



Level 3: Alex's Adventure Around the World

Name Games

Adjective + Name

Brainstorm descriptive adjectives with students then have students think of an adjective that describes themselves. Starting with yourself, say your adjective and name and do a funny movement. Students continue around the circle, saying their adjective, name, and making up their own movement.

General Games

Beat the Teacher

Use this game to review key vocabulary from the show. Have students sit in a half-circle and show them images from the video of the story cards. Indicate various images to elicit key vocabulary. If any of the students can name what you are indicating, the whole class receives a point. If not, you receive a point. The students' objective is to win more points than you. Continue until you have finished all of the key vocabulary, and count the points with the students.

Fast and Slow

Use this activity to review action verbs (eat, jump, etc.), adjectives, and classroom language ("Sit down," "Make a circle," etc.) Pre-teach the target vocabulary. Have students spread out in the room. Say one of the verbs and either "Fast" or "Slow". The students have to mime the action either fast or slowly while repeating the verb. After a few rounds, you can add elimination.

Human Sculpture

Divide students into small groups and announce the tableaux that the students need to make in their group with their bodies, freezing after about 30 seconds of preparation. For example, you can ask students to make a tableaux of scenes related to the show (their family, the British royal family, London, Hollywood, camping, Canada, Japan, school). After you shout freeze, ask students who or what they are in the tableaux.

I Remember

Use this game to review any vocabulary. Divide the class into two or more teams and specify a category (food/animals/words associated with specific scenes from the story); put the word/scene in the center of a word web. A student on Team A says a vocabulary word in the category. A student from Team B follows with another word, etc. Write them up on the board if they are correct, using different colors to indicate the different teams. The team with the most points at the end is the winner. *Variation:* Students who repeat a word or cannot contribute a word lose a point for their team.

Make Me Say Yes

Use this activity to review question formation with target grammar structures (e.g. *Do you like...? Are you...? Can you...? Do you have...?/Have you got...?*) Show students that they need to ask you questions using the target structures. Each time you answer in the affirmative, students score a point. Each time you answer in the negative, you



score a point.

One Word At A Time

Students stand in a circle. Model the activity by impersonating a group of students calling out one word at a time in a sentence, then have students do the same around the circle, stopping after each complete sentence and having students start a new one. Use simple structures such as *I like...I don't like...Do you like...I can...I can't...Can you...? I am...I am not...Are you...? I have (got)...I don't have (haven't got)...*

Say it like...

Select some useful expressions from the show. Say one of the expressions and have students repeat it. Then give them an adjective (*fast/slow/happy/sad/angry, etc.*), and students repeat the expression according to the adjective. Repeat with other expressions.

Sentence Scramble

Split students into teams and write a scrambled sentence on the board (e.g. *you ? swim Can*). One student from each team races to the board to put the sentence in order. The student who says the sentence correctly with good pronunciation gets a point for his/her team.

True or False

Divide students into two teams. Place two chairs at the front of the space: one "false," the other "true." Only one player at a time from each group participates. Ask a question ("What's this?" "What's your name?" "Name three farm animals," etc.) and the first player to sit on the correct chair wins a point for his/her team.

Yes, Let's

Students mingle in an open space. Call out an action, such as "Let's swim!" Students accept the idea, responding "Yes, let's!" and miming the action. After you do a few, let students call out different actions according to the formula.

Extra Songs

Days of the Week

Tune of The Addam's Family song
There's Sunday and there's Monday
There's Tuesday and there's Wednesday
There's Thursday and there's Friday
And then there's Saturday
Days of the week (click, click)
Days of the week (click, click)
Days of the week
Days of the week
Days of the week (click, click)

Good Morning!

G-O-O-D-M-O-R-N-I-N-G
Good morning, hey hey, good morning
Woo woo woo
(Repeat, getting louder every time)

Jump In, Jump Out

Jump in, Jump out
Turn yourself around
Jump in, jump out
Introduce yourself
My name is _____ (yay)
I like _____ (yay)
And I'll like _____ (yay)
Until the day I die.
Until the day he/she dies.

Continue by choosing another student in the



circle.

Monday Is A Working Day

Monday is a working day,

Tuesday is a reading day,

Wednesday is a swimming day,

Thursday is a jumping day,

Friday is a disco day,

Saturday is an English day,

Sunday is a sleeping day!

Chorus:

Teacher: How are you feeling?

Students: Alright!



Level 3: Target Vocabulary

Action Verbs

repeat, sleep, cook, go, swim, paint, clean, play, do homework, wait, open, close, eat, drive, fly, kiss, shake hands, watch, listen, dance, clap, hide, look for, find

Adjectives

delicious, hot, scared, cold, hungry, dark, scary, crazy, calm

Family

brother, sister, Mum, Dad

Common Nouns

bedroom, flag, map, cup, box, fire, present, party

Expressions

Hello, Goodbye, It's nice to meet you, How old are you?, I like..., Do you like...?, Thank you, Where is...?, Can you...?, I can..., What day is today?, I don't know, What's this/that/these?, Excuse me, Sorry, Ridiculous!, Help me!, Who are you?, Well done!, Congratulations, Thank you, You're welcome, Look!, My favourite...is..., Where are you from?, Be careful, Good luck

Days of the Week