



## ABSTRACT

This investigation is a didactic guide to improve the English teaching-learning process of the “Emilio Abad” primary school. It primarily consists in designing and adapting games to be used together with the textbook *English for Me*. The theoretical background used to design the games encompasses ideas from the Natural and Communicative Approaches.

The research started with a survey to disclosure the real situation of the teaching of English at that institution and finished with a description of 25 games and the ways they can be used (or adapted) to fit the needs of any English teacher working with children.

Key words:

Didactic Guide

English Games

Funny Activities

Interactive Games

Communicative Activities



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**“A DIDACTIC GUIDE OF THE TEXT BOOK, *ENGLISH FOR ME* TO  
IMPROVE THE ENGLISH LEARNING PROCESS IN THE “EMILIO ABAD”  
PRIMARY SCHOOL.”**

**TESIS PREVIA A LA OBTENCIÓN  
DEL TÍTULO DE LICENCIADA EN  
CIENCIAS DE LA EDUCACIÓN,  
ESPECIALIDAD DE LENGUA Y  
LITERATURA INGLESA.**

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## **DEDICATION**

To my parents who support and encouraged me with their love and patience with the progress of this thesis. I would especially like to dedicate this thesis to my dear mother, who always gives me an unconditional support to finish my studies.



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The content of this work is the responsibility of its author.

**JENNY PESANTEZ LOZANO.**



## INTRODUCTION

The teacher must have set objectives according to the needs of the learners. We know that students need to develop skills, but they must be participants and have the chance to express their thoughts, not only follow rules, so the teacher must create a positive learning environment.

A didactic guide could be a useful tool for the teacher in the teaching-learning process because it's especially developed for students to help them to learn English naturally and also to give them the opportunity to practice with current informational English and a very practical introduction to many basic aspects of modern language.

The teacher has to be prepared for the classes with many dynamic activities which encourage students to learn, so these activities must make students involved and provide active participation and cooperation.

Critics point out that students will "emerge" at different times (or perhaps not at all,) and it is hard to determine which forms of language input will be "comprehensible" enough to the students. These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled, so we are presenting a method and the precise materials which really make a contribution to the teaching-learning process.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating, since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.





The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of “meaningfulness” is that the learners respond to the content in a definite way. If they are amused, angered, intrigued, or surprised, the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak, and write will be more vividly experienced and, therefore, better remembered.

Although games are not considered for use solely on wet days, we pretend to demonstrate that games can provide intense and meaningful practice of language. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and to practice many types of communication.



## CHAPTER I

### 1. CONTEXTUALIZATION:

The grammar point is presented in the context. It's important that students follow a pattern which can go from the simple to the most complex to bring about improvement in order to achieve excellence. This book provides material for pronunciation; it helps students be aware of real and authentic language. The didactic guide was designed according to the students' needs and experiences, so the teacher has to choose a way to "transform the experience" into something meaningful and usable.

In the early stages, students are not corrected during oral production because the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning), so the teachers have to provide opportunities in the classroom for their students to engage in real life communication in the target language correctly, taking into account and making their students aware of their mistakes in order to help them learn the language as it is presented in the lesson.

This guide refers to the way teachers can focus on the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the communicative approach as a combination of different methods is clearly explained as such as the role of the teacher and the students in communicative English as a second language class.

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

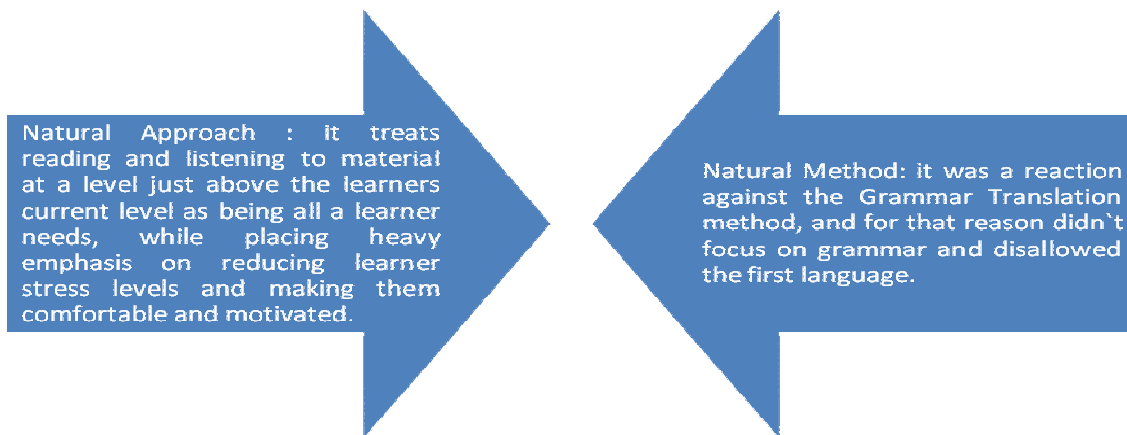


Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

### **1.1 NATURAL APPROACH:**

The Natural Approach waits for spoken production which emerges of its own accord, emphasizing the need to make learners as relaxed as possible during the learning process, so there should be a lot of language “acquisition” as opposed to language “processing,” and there needs to be a considerable amount of comprehensible input from the teacher.

It's necessary to make an emphasis on the following methods because they sometimes go by similar names: the Natural Approach, and the Natural Method (more commonly known as The Direct Method) in order to avoid confusion. In the Natural Approach, the students listen to the teacher using the target language communicatively from the very beginning. That is to say it is a spontaneous process which goes from the simple to the complex, but in the Natural Method students are allowed to use their native language as part of language learning.



The Natural Approach focuses on a wide range of activities including games, role-plays, dialogs, group work and discussions. There are three generic stages identified in the Natural Approach: (1) Preproduction- developing listening skill; (2) Early Production- students struggle with the language and make many errors which are corrected, based on content and not structure; (3) Extending Production- promoting fluency through a variety of more challenging activities. The Natural Approach led naturally into the generally accepted norm for effective language teaching.

## 1.2 LEARNING STYLES:



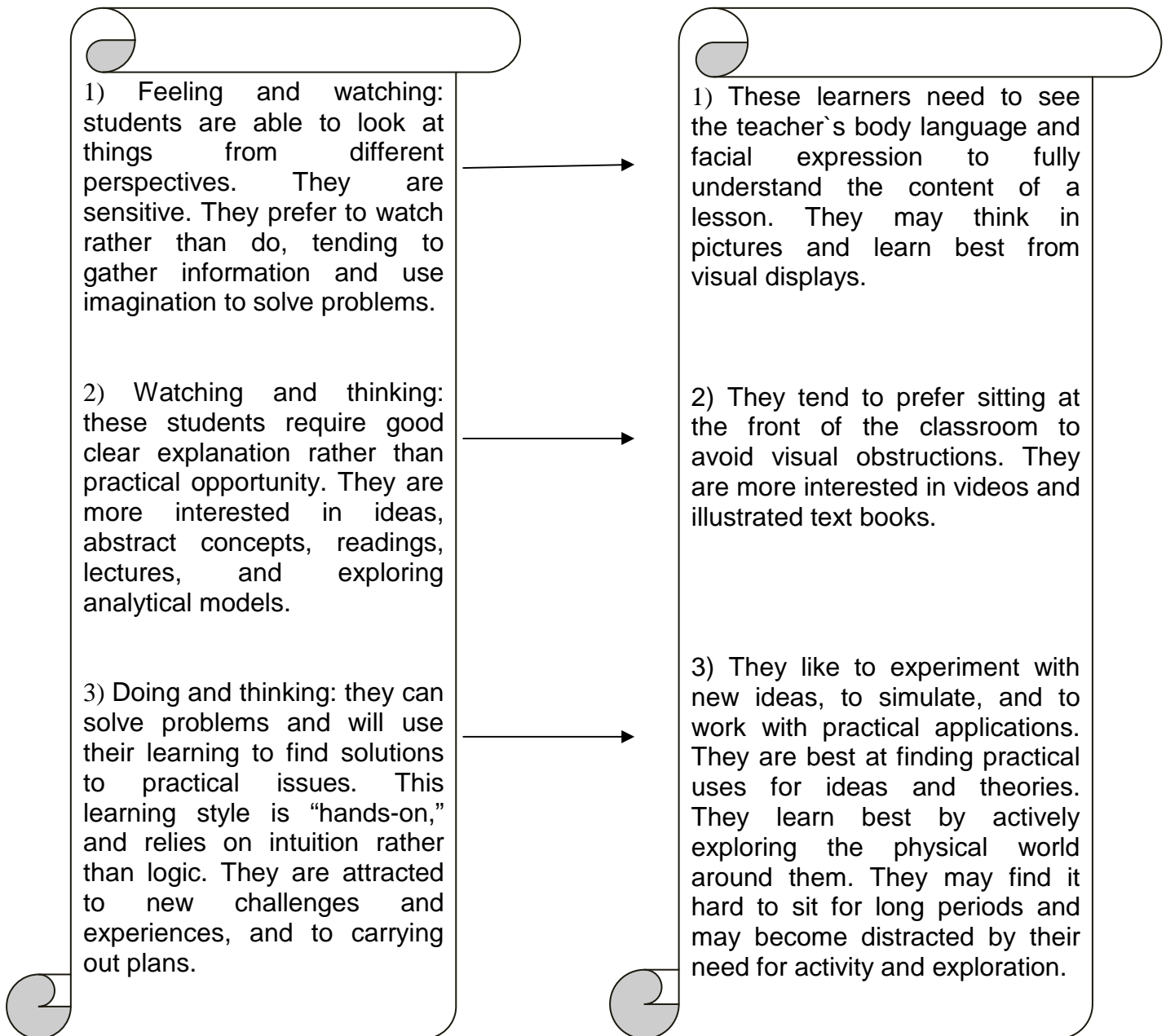
“As we start a new school year, teacher,  
I just want you know that I am an auditory learner.”



Ways of learning. It refers to different educating methods. Students need a particular method to learn, so it's fundamental to employ a useful method in a class lesson. Students prefer a certain single learning style, so the idea is that the teacher must choose a method or style according to the students' needs or experiences. It has been proposed that the teacher should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.

It's very important to cite that our learning style is considered a product of these following two choice decisions: A person with a learning style of "doing" rather than "watching" the task, and "feeling" rather than "thinking" about the experience.

So the teacher must know the students' personalities to choose a correct method or style so that they can attach their learning style, for example:



In the chart below we can find three types of learning styles:



1. Visual-perceptible learners.
2. Auditory-hearing learners.
3. Tactile-touching learners.



The teacher must be aware about these kinds of learning styles because they are based on the students' needs and experiences. We have to choose activities that students are able to manipulate according to their learning styles. It will be very useful and help them to keep in their minds a class or activity without much effort, that is to say we can avoid repetition because they are learning from their own resources.

### **1.3 COMMUNICATIVE APPROACH:**

The Communicative Approach does a lot to expand on the goal of creating communicative competence. It is very important because we want our students to develop cooperation and competence.

Some of the most important goals that the Communicative Approach can achieve are:

- Provide opportunities in the classroom.
- Engage in real life communication in the target language.
- Engage in an authentic exchange of information.

The Communicative Approach could be said to be the production of educators and linguists who had grown dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic whole language, so that they didn't know how to communicate using appropriate social language, gestures or expressions.

The Communicative Approach makes use of real life situations that necessitate communication; the teacher sets up a situation that students are likely to encounter in real life. The Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day.



Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. The following are very attractive examples of communicative exercises:

- ✓ "Using cards." Students through gestures can make an interesting activity using cards.
- ✓ "Listening for the Gist." Students are placed in an everyday situation where they must listen to an authentic text.
  
- ✓ "Puppet shows." They can be from a real situation, for example a pet show, whether the children should be allowed to have a pet or not, (family conflict.)

These exercises put students in a real-world listening situation where they must report information. They have an opinion of the topic, and a class discussion could follow in the target language about their experiences and viewpoints. In this way we can have more communicative lessons.

Communicative exercises such as this motivate the students by treating topics of their choice at an appropriately challenging level.

## **2. GAMES AND TYPES OF GAMES:**

Games can create cooperation activities for developing students' skills and abilities according to their interests. The skills developed by students are cooperation and competition.

We are looking for a suitable and precise material to make serious classes fun and interesting, so the best way can be by involving the students in different games. When we teach children through games they are concentrating on the





game not the structure; therefore, students are learning unconsciously (using language meaningfully.)

By using Games, children can learn a foreign language naturally. We can find hundreds of games that can be used for teaching English, so the idea is to collect the ones which really make a contribution to the teaching-learning process. This thesis will reveal the way these games can be integrated into education coupled in a positive way to get beneficial results with students. The following games are very attractive, interesting and useful. Through these games students can play and learn easily.

## **2.1 Production of Relevant Activities Using Games.**

Children are creative on their own, but when they are provided with appropriate activities, their creative skills are further enhanced. Children like to exert their independence

in doing things for themselves, so the teacher should select activities that encourage them to make decisions and develop their creative skills which can help them significantly. Activities:

### **ACTIVITY 1**

- The teacher greets their students; “Good morning students” “Are you fine?”

First, the teacher asks the students to make groups of four. Then the teacher writes on the board different activities, such as: singing, jumping, writing, cooking, dancing, clapping, and writing, so they have to perform them in their groups one by one. Activity: They practice the activities given by the teacher in their groups. Then each group goes to the front of



the class, and the teacher shows them small flash cards with other activities which they have to act using miming, while the others students have to guess the activity.

## ACTIVITY 2

- First, the teacher divides the class into two groups. After that, the teacher starts with her activity. She/he reads a 5- minute story like The Three Pigs by scenes. Each group has to draw a picture of every scene. The teacher starts.

First scene: The three little pigs live in a small house made of straw.

Second scene: But there is a villainous wolf who wants to eat them.

Third scene: So the wolf blows hard and the house made of straw go down.

Fourth scene: So the little pigs build a new house of planks

Fifth scene: The villainous wolf comes again and blows and blows, and the house made of planks go down too.

Sixth scene: The little pigs again build a house, but the house is made of bricks.

Seventh scene: The wolf comes and he blows, blows, blows, but the house doesn't go down, so he is sad and he decides to go further.

Eighth scene: The three little pigs are very happy.



The teacher finishes the story and receives the pictures from each group and she/he mixes the pictures of Group A and gives them to Group B, and she/he does the same with the pictures of Group B giving them to Group A, so each group has to go to the front of the class and order the pictures and try to tell the story according to the pictures. The group which finishes within the time limit wins a point.

### ACTIVITY 3

- This is a very interesting activity which encourages the child to see things in different ways.
  - The teacher asks the students to take out a sheet of paper.
  - Then they have to draw about 20 or 30 dots on it.
  - The teacher challenges the children to imagine a picture in the dots and connect the dots to draw the picture.
  
  - The students can find interesting and fun pictures.
  - Each student has to go to the front of the class and tell what he/she found. For example:  
“In my picture you can see a rabbit.”
  - The students also have to make a sentence about the picture.  
“My rabbit is sad because he can't jump.”
  - The students must be creative.
  
  - The teacher should participate at first and encourage the students to be very imaginative and creative.



#### ACTIVITY 4

- This activity helps students to practice conversation.
  - Students sit in a circle and close their eyes.
  
  - The teacher picks two students by touching them on the back.
  - The teacher gives them a short dialogue that they have to perform in the middle of the circle.

A: What did you do yesterday?  
B: I went to a movie, and what about you?  
A: I stayed at home playing with my computer.  
B: Oh. So you had a nice day.
  - When they finish the dialog they have to clap four times.
  
  - When they are done they exit the circle through the spot where the opposite person was sitting.
  - Both of them have to race all the way around the circle.
  - The first person to go all the way around the circle back to the opposite person`s spot is the winner.
  - The winner gets to choose the next two people that play.

We are going to enunciate some activities that also can be very useful to teach students any topic, structure, words, phrases, etc.

**Balloon Activities.** - Activities that can be done with balloons. Promotes gentle, fun physical movement, people getting to know each another, and learning to work together



**Mine field.** - Objects are scattered in an indoor or outdoor place. In pairs, one person verbally guides his/her partner, a blindfolded person, through the minefield.

**Zoom.** -A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each student has a picture but can not show it to others. This activity requires patience, communication, and trying to understand from another`s point of view in order to recreate the story`s sequence.

## 2.2 Integration of Games in Learning.

### *Hot Seat*

**Level:**

Beginner to advance.

**Skills Practiced:**

Speaking and listening.

**Time:**

Flexible.

**Preparation:**

1. Prepare a list of words that your class is going to learn.
2. Draw a scoring table on the board, like this:

Team A	Team B



### **How it works:**

1. Ask your students to form two teams and have them move their chairs forward to form two groups facing the board. After explaining the game and modeling the roles if necessary, ask for one player from each team to move his or her chair forward again and turn it to face his or her group. These players then sit in their chairs (now “hot seats”) with their backs to the board.
2. Write the first word on the board, making sure the players in the “hot seats” can't see it. After you say “Go!”, the members of each team try to elicit this word from their team-member in the “hot seat” without saying the word or giving any clues as to its spelling (such as the first letter). For example, if the word is “vitamins”, players could make statements such as “We need lots of these in our food” or ask leading questions such as “What does fruit have a lot of?” The team whose “hot seat” player first says the target word wins a point.

### **Notes:**

- If neither of the players in the “hot seats” has stated the word within a reasonable length of time, move on to the next word without having the players swap seats.

### ***Picture race***

### **Level:**

Beginner.



**Skills Practiced:**

Speaking and reading.

**Time:**

Flexible.

**Preparation:**

1. Print out a set of cards, animals, jobs, or actions.
2. Draw a scoring table on the board, like this:

<b>Team A</b>	<b>Team B</b>

**How it Works:**

1. Divide your class into teams. If you have rows of desks, then make each row a team and have the children stand up in between their desks.
2. Give the first child in each row a card with a picture on it. When you say “Go” the first child turns to the next one, names the item on the card and passes it along the line. Each child must take the item and pass it to the next child in the row while naming the item.
3. The winning team is the one which gets the picture card down the end of the line first. It is a good idea to use referees who make sure that the word or phrase is said properly, and that accuracy is not sacrificed for speed.

***The Blanket Game***

**Level:**

Beginner.



**Skills Practiced:**

Speaking and listening.

**Time:**

Flexible.

**Preparation:**

1. A sheet or blanket and flashcards.

**How it Works:**

1. Create a barrier for someone to hide behind.
2. A class member hides behind the blanket and puts on a selection of clothes (here is an example of how to play this using clothing vocabulary) the class asks, "What are you wearing?" The person behind the blanket replies, "I'm wearing a hat," or "I'm wearing a red hat," Each class member decides whether he or she thinks this is true or false.
3. Whoever thinks it is true stands up. Whoever thinks it is false sits down. Now the person behind the blanket reveals whether or not he is wearing a red hat (he may use real clothes or pictures of clothes or any vocabulary). If he is wearing a red hat then all those who sat down are out and only those standing up are in.

***Crazy bell (using tongue twisters)***

**Level:**

Beginner.

**Skills Practiced:**





Speaking and listening.

**Time:**

Flexible.

**Preparation:**

1. Cards with tongue twisters written on it. We can use sentences instead of tongue twisters.

**How it works:**

1. Divide your class in two groups. Each group stands in line. The teacher tells a tongue twister to the first student of each group slowly. Each member must say the tongue twister or sentence and pass it to the next child in the line, but slowly.

2. The students at the end of the line have to write the sentence or the tongue twister on the board according to what he or she heard.

3. The winner of the game isn't the group that finishes first, but the group that maintains the sentence or tongue twister correctly, or at least similar.

***Word delete***

**Level:**

Beginner.

**Skills Practiced:**

Any sentence, question, or conversation pattern.

**Time:**



Flexible.

### **How it Works:**

1. A group of four students goes to the board to play the game while the rest of the class is the referee.
2. One student at a time says one word from the chosen pattern. For example, if the pattern is "Will you help me?" student one says "will," student two says "you," student three says "help," and student four says "me." The next student begins again with "will" and so on.
3. A word is chosen to be deleted and the student whose turn it is should clap instead of saying the word. If "you" is the chosen word, the game is played like this: student one says "will," student two "clap," student three says "help," and student four says "me," etc.
4. If a student claps when he is not supposed to, says a wrong word, or says the word instead of a clap, he is out. The winner is the last student standing

### **2.3 Importance of Games in the English Class:**

Language games make learners use the language, so they are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. The following are the most important aspects of games:

- » They are used to introduce new ideas.
- » Using games, students remember things faster and better.
- » A game involves "friendly" competition.



- » Games provide language practice in the various skills- speaking, writing, listening, and reading.
- » Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- » Games are a welcome break from the usual routine of the language class.
- » Games keep all of the students involved and interested
- » Students are centered and the teacher acts only as facilitator.

Games encourage, entertain, teach, and promote fluency. They should be used just because they help students see beauty in a foreign language.

#### **2.4 Introduction of Dialogues and Role Plays Through Games:**

- The teacher greets their students cheerfully. Then the teacher gives the students a short dialog.

Situation: A little cat and a spotty dog inquire what each other does for a living.

Little cat: What do you do for a living? Miaou miaou miaou

Spotty dog: I dance in a disco, and you. Guaf guaf guaf

Little cat: I play the guitar in a bar, and your sister, miaou miaou

Spotty dog: She cooks in the kitchen of my English teacher. Guaf guaf

The teacher asks students to act the dialogue and calls two volunteers to the front of the class. Ann and Sebastian come and they start.

Activity: Students have to listen carefully to this dialog because they have to write another dialogue about themselves.

Ann: What do you do for a living? Miaou miaou miaou



Sebastian: I dance in a disco, and you. Guaf guaf guaf

Ann: I play the guitar in a bar, and your sister. Miau miau

Sebastian: She cooks in the kitchen of my English teacher. Guaf guaf

The teacher gives instructions. You have to make a similar dialog, but not the same.

Class work: Students have to act the dialog in front of the class, but not only read it. They have to act it. For example: dancing-they have to dance, playing-they have to play, and meanwhile the students come to the front of the class. The teacher can change the words and say jump instead of dance or cry, etc.

- o The teacher presents a dialogue.

Situation: Karen finds a magical rod. When she touches it two fairy parents appear.

Fairy parents: We are your fairy parents and you can have three wishes

Karen: That's true. Let me see. Can I have a little house?

Fairy parents: Kazam!

Karen: It is a lively tall mouse!

Fairy parents: So sorry. Let's try again.

Karen: Can I have a puppy dog?

Fairy parents: kazam!

Karen: It is an ugly frog!

Fairy parents: So sorry, let's try again.



Karen: Can I have a frozen ice?

Fairy parents: kazam!

Karen: It is green rice. You always get it wrong. Disappear.

Activity: Two students have to go to the front of the class and read the dialog, but the teacher chooses the way they are going to perform it, for example: in a sad, happy, or angry way.

- o The teacher also can present an animal song to be performed by students and tell the students that they have to do what the song said and sing it, for example:

I am a little rabbit.

I am a little rabbit.

I like to eat carrots and lettuce,

Carrots and lettuce.

I enjoy jumping, jumping, jumping

In the grass.

I like to hug, hug, and hug,

My friends.

I enjoy caressing, caressing, caressing,

My brother.

I like to clap, clap, clap,

When I am sad.

I like to be free.

I enjoy eating, jumping, caressing, clapping, hugging,

Eat, jump, caress, clap, and hug.



Activity: Students go to the front of the class one by one or in groups and play the song and do the activities for it.

## **2.5 Application of Interactive Games.**

### **MATCHING WORDS**

#### **Preparation:**

1. Put cards on the board making two groups of cards, for example, to work with opposites.

#### **How to play:**

1. The teacher divides the class into two groups, and then the teacher asks each group to tell an opposite. The first group that tells his/her teacher an opposite goes first.

2. The first group starts, one by one students of the group go to the board and choose a card of each group that is on the board, and if the student finds opposites, he/she has to face the cards to the class. If not, he/she has to leave the cards exactly as he/she finds them, and return to his/her place. Next, other members of the group go to the board to continue the game.

3. The winner of the game is the group that finds the opposites in the lesser time.



## TELLING THE TIME:

### **Preparation:**

1. The teacher brings a clock made of cardboard, with minute and hour hands that can be moved with fingers.
2. At least 10 cards with different hours on them.

### **How to play:**

1. Divide the class into two groups. The teacher asks each group to see the clock which will be turning.
2. The teacher starts turning the clock while at the same time taking out a card with an hour.
3. Students have to say stop when the clock is at the hour that the card shows. (twenty minutes to six, a quarter to eight, twenty five minutes after nine, etc.)
4. Both groups must be awake. The faster group wins a point.



## CHAPTER II

### 1. Research (field work.)

#### SURVEY

This survey is designed to get information about the real situation that students from 3<sup>rd</sup> grade are undergoing during English classes with the book *English for Me*.

1) Do you think *English for Me* is a complete textbook for teaching English to your students?

Yes \_\_\_\_\_ No \_\_\_\_\_

2) Which of the following activities are not included in the book?

- |  |  |
|--|--|
| <input type="checkbox"/> Dialogues         | <input type="checkbox"/> Role-plays              |
| <input type="checkbox"/> Games             | <input type="checkbox"/> Amusing activities      |
| <input type="checkbox"/> Group work        | <input type="checkbox"/> Debates and discussions |
| <input type="checkbox"/> Grammar exercises |  |

Others you would like to point out \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) During classes, do your students feel comfortable and relaxed? Give a brief explanation about what do you do to make students feel relaxed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Do you present extra material to make up English classes?

Yes \_\_\_\_\_ No \_\_\_\_\_





If yes, which? \_\_\_\_\_

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5) Which advantages does the book present?

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6) Which disadvantages does it have?

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7) Does the *English for Me* book achieve some of the following goals?  
Tick (✓).

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- It provides opportunities in the classroom
- It engages the students in real life communication in the target language
- It gives an authentic exchange of information
- It develops cooperation and competence

Signature

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## 2. Analysis

Throughout this investigation, two methods of analysis have been used: a survey and observation.

The survey was applied to the teachers in order to get information about the real situation that students from 3<sup>rd</sup> grade are undergoing during English classes with the book *English for Me*.

### Observation.\_

At the beginning of the class, students seem to be interested in the class, but it is very noticeable that when the teacher moves on the students start to lose interest. Some of them begin to talk, bother others students, and perform others activities.

Sometimes the teacher has to shout to attract the students` attention, but every student raises his/her hands. All of them want to participate when they have to read, go to the board, or simply volunteer when the teachers asks who wants to help me, although they don`t even know how they are going to help her/his.

Some words are taken from the book and written on the board in order to help students memorize them. Also the teacher makes students repeat the word or phrases to help improve pronunciation. During this activity all students are active and participative.

The teacher and students stick to the book without any other resource or extra material being used. It is necessary to motivate students to learn the language through other activities that complement the book because they feel bored and seem tired. Maybe students are waiting for something special, activities that encourage them to learn and adapt to the English language.



The book has many colorful pictures, but this doesn't seem to be enough to attract the students' full attention.

Situations:

Students seem to be ashamed to speak the language.

Students say that they don't like the English language, so they feel bored

Observation allowed us to develop some important ideas to improve the book. Some are:

Employ activities that really make students feel comfortable

Present material that students can manipulate

Make students participants not only followers

Learners should start to talk when they are prepared and ready.

Present puppet shows and encourage students to perform them

Students can engage in interesting activities to acquire the target language.

Include role plays which will help students to practice conversation.



From the survey we conducted with teachers, we got the following results:

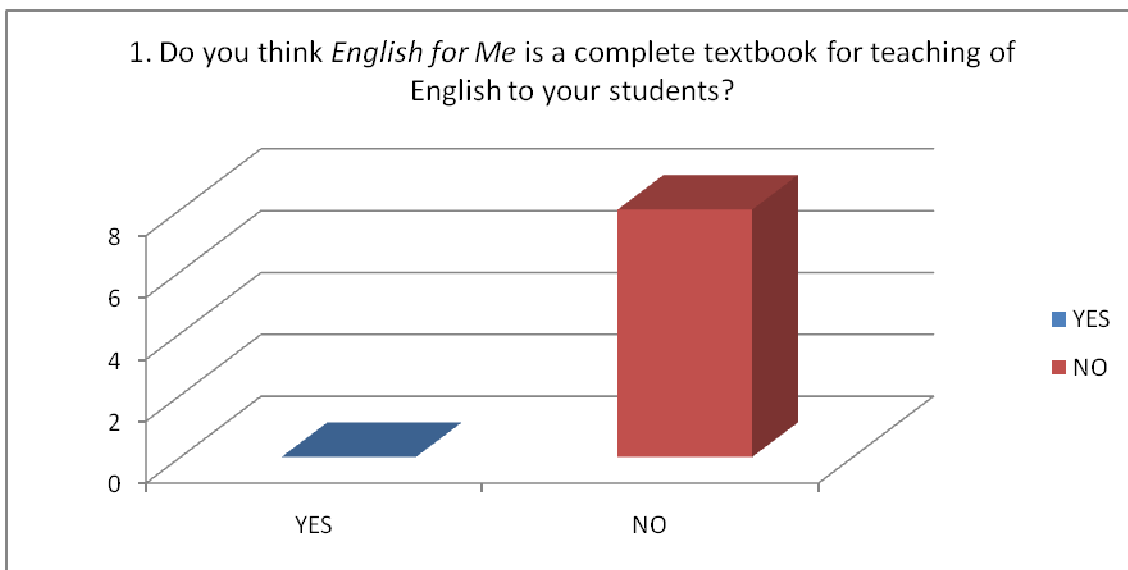
### SURVEY

1. Do you think *English for Me* is a complete textbook for teaching of English to your students?

TABLE 1

YES	0
NO	8
<b>TOTAL</b>	<b>8</b>

GRAPHIC 1



All teachers agree that the textbook is not a complete textbook. It needs additional activities to help students to learn the English language naturally without much effort

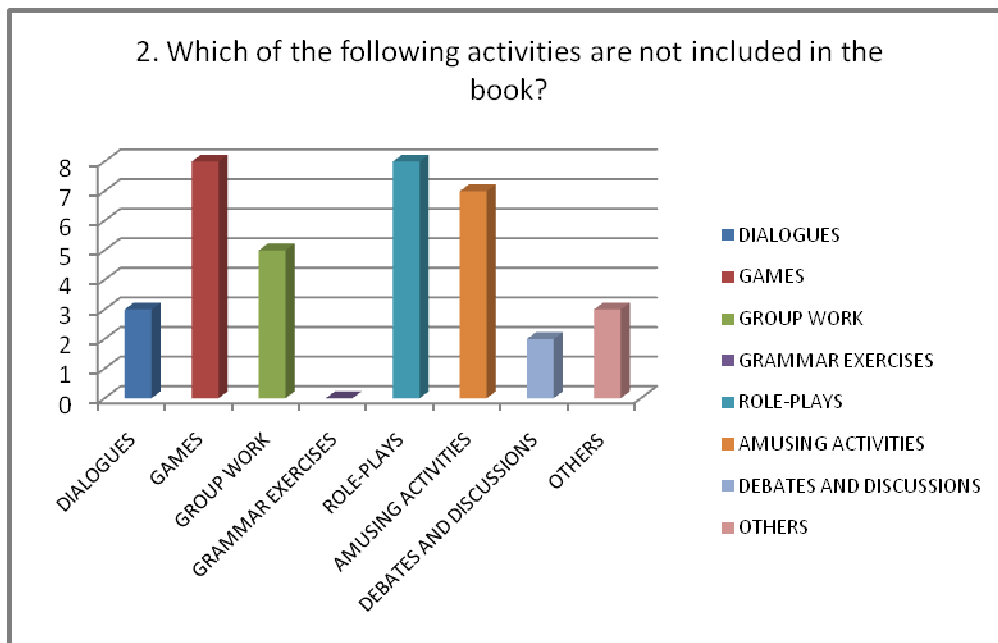


## 2. Which of the following activities are not included in the book?

TABLE 2

DIALOGUES	3
GAMES	8
GROUP WORK	5
GRAMMAR EXERCISES	0
ROLE-PLAYS	8
AMUSING ACTIVITIES	7
DEBATES AND DISCUSSIONS	2
OTHERS	3

GRAPHIC 2



The book eventually needs amusing activities, games, role-plays, group work; etc. to complement the units it has. From the information we got, teachers can create additional activities in the book according to the needs specified in the chart.

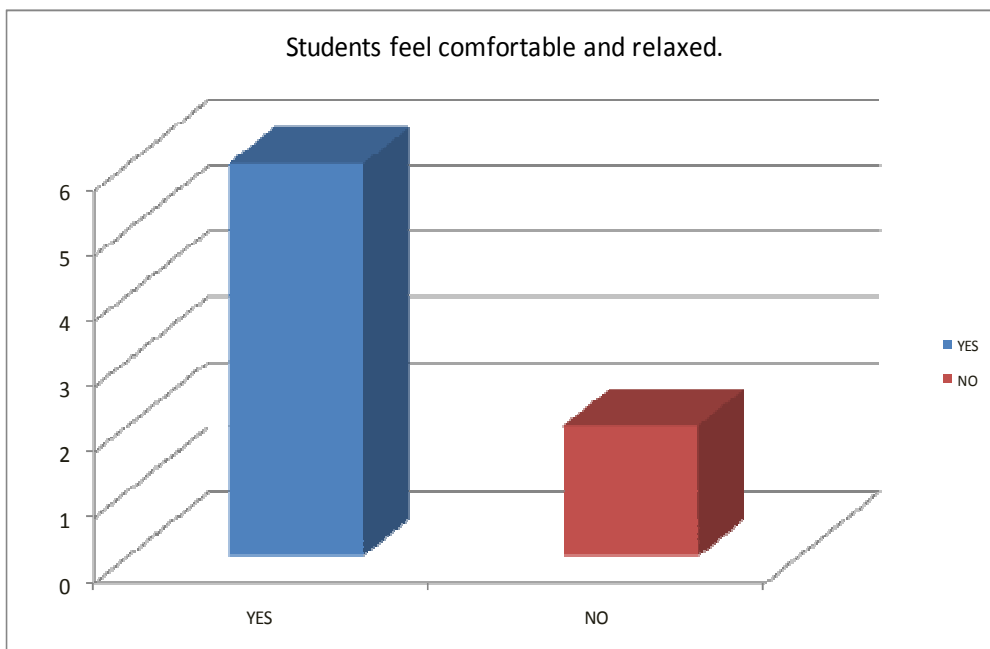


### 3. During classes do your students feel comfortable and relaxed?

TABLE 3

YES	6
NO	2
<b>TOTAL</b>	<b>8</b>

GRAPHIC 3



Our Didactic Guide for kids or children focuses on learning English in an enjoyable way. Students are encouraged to make use of the opportunities to speak and improve their English with the presence of monitors and teachers who will always use English with them. Planned activities offer the students an opportunity to kick back and relax. Teachers eventually use materials to help students to feel relaxed and comfortable.

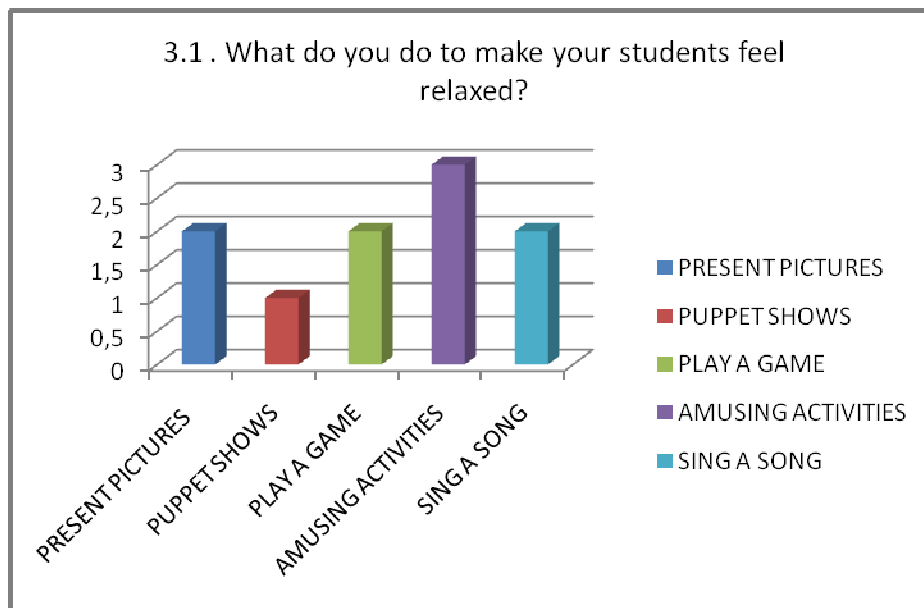


**3.1 Give a brief explanation about what do you do to make students feel relaxed.**

**TABLE 3.1**

PRESENT PICTURES	2
PUPPET SHOWS	1
PLAY A GAME	2
AMUSING ACTIVITIES	3
SING A SONG	2

**GRAPHIC 3.1**



Material that is not in the book is presented by the teachers in their English classes to make it fun or to improve students' learning and help them feel relaxed during their lessons.

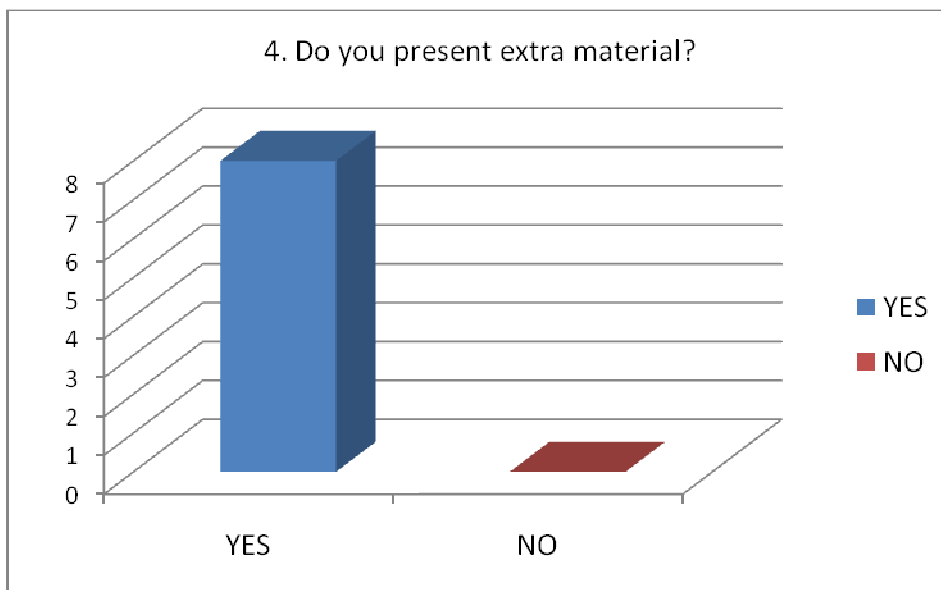


#### 4. Do you present extra material to make up English classes?

TABLE 4

YES	8
NO	0
<b>TOTAL</b>	<b>8</b>

GRAPHIC 4



During English classes teachers really need to use extra material to complement the units of the book: flashcards, puzzles, songs, puppet shows, etc.



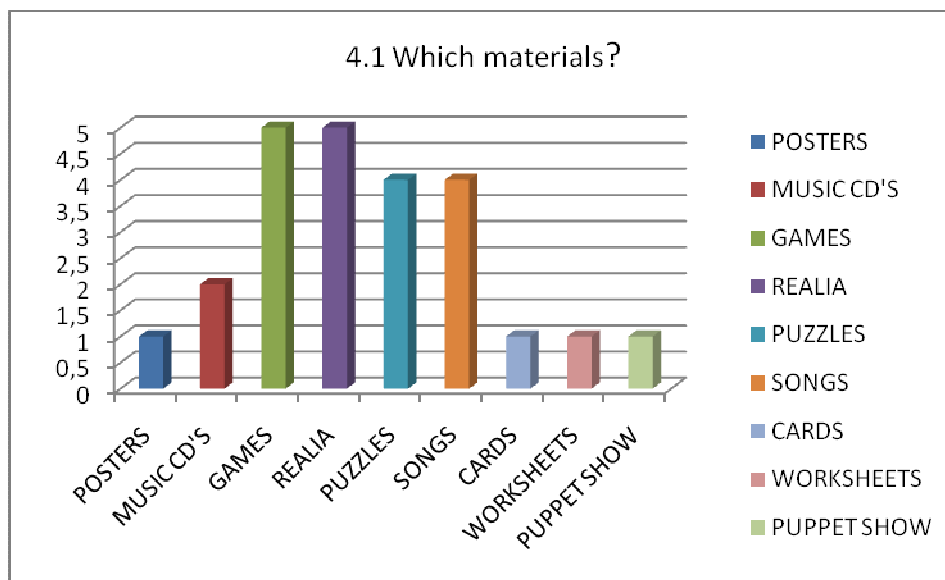


#### 4.1 Which of the following materials?

TABLE 4.1

POSTERS	1
MUSIC CD'S	2
GAMES	5
REALIA	5
PUZZLES	4
SONGS	4
CARDS	1
WORKSHEETS	1
PUPPET SHOW	1

GRAPHIC 4.1



The materials that teachers use in their classes are improvised. Maybe they don't have any relationship with the topics in the book. They can confuse the students. So the idea is to present materials which support and combine with the units that students are learning in the book.

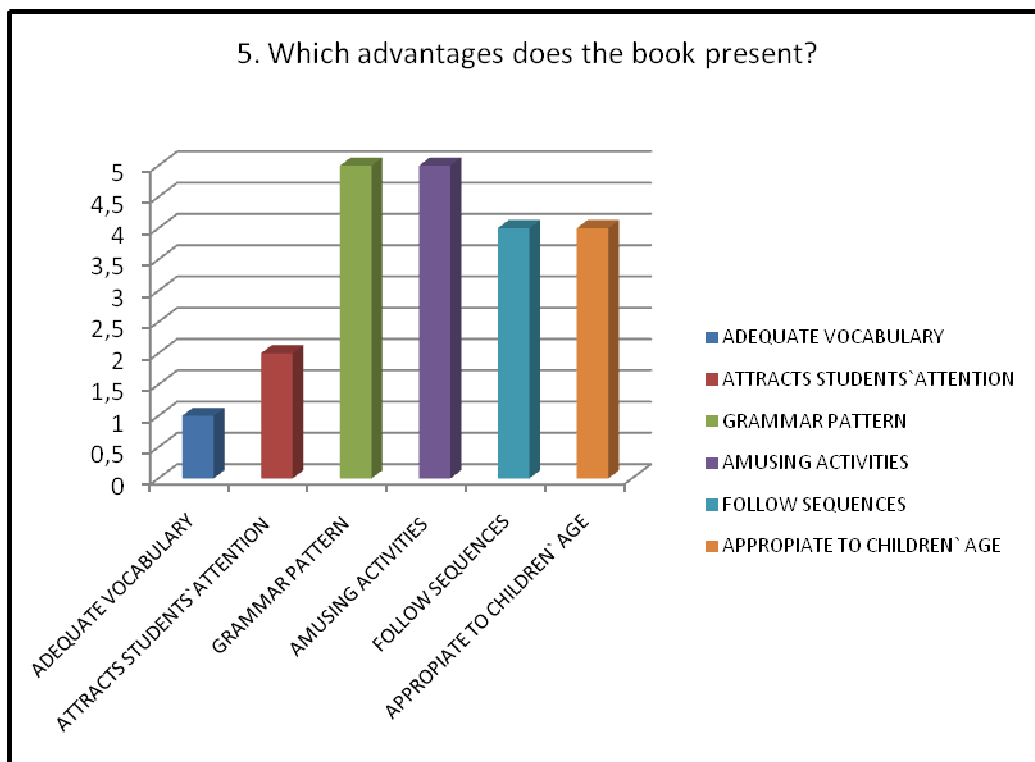


5. Which advantages does the book present?

TABLE 5

ADEQUATE VOCABULARY	1
ATTRACTS STUDENTS`ATTENTION	2
GRAMMAR PATTERN	5
AMUSING ACTIVITIES	5
FOLLOWS SEQUENCES	4
APPROPIATE TO CHILDREN` AGE	4

GRAPHIC 5



The advantages that the book has are not enough to help students to learn the English language naturally. More interesting activities are needed that catch students` attention and also encourage them to learn and love the language. The idea is to give to the students and the teacher many options as opposed to using only one way.

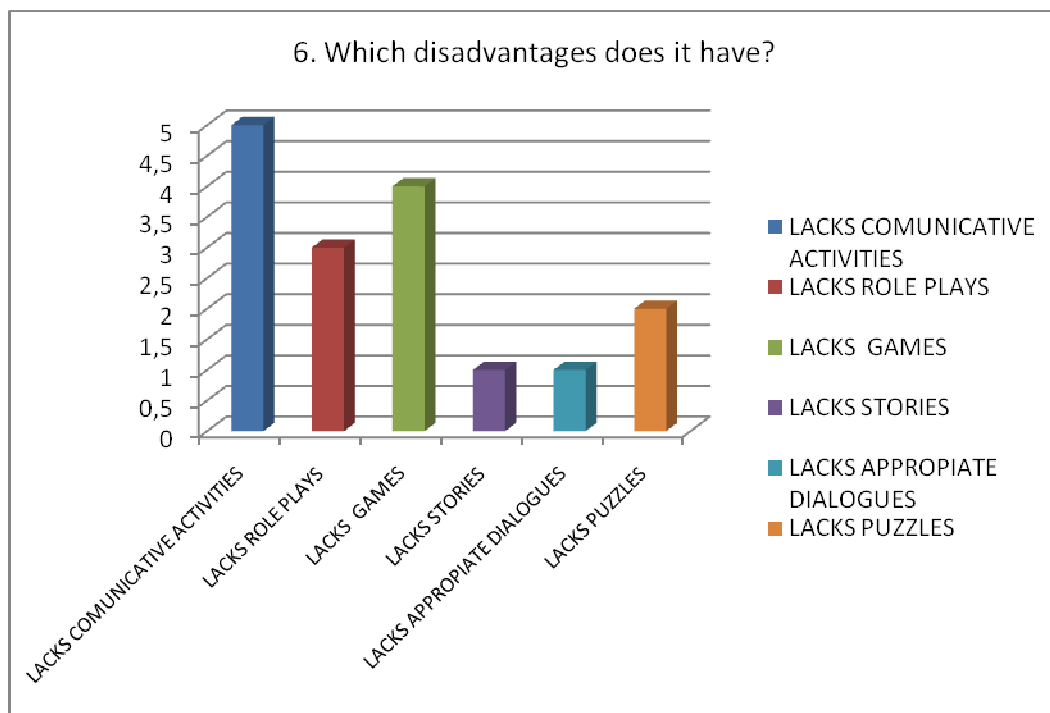


## 6. Which disadvantages does it have?

TABLE 6

LACKS COMMUNICATIVE ACTIVITIES	5
LACKS ROLE PLAYS	3
LACKS GAMES	4
LACKS STORIES	1
LACKS DIALOGUES	1
LACKS PUZZLES	2

GRAPHIC 6



Teachers say that the book doesn't present communicative activities, role plays, games, stories, dialogues, and puzzles. Overcoming these disadvantages is the principal aim of the Didactic Guide.

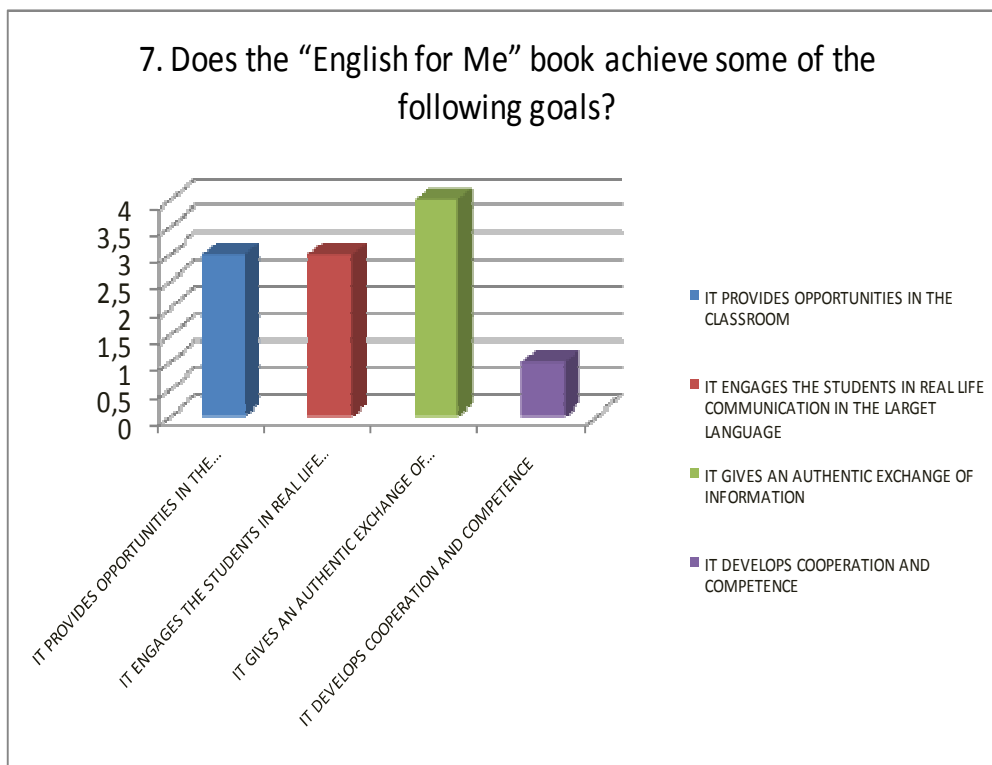


7. Does the *English for Me* book achieve some of the following goals?

TABLE 7

IT PROVIDES OPPORTUNITIES IN THE CLASSROOM	3
IT ENGAGES THE STUDENTS IN REAL LIFE COMMUNICATION IN THE TARGET LANGUAGE	3
IT GIVES AN AUTHENTIC EXCHANGE OF INFORMATION	4
IT DEVELOPS COOPERATION AND COMPETENCE	1

GRAPHIC 7



The book achieves some goals, but we can set other goals which can be productive for the students.



### 3. Data Conclusion:

The creation of the Didactic Guide through games for the book *English for Me* will be a useful supplement to help students understand, learn, and keep in their minds the English language.

Students really need a different method to learn the units presented in the textbook because they are creative and restless. Students love change, being active, working in groups, etc.

The two methods, the survey and the observation, help us to enforce the idea that it is necessary to create the Didactic Guide through games for the book *English for Me* because the acquisition of the new language should be something like an adventure, not a tedious work.

Teaching absolute beginners requires the teacher pays special attention to the order in which the linguistic elements on language is introduced. This Didactic Guide introduces and discusses the most important aspects of teaching: basic theory, teaching, speaking, grammar, listening, reading and writing skills, how to assess the students` needs, developing a syllabus, and hints and tricks for a more enjoyable teaching environment.

Our resources focus primarily on spoken English, which allows greater participation and also help teachers with every aspect of their English language development. We emphasize the point that children will not only have a subject called English to get grades, but learn and speak English.

Children are curious to learn new things in life, and if grown-ups pave the path of learning more smoothly by

using attractive activities, we can get an effect that children can learn faster.



The most important aspects that we want to achieve are the following:

Exercising imagination, prediction, and anticipation.

Introducing the child to other cultures and customs.

Learning new vocabulary in context.

Getting familiar with the rhythm, intonation, and music of the language.

Motivate and entertain the students.

Improve listening skills, fluency and pronunciation.

Improve group work skills and group interaction.

Create an atmosphere in which learning is both pleasurable and possible for every student.



## CHAPTER III

### 1. DIDACTIC GUIDE

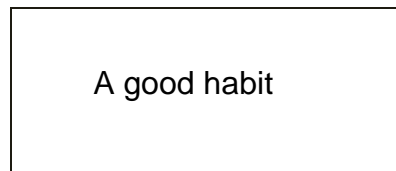
#### 1.1 Unit 1

##### 1.1.1 A Happy Day

##### 1.1.2 Greetings and Farewells

#### Running Game

- The teacher writes on the board



- The teacher can present a joke about greetings or about farewells:

A special one

A surprise for you

Close your eyes

3

2

1

You cheated.

You didn't close your eyes.

So no surprise

Only

“GOOD MORNING”



- The teacher puts the following picture on the board below the title.



- The teacher asks the students “What can you see in the picture?” the teacher talks to the students about the picture for 3 or 5 minutes saying cue words.
- The teacher continues and orders the students to sit in a circle and close their eyes.



- The teacher selects two students by touching them on the back.
- The teacher gives small cards with a short dialogue that the students have to perform in the middle of the circle.





A: Good morning, Peter.  
B: Hello Helen.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok Bye bye Peter. See you later.  
B: Good bye Helen.

A: Good afternoon, Carlos.  
B: Hi Karina.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok good bye Carlos. See you later.  
B: Bye bye Karina.

A: Hello Kevin.  
B: Good evening, Estefania.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok Bye bye Kevin. See you later.  
B: Good bye, Estefania.

- When they finish the dialog they have to clap four times. They are done, so they have to exit the circle through the spot where the opposite person was sitting.
- Both of them have to race all the way around the circle. The one who first gets to the opposite person`s spot is the winner
- The winner gets to choose the next two people that play.

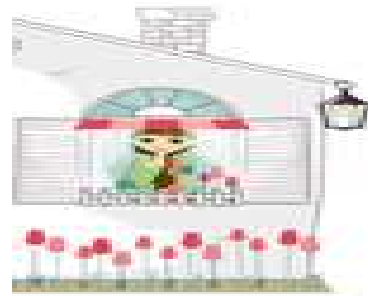
### Picture Race

#### » Greeting My Family

- Development
- The teacher has to print out a set of cards that have the following pictures: father, mother, sister, brother, son, daughter; with a small text: “Good morning, Father,” “Good afternoon, Mother,” “Hello Sister,” “Hi, Son,” “Good evening, Brother,” “Good morning, Daughter.”



“GOOD MORNING FATHER”



“GOOD AFTERNOON MOTHER”



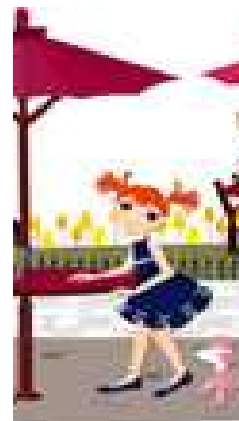
“HELLO SISTER”



“HI, SON”



“GOOD EVENING BROTHER”



“GOOD MORNING DAUGHTER”



» The teacher draws a scoring table on the board, like this:

Team A	Team B

- The teacher divides the class into teams. If there are rows of desks, then each row should be a team and the children should stand up between the desks.
- The teacher gives the first child in each row a card with a picture on it. When you say “Go,” the first child turns to the next one, says the small text on the card, looking at

the picture and then passes it along the line. Each child must take the card and pass it to the next child in the row while telling him the text on it.

- The winning team is the one which moves the picture card down to the end of the line first. It is a good idea to use referees who make sure that the word or phrase is said properly, and that accuracy is not sacrificed for speed.

#### Balloon Game

- The teacher introduces his/her students and himself/herself.
- The teacher has to bring a balloon.
- The students make a circle and the activity starts.
- The teacher holds the balloon in the circle and says “My name is Jenny and throws the balloon to a student and says, “What is your name?”
- The game goes on until everybody says his/her name.
- Then the teacher takes the balloon again and throws it to a student and asks “who is he/she?”
- Then the teacher touches the student to the left or right, so the student who is holding the balloon has to identify the person that the teacher touches.
- The students have to do the same. They have to touch the person on their left or right to answer who he/she is.



## 1.2 Unit 2


### 1.2.1 My Favorite Fruits


#### 1.2.2 Fruits


#### Crazy Bell (using tongue twisters)

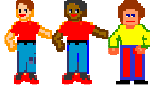
- The teacher presents cards with tongue twisters written on them.  
The tongue twisters are about fruits.

- » My Baby buys black Bananas by the bunch
- » An Apple hates grapes cakes.
- » Paresh Pear plans to peel pears in Pune
- » I scream, you scream, we all scream for orange cream.
- » Apple Paper People, apple Paper People, apple Paper People
- » Leaping lizards like to lick lovely lemon lollipops for lunch.

» Hot cross melons !


Hot cross melons! 


If you have no daughters, 


Give them to your sons. 

» Curly locks  , Curly locks, 


Will you  be mine? 

You shall not wash dishes, 



Nor feed the swine, 

But sit on a cushion, 

And sew  a fine seam,

And feed upon strawberries, 



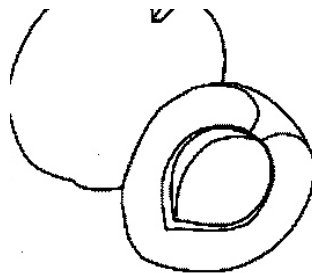
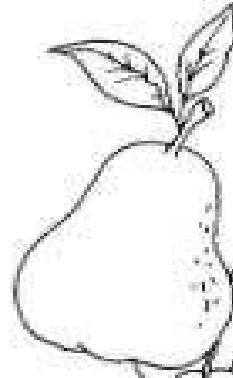
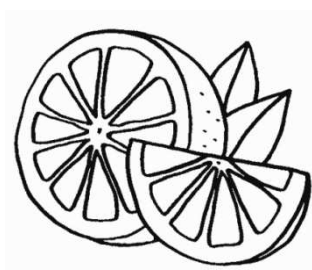
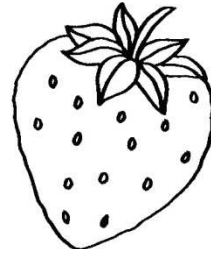
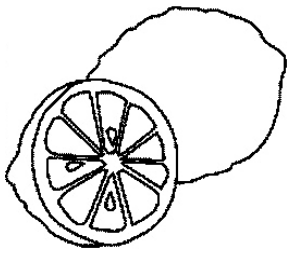
Sugar,  and cream. 

- » If Freaky Fred Found Fifty Feet of Fruit and Fed Forty Feet to his Friend Frank how many Feet of Fruit did Freaky Fred Find?
- » If you tell Tom to tell a tongue-twister his tongue will be twisted as tongue-twister twists tongues
- » Development:
  - » Divide your class into two groups, each group in a line. The teacher tells tongue twisters to the first student of each group slowly. Each member must say the tongue twister or sentence and pass it to the next child in the line, but slowly.
  - » The students at the end of the line have to write the sentence or the tongue twister on the board according to what he or she heard.
  - » The winner of the game isn't the one who finishes first, but the group that maintains the sentence or tongue twister correctly, or at least nearly correct.
  - » At the end of the game, the teacher sticks the tongue twister on the board near to the sentence that the students wrote.



🚩 Reading a Story

- The teacher gives the students a sheet with pictures of many fruits. The students have to paint and identify each fruit.





The teacher continues by reading a story about fruits after giving a situation.

- Situation: “In the park a beautiful green pear was playing with many friends: an apple, a lemon, a strawberry, a banana, an orange, a watermelon, a pineapple, grapes, and a melon.”
- The teacher goes on to present cards with a fruit on it while naming it.
- The teacher tells the students that they have to take out some paper because she/he is going to tell them a story by scenes, and after each scene they have to draw something that represents the story. The teacher divides the class into two groups. Each group has to draw a picture of every scene.
- The teacher starts the story about fruits by scenes.
  - ❖ First scene: In the park a pear and a melon were jumping rope.
  - ❖ Second scene: But the grapes and the pineapple were playing the guitar.
  - ❖ Third scene: Meanwhile a watermelon was playing in the water with balloons,
  - ❖ Fourth scene: The tree near the park has many oranges. All the fruits were happy because the sun was shining.
- The teacher finishes the story and receives the pictures from each group. Next the teacher mixes up the pictures of Group A and gives them to Group B, doing the same with the pictures of Group B, then giving them to Group A. Each group has to go to the front of the class and order the pictures and try to tell the story according to the pictures. The group that finishes in the least time wins a point.

 Word Delete

- » The teacher calls a group of four students to go to the board to play the game, but the rest of the class is the referee.



- » Development:
  - » One student at a time says one word from the chosen pattern. For example, if the pattern is “The melon is a fruit,” Student One says “the”; Student Two says, “melon”; Student Three says, “is”; Student Four says “a”; and Student five says “fruit.” The next student begins again with “the,” and so on.
  - » A word is chosen to be deleted and the student whose turn it is should clap instead of saying the word. If “melon” is the chosen word, the game is played like this: Student One says “the,” Student Two clap, Student Three says “is,” Student Four says “a,” and Student five says “fruit.”
  - » If a student claps when he/she is not supposed to, says a wrong word, or says the word instead of clapping he/she is out. The winner is the last student standing.

### 1.3 Unit 3

#### 1.3.1 The Animals

#### 1.3.2 Domestic and Wild Animals

## Animals of the World

### Blanket Game

- Preparation:

A sheet or blanket and flashcards

- Development:

- The teacher has to create a barrier for someone to hide behind.

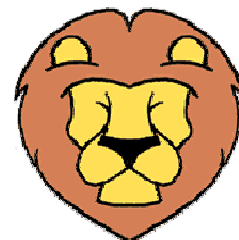


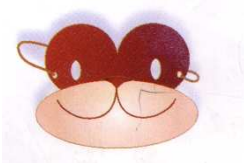
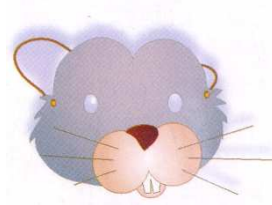
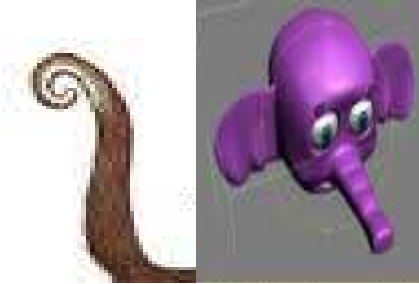
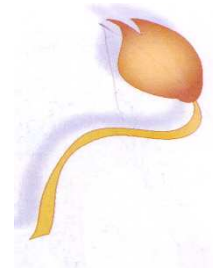


- The teacher gives the student a card with an animal picture, and the student has to look at the picture. Then she or he hides behind the blanket. There are also some parts of the animals or a mask behind the blanket in a bag that the teacher has to prepare, so the student has to look at the picture and wear the parts of the animal or the animal mask. For example:



- The teacher gives the hiding student a card with a rabbit. The student has to put on the big ears that are also hidden in the bag.





- The teacher puts two cards on the board; one of them is the same as the one she/he gave to the student who is hiding behind the blanket.
- The students have to guess which animal their classmate will present.
- Each class member decides and tries to guess among the two options on the board the one their classmate will present.
- For example, the teacher shows the student a card with a lion, so the student puts on the lion mask. Meanwhile, the teacher writes on the board two options:

- A= LION      B= CHICKEN



- The teacher tells the students that whoever thinks it is option A should stand up. Whoever thinks it is option B sits down. Then the person behind the blanket reveals the animal. If he/she isn't a chicken, all those who sat down are out, and only those standing up are in.

### Hot Seat

» Preparation:

- » The teacher has to prepare a list of words about animals: chick, cat, monkey, lion, bird, elephant, rabbit, tiger, dog, and hen.
- » Draw a scoring table on the board, like this:

Team A	Team B

» Development:

- » The teacher asks the students to form two teams and move their chairs forward to form two groups facing the board. After explaining the game and modeling the roles if necessary, the teacher asks for one player from each team to move his or her chair forward again and turn it to face his or her group.
- » These players then sit in their chairs (now “hot seats”) with their backs to the board.
- » The teacher writes the first word on the board, making sure the players in the “hot seats” can't see it. After she/he says “Go!,” the members of each team try to elicit this word from their team-members in the “hot seat” without saying the word or giving any clues as to its spelling (such as the first letter). For example, if the word is “hen”, the players could make statements such as “She likes to eat corn” or ask leading



questions such as “Whose animal puts eggs?” The team whose “hot seat” player first says the target word wins a point.

Notes:

- If neither of the players in the “hot seats” has stated the word within a reasonable length of time, move on to the next word without having the players swap seats.

### Dots

- This is a very interesting activity which encourages the child to see things in different ways.
- The teacher asks the students to take out a sheet of paper.
- Then they have to draw about 20 or 30 dots on it.
- The teacher has to challenge the child to imagine a picture in the dots.
- Connect the dots to draw out the picture
- Students can find interesting and fun pictures.
- Each student has to go to the front of the class.
- They have to tell what he/she got for example:
  - In my picture you can see a rabbit
- The students also have to make a sentence about their picture.
- My rabbit is sad because he can't jump.
- The students must be creative.
- The teacher should participate first and encourage students to be very imaginative and creative.



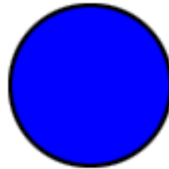
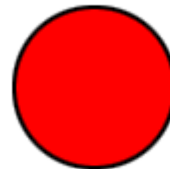
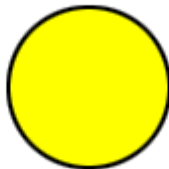
## 1.4 Unit 4

### 1.4.1 The World Has Many Colors

#### 1.4.2 Colors

#### COLORS

- The teacher presents colors and says their names while showing them.
- Yellow, white, red, green, blue, pink, black, brown, orange, and purple.



- The teacher makes the students repeat the colors while she/he shows the pictures.

#### 📏 Squares Game

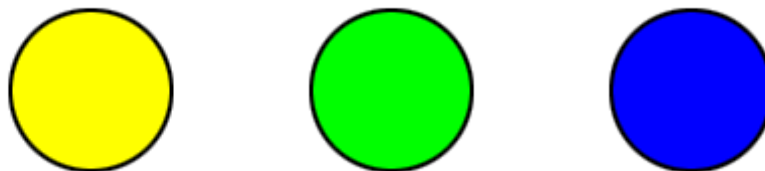
- The teacher puts three figures with different colors on the board.



- The teacher asks the students the following question: “Which square is green?”
- The teacher has to write cards with the color names, so that when the teacher asks which square is green and gives a card to a child, the student has to put it in the right place.

#### Circles Game

- The teacher puts three figures with different colors on the board.



- The teacher asks the students the following question: “Which circle is blue?”
- The teacher writes cards with the color name, so that when the teacher asks which circle is blue, and gives a card to the child, he/she has to put it in the right place

#### Letters Game.



- The teacher puts three letters with different colors on the board.



- The teacher asks students the following question: “Which letter is purple?”
- The teacher writes cards with the color names, asks which letter is purple, gives a card to the child, and the student puts it in the right place

#### Colors Game

- To make this activity interesting, the teacher divides the class into two groups.
- The teacher puts six figures on the board.



- The teacher approaches Groups A and B and gives each a card name color and says, “Which square is “red?”
- A student of each group has to put the card name color under the correct picture.
- At the right there is a table to score students’ development.

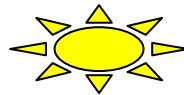
Team A	Team B

#### What Color is it?



- » The teacher asks two students to go to the board.
- » Student A and Student B
- » Student A: "What color is the SUN?"
  
- » The teacher puts a sun picture on the board.

WHAT COLOR IS THE SUN?



RED

YELLOW

BLACK

- » Student B: The sun is \_\_\_\_\_
- » The student has to choose the correct answer.

✚ What color is it?

- » The teacher asks two students to go to the board.
- » Student A and Student B
- » Student A: "What color is the HEART?"
- » The teacher puts a HEART picture on the board.

WHAT COLOR IS THE HEART?



RED

BLUE

BLACK

- » Student B: The heart is \_\_\_\_\_
- » The student has to choose the correct answer

✚ What color is it?

- » The teacher asks two students to go to the board.
- » Student A and Student B
  
- » Student A: "What color is the CLOUD?"
- » The teacher puts a CLOUD picture on the board.

WHAT COLOR IS THE CLOUD?



PURPLE

BLUE

BLACK

- » Student B: The cloud is \_\_\_\_\_





» The student has to choose the correct answer.

#### 👤 Angel and Devil

- The teacher names two students whose will be an angel and a devil.
- The teacher asks the students to make a circle.
- Each student chooses a color name: purple, black, green, red, white, blue, pink, yellow, brown, etc.
- Development:
  - Knock, knock,
    - Who is it?
  - The devil with his one hundred horns.
    - What do you want?
      - A color,
      - Which color?
      - (name a color)
  - If she/he guesses the color name of one student, the angel says.
    - Take the color out.
    - The student with the color goes out
      - The devil has to catch him.
  - The color and the devil run around the circle,
    - If she/he didn't guess, the angel says:
      - "Go singing and dancing!"
    - The devil has to name another color....
- The angel also buys colors:
  - Knock, knock,
    - Who is it?
  - The angel with his cloak of gold.
    - What do you want?
      - A color



- Which color?
- (name a color)
- If he guesses the color name of one student, the devil says.
  - Take the color out
    - The student with the color goes out
      - The angel has to catch him
    - The color and the angel run around the circle
      - If she/he didn't guess, the devil says:
        - "Go singing and dancing!"
      - The angel has to name another color....
- The angel and the devil establish the following dialogue:
  - Knock, knock
    - Who is it?
  - The angel with his cloak of gold,
    - What do you want?
      - A color
      - Which color?
        - "Red,"
    - "Go singing and dancing!"
      - "Black."
    - Take the color out.....
- The game continues until half of the colors are chosen for each student.
- Students have to form two groups, the angel's group and the devil's group. After that, they draw a line on the floor and play. The group who crosses the line loses.



## 1.5 Unit 5

### 1.5.1 I Am Seven Years Old

### 1.5.2 Numbers

- » The teacher presents numbers and names them.



#### Guess the Number

- » The teacher sticks the numbers on the board
- » The teacher asks one student to go to the board.
- » The teacher draws a table on the board like this.



	Guess	?
--	-------	---

Low Guesses	High Guesses
----------------	-----------------

- » The students have to guess a number, but first the teacher says the correct number to another student, but slowly.
- » The student in the front of the class has 3 turns.
- » The teacher says, "Pick a number between 1 and 10. You will have 3 turns."
- » The second table represents the tracks to help to the student to guess the number. For example:
- » The teacher starts the game. First the teacher says the correct number slowly to one student "Six"
- » The student who is going to play says the number "Four."
- » The teacher writes on his/her table:

4	Guess	?
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Low Guesses 4	High Guesses

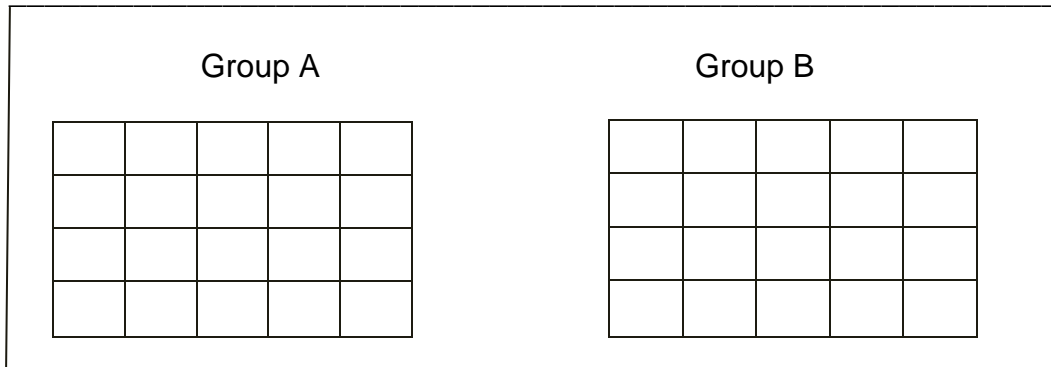
- » The teacher says, “Your guess, 4, is too low. You have 2 turns left.”
- » The student has two opportunities to guess the number.
- » If the student can guess the number, the teacher asks another student to play.

- Development:

- » The teacher forms groups of two students. The students take out a sheet of paper and they have to draw the table.
- » Student A has to write the correct number back on the table, but the other student can't see it. It must be hidden.
- » Student B has to guess the number
- » Finally, the students change rolls.

#### Matching Numbers

- The teacher puts twenty mixed number cards back to the left of the board and also puts twenty mixed number cards on the right of the board: 2 ones, 2 threes, 2 twos, 2 fours, 2 fives, 2 sixs, 2 sevens, 2 eights, 2 nines, and 2 tens.
- The teacher divides the class into two groups A and B.
- One by one, each student from each group goes to the board and tries to guess two cards with the same number.



- The game continues until the students will find the matching numbers from 1 to 10.
- The winner of the game is the group that first finds all the pairs of numbers.
- Finally, the teacher shows the cards and says the numbers.

#### ✚ Numbers Dialogue

- » The teacher presents a dialogue about numbers.
- » The students have to listen carefully because they are going to perform it.
- » The teacher gives to the students flashcards with big numbers. Each student represents a number.
- » The teacher calls the students to perform the dialogue by numbers instead of using the students' names.

Situation: Two numbers find each other on Monday morning at school, and they are talking about their plans on the weekend.



Number 5: "Hello **7**"

Number 7: "How are you **5**?"

Number 5: "I am happy because I have **2** parties in **3** days"

Number 7: "Sure. **2** parties; When?"

Number 5: "On May **7**, at **8** pm."

Number 7: "I am glad for you **5**, and where?"

Number 5: "On **3**rd Av. In **9**'s house."

"You should come with **6** and **8**."

Number 7: "Ok thanks, good bye**5**,"

Number 5: "See you in **3** days**7**."

- » The teacher calls two numbers, in this case seven and five first. But then she/he can change the numbers 3 and 9 or 4 and 1. The students have to perform the dialogue according to the number that they have on their flashcard.
- » The teacher can make the activity more interesting by making the students read the dialogue in different ways. The students can read in a sad, happy, angry, or drunk way. The teacher can make hats with a sad boy and an angry girl and so on.





## 1.6 Unit 6

### 1.6.1 I Live Here

### 1.6.2 My House

#### Magic Word

- The teacher presents the following pictures:





- The teacher sticks the pictures on the board while she/he names them: bathroom, bedroom, kitchen, living room, dining room, and garden.
- The teacher asks the students to make a circle. This circle has two teams, one half A and the other half B.
- The teacher explains to the students that she/he is going to name many words between them, the ones that she/he presents in the board. So they must pay attention because when she/he names one of the pictures on the board, the students have to run and pick the correct picture and give it to the teacher.
- The teacher has to put two groups of pictures on the board in order to avoid a mess.

Group A



Group B



- The teacher can say the word on the picture with enthusiasm in order to help the students. For example, the teacher says: restaurant, computer, **living room**, chicken.
- The teacher can make the game more interesting if the teacher asks the students to stand on one leg until they hear the picture name, or clap when they hear it and run for it.
- The team who wins gets an extra point.



Picture Question

- The teacher has to print out a set of cards that have the following pictures, living room, dining room, bathroom, kitchen, and bedroom:



- The teacher divides the class into teams. If there are rows of desks, then each row is a team.



- The teacher gives the first child in each row a card with a picture on it. When the teacher says “Go,” the first child has to say something about the card. He/she can make a question or comment about it with an adjective. Then the student hands it to the next student. Each child must take the card and pass it to the next child in the row, but each student has to make a different question or comment.
- The teacher must model, so the students can understand better, for example: The teacher presents the following picture.



- The teacher says beautiful.
- The teacher pretends to be a student and says neat.
- The teacher pretends to be another student and says I am hungry.
- The teacher says my sister is in the kitchen, and so on
- The students can say any word, phrase or sentence, but it must have a relation to the picture.
- The teacher also can present a picture and ask, “What is there in the bedroom?”



- The students have to answer according to the picture. For example: there is a clock, there is a pillow, there is a picture, etc.



- The teacher must make a question that relates to the picture.
- The winning team is the one which gets the picture card down at the end of the line first. It is a good idea to use referees who make sure that the word or phrase is said properly, and that accuracy is not sacrificed for speed.

### Touch Me

- » The teacher has to prepare real material for this activity because the students have to develop their sense of feeling to guess what they are touching.
- » The teacher has to bring with her/his the following articles: spoon, cup, dish, pot, knife, chair, table, soap, toothbrush, telephone, picture, pillow, fruits; etc. (we can find a variety of things among the children`s toys):





- » The teacher makes groups of three students.
- » The teacher calls the first group to the front of the class.
- » The teacher gives each student a scarf, and they have to cover their eyes
- » The teacher puts in their hands an article, and one by one they have to guess what the article is.
- » The student who doesn't know has to return to his/her place.
- » The teacher gives a balloon to the student who doesn't guess the answer, and the student has to pop it and perform the penalty written on it.
- » All the students have to participate group by group. The teacher can repeat the articles.

## 1.7 Unit 7

### 1.7.1 My School

### 1.7.2 The Classroom

#### Quickly Game

- The teacher starts class greeting their students with enthusiasm.
- The teacher presents many pictures, articles and objects.





- The teacher plays a song slowly.
- The teacher passes down a picture to the first student.
- The teacher gives one picture, article or object to the students, and they have to pass it to each other as quickly as they can.
- The teacher stops the music, so the student who is holding the flashcard, if he/she knows the word on it, jumps up, spins around in a circle, calls out the word, and claps, then sits down again.
- If the student doesn't know the word in the picture, he/she has to stay seated and the teacher must help him/her.
- The teacher continues the game until she/he finishes using all the pictures, objects and articles that she/he prepared.

#### 🔄 All Change

- » The teacher makes the students sit in a circle on chairs, with one student in the middle.
- » Each student has a picture of an item.





- » The student who is standing in the middle of the circle doesn't have a picture
- » The teacher calls out two of the picture card items. For example, the teacher says, "Pencil and eraser," so the two students holding these cards have to stand up and change places without the person in the middle grabbing one of their spots.
- » If the person in the middle manages to sit on the chair or in the spot in the circle, then the one left standing goes in the middle.
- » The new person in the middle hands their flashcard to the child taking their place in the circle.
- » Now the new person in the middle calls out two new picture card items.
- » The game goes in this way, but if someone is stuck in the middle for two turns, the teacher says "All change." All students change places, which gives the person in the middle a good chance to join again.
- » The teacher also can encourage students to form sentences. For example, the teacher models and she/he says, "My eraser is green and my pencil is blue," so the students holding the pictures with the items that teacher mentions have to change places.
- » The teacher must make sense that all students participate and that all the articles are named.



## 1.8 Unit 8

### 1.8.1 I Love My Body


### 1.8.2 My Body

#### Singing Cool

- The teacher presents a song with the parts of the body which must be performed by students.
- The students have to do what the song says and sing it.
- The teacher has to dance or move with his/her students.
- The teacher forms groups of four students, and they have to pass to the front of the class and together with the teacher they perform the song.
- The song is the following:


I like to dance, jump and shout.

Now I am going to play with my body.

I move my head, I move my head, 

With her I said yes, I said yes

With her I said no.


I move my feet. 

I like to march in place with my legs. 

I like to clap, clap, clap,





With my hands. 

With my hands on the right and left

I am a plane.








Paying much attention,

Slowly

I touch my head , my eyes , my nose , my mouth , my  
ears , my belly , and my feet. .

Paying much attention,

Now slightly,

I touch my head , my eyes , my nose , my mouth , my  
ears , my belly,  and my feet. .

Paying much attention,

Now quickly

I touch my head , my eyes , my nose , my mouth , my  
ears , my belly , and my feet. .

- Students play the song doing the activities in it.



### ✚ Minefield

- » The teacher makes groups of two students.
- » One student from each group has to put a scarf over his/her eyes.
- » The other student has many body parts



- » Student B has to scatter in an indoor or outdoor place a body part.
- » The same student verbally guides his/her partner who is a blindfolded person in the game.
- » Student A is blindfolded at first, but when he/she finds the parts of the body that his partner asks him/her to find. The other student takes his place.
- » The game helps students to practice the parts of the body without much effort



## CHAPTER IV

### 1. Application of the Games.

#### Running game

Aim of the class: At the end of the lesson the students will be able to perform guided dialogue without much effort.

Theme: Greeting my friends

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: A happy day. Greetings and farewells.</p> <p>Procedure: The learning style employed is the auditory-hearing. Learners practice pronunciation and learn ways to greet, socialize, cooperate, and participate by using the target language.</p> <p>Attitude: Students participate actively. Students learn to work with the whole class. Students enjoy, feel comfortable in the English class, and develop an intuitive cooperative attitude.</p>	<p>Perform dialogues. Interact with the rest of the class. Competitive game to encourage students to participate, (run to get their place.)</p>	<p>Cards with dialogues. Pictures about people greeting each other in order to help students to understand the topic better.</p>	<p>The activity is evaluated according to the students' performance.</p>



## 2. Report on Results.

Development of the learning content:

The teacher greets their students very excitedly. First the teacher writes on the board “a good habit” and explains the topic of the class and the game. The teacher says, “We are going to talk about greetings and farewells because it is a good habit that we must use and learn. After that, the teacher presents a joke: “a surprise for you, close your eyes 3 2 1, you cheated, you didn` t close your eyes, so no surprise” in order to make students feel comfortable. The teacher also presents an animated picture to encourage their students to participate (see annex 1). Then the teacher gives some cue words about the picture during 3 or 4 minutes; for example: two people, shaking hands, greeting each other, etc. The teacher asks the students to go out, make a circle, and close their eyes. Meanwhile the teacher selects two students by touching them on the back. Two students stand up in the middle of the circle, and the teacher gives them small cards with a short dialogue that students have to perform (see also annex 1). The teacher reads the dialogue aloud three times in order to help the students practice pronunciation. When the students finish reading the dialogue, they clap four times and run around the circle. The first student to arrive to the free place or spot wins and this student chooses the next participants. All the students participate in pairs. Students are excited. The rest of the class is shouting to his/her favorite one. The students and the teacher enjoy the class a lot.

### **Picture race**



Aim of the class: At the end of the lesson the students will be able to employ formal and informal ways to greet correctly.

Theme: Greeting my family

Learning Contents	Activities	Didactic resources	evaluation
<p><b>Concept:</b> Students learn formal and informal ways to greet their family.</p> <p><b>Procedure:</b> Develop the receptive skills (listening and reading.) Translate. Practice pronunciation. Learn ways to greet, cooperation, and participation.</p> <p><b>Attitude:</b> Students try to pronounce correctly, and work in groups. Feel confident.</p>	<p>Form two groups in rows. Pass a picture reading the word or phrase written on it.</p>	<p>Pictures with the members of the family: (mother, father, sister, daughter, brother and son,) having a small phrase about greetings.</p>	<p>The students' performance at the end of the class serves as an evaluative activity.</p>



Development of the learning content:

First the teacher greets their students “good morning,” and also the teacher selects a student and says “hello.” Then the teacher turns to another student and says “hi.” After that, the teacher explains that the class is about greetings. The teacher writes greetings on the board: “Good morning, Father,” “Good afternoon, Mother,” “Hello Sister,” “Hi, Son,” “Good evening, Brother,” “Good morning, Daughter, and translates them. Then the teacher makes students practice pronunciation. After that, the teacher presents the family pictures with the phrases about greetings (see annex 2). Dividing the class into teams, the teacher draws a scoring table on the board and explains the game. The scoring table shows the teams formed. The children stand up between the desks. The teacher forms two groups in lines, and then the teacher takes two pictures and gives a picture to the first child in each row. The teacher says “Go” and the students start to read the phrase in the picture and pass it to the next student who also reads the phrase on the picture and it goes on until all the students in the row read it. Group A and Group B finish reading it and pass all the pictures, but one group wins because they finish first. Finally the teacher shows the pictures and reads the small text on it to enhance pronunciation. The students are very excited and they enjoy a lot the English class.



## **Balloon game**

Aim of the class: At the end of the lesson the students will be able to present themselves and give information about another classmate or person.

Theme: what is your name?

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Students introduce themselves. Identify a person.</p> <p>Procedure: Practice pronunciation. Create a positive learning environment. Socialize. Share ideas.</p> <p>Attitude: Lose fear of speaking. Participate. Expect correct information. Work with current informational English.</p>	<p>Make a circle. Throw the balloon asking a question to a classmate. Catch the balloon and answer the question correctly then repeat the question and throw the balloon to another student.</p>	<p>Balloons</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

The teacher greets their students very pleased. Then the teacher asks the students to make a circle. The teacher stands up in the middle of the circle and explains the game. After that, the teacher stands in the circle and starts the game. The teacher says “My name is Jenny.” Then she throws the balloon to a student and asks: “What is your name?” The student holding the balloon answers the question, and she also throws the balloon and asks the question again. The game goes on until every student says his/her name. The teacher takes the balloon several times, repeats the question, and also answers it in order to help students with pronunciation. The teacher takes the balloon again and throws it to another student and asks “Who is he/she?” Then the teacher touches the student on her left or right, so the student who is holding the balloon identifies the person that the teacher touches. All the students participate, although some of them can not pronounce correctly, but the teacher makes them repeat after her to help them to pronounce correctly. (The Balloon Game was the first game performed by the teacher and the students in order to know each other and also to make students feel comfortable.)





### **Crazy bell (using tongue twisters)**

Aim of the class: At the end of the lesson the students will be able to recognize words and form short sentences.

Theme: Strange fruits

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Form sentences (using simple present.)</p> <p>Procedure: Form sentences. Practice pronunciation. Speak the language naturally. Develop listening, writing, and speaking skills.</p> <p>Attitude: Talk fluently. Participate in class. Discover the students' abilities. Play with the students' imagination.</p>	<p>Form and work in groups. Listen, speak, and write tongue twisters. Exchange and check information.</p>	<p>Cards with small sentences or tongue twisters written on them.</p>	<p>The students' individual performance is evaluated.</p>



Development of the learning content:

The teacher presents cards with tongue twisters written on them. The tongue twisters are about fruits. First, the teacher reads each tongue twister three times (see annex 3), for example: “An apple hates grapes cakes.” “An apple hates grapes cakes.” “An apple hates grapes cakes.” Then the teacher divides the class into two groups (also it’s possible to divide the class in 4 groups or more). Each group is in line, so the teacher tells the first student of each line a tongue twister. The teacher shows the card with the tongue twister and also reads it, but slowly in the student’s ear. The first student in the line does the same. He or she tells the tongue twister to the next student, but slowly. The student at the end of the line goes to the board and writes the tongue twister according to what he or she heard. The students in the line who writes the tongue twister correctly, or at least nearly correct wins, not the group which finishes first; for example, in this case Group A finishes first, but they don’t write the tongue twister correct or similar to the correct one. Group B finishes after Group A, but they write the tongue twister similar to the correct one. In order to check, the teacher sticks the tongue twisters on the board near the sentence that the students wrote, and the teacher also reads them. The students enjoy participating and playing the game.



### Reading a story

Aim of the class: At the end of the lesson the students will be able to identify and form sentences using vocabulary related to fruit.

Theme: happy fruits

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Form sentences (in the past.) Recognize fruits.</p> <p>Procedure: Form sentences. Exchange communicative language. Employ Visual-perceptible learners' method. Develop the listening and speaking skills.</p> <p>Attitude: Encourage the students to play with their imaginations. Students are involved actively with participation and cooperation. Fortify their teams or groups.</p>	<p>Form and work in groups. Listen to a story about many "happy" fruits. Draw the scenes in the story. Tell the story showing the pictures that the students have drawn.</p>	<p>Work sheet papers to paint. Cards with fruits. Pictures with the scenes. Sheets.</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

The teacher greets their students happily and tells the students that she likes fruits because they are healthy. After that, the teacher gives the students a sheet with pictures of many fruits (see annex 4.) The students paint and identify them. The teacher gives them 5 minutes to finish that work. Then the teacher and the students repeat the name of the fruits, meanwhile the teacher also sticks the cards with the fruits on the board (see also annex 4.) Consequently, the teacher starts to present a story about “happy” fruits, but first the teacher gives the following situation: “In the park a beautiful green pear was playing with many friends: an apple, a lemon, a strawberry, a banana, an orange, a watermelon, a pineapple, grapes, and a melon.” Furthermore, the teacher presents pictures to give a visual to reinforce the situation (see also annex 4). The teacher gives the students some paper because after the teacher tells each scene of the story, the students draw something that represents each scene. The class is divided in two groups: Group A and Group B. The teacher reads the first scene “In the park a pear and a melon were jumping the rope,” so each group draws a picture of the first scene. The teacher gives them 2 minutes to draw each scene. The teacher finishes the story and receives the pictures from each group. After that, the teacher mixes up the pictures of Group A and gives them to Group B. The teacher does the same with the pictures of Group B and gives them to Group A. So each group goes to the front of the class, puts the pictures in order, and finally tells the story according to the pictures scene by scene. The group, who puts the pictures in order,



first wins a point. In order to practice, the teacher shows the pictures of the fruits while naming them, and she also shows the pictures of the story and repeats the scenes. The students are very creative, and they really enjoy the class playing with their imagination.



### Word delete

Aim of the class: At the end of the lesson the students will be able to recognize patterns and form sentences correctly.

Theme: the fruits are sweet

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Form sentences (verb to be.) Recognize patterns.</p> <p>Procedure: Challenge students to recognize the parts of speech. Encourage spoken production. Employ auditory-hearing learners' method.</p> <p>Attitude: Students' vigorous participation. Confront students' memory. Establish a logical order. Perform the activity in a coherent form.</p>	<p>Form groups. Repeat the sentence sticks on the board. Clap when it is necessary.</p>	<p>Cards with small sentences.</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

First the teacher greets their students' very enthusiastically. Then the teacher explains the game that they are going to perform. The game is called *word delete*, which is easy and very funny, so students are excited. The students still don't know the task, but they are ready and want to participate in it. The teacher calls a group of five students to the board, meanwhile the rest of the class are the referees. After that, the teacher sticks the card sentence on the board (see annex 5) by parts, then the teacher puts the students back by the board and they start. One student at a time says one word from the chosen pattern. "The orange is a fruit:" Student One says, "the;" Student Two says, "orange;" Student Three says, "is;" Student Four says "a;" and Student five says, "fruit." The next student begins again with "the," and so on. But now a word is chosen to be deleted, and the student whose turn it is claps instead of saying the word. The deleted word is *orange*, so the students play like this: Student One says "the," Student Two "clap," Student Three says "is," Student Four says "a," and Student Five says "fruit." The students understand the game, so the teacher presents another sentence. "The lemon is small," and the deleted word is *small*. Student One says "the;" Student Two says, "lemon;" Student Three says, "is;" and Student Four says, "small." The teacher tells him: he is wrong, he has to clap instead of saying "small," and the student says: "oh no," so he is out. The teacher presents other sentence. "The apple is red," and the deleted word is *apple*. Student One says "the;" Student Two "clap;" Student Three says, "is," and Student Four says, "red." The game is



really funny because some students also clap when they are supposed to say the word and vice versa. At the end of the game the teacher has the winner, who is the last student standing, but meanwhile the teacher continues until the students realize the sequence and they are very careful about making mistakes.





### **Blanket game**

Aim of the class: At the end of the lesson the students will be able to recognize and identify animals.

Theme: hidden animals

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Vocabulary.</p> <p>Procedure: Challenge students to recognize and identify animals. Create a positive learning environment. Employ visual perceptible learners' method. Encourage students to be intuitive and very imaginative.</p> <p>Attitude: Have students actively participate and cooperate. Increase the students' curiosity and in a way that they can be assertive.</p>	<p>The students have to guess an animal name, and use parts of animals to represent it.</p>	<p>A blanket. Cards with parts of animals. Pictures with animals.</p>	<p>The activity serves as an evaluation tool.</p>



Development of the learning content:

The teacher greets their students very happily and says: “we are going to learn about the animals of the world.” Then the teacher presents many animal pictures and names them. After that, the teacher creates a barrier for someone to hide behind; meanwhile the teacher calls a student to the front of the class. The teacher explains the game, so the teacher gives the student a card with an animal picture and tells him to interpret this animal by using the parts and the masks of animals behind the blanket (see annex 6.) The student looks at the picture then she hides behind the blanket. Meanwhile the student chooses a correct mask, the teacher puts two cards on the board; one of them is the same as the one that the teacher gave to the student who is hiding behind the blanket. The rest of the class decide and try to guess among the two options on the board which of their classmate will present. The teacher gives the student a cat picture, so she puts a rabbit picture and a cat picture on the board. Then the teacher tells the students that whoever thinks it is option A stand up and whoever thinks it is option B sit down. After the students choose their answer, the student behind the blanket reveals the animal. So we have assertive students and others that must make a good effort to guess the correct answer. Furthermore, the teacher calls another student to play the game and in this way the teacher gives all the students the opportunity to participate and also to encourage them to be assertive and imaginative. The teacher continues until she finishes all the pictures that she prepared.



### **Hot seat**

Aim of the class: At the end of the lesson the students will be able to elicit animal names using their imagination.

Theme: animals with many abilities.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Form sentences. Make questions.</p> <p>Procedure: Employ a meaningful and useful language. Create communicative competence.</p> <p>Attitude: Use own words to make a sentence. Provide supportive information. Engage words according to the topic.</p>	<p>Form two teams. A student guesses an animal name according to the cue words or sentences elicited from the students.</p>	<p>Animal pictures. Papers with small sentences.</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

The teacher presents many animal pictures, (see annex 7) and the teacher sticks them on the board while names them. After that, the teacher draws a scoring table on the board. Then the teacher asks students to form two teams, and she also chooses two students from each group. Later both students sit in their chairs (now “hot seats”) with their backs to the board. The teacher gives the students the animal pictures and sticks a paper with small sentences which the rest of the students can see and they read, but the students also produce their own sentences or cue words to help their partner to guess the animal word, e.g. The student in the “hot seat” has the following pictures: a cat, a dog, a lion, a rabbit, a tiger, a hen, a chick, an elephant, a bird, and a monkey, so first the teacher puts the following sentences on the board: “He likes bones,” “He barks,” “He has four legs,” and “He has a tail.” The rest of the class reads the sentences in order to help his/her classmate to guess the animal word. If the student guesses the animal, he or she shows the animal picture and says the name, but if the student doesn’t guess the animal name, the students use their own words to make a sentence, for example: a student says: “Best friend of man,” other student says: “Hates cats.” The student of the Group A shows the dog picture and says: “Dog,” so the teacher writes on the scoring table a point for the winning group. The game goes on. The teacher sticks another paper on the board with small sentences to help the class, and also to encourage students to create their own sentences according to the topic. The sentences are: “He likes bananas,” “He has a long tail,” now the teacher gives a few sentences in order to challenge students to create their own, so one student says: “He lives in the trees,” another



student says: “He lives in the jungle.” The student in Group B shows the monkey picture and says “Monkey.” The teacher presents sentences about all the animals, and the students in the “hot seats” guess them, but the other students really provide supportive information to help them. Finally Group B wins.



## Dots

Aim of the class: At the end of the lesson the students will be able to draw animals and play with their imagination.

Theme: created animals.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Draw an animal. Form sentences (simple present.)</p> <p>Procedure: Develop student`s aptitude. Expose student`s thoughts. Create a positive learning environment.</p> <p>Attitude: Encourage the children to see things in different ways. Challenge student`s imagination. Be creative.</p>	<p>Draw dots. Connect the dots. Make sentences.</p>	<p>Paper sheets.</p>	<p>The students` performance at the end of the class serves as an evaluative activity.</p>



Development of the learning content:

The teacher presents an interesting activity in order to supplement the activity of the “Hot seat game.” The teacher gives the students a sheet of paper. Then the teacher asks the students to draw about 20 or 30 dots on it. The teacher also draws the dots. After that, the teacher challenges the students to imagine an animal picture in the dots, so the teacher and the students connect the dots to draw out the animal picture. We find an interesting and fun animal picture. Consequently, each student goes to the board to say what she/he got. The teacher participates first in order to encourage the children to be very imaginative and creative; for example: the teacher shows his/her picture and says, “In my picture you can see a bird.” “My bird likes to fly.” While the teacher says the sentence, the teacher also moves her arms imitating a bird. Now each student goes to the board and the first student says, “It is a monkey,” “He lives in the trees.” Another student says, “It is a cat,” “He eats meat.” Another student says, “He is a chick,” “He likes worms.” Students really enjoy the activity. They feel comfortable and their participation is enthusiastic because they are very imaginative and creative.



## Squares game

Aim of the class: At the end of the lesson the students will be able to recognize colors.

Theme: colored figures

Learning Contents	Activities	Didactic resources	evaluation
<p><b>Concept:</b> Learn, practice, and recognize colors.</p> <p><b>Procedure:</b> Employ a visual-perceptible learners` method. Practice pronunciation. Improve vocabulary. Intensify their curiosity.</p> <p><b>Attitude:</b> Students are involved and actively participate and cooperate. Identify colors easily and play with them.</p>	<p>Place the color`s name under the right square, circle, and colored letter. Set the card name color under the correct picture quickly to get a high score in the color game.</p>	<p>Colored squares. Colored circles. Colored letters. Small colored squares. Scoring table.</p>	<p>The students` performance at the end of the class serves as an evaluative activity.</p>





Development of the learning content:

The teacher greets their students very happily in order to make them feel comfortable. After that, the teacher presents colors and says their names while showing them: “yellow,” “green,” “red,” “white,” “black,” “orange,” “pink,” “purple,” “brown,” “blue,”(see annex 8.) Then the teacher sticks three squares on the board and also calls a student to the front of the class. The teacher gives a card with a color name to the student and asks him “Which square is green?.” The student puts it in the right place. The teacher calls another student and does the same, but now the teacher changes the colors on the board and takes another card with another color and asks the student “Which square is purple?,” The student puts the card in the wrong place, so the teacher asks the rest of the class to help their classmate. The students answer which square is purple, the square in the right, left or middle according to the place where the purple square is located. In this case the purple square is in the middle. After that, the teacher calls two students to the front of the class. Student A and Student B. Student A asks “Which square is red?” and gives the card. Student B takes the card and puts it in the right place. Then the teacher calls two more students and does the same. The teacher continues with the game until everybody participates. After that, the teacher takes the colored circles and also puts three figures with different colors on the board. The teacher calls a student to the front of the class and gives the card color to the student, and the teacher also tells him to ask her the following question: “Which circle is yellow?” The student asks her teacher, “Which circle is yellow?” and the student gives the card to the teacher. The teacher puts the card in the wrong place and asks him. “Is it in the right place?” The student says



no. He is very sure because he already has practiced all the colors, and he can recognize a mistake and correct it. The teacher continues with the game and calls two students. Student A asks, "Which circle is white?" Student B takes the card and puts it under the right place. The teacher goes on until the students practice all the colors. Then the teacher presents the letters colors (see also annex 8,) and the teacher puts three letters on the board with different colors. The teacher calls two students. Student A asks, "Which letter is orange?" Student B takes the card and puts it under the right place. The teacher goes on until the students practice all the colors. The arrangement of colors goes on, but the teacher makes this activity more interesting. The teacher divides the class into two groups in rows, and she puts six figures on the board: three figures on the left, e.g. blue, red, and green, and she also puts three figures on the right of the same color: blue, red, and green. Then the teacher draws a scoring table: Team A and Team B. After that, the teacher stands in front of the two rows, and she gives the first student in each row a card with a color name, and she asks, "Which square is green?" The students run to put the card in the right place, and the first student to do it wins a point for his/her group. They sit in the last seats and the other behind them continues with the game, but the teacher changes the squares on the board and gives another card color. The teacher asks, "Which square is brown?" The students run to place the card, but a student from Group A puts it in the wrong place, so this mistake gives a point to Group B. The game goes on until the students practice all the colors. Group A wins. The students are excited and very happy because they really enjoy the game. At the end, the teacher repeats each color in order to practice pronunciation.



## WHAT COLOR IS IT?

Aim of the class: At the end of the lesson the students will be able to identify and name colors

Theme: Colored objects

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Make questions. Form sentences.</p> <p>Procedure: Identify and learn colors. Practice pronunciation. Improve vocabulary. Expose a visual-perceptible learning. Developing speaking and listening skills.</p> <p>Attitude: Student`s active participation. Develop students` concentration. Learn and recognize colors. Speak fluently.</p>	<p>Make an appropriate question. Choose the correct answer. Identify the correct color according to the colored object.</p>	<p>Cards with color names. Pictures of colored objects.</p>	<p>The activity is evaluated according to the students` performance.</p>



Development of the learning content:

The teacher repeats the colors in English and Spanish and explains the game to help the students remember. After that, the teacher calls two students to go to the board. Student A and Student B, meanwhile the teacher puts a picture of a colored object (see annex 9) on the left of the board. The teacher also puts three cards with different color names (see also annex 9) on the right of the board. Then the teacher asks: "What color is the SUN?" and she also answers the question and says, "The sun is yellow." So now the teacher puts another picture of a colored object and other cards with different color names, but now Student A asks the question and Student B answers it, for example: Student A asks, "What color is the HEART?" Student B answers "The heart is red." The student chooses the correct answer. Two more students go to the board. Student A sees the picture on the board and asks, "What color is the CLOUD?" Student B chooses from the three colors: "brown," "yellow," and "white" that he has on his right. Student B says, "The cloud is brown." So the teacher helps the student correct his mistake. The teacher is wearing brown pants, and she says, "My pants are brown," and she also adds the following sentence: "The board is white," so the student realizes his mistake, and he repeats the correct answer, "The cloud is white." It is very useful to create new sentences to help students correct their mistakes. They can learn more and improve their vocabulary. The teacher continues presenting the pictures of colored objects. She makes all the students participate. Students are very active and want to participate all the time.



### Angel and devil

Aim of the class: At the end of the lesson the students will be able to apply colors.

Theme: Catching a color.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Form sentences. Make questions.</p> <p>Procedure: Practice Pronunciation. Improve vocabulary. Speak the English language. Application of the tactile-touching learning style. Controlled intonation and structure.</p> <p>Attitude: Students must be involved in the game. Enjoy the game and improve their learning. Expose their thoughts and ideas about the activity.</p>	<p>Make a circle outside. Choose a color name to play, and perform a dialogue.</p>	<p>A card with a dialogue written on it.</p>	<p>The activity serves as an evaluation tool.</p>



Development of the learning content:

The teacher greets their students very cheerfully and explains the game. She says: "Well, today we are going to work and play outside the class." The teacher asks the students to go out, and she also asks them to make a circle. The teacher standing up in the middle of the circle calls two students to the middle. Then "You are going to be the devil, and you are going to be the angel," the teacher says to each student respectively. After that, each student in the circle chooses a color name: "yellow," "green," "red," "white," "black," "orange," "pink," "purple," "brown," or "blue," but the devil and the angel don't hear it. The teacher gives a card with a small dialogue (see annex 10) to the devil and also to the angel, and they perform it. The angel is the seller. The devil is the customer, so they start; the devil: "knock, knock." The angel: "Who is it?" The devil: "The devil with his one hundred horns." The angel: "What do you want?" The devil: "A color." The angel: "Which color?" The devil: "red." If the devil guesses the color name of one student, the angel says: "take the color out," but if the devil doesn't guess, the angel says: "Go singing and dancing!" But in this case the devil guesses a student's color name, so the devil and the student run around the circle. The devil catches him/her. And the game goes on until half of the colors are selected for each student, but now the angel is the customer, and the devil is the seller. The angel: "knock, knock." The devil: "Who is it?" The angel: "The angel with his cloak of gold." The devil: "What do you want?" The angel: "A color." The devil: "Which color?" The angel: "silver." The devil: "Go singing and dancing!" The angel says another color: "pink." The devil: "take out the color." The angel and the student run around the circle, and the angel catches him. Once the devil



and the angel have half of the students, they draw a line, so the group which crosses it loses. The devil`s group wins. The students really enjoy the game and learn colors in an easy and fun way.



### Guess the number

Aim of the class: At the end of the lesson the students will be able to recognize and identify numbers.

Theme: fun numbers.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn numbers. Use commands.</p> <p>Procedure: Guess numbers. Developing the productive skills: speaking and writing. Challenge students to be assertive. Employ a meaningful and useful language. Deal a communicative language.</p> <p>Attitude: Participation in the class. Practice and learn numbers. Support their ideas. Arrange their work.</p>	<p>Guess a number.</p>	<p>A picture with a table drawn on it to stick on the board. Small pieces of paper with a table drawn on it for students.</p>	<p>The activity is evaluated according to the students' performance.</p>





Development of the learning content:

First of all, the teacher presents pictures with big numbers (see annex 11) and names them. Then, the teacher and the students repeat each number three times in order to practice pronunciation. After that, the teacher sticks a table on the board (see also annex 11). Then, the teacher explains the game and asks a student to go to the board. The teacher approaches another student, and she says a number, “6.” Then the teacher goes to the board, and she asks the student in the front of the class the following: “Choose a number between 1 and 10. You have 3 turns.” The student chooses the number “4,” so the teacher writes on the first table “4,” and she also writes “4” on the other table, but under the high guesses “in the track table”. Then the teacher says: “it is higher than 4,” “You have 2 more turns.” So the student says another number, “8.” The rest of the class is very enthusiastic. They want to take part, but the teacher tells them that everybody is going to participate. They must be patient. Following with the student who is wrong again, so the teacher writes on the track table, but now in low guesses in order to indicate that the correct number is lower than “8.” The student says another number, “6.” Now he is correct, he guesses the number. The teacher calls another student to the front of the class. The teacher practices with four students on the board. After that, she gives a small piece of paper with a table drawn on it. The students form groups of two and they play, but the correct number is written on the back of the table so that the other student doesn’t see it. Then the students change rolls. A group doesn’t understand the game well, but the teacher sits with them and plays with both students, so they understand the game. Finally the teacher writes on the board the



numbers: 1, 2, 3, etc. and the students one by one go to write the name: one, two, etc. It is a good exercise because of this: a student writes “tri” instead of “three,” but the practice makes him correct it.



### Matching numbers

Aim of the class: At the end of the lesson the students will be able to name and identify numbers.

Theme: hidden numbers

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn and identify numbers. Classify numbers. Practice numbers.</p> <p>Procedure: Employ the learning style of tactile-touching learners. Increase their curiosity Practice pronunciation.</p> <p>Attitude: Match numbers. Recognize numbers. Expose their abilities to be precise.</p>	<p>Recognize, identify, and match numbers.</p>	<p>Twenty mixed number cards on the right of the board and also twenty mixed number cards on the left of the board.</p>	<p>The students' performance at the end of the class serves as an evaluative activity.</p>



Development of the learning content:

The teacher greets their students with enthusiasm. Then, the teacher and the students repeat the numbers from 1 to 10 in order to remember and practice them. After that, the teacher puts twenty mixed number cards (see annex 12) back to the left of the board, and she also puts twenty mixed number cards to the right of the board: 2 ones, 2 twos, 2 threes, 2 fours, 2 fives, 2 sixs, 2 sevens, 2 eights, 2 nines, 2 tens; in each group. The teacher divides the class into two groups, A and B in lines, and the teacher explains the activity. The students, one by one from each group, go to the board and try to match two cards with the same numbers, for example: a student of Group A goes to the right of the board, and she finds the numbers “2” and “7,” so they are not pairs. She puts the numbers as she found them, and the next student of the group goes to the board, he turns two numbers, and he finds two pairs “7” and “7.” When the student finds pairs, he says the number aloud. The group goes on until they match all the numbers. A student of Group B goes to the left of the board, he turns two numbers also, and he finds two pairs “8” and “8”. “Good luck” the teacher says. Also Group B goes on until to match all the numbers. Group B wins. Finally the teacher shows the cards and says the number in order to practice pronunciation.



## **Numbers dialogue**

Aim of the class: At the end of the lesson the students will be able to name numbers and perform a dialogue using them.

Theme: disguised numbers.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Make sentences. Perform a dialogue. Use questions.</p> <p>Procedure: Develop the receptive skills (listening and reading.) Enhance pronunciation and writing of numbers. Employ Communicative Language.</p> <p>Attitude: Get rid of the fear of speaking and participating in front of the class. Establish a liberal attitude. Be creative and active.</p>	<p>Perform a dialogue. Act in a sad, happy, crying, angry, or drunk way.</p>	<p>Flashcards with big numbers. A sheet of paper with a dialogue written on it. Sad, happy, angry, crying, and drunk faces.</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

The teacher greets their students and also asks “How are you? “ All the students answer “well teacher.” So the teacher starts her class very happily. The teacher gives the students cards with big numbers and explains the game. The students change their names to be numbers, so when the teacher says, for example: “4” and “7,” the students holding these numbers go to the board. Then she presents a dialogue about a numbers, but she first presents the following situation: Two numbers find each other on Monday morning at school, and they are talking about their plans on the weekend. After that, the teacher reads the following dialogue three times (see annex 13): Number 5: “Hello 7,” Number 5: “How are you 5?” Number 5: “I am happy because I have 2 parties in 3 days,” Number 7: “Sure 2 parties! When?” Number 5: “On May 7, at 8 pm.” Number 7: “I am happy for you 5 and where?” Number 5: “On 3<sup>rd</sup> Av. In 9`s house.” “You should come with 6 and 8.” Number 7: “Ok thanks, good bye 5,” Number 5: “See you in 3 days 7.” Then, the teacher calls two numbers, in this case seven and five first, but then she chooses other numbers. The students perform the dialogue according to the number that they are holding. After that, the teacher calls two more numbers: “6” and “9.” The numbers go to the front of the class. They read the dialogue, but now they read it in a happy way using happy faces. All the students read the dialogue, but they read it in different ways: angry, sad, crying, happy, and drunk way (see also annex 13). Some students are ashamed to participate, but the teacher acts first and gives the students fluency, so then they want to participate by themselves. The teacher and the students enjoy the class a lot. Students learn and use the numbers very well.



### Magic word

Aim of the class: At the end of the lesson the students will be able to be familiar with the parts of the house

Theme: wonderful places.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Vocabulary.</p> <p>Procedure: Increase Vocabulary. Developing listening skills. Confront the students to recognize sounds. Interpret intonation (tone of voice.)</p> <p>Attitude: Recognize the exact words. Students must be alert and active. All the students must take part in the process. Students have fun and enjoy the class.</p>	<p>Make a circle which must be divided in two groups. Students must run, pick the correct picture on the board, and give it to the teacher.</p>	<p>Pictures with different parts of the house: (bathroom, living room, dining room, kitchen, garden, and bedroom.)</p>	<p>The activity serves as an evaluation tool.</p>



Development of the learning content:

First, the teacher presents pictures with a bathroom, a garden, a living room, a dining room, a bathroom, and a kitchen (see annex 14.) The teacher sticks the pictures on the board, meanwhile she names them. After that, the teacher and the students make a circle, but the teacher divides the class into two groups and explains the game. The circle is far away from the board, so the teacher starts to name many words such as: computer, pencil, plant, eraser, book, *bathroom* (the students run to the board when the teacher names one of the pictures on it,) so the students run when they hear “bathroom.” In order to avoid a mess, there are also two groups of pictures on the board. Group A wins with the first picture. Then the teacher continues: pants, car, mirror, pillow, picture, chair, *kitchen*, spot, table; the students don’t run to pick the kitchen picture. So the teacher asks them “What happened with the kitchen picture?” All of them say, “Oh.” Now the teacher asks them to stand on one leg until they hear one of the pictures’ names. The teacher goes again: “lamp, desk, chalk, book, telephone, *living room*,” the students are very alert, and all of them run for the living room picture. Group B gives the living room picture to the teacher first. Both groups are tied, so it makes the game interesting and encourages the students to be alert and active. The teacher goes on until they play all the pictures on the board. Group B wins, but all the students are excited. They really have fun and enjoy the game. Next, the teacher writes on the board the following: “baño=bathroom,” “cocina=kitchen,” “dormitorio=bedroom,” “sala=living room,” “comedor=dining room,” and “jardin=garden” The students write it in their notebooks as class work.





### Picture question

Aim of the class: At the end of the lesson the students will be able to ask and answer questions about the places of the house.

Theme: sweet home.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Make questions. Form sentences. State cue words.</p> <p>Procedure: Employ the learning style of visual- perceptible learners. Use a Communicative Language. Increase vocabulary. Practice pronunciation.</p> <p>Attitude: Challenge the students to be creative and very alert. Encourage the students to present a variety of different sentences and questions.</p>	<p>Create sentences, questions or a comment using adjectives.</p>	<p>Pictures with the places of the house: (bathroom, bedroom, living room, dining room, kitchen, and garden.)</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

First, the teacher greets their students very enthusiastically. This attitude helps the students to feel comfortable. After that, the teacher shows the following pictures to the students: a bathroom, a kitchen, a living room, a dining room, a garden, and a bedroom (see annex 15,) the teacher also names them. Then the teacher divides the class into groups. Two groups are formed, so the teacher gives the first child in each row pictures of a kitchen. After that, the teacher explains the game and calls two students to be referees who make sure that the word, sentence, or question is said properly, and that accuracy is not sacrificed for speed. Following, the teacher says "GO," the first student of Group A says "Beautiful," the next student says "Big," the next student says "Pots," and it goes on. The other group also uses only cue words. But now the teacher encourages the students to form sentences by making the following question: "What is there in the dining room?" The first student in the row answers: "There is a chair in the dining room," the next student says: "There is a table in the dining room," the next student says: "There is a window in the dining room," and so on. Both groups make the sentences very well. Then the teacher continues, but now she employs questions and students also make questions. First the teacher asks: "What color is the grass?" so the first student asks: "What color is the bench?" the other student asks: "What color is the tree?" The students go on until they finish with all the pictures, but there is a winner, Group A wins. All the students are enthusiastic, and they really enjoy the game and learn to form sentences, and also learn new words.



## Touch me

Aim of the class: At the end of the lesson the students will be able to identify and recognize objects of the bedroom and kitchen.

Theme: beautiful toys

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn vocabulary.</p> <p>Procedure: Employ the learning style of tactile-touching learners. Increase Vocabulary. Practice Pronunciation. Developing the sense of touching.</p> <p>Attitude: Participation in the class. Be very imaginative and precise. Learn and enjoy the class.</p>	<p>Make groups of three students. Cover the students' eyes and give them an article which they have to guess.</p>	<p>Real objects: spoon, cup, dish, pot, knife, chair, table, soup, toothbrush, telephone, picture, pillow, fruits, etc. (children's toys.) Three scarves.</p>	<p>The students' performance at the end of the class serves as an evaluative activity.</p>



Development of the learning content:

The teacher greets their students very happily to make them feel relaxed. Then the teacher shows them a black bag and says that she has many objects in it. After that, the teacher explains the game. The students with this activity develop the sense of feeling to guess what they are touching. In the bag, the teacher has the following articles: spoon, cup, dish, pot, knife, chair, table, soup, toothbrush, telephone, picture, pillow, and fruits. The teacher calls three students to the front of the class, and she covers their eyes with a scarf. After that, the teacher puts an article in the students' hands, and one by one they guess what the article is. The first student guesses: "It is a table." The next student says "It is a dish." The next student doesn't guess, so she has to choose a balloon, pop it, and perform the penalty written on it. The penalty is: "Dance Reggeton," The student dances, and the teacher makes the rest of the class clap. The game goes on until they finish all the articles. So the teacher calls three more students, and does the same. The first student says: "It is a telephone." The next student says: "It is a picture." The next student says: "It is a cup," so they are good. Again the teacher calls three more students. The first student says: "It is a spoon." The next student is wrong, so he is waiting for the penalty." The next student says: "It is a pot." Now the teacher gives a balloon to the second student, he pops it, and performs the following penalty: "Imitate Don Ramon when he is angry." The rest of the class also participates, but they are good, but the students are volunteers to perform the penalties. So the teacher calls them to the front of the class, and they perform



the following penalties: “Imitate a monkey,” “Declare your love to a boy or girl from your class,” and “Sing Opera.” The students perform them very happily, learn many objects` names, and they have a lot of fun.



### Quickly game

Aim of the class: At the end of the lesson the students will be able to recognize and identify objects of the classroom

Theme: beautiful cards.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn Vocabulary.</p> <p>Procedure: Employ the learning style of Tactile-touching and visual-perceptible learners. Practice pronunciation. Increase Vocabulary.</p> <p>Attitude: Students must be active and fast. Recognize and name the articles. Play, learn, and enjoy the game.</p>	<p>Make a circle with their chairs. Play a song. Pass an article or picture to each student as quickly as they can.</p>	<p>Pictures with different objects: a book, an eraser, a chair, a telephone, a pencil, a picture, a ruler, a chalk, a table, a desk, a map, and a school picture.</p>	<p>The activity is evaluated according to the students' performance.</p>



Development of the learning content:

The teacher starts classes greeting their students with enthusiasm. After that, the teacher presents many cards with different pictures (see annex 16): a book, an eraser, a chair, a telephone, a pencil, a picture, a ruler, a chalk, a table, a desk, a map, and a school, meanwhile she names them. Then the teacher explains the game, and she asks the students to make a circle outside the classroom. The students carry their chairs outside and make a circle. So the teacher gives a picture with a pencil, and she starts to play a song meanwhile the students are passing the picture. The teacher stops the music, so the student holding the card, jumps up, spins around in a circle, calls out the word “pencil,” and claps, then sits down again. The teacher gives a chalk picture, and she plays the song again, meanwhile the students start to pass the chalk picture. The teacher stops the music, but the student holding the picture forgets the word, the students asks the teacher to give him a penalty. The teacher says that “At the end of the game we are going to have a penalty.” So the teacher gives another picture, and she starts to play the song, meanwhile the students are passing the picture. The teacher stops the music, so the student holding the card, jumps up, spins around in a circle, calls out the word “eraser,” and claps then sits down again. The teacher continues the game until all the pictures that she prepared are finished. At the end there are three students who don` t remember the word, so the rest of the class chooses the following penalties: the first



student is a girl, so she runs around the yard crying out “I am crazy.” The other two students are boys, so the class asks them to dance “el carahuay,” the students dance it while the class sings it. The teacher and the students spend a nice moment together.





### All change

Aim of the class: At the end of the lesson the students will be able to identify and name articles of the classroom.

Theme: Amusing articles

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn Vocabulary. Form sentences.</p> <p>Procedure: Develop listening and speaking skills. Increase Vocabulary. Practice pronunciation. Enhance students` participation and Socialization.</p> <p>Attitude: Students must be dynamic and thrilled. Learn and identify the classroom things. Share the correct information to play the game. Speak aloud.</p>	<p>Make a circle with their chairs. Call two students to the middle of the circle. All the students change their places.</p>	<p>Pictures with different articles: a book, an eraser, a telephone, a pencil, a picture, a ruler, a chalk, a board, a desk, and map picture.</p>	<p>The activity serves as an evaluation tool.</p>



Development of the learning content:

The teacher greets their students very cheerfully. After that, the teacher makes the students sit in a circle on chairs outside the classroom. Then she explains the game, and the teacher gives each student a picture with different articles (see annex 17): a book, an eraser, a telephone, a pencil, a picture, a ruler, a chalk, a desk, a map, and a board. After that, the teacher calls a student to the middle of the circle that has no picture. The teacher starts the game, and she says: “telephone and chalk.” So the students holding these cards stand up and change places, but they run fast because they have to avoid the person in the middle grabbing one of their chairs. The students change places, and they don’t give any chance to the student in the middle of the circle, so he says “All change.” All the students change places. It gives the person a chance in the middle to get a chair. Now another student is standing in the middle of the circle. He gives his card to the student who doesn’t have it. The student chooses two more articles and says: “desk and map.” The students holding these cards stand up and change places, but the student in the middle grabs a chair. He is very active and alert. So now the student in the middle calls two more articles and says: “board and eraser.” The student has problems pronouncing it, so the teacher repeats it and makes all the students repeat after her. Then the teacher says: “board and eraser.” The students change places, and they don’t give an option to the student in the middle of the circle to take their chairs, so she says “All change.” All the students change places. It gives a chance to the person in the middle to get a chair. Now the teacher and the student in the middle say sentences to encourage the rest of the class to do it also. The teacher says: “My ruler is broken,



and my book is new.” The student repeats this and the students holding these cards stand up and change places, but the student in the middle grabs a chair. So now the student in the middle calls two more articles by making sentences and says: “My board is white and my eraser is pink.” The teacher goes on, and she makes all the students participate, and that all the articles are named. The teacher and the students enjoy the game a lot, and the students increase their vocabulary.



### Singing cool

Aim of the class: At the end of the lesson the students will be able to identify and name the parts of the body.

Theme: crazy song.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn Vocabulary. Sing a song. Form sentences.</p> <p>Procedure: Developing the listening skill. Increase Vocabulary. Practice pronunciation. Improve students' participation and socialization.</p> <p>Attitude: Do the activities in the song. Play and perform the song together with the teacher. Enjoy, practice, and learn the parts of the body.</p>	<p>Play a song. Dance and perform a song.</p>	<p>Music CD Pictures with the parts of the body: head, legs, feet, hands, eyes, nose, lips, ear, and stomach.</p>	<p>The students' performance at the end of the class serves as an evaluative activity.</p>



Development of the learning content:

The teacher greets their students happily. Then the teacher explains the game and asks the students to pay attention to the following song (see annex 18) that the teacher is going to perform because they are going to perform it later. First of all, the teacher presents, points, and names the body parts: head, feet, legs, hands, eyes, nose, lips, ear, and stomach. Then the teacher starts to perform the song. She does it three times. After that, the teacher asks the students to stand up, and the teacher with the students starts to perform the song. All of them dance, jump, shout, move the head, move the feet, clap, and say “yes” moving the head. It is very funny and exciting. The teacher and the students play the song slowly, swiftly, and quickly, so it makes the students be very active and happy. The students really enjoy playing the song and doing the activities in it.



## Minelfield

Aim of the class: At the end of the lesson the students will be able to distinguish and name the parts of the body.

Theme: hidden parts.

Learning Contents	Activities	Didactic resources	evaluation
<p>Concept: Learn Vocabulary. Use commands.</p> <p>Procedure: Develop listening and speaking skills. Challenge the students to explore different activities. Practice Vocabulary. Create a positive learning environment.</p> <p>Attitude: Speak aloud. Be involved in the process. Follow the teacher`s instructions. Be active and comfortable.</p>	<p>Make groups of two students Cover their eyes with a scarf. Scatter parts of the body in an indoor or out door place. Guide students who are blindfolded by using commands.</p>	<p>Cards with body parts. A scarf.</p>	<p>The activity is evaluated according to the students` performance.</p>



Development of the learning content:

The teacher greets the students. Then the teacher presents and names many cards of body parts: hands, mouth, head, ear, legs, and nose (see annex 19.) After that, the teacher explains the game and makes groups of two students: Student A and Student B. The teacher gives a card with a head to Student A. Then the teacher puts a scarf over Student B`s eyes and turns him three times. So Student A starts: “Go to the left,” “Go to the North,” “Look on the floor,” “cold, cold” “Look under the plant,” “hot.” Obviously, Student B is very fatigued, but she finds the head. The teacher calls two more students and follows the same procedure, but now she gives a mouth. So Student A scatters the body part and starts: “Go outside,” “Look at the middle of the yard,” “Cold, cold,” “Go to the right,” “Go back to the classroom,” “Look under the door.” The student finds the mouth, but he is exhausted. Now Student A takes Student B`s place. Student B scatters the body part and starts: “Go to the left,” “Sorry, Go to the right,” “Walk three steps,” “Look under the water bottle,” “Cold, cold,” “Walk five steps again,” “Hot, hot,” “Look in your desk.” The student finds it. The students say the body part name when they find it, and the teacher makes all the class repeat it in order to practice and learn pronunciation. The teacher goes on until all the students participate. The game helps students practice and learn the parts of the body without much effort. They really feel comfortable and enjoy it.



## CHAPTER V

### 1. Conclusions:

The games applied to the students really catch the student's attention. During the application of the games many factors were achieved. In the first game presented, "Balloon Game," the students were very interested and eager. The students retain the activity and the phrases used in the class because during the recess the students were practicing what they learned. Another interesting thing was that the students told me that they want to learn more things, and games are effective because they are funny and interesting. By using games, the students really can learn and enjoy an English class. The students seem to be more enthusiastic and interested in the activities.

During the teaching-learning process, and the activities presented in this thesis interesting and very useful ideas were employed. Eventually, it really helps to encourage the students to participate and be active in the class activities.

The games were also performed with a group of students who have never had an English class. It was a pleasure to teach them because the students wanted to learn English, and they were very cooperative. By using games, the students make a small effort to understand what they were supposed to do. When the teacher finished her class, the students seemed to be satisfied with it.

The teacher was presenting games, the students really reacted well and are attempted to learn English and performed the games.

At the beginning of this book two objectives were mentioned: participation and socialization, those two objectives were achieved. All the students participated during the process, and they also socialized within the group.





By using games, the students really showed confidence speaking their second language, as well as being able to read and write in it.

The games are fun and adaptable!

The games are such great fun and adaptable for all ages. The kids enjoy them immensely. They are the perfect fit for the students and a very useful style of teaching.

By employing the games, the following goals were achieved with the children.

- Encourage even those who have a lower level in the class
- Motivate the students more
- Improve the pupils' grades
- Save preparation time
- The pupils can get a chance to practice speaking English during class

Most of the students have learning difficulties with the English language, but since the games were adapted to their classes they have gained confidence and also improved in the subject at school. So we can positively affect the lives of the children if you teach by associating fun and encouragement to learning.

It's important to mention the following point of view that the students develop the skill and confidence to SPEAK the language and actually use it. What use is a language qualification to someone if he or she cannot actually speak it?

By using games, we can avoid that the teacher and the students feel or have the following problems:

- Some of the children may not enjoy being in class
- The teacher may find it hard to have all the children pay attention
- The class may not repeat things back to the teacher enthusiastically
- Some of the class may not be motivated to learn
- Complex or copious amounts of materials



- Arts and crafts type activities – they are too time-consuming
- Complicated rules to learn
- Preparation time.

Using some of the games the teacher can revise a massive amount of vocabulary and grammar in a few minutes. I tried and tested games in class, and in my experience it really works. The games really help children remember!

By using games, the teacher can present and revise two or three topics every lesson, as well as teach the new language. Also the resources are already saving the teachers heaps of time and lessening the anxiety from having such a hectic and mixed teaching schedule.

The physical movement involved in some of the games also helps keep everyone stimulated and focused. Children naturally have a lot of energy and are not good at sitting for long periods, so if the teacher throws in a game with movement from time to time the teacher will prevent the students from getting restless and bored.

Children have a short attention span (even more so these days with the style and pace of the media, and computer games), so injecting lively varied games into their classes to practice the language that the teacher is teaching will keep their children alert and enjoying themselves.

The philosophy of encouragement incorporated into these games allows all students, including the lower level, to gain confidence. The students also can feel more motivated and optimistic, and the teacher can really make a difference by helping his/her pupils to have more self-esteem, so they succeed in all areas of life.

The teacher can practice almost any structure with the majority of the games and adapt them at will to any curriculum and text books that the teacher



is using. The teacher will be able to deliver fun, unpredictable lively classes that her/his students will love.

Once the teacher has used the games. She or he will need virtually NO PREPARATION TIME AT ALL.! The teacher will be able to give stimulating fun classes without much effort.

The teacher can easily control the class by using games because the students really concentrate and want to take part in them. Each game has either a *Calm down*, *Wake up* or *Excitable* category to help the teacher do this. In this way the teacher controls the mood to get maximum learning throughout the class.

Each game is described in detail and most of them have examples of how they can be adapted in terms of language, group size and age. The instructions are clear and easy to understand, and the games are easy to use.

The games are included along with an explanation of the categories, the best group sizes, adapting the games to different ages and levels, the materials the teacher will need, the pace of the games, the pros and cons of competition in the class, how to get the most out of mixed abilities and logistics. This is all straight forward and will allow the teacher to ensure maximum results in terms of learning and enjoyment. It will save the teacher from making obvious mistakes when using games and put the teacher on the path to successful lessons.

Many of the games are adaptable for different structures or topics. It's possible to use the same game with different age levels and language structures, and they work equally well. The games are simple to understand, easy to perform, and very useful for target language.

The school has textbooks that we fly through and which are not very interesting. The students seem bored and always want to play instead of studying English. Everyday has been exhausting for the teacher as she/he tries



to figure out a way to both educate and entertain the students. But by using games, the teacher has the opportunity to provide both to the students.

By using games, it is possible to develop the students' cooperation. The groups formed really work very cooperatively in the group. It gives the students the opportunity to know each other better, help them to learn in groups, encourage the students to create a vivid and a meaningful language, and also makes the students play with their imagination.

It's very important to mention that the games make the classes come alive. Children can't wait to have another class of their English lesson.

The children were enthusiastic and motivated to participate fully. After the class the teacher asked them how they felt about the games. They said, "Really great."

## **2. Recommendations:**

An important aspect is that the teacher always must go from the simple to the complex to help students better understand any topic. The teacher must be aware about the students' necessities and their ideas and thoughts.

The activities must be presented in an organized way as well as complete in order to avoid confusion, so the students can have the precise and adequate material to work with.

A very useful recommendation is that the teacher can apply the games outside the class. The teacher must be aware of it because to the students a lot. It helps the students feel more comfortable and in this way



they really show interest overall because the students feel exited to be outside the place where they have to spend a lot time. The students like to feel free although there are some games that are really necessary to play outside the class. The teacher must create a positive learning environment.

During the teaching-learning process the teacher must be very dynamic and involved that is to say that she must encourage the students to participate and be very active.

The teacher can work with both a small group and a big group. The games can be adapted to any situation or level. It's also very important that the material used is colorful and very attractive.



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## ANNEXES

### ANNEX 1







A: Good morning, Peter.  
B: Hello Helen.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok Bye bye Peter. See you later.  
B: Good bye Helen.

A: Good afternoon, Carlos.  
B: Hi, Karina.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok good bye Carlos. See you later.  
B: Bye bye Karina.

A: Hello Kevin.  
B: Good evening, Estefania.  
How are you?  
A: I am fine and you?  
B: Well thanks.  
A: Ok Bye bye Kevin. See you later.  
B: Good bye, Estefania.



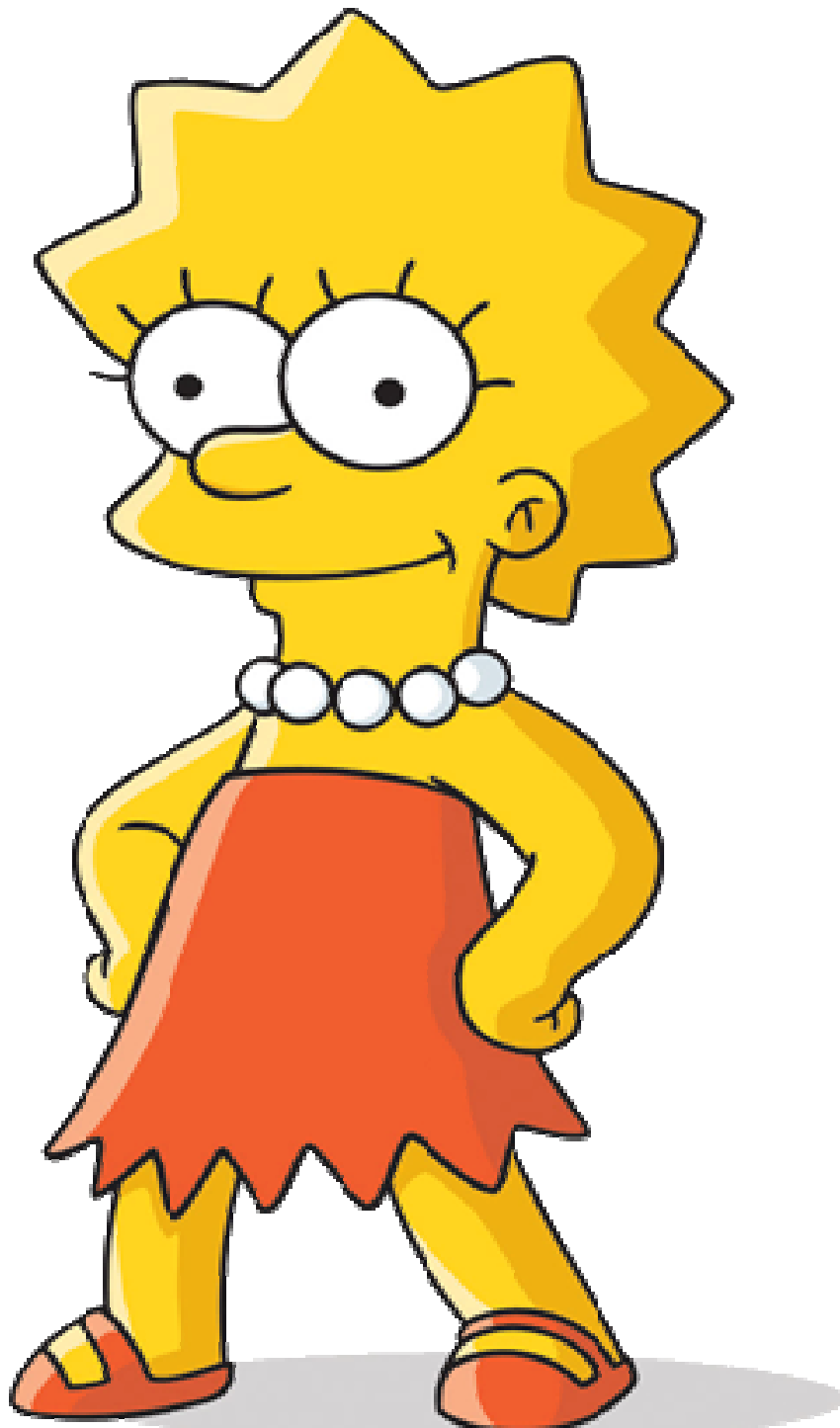
**ANNEX 2**



“GOOD AFTERNOON MOTHER”



“Hi SON”



“GOOD MORNING DAUGHTER”



ANNEX 3

» **My Baby buys black Bananas**

» **An Apple hates grapes cakes.**

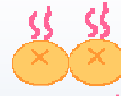
» **Paresh Pear plans to peel pears.**

» **I scream, you scream, we all  
scream for orange cream.**

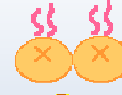


» **Apple Paper People, apple Paper  
People, apple Paper People**

» **Hot cross melons!**



**Hot cross melons!**



**If you have no daughters,**



**Give them to your sons.**

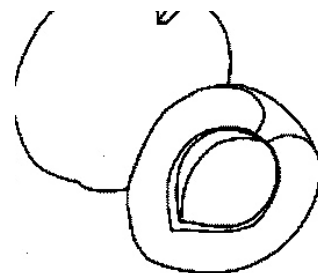
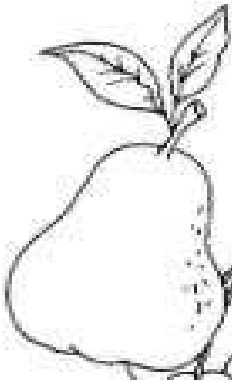
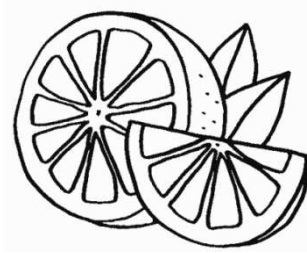
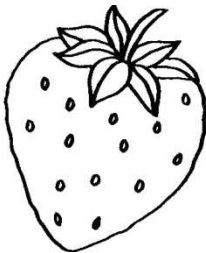
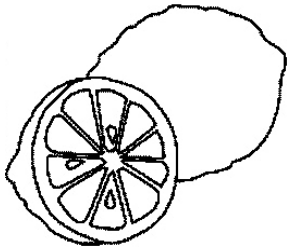




### ANNEX 4

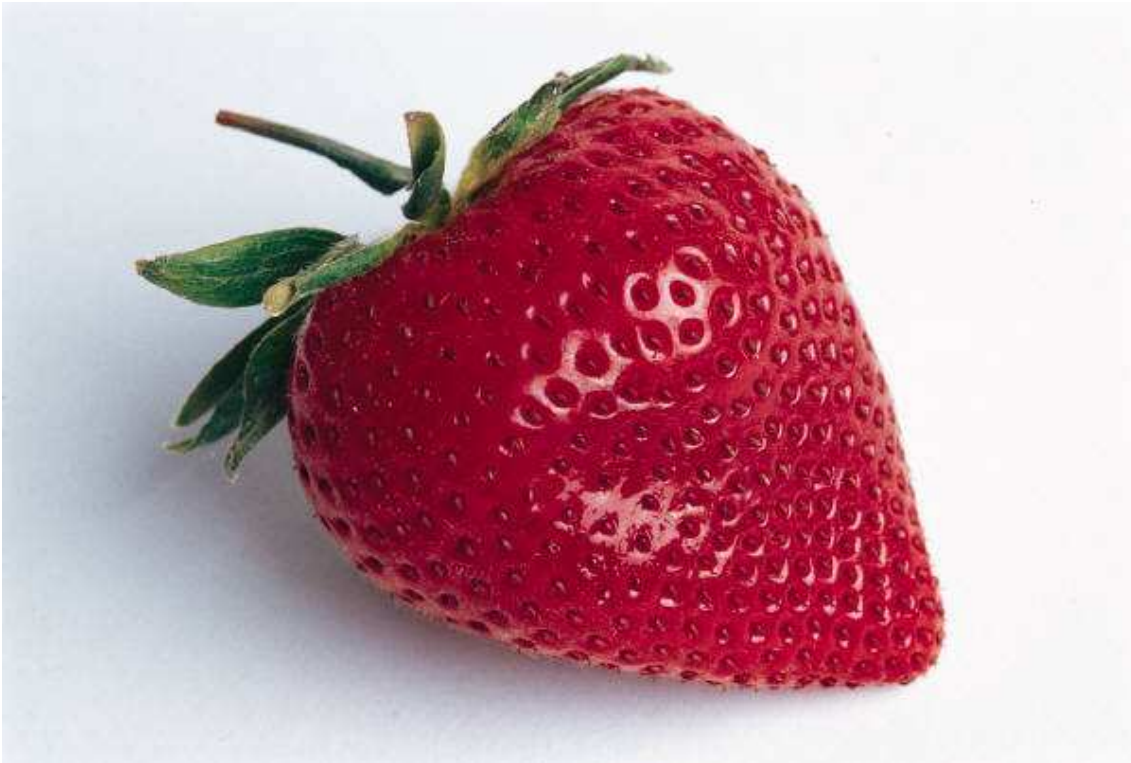
- FRUITS.

Paint and recognize the following fruits:

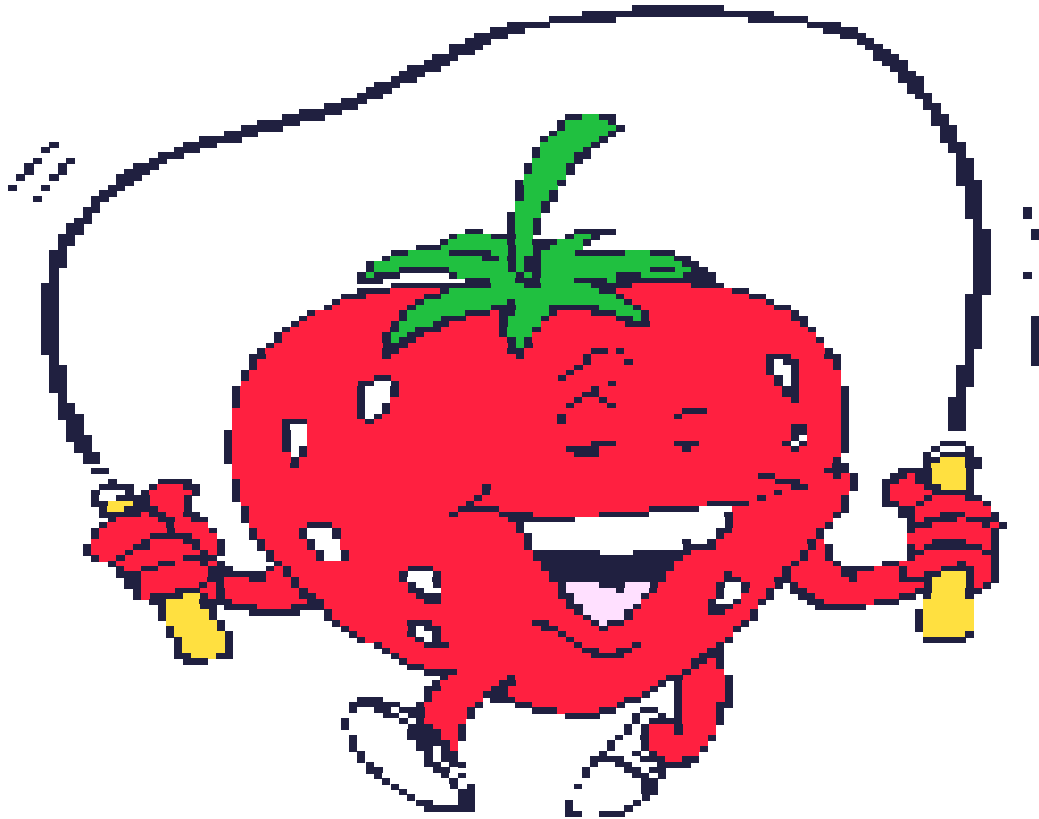














ANNEX 5

The

strawberry is

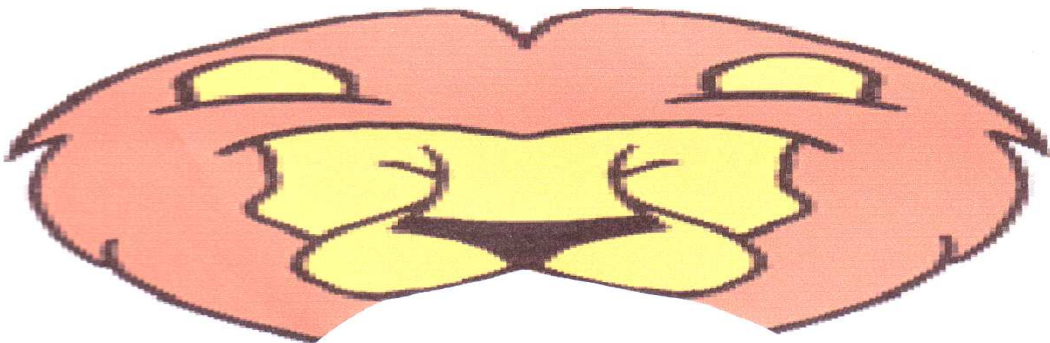
sweet

The melon

is delicious



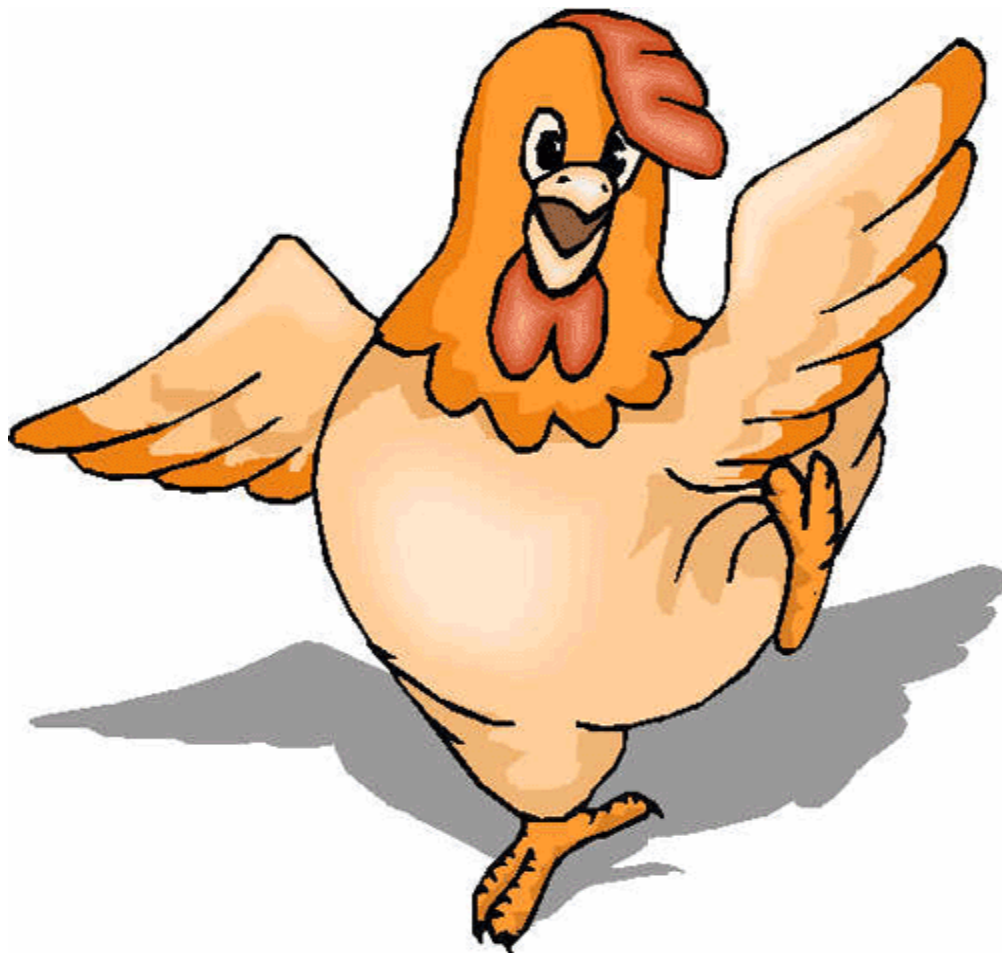
ANNEX 6





## ANNEX 7



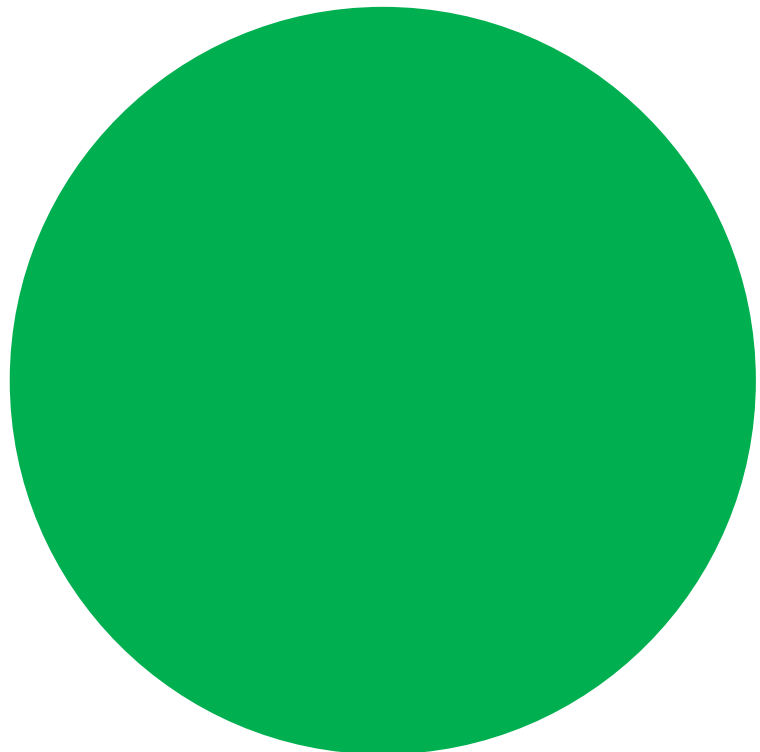






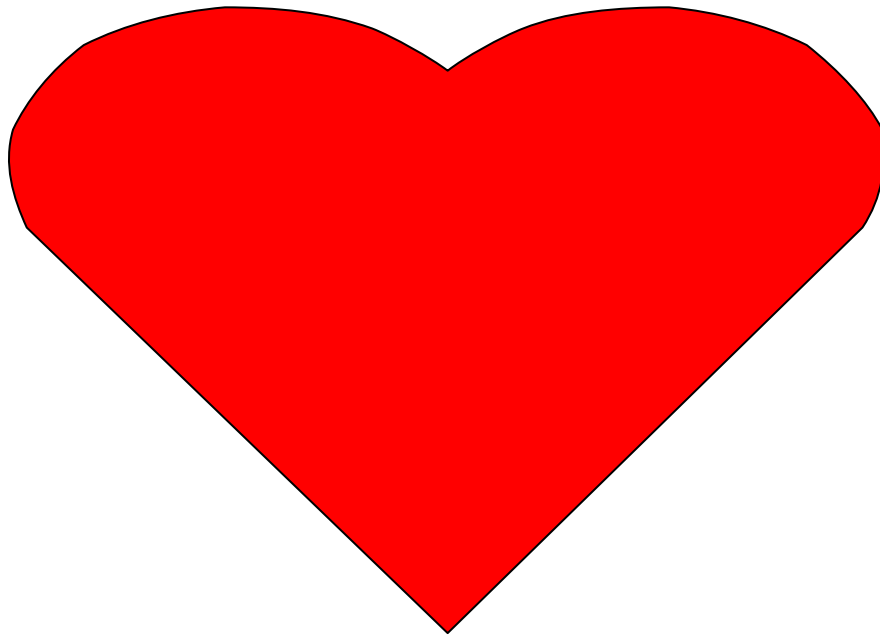


## ANNEX 8





**ANNEX 9**



**BROWN**

**RED**

**YELLOW**



## ANNEX 10

- Knock, knock,
  - Who is it?
- The devil with his one hundred horns.
  - What do you want?
    - A color,
    - Which color?
    - (name a color)
- If she/he guesses the color name of one student, the angel says.
  - Take the color out.
    - The student with the color goes out
      - The devil has to catch him.
- The color and the devil run around the circle,
  - If she/he didn't guess, the angel says:
    - "Go singing and dancing!"
  - The devil has to name another color....
    - Knock, knock,
      - Who is it?
    - The angel with his cloak of gold.
      - What do you want?
        - A color
        - Which color?
        - (name a color)
- If she/he guesses the color name of one student, the devil says.
  - Take the color out
    - The student with the color goes out
      - The angel has to catch him
  - The color and the angel run around the circle
    - If she/he didn't guess, the devil says:



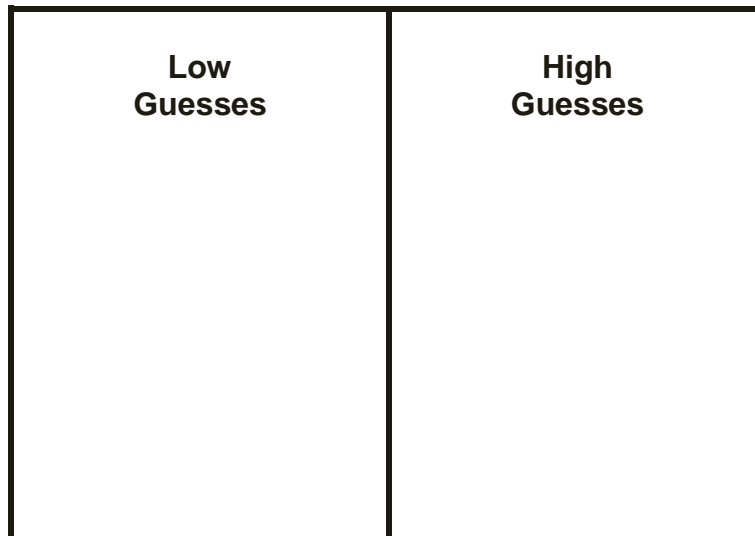
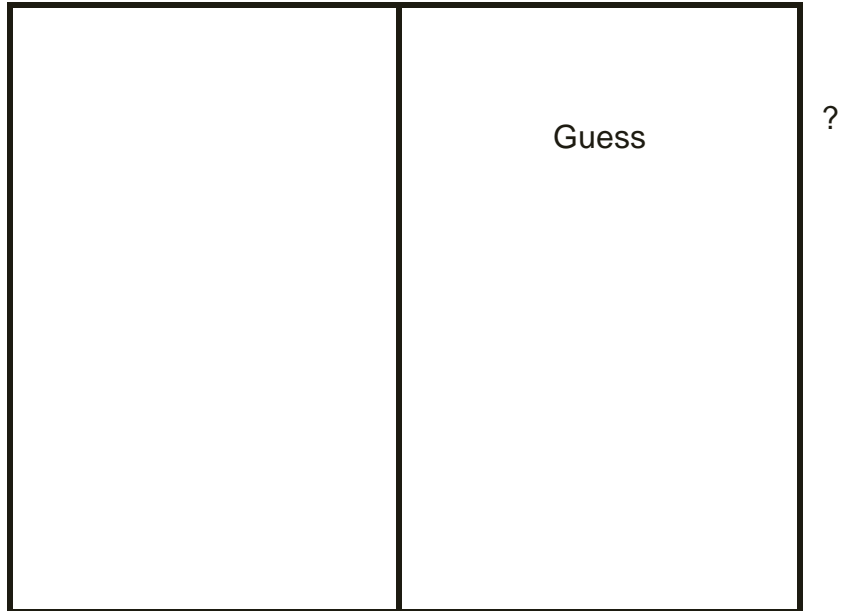
- **“Go singing and dancing!”**
- **The angel has to name another color....**



## ANNEX 11









ANNEX 12

10

10

8





8

5

5



### ANNEX 13

Number 5: “Hello 7”

Number 7: “How are you 5?”

Number 5: “I am happy because I have  
2 parties in 3 days”

Number 7: “Sure. 2 parties? When?”

Number 5: “On May 7, at 8 pm.”

Number 7: “I am glad for you 5, and  
where?”

Number 5: “On 3rd Av. In 9`s house.”

“You should come with 6 and 8.”





## ANNEX 14







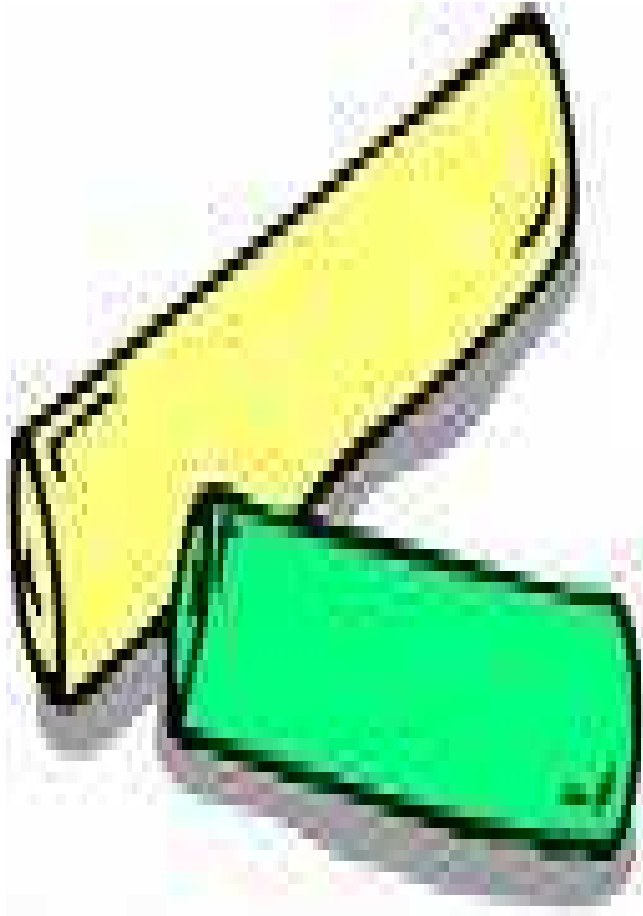


## ANNEX 15











## ANNEX 17









## ANNEX 18

- I like to dance, jump and shout.
- Now I am going to play with my body.
- I move my head, I move my head,
  - With her I said yes, I said yes
    - With her I said no.
    - I move my feet.
- I like to march in place with my legs.
  - I like to clap, clap, clap,
    - With my hands.
  - With my hands on the right and left
    - I am a plane.
    - Paying much attention,
      - Slowly
- I touch my head, my eyes, my nose, my mouth, my ears, my belly,  
and my feet...
  - Paying much attention,
    - Now slightly,
- I touch my head, my eyes, my nose, my mouth, my ears, my belly,  
and my feet...
  - Paying much attention,
    - Now quickly



- **I touch my head, my eyes, my nose, my mouth, my ears, my belly,  
and my feet.**



## ANNEX 19

