes made in foamy.

PRE-LISTENING

Show students the three different shapes: circle, rectangle and square.

Use Basic Context English Technique to help them introduce the vocabulary.

- 1) Point to one of the shapes
- 2) Teacher says a sentence where the name of the shape is included.
- 3) Make students repeat the word and phrase chorally.
- 4) Finally point to the pictures to make students say the word/phrase.

WHILE LISTENING

Play the chant three times. While students listen to the chant, point or show the shapes.

POST-LISTENING

Students recite the chant.

LYRICS:

What's this?
It's a circle. It's pink.
What's this?
It's a rectangle. It's purple
What's this?
It's a square. It's brown



<http://msbrittanyprek.blogspot.com/2011/09/shapes-and-colors-oh-my.html>

RHYME 4**TITLE: MY BODY PARTS**

OBJECTIVE: To comprehend the parts of the body.

MATERIALS: Audio cd.

PRE-LISTENING

Use Basic Context English Technique to help them to learn the vocabulary.

- 1) Students listen to the teacher saying the name of body parts.
- 2) Students look at the teacher while s/he touches and says some of his/her body parts (head, mouth, nose, ears, eyes, toes, legs, hands and arms).
- 3) Students repeat the vocabulary (chorally)
- 4) Students say the vocabulary while touching their body parts. Practice it for a few times.

WHILE-LISTENING

Teacher plays the song once and asks students to remember the order of body parts they have listened in the song. Play the audio again to check it. Stick the pictures on the board and play the song again to let them listen to the vocabulary.

POST-LISTENING

In groups students sing the chant by themselves while touching their body parts.

LYRICS:

I have a head, a mouth and a nose
I have two ears, two eyes and ten toes
I have two legs, two hands and two arms
These are my body parts

Find the audio on the CD. Track 13



Rhyme 5

TITLE: NUMBERS (1-7)

OBJECTIVE: To identify numbers from 1-7.

MATERIALS: Audio cd, pictures about numbers.

PRE-LISTENING

Teacher shows the pictures about numbers from 1 to 7 one by one.

WHILE-LISTENING

Use Basic Context English Technique to help them to identify and differentiate numbers from 1-7.

- 1) Students listen to the song.
- 2) Students look at the numbers from 1-7 while teacher says them.
- 3) Students repeat chorally the numbers.
- 4) Teacher points to the pictures and students tell the numbers. Repeat it for a few times.

POST-LISTENING

Students look at the numbers and tell the vocabulary.

LYRICS

One, two, three, four, five, six, seven
 One, two, three, four, five, six, seven
 One, two, three, four, five, six, seven
 One, two, three
 One, two, three
 One, two, three, four, five, six, seven
 Pause
 One, two, three, four, five, six, seven
 One, two, three, four, five, six, seven
 One, two, three
 One, two, three
 One, two, three, four, five, six, seven
 One, two, three
 One, two, three
 One, two, three, four, five, six, seven
 Now, let's go backwards (spoken)
 Seven, six, five, four, three, two, one
 Seven, six, five, four, three, two, one
 Seven, six, five
 Seven, six, five
 Seven, six, five, four, three, two, one

Pause

Seven, six, five, four, three, two, one
 Seven, six, five, four, three, two, one
 Seven, six, five
 Seven, six, five
 Seven, six, five, four, three, two, one
<http://supersimplelearning.com/>



Find the audio on the CD Track No. 14

<http://supersimplelearning.com/>

SECTION 3

DIDACTIC GAMES

THE USE OF GAMES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Using games in the classroom for teaching EFL is a good idea at any level. Especially in little children who enjoy having a good time in any place. For authors like Montessori, who were referred by Newson (2004) “the game is defined as the organized ludic activity to get specific objectives”

Having fun in English classes with young children must be the teacher’s goal in schools. Games catch student’s attention in the subject. It requires attention and helps to activate the learning process, so that teacher changes his role in the class, from being the boss to be the facilitator.

DIDACTIC GAMES

Didactic games should be based on specific objectives in order to achieve students’ goals. The age, the level, previous knowledge and the didactic objective have to be considered to design and apply games in the classroom. For that reasons all the games designed in this project has been created or adapted to young children from 5 to 6 years old.

All the games follow the steps of Basic Context English technique. First, students listen to the teacher for the explanation, then they look at the demonstration. After that, teacher models the game to check students comprehension. Finally, carry it on to learn while having fun.

Among the different classifications of games, for this project purposes only three type of games have been taken into account because of the didactic objectives. They are: 1) Action Games; 2) Board Games 3) Speaking Games.

SUGGESTIONS:

To apply games in the classroom , it is recommended to take into account the following suggestions:

- Instructions must be short and specific.
- Make sure students understand the process.
- Repeat the instructions as many times as necessary.
- Model the game with students.
- Use different techniques for the selection of students participation in a game. For example: sing the following rhyme.

Eeney meeney miney moe
Catch a tiger by the toe
If he hollers let him go
Eeney meeney miney moe

Taken from Claire, E. (1988). ESL teacher’s activities kit. Prentice Hall.

GAME 1

Name of the game: Guess the phrase

Materials needed: Pictures about greetings (Good morning, good afternoon, good evening and hello) and farewells (good night, good bye)

Objective: To learn greeting vocabulary through the game “Guess the phrase”.

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 5 minutes

Process: Hide the pictures about greetings vocabulary behind your back. Show only backside of one picture. Ask the children: What do you say?, what is this? Children try to guess by saying the correct phrase from the vocabulary. The student who guesses the phrase will take the teacher's place.

Suggestion:

What time of the day is it? What do you say?

Good morning

What time of the day is it? What do you say?

Good afternoon

What time of the day is it? What do you say?

Good bye.

Other phrases: Good evening, good night.



<http://www.uni.edu/schneidj/webquests/fall04/mystifying/teacher.html>

Variation:

Teacher can put the pictures face down on a table and then s/he will pick them up one by one to ask the questions.

GAME 2

Name of the game: Listen and point

Materials needed: Pictures about greeting vocabulary.

Objective: To listen, identify and point to the correct picture.

Kind of game: Action game.

Number of participants: Whole class.

Time: 5 minutes

Process: Teacher sticks on the board the pictures about greetings vocabulary. Teacher asks a volun-

teer who wants to play. Teacher says a phrase. The volunteer has to listen to the phrase carefully and point to the picture which represents it. Practice with all the vocabulary phrases. If the student can't identify some pictures, you can ask somebody else for helping him/her.

Suggestion:

Point to the picture about: Good morning
Point to the picture about: Good afternoon
Point to the picture about: Good evening
Other: good afternoon, good evening,
good night, good bye, see you.

Variation:

Ask a volunteer to take the teacher's place.



GAME 3

Name of the game: What picture is missing?

Materials needed: Pictures about greeting vocabulary, adhesive tape.

Objective: To be able to look and identify what picture is missing.

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 8- 10 minutes

Process: First, show students a set of pictures about greeting vocabulary. Then, stick the pictures on the board, except one. Hide it, without being noticed by the students. Ask them what picture is missing. They should to remember the pictures already shown about all phrases and try to guess what picture is missing.

Suggestion:

You can take turns hiding one by one all the pictures about greeting vocabulary.

Variation:

Take out one picture from the group. Start showing the pictures one by one. Students have to guess what picture is missing.



GAME 4

Name of the game: Stick and unstick the pictures

Materials needed: Pictures about greeting vocabulary, some adhesive tape.

Objective:

- 1) To identify, choose and stick on the board the correct picture about phrase mentioned by the teacher
- 2) To identify, choose, and take off from the board the phrase mentioned by the teacher.

Kind of game: Board game.

Number of participants: 10 participants

Time: 10 minutes

Process: Put all the greeting vocabulary pictures on the desk. Then, choose different students for listening, identifying and sticking the correct pictures on the board. When all the pictures have been stuck on the board, ask some others to unstick the picture according to the phrase the teacher says. Try to involve most of the students, especially the passive or slow learners.



Suggestion:

- Find the picture about Good morning and stick it on the board.
- Find the picture about Good afternoon and stick on the board
- Find the picture about Good evening and unstick it from the board.
- Find the picture about good bye and unstick it from the board.

GAME 5

Name of the game: Bring me.....

Materials needed: 2 books, 2 notebooks, a backpack, erasers, crayons, pens, pencils, a pair of scissors and a bottle of glue.

Objective: To be able to identify and bring the correct classroom object.

Kind of game: Action game.

Number of participants: Whole class

Time: 10 minutes

Process: Place the materials around the room, choose a participant to find and bring objects requested by the teacher.

Suggestion:

Go to the (teacher's desk / bookcase / table)

Bring me a pencil, please.

..... Thank you

Go to the desk. Bring me a book, please.

..... Thank you.

Go to the (desk) . Bring me an eraser.

..... Thank you.

Go to the (desk) . Bring me a crayon.

..... Thank you.

Go to the (desk) . Bring me a pencil.

..... Thank you.

Adaptation from ESL Teacher's activity Kids. Page 37



GAME 6

Name of the game: Running game

Materials needed: The board, a chair, a table, a bag, a book, a notebook, a pencil, a pen, a crayon, a pair of scissors, an eraser and some adhesive tape.

Objective: To be able to identify and touch the correct object.

Kind of game: Action game.

Number of participants: Whole class

Time: 15-20 minutes

Process:

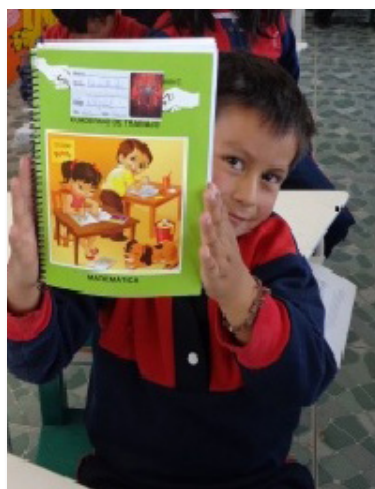
It is recommended to review the classroom vocabulary already learned by singing the song "classroom" before starting the game.

Place the big classroom objects like: a chair, a table and a bag at the front of the class and stick the small ones on the board.

First, play with the big objects. When finished playing with the big objects, move them aside and start playing with the smaller objects that were taped on the board.

Explain to the students that as soon as they hear the word they have to run to the front of the class and touch the correct object. They have to return back to the starting place to hear another word.

Divide the class into two groups. Assign each group a name and provide them with a sign, for example a star/ a lion, etc. Ask them to choose a representative for each group. Each representative has to listen to the teacher, identify and touch the correct object.



Suggestion:

Go to the front of class and touch: the table/ the chair/ the bag.

Go to the board and touch: the pencil/ the pen/ the scissors/ the crayon, etc.

GAME 7

Name of the game: What classroom object is in the box?

Materials needed: Pictures about classroom objects (a board, a chair, a table, a bag, a book, a notebook, a pencil, a pen, a crayon, a pair of scissors, an eraser), a shoe box.

Objective: To be able to identify which object is not in the group.

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 8 minutes

Process: Bring to class a shoe box. One by one, insert the pictures about classroom vocabulary into the box. Ask children to close their eyes and memorize every picture. Teacher takes out the pictures one by one, except one. Ask children: What classroom object is still in the box?



<http://www.bagsoflove.co.uk/tins/>

GAME 8

Name of the game: Point to the object

Materials needed: Different classroom objects

Objective: To be able to listen and point to the correct classroom object.

Kind of game: Action game.

Number of participants: 2

Time: 5 minutes

Process: Teacher asks for a volunteer to play. Teacher asks the volunteer to look around the classroom and point to the object named. Practice with all the vocabulary words. If the student can't identify some objects, you can ask another volunteer help him/her.



Suggestion:

Tell the student, “Look around the classroom and point to the board. Now, point to a chair. Point to a table (a bag, a book, a notebook, a pencil, a pen, a crayon, a pair of scissors, an eraser).

Variation:

You can use pictures instead of real objects.

GAME 9

Name of the game: Stick the picture on the correct classroom object

Materials needed: Pictures about classroom objects

Objective: To be able to identify the picture and stick on the correct classroom object.

Kind of game: Action game.

Number of participants: 10

Time: 15 minutes

Process: Put all the pictures on the desk. Place the desk in the middle of the classroom, choose a student to listen and find the correct picture from the desk, stick it on the classroom object that is the same as in the picture chosen. Try to involve most of the students, especially those who are passive or slow learners.

**Suggestion:**

<http://www.tts-group.co.uk/shops/tts/Products/PD1725060/Classroom-Objects-Talk-Ball/>

Go to the desk, find the picture about a board and stick it on the board.

Go to the desk, find the picture about a book and stick it on a book.

Go to the desk, find the picture about a chair and stick it on a chair.

Go to the desk, find the picture about a bag and stick it on a bag.

Continue with others as: a notebook, a pencil, a pen, a crayon a pair of scissors, an eraser.

GAME 10

Name of the game: Picture game

Materials needed: Pictures about family members, a sheet of paper with slits or several pieces with holes of different sizes.

Objective: To guess what member of the family is in the picture

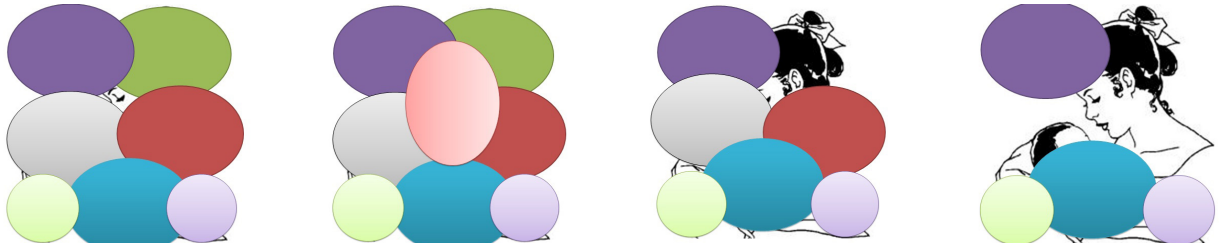
Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 10 minutes

Process: Bring to the class a picture covered with slits or several pieces with holes of different sizes over the picture. Children have to guess what is depicted on the picture by looking at a small section.

Suggestion: If nobody can guess the picture, remove a part of the sheet or one of the pieces.



Bwww.englishexercises.org

GAME 11

Name of the game: Who is this?

Materials needed: Pictures about family members

Objective: To look and say what member of the family is in the picture.

Kind of game: Speaking/Guessing game.

Number of participants: whole class

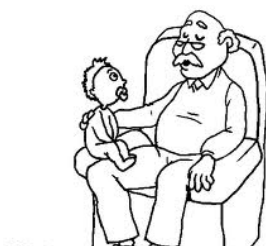
Time: 5 minutes

Process: Get a picture of family members, show it to children and ask what member of the family is it?

Suggestion:

Who is it?/ who is this? (father),

Who is it?/who is this? (mother), etc.



www.englishexercises.org

GAME 12

Name of the game: Memory matching

Materials needed: Cards about family members, the board, some adhesive tape.

Objective: To memorize the pictures to later match them in pairs.

Kind of game: Board game.

Number of participants: As many students as they guess the pairs.

Time: 10 minutes

Process: Place face down on the board 5 pairs of pictures about family members (family, grandfather, grandmother, mother, father, brother, sister, baby).

Suggestion: Don't separate the pairs too much. Remember the purpose it to let children practice the vocabulary.

Example:



www.englishexercises.org

GAME 13

Name of the game: Shapes in the air

Materials needed: Different shapes (oval, circle, square, triangle, and rectangle)

Objective: To listen, identify and hold up the correct shape.

Kind of game: Action game.

Number of participants: Whole class

Time: 10 minutes



<http://www.bagsoflove.co.uk/tins/>

Process: Provide each student with 3 different shapes. Teacher says a shape (e.g. the square) and the students hold up that shape.

Suggestion:

Divide the class into two groups and provide each group different shapes (oval, circle and square) or (triangle and rectangle).

Variation:

Teacher can divide the class in two groups and give one group 3 shapes and the other group other 3 different shapes.

GAME 14

Name of the game: Color the shape.

Materials needed: Three pieces of A3 paper, a yellow, a blue and a red crayon, some adhesive tape.

Objective: To be able to identify the correct square according to the color.

Kind of game: Action game.

Number of participants: Whole class

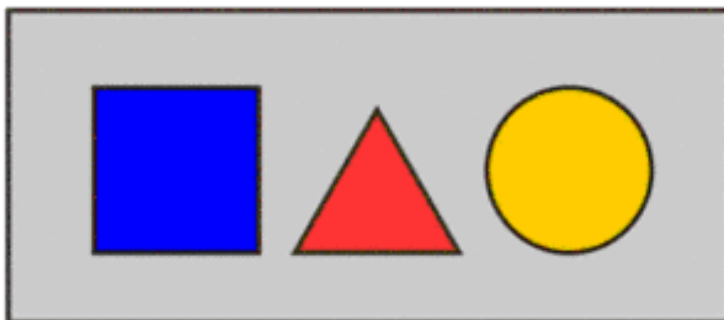
Time: 20 minutes

Process:

Get three pieces of A3 paper and draw a different shape on each one. Pin or stick the squares on different walls in the classroom. Put a yellow, blue and red crayon on the desk. For modeling the activity, say “*blue square*”, take the blue crayon, walk around the class and color a small part of the square. Repeat the process with the red triangle and the yellow circle. Then choose one student and say the phrase “*blue square*”. He/she should pick up the blue crayon and go over to the square that you colored in blue, Let him/her color it a little and then call him/her back. Continue in the same way with different children.

Suggestion:

Yellow, blue and red squares



<https://sites.google.com/a/coagencia>

GAME 15

Name of the game: Sizes game

Materials needed: Different size objects, two boxes (one big and one small).

Objective: To identify big and small things.

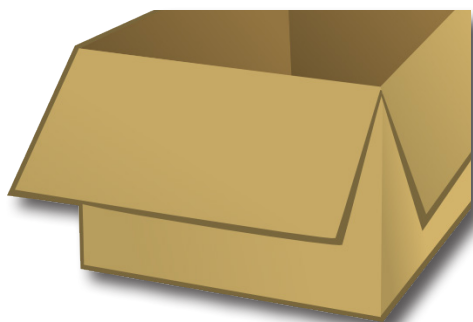
Kind of game: Speaking/Guessing game.

Number of participants: As many as the number of objects/picture for the game.

Time: 5 minutes

Process: Show students some objects like: a pencil, an eraser, a pair of scissors, a book, a small and big ball, etc. Previously make students remember their names. Teacher asks, “*is this big or small.....?*” Students have to answer: It is a big/small..... If it is correct, teacher put this in the correct box.

Suggestion: It is better to use objects or pictures about the vocabulary they already know.



<http://eofdreams.com/photo/box/05/>

GAME 16

Name of the game: Basketball

Materials needed: Pictures about the parts of the body (head, mouth, nose, ears, eyes, toes, legs, hands, and arms), enough space to play basketball and a box.

Objective: To look and say what part of the body is in the picture?

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 25 minutes



<http://www.elblogdemisterapuestas.com/>

Process: Place the pictures about the parts of the body in a box. Divide the class into two teams. Ask students to think of a name to each team. Explain students should take one picture from the

box and answer what part of the body it is. If s/he answers correctly, then, he/she can have a shot at the basket. If the student puts the ball in the basket then s/he gets 2 points. If the student hits the basket without going inside then he/she gets 1 point. The team who gets the most points is the winner.

Suggestion:

GAME 17

Name of the game: The bell game

Materials needed: Two bells, pictures about body parts

Objective: To identify body parts

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 15 minutes



<http://www.bigbuy.eu/es/timbre-hotel.html>

Process: Place the bells in the front of the class, leaving space for the participants to run. Two teams are needed. Teacher shows students a flashcard about a body part. The first student to ring the bell and say the correct part of the body part gets one point for her/his team.

Suggestion: If it is played in the classroom it is important to leave enough space for the students to avoid hitting any object.

GAME 18

Name of the game: Matching body parts.

Materials needed: A jigsaw puzzle of a body.

Objective: To know the names of the body part.

Kind of game: Board game.

Number of participants: Whole class

Time: 30 minutes

Process: Hand in different students a part of the body puzzle. Ask them to look at it and remember its name. Teacher starts asking the parts one by one. Example: who has the head? The student, who has it, goes to the board and sticks it on the board. Teacher asks for the parts of the body one by one until the body is completed.



<http://mentamaschocolate.blogspot.com>

Suggestion:

Who has the head?

Who has the ears?

**GAME 19**

Name of the game: Guess! what is in my bag?

Materials needed: Different type of fruit made of plastic.

Objective: To touch and say what fruit is in the bag.

Kind of game: Speaking/Guessing game.

Number of participants: 10 students

Time: 10 minutes

Process: Put a fruit in a bag and have a student touch it. s/he has to guess the correct fruit. Then s/he has to take it off and shows it to his/her classmates.



<http://www.montessoripathwaysschool.com>

Suggestion: Teacher asks: What fruit is it?

GAME 20

Name of the game: Orange, orange, orange

Materials needed: Enough space to let children sit down on the floor.

Objective: To identify fruits and shout its name on time.

Kind of game: Speaking/Guessing game.

Number of participants: Whole class

Time: 10-15 minutes

Process: Children sit in a circle- each child is given the name of a fruit-. One person is chosen to

stand in the center of the circle and repeats the name of one of the fruits three times. Example: “orange, orange, orange”. The student with the name of the fruit assigned must interrupt by shouting the word *orange*, before the student in the center has managed to say it three times. If s/he interrupts successfully, the person in the middle chooses another fruit. If s/he is not quick enough, s/he will be replaced by the person in the middle.



<http://www.melodymagicmusic.com/parties.html>

Suggestion:

In big groups it would be a good idea, to stick on the back of the student the picture of the fruit to help teacher and the rest of students remember the name of the fruit assigned.

GAME 21

Name of the game: Follow the sequence

Materials needed: Silhouettes of different fruits, some adhesive tape, a marker, the board.

Objective: To follow the sequence according the pattern.

Kind of game: Board game.

Number of participants: 5 students

Time: 15 minutes

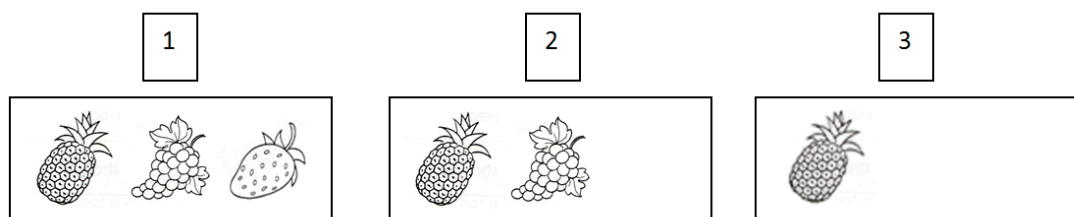


<http://www.melodymagicmusic.com/parties.html>

Process: Get some fruit silhouettes and establish a model like the example below. Stick the silhouettes on the board. Then, ask a student to place the fruit silhouettes that corresponds, according to the first model.

Suggestion:

It is important to place the silhouettes in a box. It lets students realize how the sequence is done.



Source: Pictures taken from Enterprise Book 1 Pablo H. Calderon

GAME 22

Name of the game: Parrots

Materials needed: Pictures about some farm animals

Objective: To reinforce vocabulary about animals.

Kind of game: Speaking/Guessing game.

Number of participants: whole class

Time: 5 minutes

Process: Show students a picture about an animal, for example: A cat and say, *"this is a cat"*. If it is true, children repeat it. If not, they have to stay quiet. Give a point to every good answer to make it more interesting.

Suggestion:

This is a cat

This is a dog

This is a chicken

Continue in the same way (cow, hen, pig, dog, horse, etc)



<http://www.colourbox.com/browse/animals/farm>

GAME 23

Name of the game: Catching mosquitoes (B.G)

Materials needed: Pictures about some wild animals, two fly swatters, the board, some adhesive tape.

Objective: To listen and identify wild animals.

Kind of game: Speaking/Guessing game.

Number of participants: 2 students

Time: 5 minutes

Process: Stick the pictures of wild animals on the board, leaving space between pictures. Ask for two volunteers. Explain them that as soon as they hear the name of the animal they have to hit the correct picture by using the fly swatters. The student who hits the correct picture by using first will get a point. The student who gets more points wins.



<http://www.melodymagicmusic.com/parties.html>

Variation:

SECTION 4

Reinforcement

WORKSHEETS

REINFORCEMENT WORKSHEETS

For the free dictionary of English by Farlex, a worksheet is “a sheet of paper containing exercises to be completed by a pupil or student”. Considering this definition, in the present investigation there will be only one worksheet for each unit. These worksheets will help teachers, only to reinforce the vocabulary already learnt in each unit. Not to teach it.

It is recommended not to hand out the copies and leave the children do the tasks alone. The teacher has to explain everything they have to do in English. By using the vocabulary of the unit, the additional vocabulary needed to complete the activity and verbs like: cut, stick, color, draw, etc. The teacher not only will explain the activity, he/she must show step by step how to master them. It is a good idea, to ask children to do each activity at the same time. This is done immediately by all the students after being demonstrated by the teacher.

As it was mentioned before, the first objective of the worksheets is to reinforce the vocabulary already learn in each unit. The second is to practice certain concepts like numbers, colors, shapes, etc., and the last objective is to strengthen their fine motor function as instructional language children need to succeed in L2 activities.

After handing out the worksheet, the first thing the teacher must do is to review the vocabulary it contains. Ask children to look at the copy, teacher point to the different vocabulary and ask them to say the vocabulary in English. Another way would be to ask the children to look at the copy, look at the teacher and point to what teacher asks.

Some activities will take more time than others. It is recommended to coordinate with the classroom teacher to prepare some materials in advance in order to finish the activities on time.

REINFORCEMENT WORKSHEETS

UNIT 1. GREETINGS

- Activity No.1 Listen, tear, identify and glue.
- Activity No 2 Look and tell the correct phrase
- Activity No. 3 Listen, cut up, identify and glue.
- Activity No. 4 Look and say the correct phrase.
- Activity No.5 Listen, make small paper balls, identify, and glue.
- Activity No.6 Look and say the correct phrase.

UNIT 2. IN THE CLASSROOM

- Activity No. 1 Listen, identify and circle
- Activity No. 2 Look, identify and mention 4 objects of the classroom.

UNIT 3. FAMILY

- Activity No. 1 Listen, look and complete the picture.
- Activity No. 2 Look and describe the picture.

UNIT 4. SHAPES, SIZES AND COLORS

- Activity No. 1 Listen, identify and color
- Activity No. 2 Look, identify and say four different shapes

UNIT 5. MY BODY

- Activity No. 1 Cut and glue the parts of the body in the correct way.
- Activity No. 2 Look and say the parts of the body.

UNIT 6. FOOD

- Activity No. 1 Look, identify and color the picture.
- Activity No.2 Look at the picture and describe what you see.

UNIT 7. ANIMALS

- Activity No. 1 Listen and color.
- Activity No. 2 Look and mention 5 different animals.

Worksheet 1. GREETINGS

Activity No.1 Listen, tear, identify and glue.

Activity No 2 Look and tell the correct phrase



<http://www.setfb.com/wall-greeting-cards/good-morning/10/>

Activity No. 3 Listen, cut up, identify and glue.

Activity No. 4 Look and say the correct phrase.



http://www.supercoloring.com/wp-content/thumbnail/2008_12/say-good-bye-coloring-page.jpg

Activity No.5 Listen, make small paper balls, identify and glue.
Activity No.6 Look and say the correct phrase.

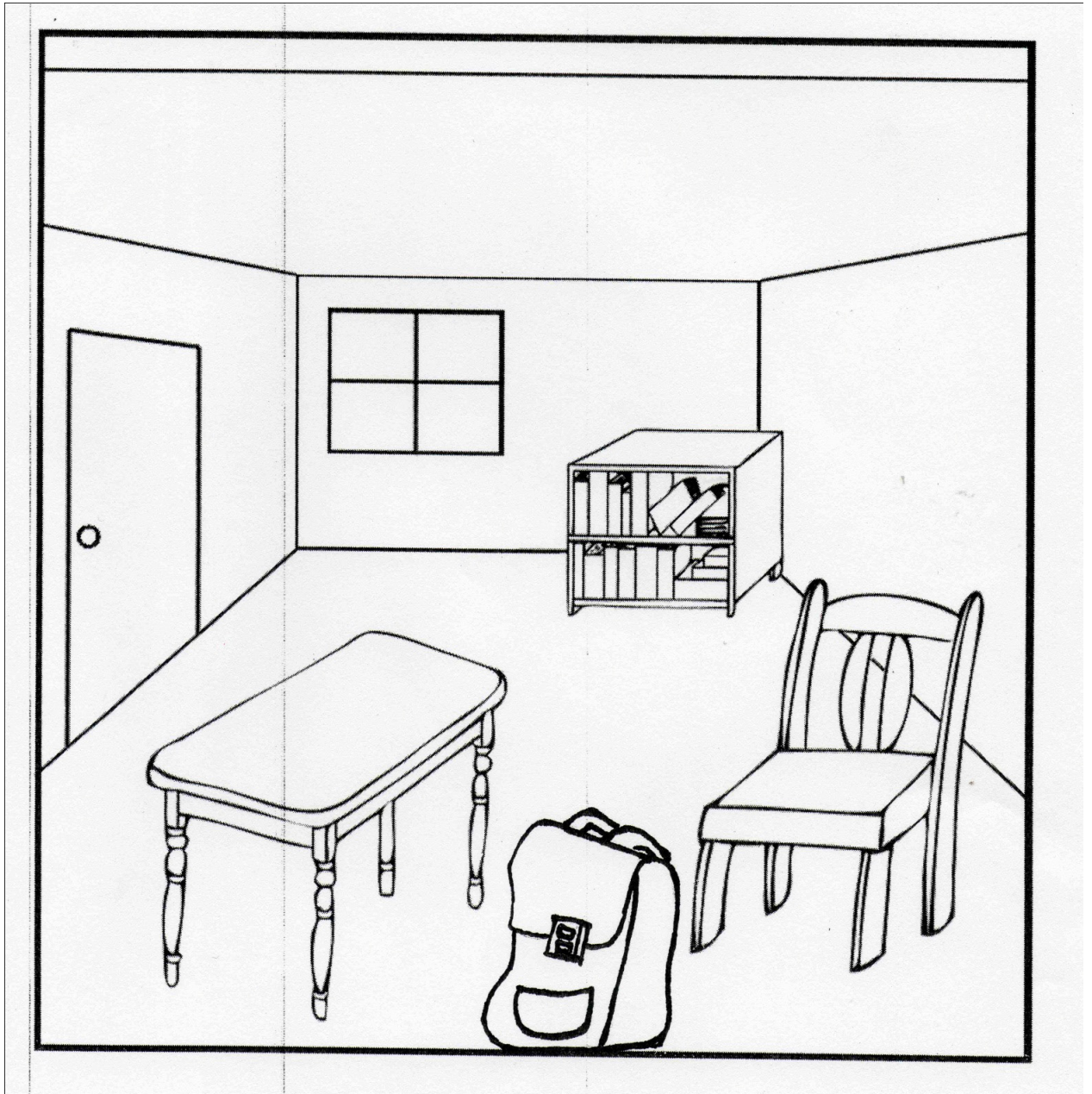


<http://www.setfb.com/wall-greeting-cards/good-morning/10/>

Worksheet 2. IN THE CLASSROOM

Activity No. 1 Listen, identify and circle

Activity No. 2 Look, identify and mention 4 objects of the classroom.

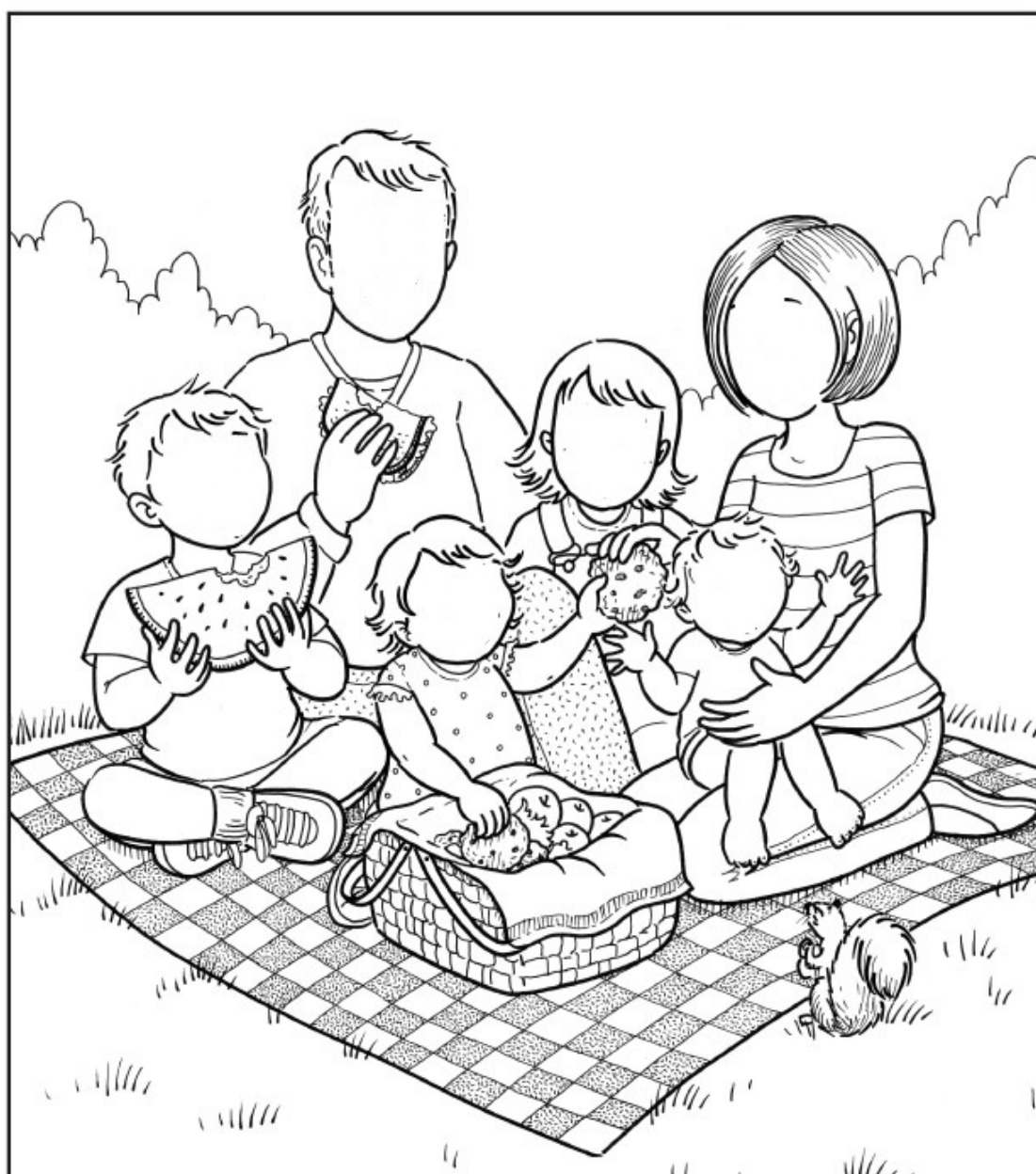


<http://pontepedrinha-eb1-english.blogspot.com/2011/03/classroom-objects-worksheets.html>

Worksheet 3. FAMILY

Activity No. 1 Listen, look and complete the picture.

Activity No. 2 Look and describe the picture.

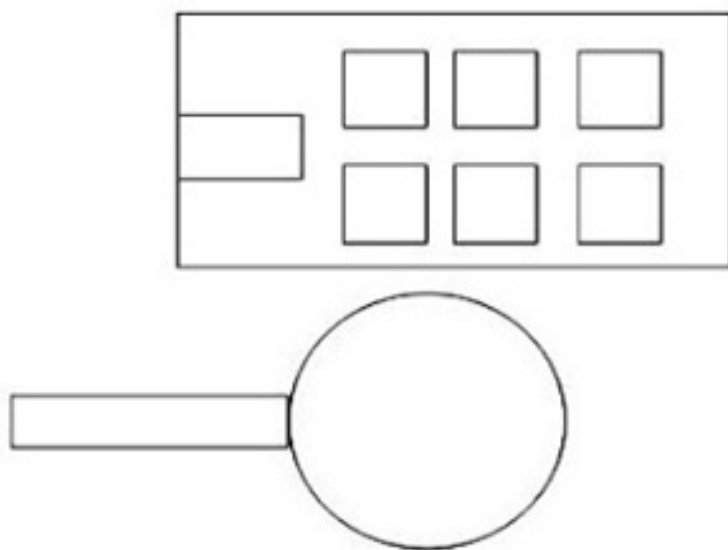
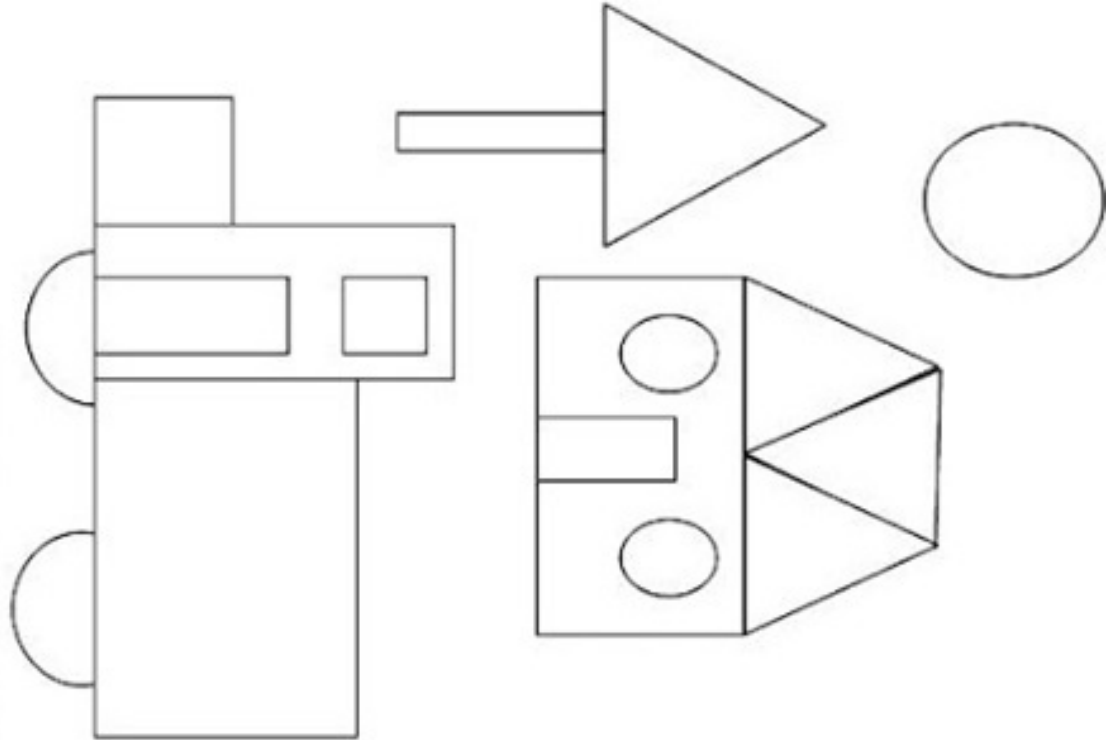


<http://www.lds.org/children/resources/type/coloring-pages>

Worksheet 4. SHAPES, SIZES AND COLORS

Activity No. 1 Listen, identify and color

Activity No. 2 Look, identify and say four different shapes



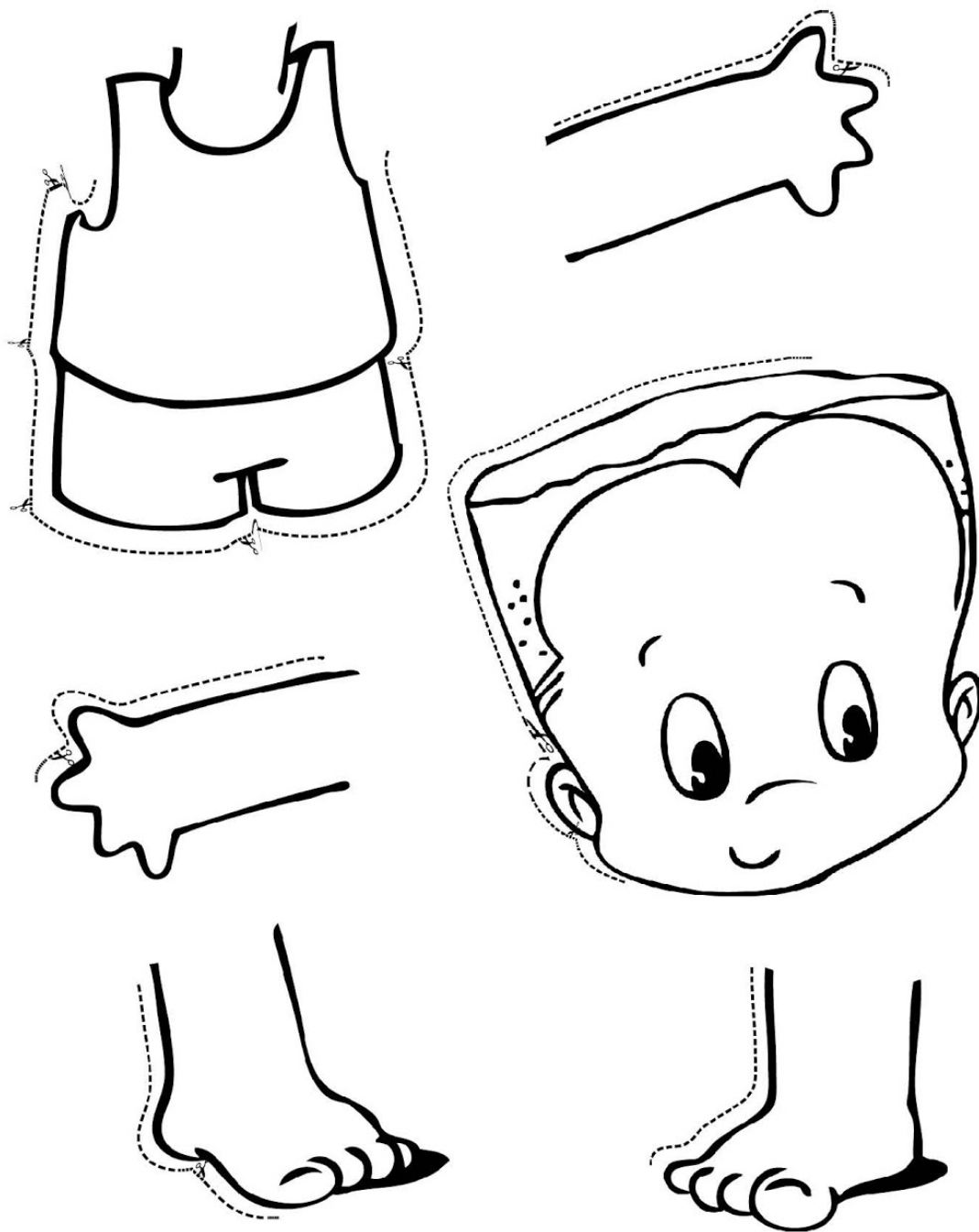
<http://www.jumpstart.com/common/shapes-find>

Worksheet 5. MY BODY

Activity No. 1 Cut and glue the parts of the body in the correct way.

Activity No. 2 Look and say the parts of the body.

MY BODY

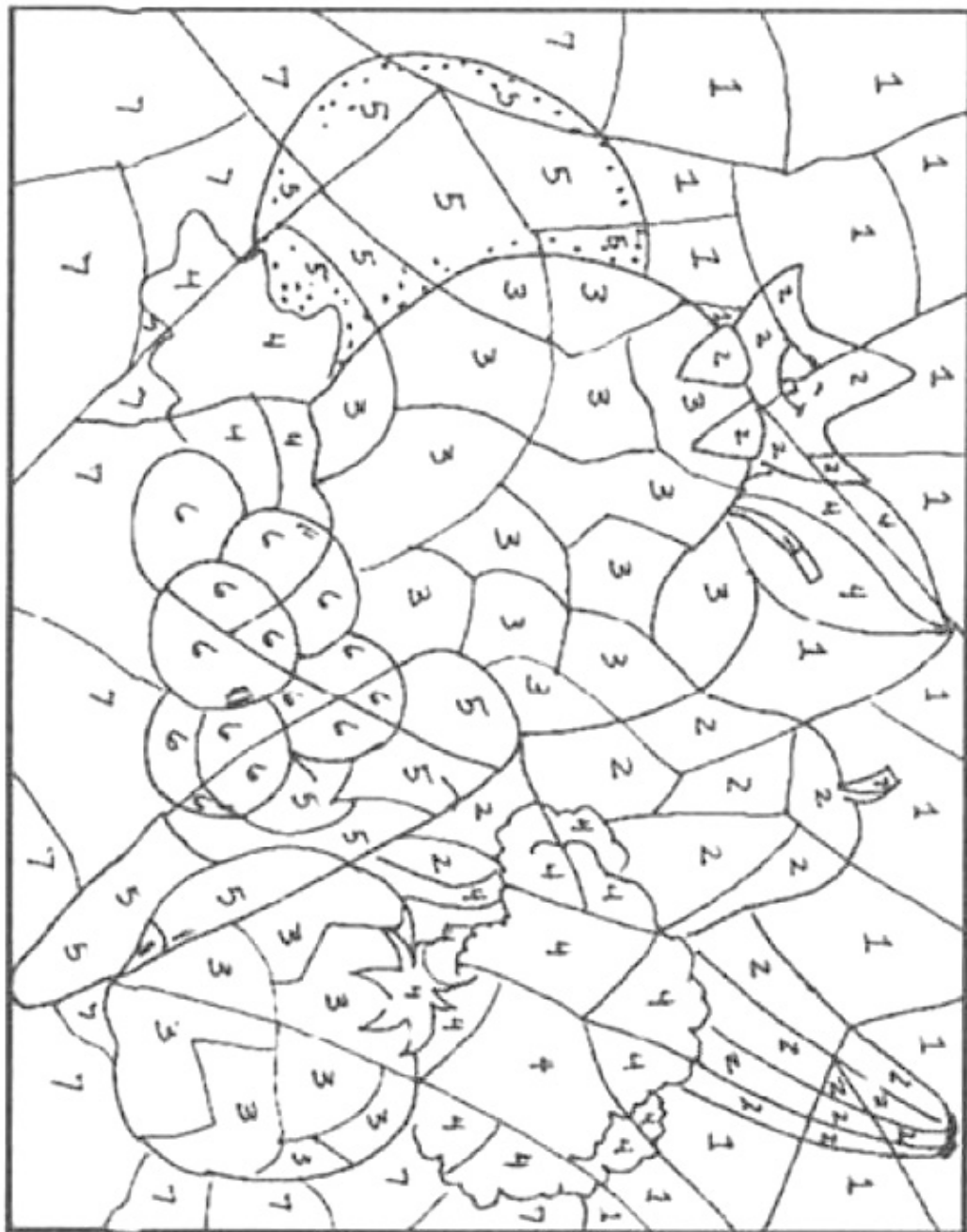


<http://the-english-room.blogspot.com/2012/05/my-body.html>

Worksheet 6. FOOD

Activity No. 1 Look, identify and color the picture.

Activity No.2 Look at the picture and describe what you see.



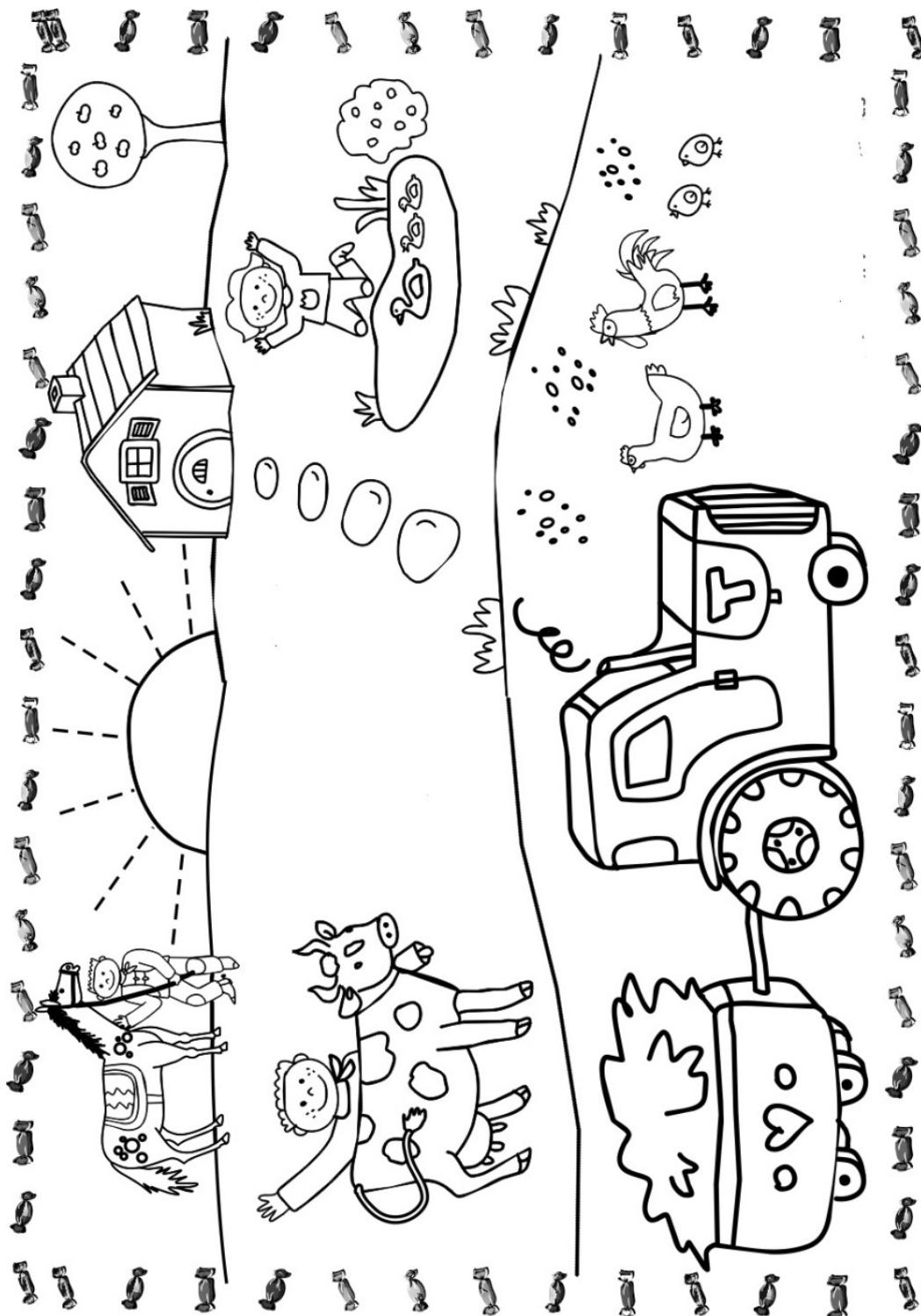
1 Blue 2 Yellow 3 Red 4 Green 5 Orange 6 Purple 7 Brown

<http://www.kidspuzzlesandgames.co.uk/themes/fruit-and-veg/>

Worksheet 7. ANIMALS

Activity No. 1 Listen and color.

Activity No. 2 Look and mention 5 different animals.

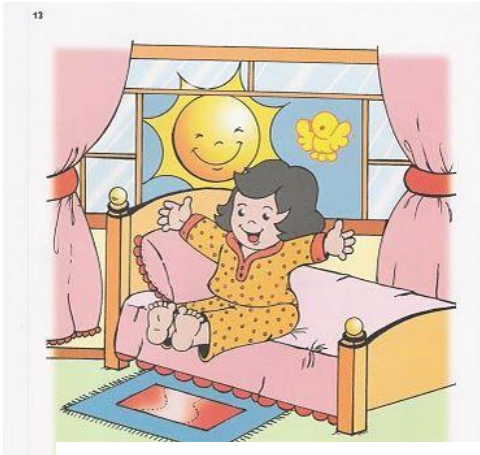


http://www.picstopin.com/612/free-printable-farm-animals/http:%7C%7Cpinkwool*com%7Cspring%7Cfarmanimal*png/

SECTION 5

Didactic Material

UNIT 1 GREETINGS



GOOD MORNING



GOOD AFTERNOON



HELLO



GOOD EVENING



GOOD BYE



GOOD NIGHT

UNIT 2 THE CLASSROOM



GOOD BYE



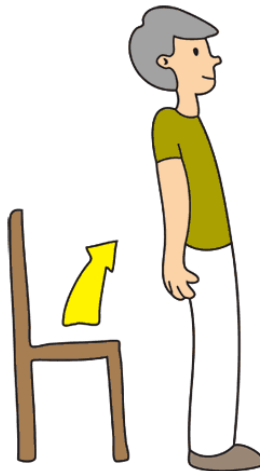
SILENCE



CLOSE



SIT DOWN



STAND UP



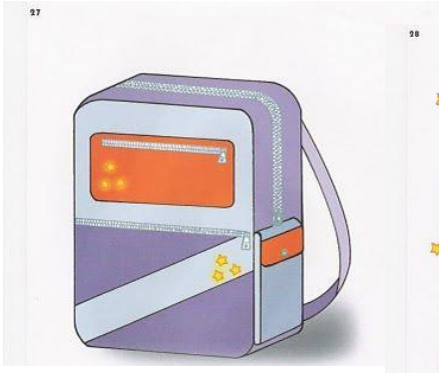
OPEN THE BOOK



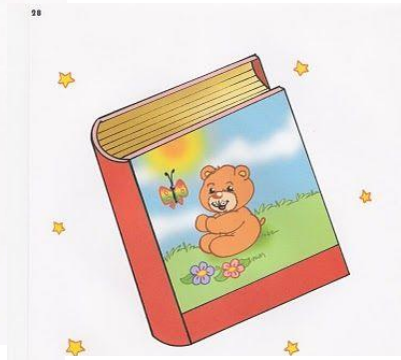
STOP



START



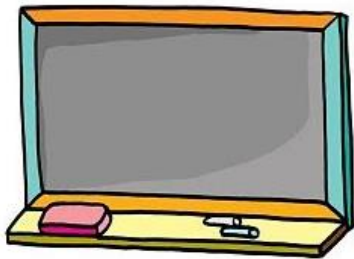
BAG



BOOK



FLOOR



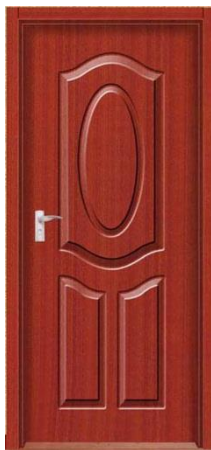
BOARD



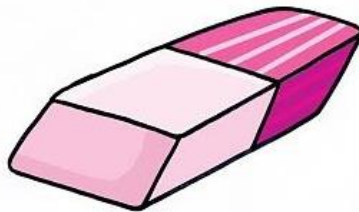
CHAIR



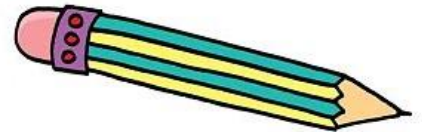
CLASSROOM



DOOR



ERASER



PENCIL



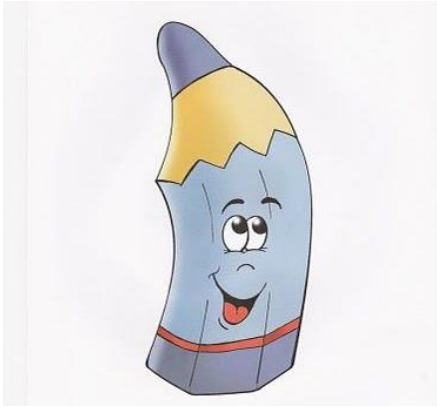
FOLDER



GLUE



CRAYON



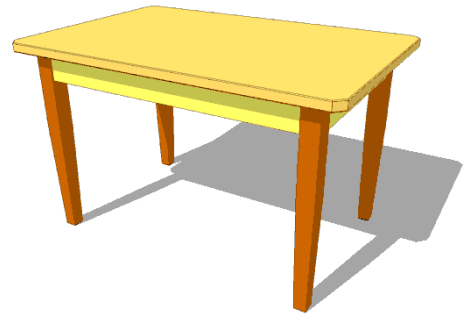
COLOR



PEN



SCHOOL



TABLE



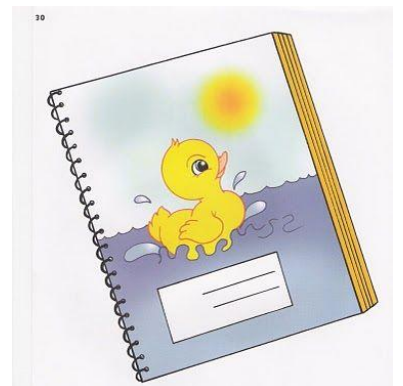
SCISSORS



SHEET OF PAPER



WINDOW

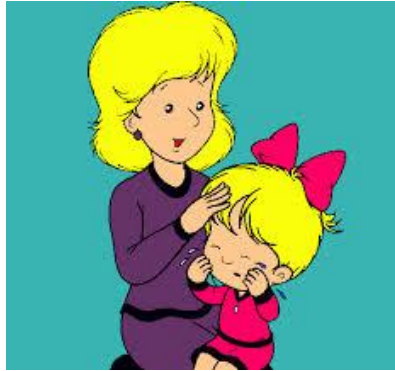


NOTEBOOK

UNIT 3 FAMILY



FATHER



MOTHER



GRAND FATHER



GRAND MOTHER



BOY



GIRL



BABY



https://lh3.googleusercontent.com/hQV5F0o3wVdNT0iO8DBfKUOz5C8iFO_vuPDsXDN5bRBdMz3n1y3n8I6uUOkCS95ZORIEWUqx=s630-fcrop64=1.00000547fffffeed7

UNIT 4 SHAPES, SIZES AND COLORS



TRIANGLE



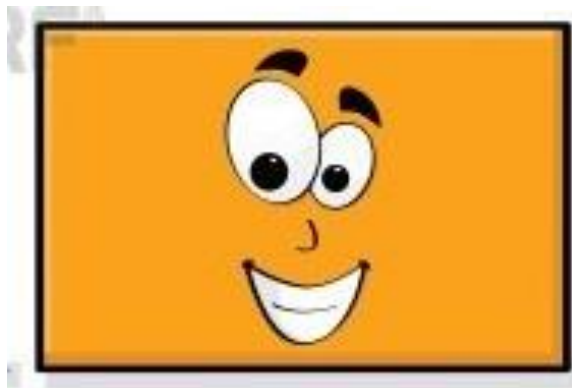
CIRCLE



SQUARE



OVAL



RECTANGLE

UNIT 5 MY BODY



UNIT 6 FOOD



HAPPY



SAD



ANGRY

FRUIT



LEMON



GRAPES



APPLE



FRUIT



ORANGE



PEAR



PINEAPPLE



STRAWBERRY



BANANA

VEGETABLES



BROCCOLI



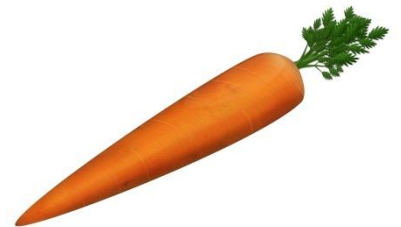
TOMATO



POTATO



GREEN PEPPER



CARROT

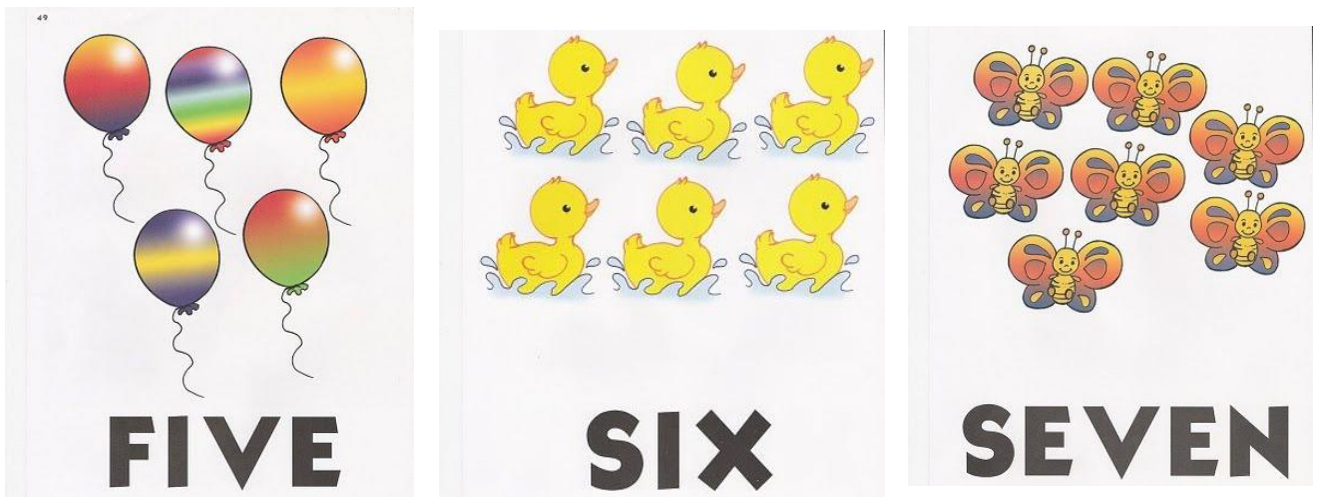


ONION



VEGETABLES

UNIT 7 ANIMALS

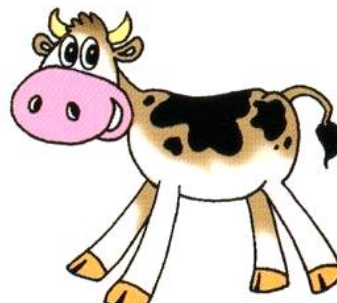




DOG



CAT



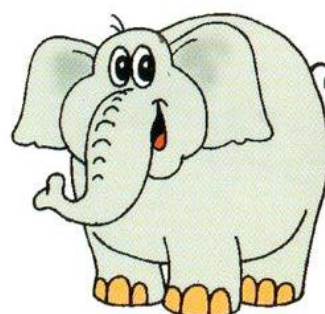
CAW



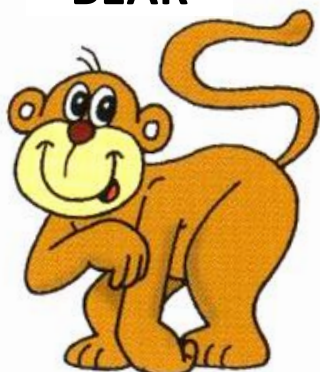
BEAR



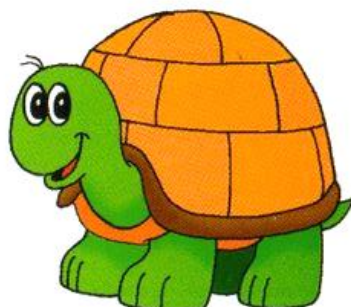
HORSE



ELEPHANT



MONKEY



TURTLE



CHICKEN



HEN



PIG



TIGER

BIBLIOGRAPHY

Hand, Freiler, & Bird(1990). Iowa Articulation Norms Project and its Nebraska Replication. Journal of Speech and Hearing Disorders. (Pag. 55, 779-798)

Goldman, F. & Williams (2000). Goldman Fristoe Test of Articulation:2nd Ed. Supplemental Developmental Norms. Circle Pines, MN: American Guidance.

McLeod, VanDoorn & Reed (2001), Normal acquisition of consonant clusters. American Journal of Speech-Language Pathology. (Pag. 10,99-110)

All the theory provided for teacher in this guide has been taken from the book:
Yates, J. (2005) "Pronounce it perfectly in English. Barron's 2nd Edition.

Webgrafia

<http://www.afraid-of-speaking-a-speech.com/goodarticulation.html>

<http://www.eps.n-cook.k12.il.us/epsweb/rosenberg/site/articulation.html>

Includes practice with:

Articulation Exercise.

Songs and Rhymes.

Didactic Games.

Worksheets.

Didactic Material

Audio CD

Riobamba - Ecuador

2017