



**HOW TO BE  
A CREATIVE  
ENGLISH TEACHER**

**PRIMARY SCHOOL  
TEACHER COURSE**

**2018-2019**



## Grammar and Vocabulary Activities (Lower Primary School)

### **ALPHABET SOUP**

Use this activity to practice/review the alphabet and general vocabulary. Write the letters of the alphabet on separate pieces of paper and spread the letters out in a wide area. Divide the class into four teams, and space the teams out around the area. Students take turns throwing a paper ball and have to give a word that starts with the letter they land on (or near), in which case they 'win' that letter for their team. The team with the most letters at the end is the winner.

### **ANIMAL BOOGIE**

Use this game to practice/review animal vocabulary. Have students walk clockwise in a big circle. Call out the name of an animal. Students stop walking, turn around and begin walking in the other direction in imitation of the animal you've called out. Continue with various different animals and encourage students to repeat the name of the animal as they dramatize it.

### **BEAT THE TEACHER\***

Use this game to practice/review any vocabulary that you have taught. Show students a series of flashcards one by one (either for a category that you need to practice or a variety of categories that you need to review). If any of the students can name a card, 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 cards, and count the points with the students. If you play this game often, keep a tally of how many matches the students have won and how many matches you have won.

### **BLIND DRAWING**

Use this activity to practice/review body parts and prepositions of direction. Draw a circle on the board. Explain to the class that this is a face. Call up a student to the board and blindfold him/her. Using directions such as up, down, left, right, draw a/an..., the class gives the blindfolded student instructions in order to complete the face. This activity can also be done in pairs, with students drawing on a piece of paper, and it can also be done with the whole body. If done in pairs, you can have students vote for the best drawings as a conclusion of the activity.

### **CHALLENGES\***

Use this activity to review key concepts throughout the school year. Create a series of challenge cards which you can add to at the end of each unit. At the beginning or end of each lesson, hold a few challenges, calling on different students each time to draw a challenge from the pack and try to answer the question/do the task. Keep track of how many challenges each student succeeds in doing on a chart, and give a prize to the most successful student at the end of the year/end of semester.



### **HAND TO HAND\***

Use this game to practice/review the body parts. Play some music, and have the students walk around the room. When you stop the music, shout out two body parts, i.e. "Hand to hand!" or "Nose to foot!" Students find a partner and make this formation before repeating the body parts. However, if you shout, "Head!" students have to find a partner and sing a body part song together (e.g. "Head, Shoulders, Knees, and Toes".)

### **I REMEMBER...\***

Use this vocabulary to review any vocabulary you've taught (fruit, animals, etc.) Divide the class into two or more teams and specify a category; put the word in the center of a word web. A student on Team A says a vocabulary word in the category. A student from Team B, etc. follows with another word. 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.

### **LISTEN AND CROSS OUT\***

Give each student (or pairs/groups of students) a paper with drawings of target vocabulary (animals, food, numbers, actions, etc.) Tell a story that includes some of the target vocabulary. Students listen and cross out the vocabulary they hear.

### **LISTEN, DRAW, WRITE**

Use this activity to develop student listening skills with various lexical categories and practice/review prepositions of place. Create a short text such as: *Draw a big box. Draw a lion on the box. Draw an elephant behind the box. Draw a dog in front of the box. Draw a clown under the box. Draw yourself in the box. Draw a bird over the box.* Students listen and draw according to your instructions. You can also add the negative, "Don't draw..." After the listening to the text 2-3 times, students should orally answer questions such as, "Where's the elephant?" They could also write sentences describing their drawing.

### **MIRROR MIRROR\***

Use this activity to practice/review the emotions or action verbs. Put students into facing pairs. One student is A, one student is B. When you say go, A chooses an emotion/action verb and mimes it for B, who has to say the emotion or verb. Students then swap roles. If students need extra support, you can write up 5-10 words on the board for them to choose from. *Variation:* This activity could also be used to elicit the present continuous, i.e. "You are running."

### **PREPOSITION FORMATION\***

Use this activity to practice/review prepositions of place. Students move around a large designated space, mixing constantly until you call out a formation. Pre-teach how they should make each formation with a partner; for example, "on" could be one student on all-fours and the other student



sitting on, and “under” could be one student passing under the legs of the other, etc. When you call out a formation, students stop mixing and form the preposition with a partner. After a few rounds, you can eliminate any student who doesn’t find a partner as well as the pair that makes the formation last. Introduce and reiterate the question: “Where is...?” after each formation. Eliminated students can also become the announcers.

### **SHAKEDOWN**

Use this activity as a warm-up and to practice the numbers 1-10. Stand in a circle. As a group, count down from 10 while shaking out your arms and legs (go in order: 10 shakes with the right arm, 10 with the left arm, 10 with the right leg, 10 with the left leg). After you count down from 10, count down from 9, starting with the right arm again; then 8, etc. As the leader, you can vary the pace and volume of the counting (ex. shouting quickly, slow motion, whispering).

### **TIME BOMB**

Use this activity to practice/review the numbers. Have students stand or sit in a circle. Draw a bomb on the board and a number inside of the bomb. Choose a student to start counting, with the count continuing around the circle one by one. When a student calls out the number inside the bomb, everyone shouts, “KABOOM!” and that student is eliminated. Ask that student to write the next number in the bomb and continue play.

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**N.B.** Activities marked with an asterisk (\*) could also be adapted for upper primary classes.



# Grammar and Vocabulary Activities (Upper Primary School)

## **CONNECT FOUR**

This game is good for helping students with words they have difficulty pronouncing (e.g., hungry/angry, tree/three, thirteen/thirty, ship/sheep). Divide the class into two teams, and draw a 6x6 grid (or larger) on the board with one of the target words at the top of each column. Give each team a different colour or symbol. The objective is for the teams to get squares in a row, vertically, horizontally, or diagonally. Teams take it in turns to 'drop their counter' by saying the word at the top of the column into which they want their 'counter' to go. If the word is pronounced correctly, you can add a 'counter' to that column. The first team to get four in a row is the winner. If students are showing proficiency with one of the six target words, you can substitute them mid-game.

## **INFORMATION RELAY**

Choose a level-appropriate text, and prepare a set of questions about the text. Write these questions on the board where all of the students can read them before the activity starts. Then divide the students into teams and designate one person in each team to be the writer. Have the teams line up behind their writer. Opposite them paste a copy of the text. In relay fashion, one student from each team runs to read the text and report back some of the information in order to answer the questions; the writer can specify which questions have not been answered yet. The first team to correctly answer all of the questions wins.

## **INTRODUCTIONS GAME**

Write a short story with around 10-15 interesting facts (family, hobbies, favorites, etc.) about your life. Read to the class. Afterwards, in teams, quiz the students in how much they remember. The team with the most correct answers is the winner. Example: *My name is Michael. I'm originally from the United States, but I live in Italy. My family is very large...I have four sisters and two brothers. My parents, brothers, and sisters live Arizona. Rome is my favorite Italian city, and pajata with rigatoni is my favorite Italian dish. In my free time, I like reading, walking, going to museums, and watching movies. I don't like going to the disco, cleaning, or ironing.*

## **KEY WORDS**

Put students into groups, and give each group the same reading text. After students read the text, have each group devise a list of key words; to help students you may want to set a maximum number of key words, e.g. 3-5 depending on the length of the text. Check the answers and discuss student choices.



### **MAKE ME SAY YES**

Use this activity to practice/review question formation with a variety of grammatical structures. Model the activity by having students ask you questions based on the target structure. For each time you answer in the affirmative, students score a point. For each time you answer in the negative, you score a point. Then have students continue in pairs, having them first brainstorm questions if they need extra support.

### **MYSTERY BODY**

Use this activity to practice/review body parts, clothes, possessive adjectives, demonstrative pronouns, and the Saxon genitive. Have students close their eyes while you take a series of close-up snapshots of them with your phone—hands, shoes, back of head, etc. Then show students the photos (preferably on a large screen) and have them guess to whom they belong, saying, for example, “That is my nose,” or “Those are Tommaso’s shoes,” etc.

### **SENTENCE SCRAMBLE**

Use this activity to practice/review a variety of grammatical structures. 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 and puts the sentence in order, either written or orally. The student who correctly unscrambles the sentence gets a point for his/her team.

### **SHOPPING LISTS**

Use this activity to have students practice/review vocabulary related to food and drink. Have students work in pairs or small groups. Present a series of meals one by one, and for each situation have students brainstorm a shopping list of the food they have to buy (a meal for someone on a diet, a romantic dinner for two people, a birthday party, Sunday dinner, a full English breakfast, etc.) Encourage students to use a variety of vocabulary by having them earn one point for each different type of food/drink.

### **TRUE OR FALSE**

Divide students into two teams. Place two chairs at the front of the room: one “false,” the other “true.” Only one player at a time from each group participates. Ask a question, and the first player to sit on the correct chair wins a point for his/her team. Examples:

*An elephant has a long nose.*

*Four times four is sixteen.*

*...is wearing...*

*...means...in English.*

*It is ...o'clock.*

*You are from Japan.*

*This is a/an...*

*You live in Italy.*

*The Italian flag is green, red, and blue.*



### **WHERE IN THE WORLD IS MY TEACHER**

Tell students that you love travelling around the world and that you want them to follow you on a journey. Read out some clues about places/shops/planets/countries/monuments, and have students guess where you are. It can be set up like a quiz, with students working in pairs and competing to score the most points. Examples:

- *I am buying some chicken for dinner. Where am I? Butcher shop/grocery store*
- *I am buying stamps for a letter. Where am I? Post office/Tobacconist*
- *Dancing is my favorite hobby. Where am I going this weekend? The disco*
- *I am visiting the planet furthest from the sun. Where am I? Neptune*
- *I can see real lions, tigers, bears, snakes, but I'm not in danger. Where am I? A zoo.*
- *It's dark. I'm sitting down comfortably. I can see George Clooney. Where am I? A cinema*
- *I am in the country that has a red maple leaf on the flag. Canada*
- *I am in the country with the biggest population in the world. China*
- *I am in the home of Big Ben, Buckingham Palace and a famous Queen. United Kingdom*
- *I am in the country of The Great Barrier Reef. Australia*
- *I am in the country that is famous for ancient architecture, such as temples, pyramids and the Sphinx. Egypt*
- *I am in the city that has The Statue of Liberty. NYC*
- *I am in the largest country in the world. Russia*
- *I am in the country that has got the Taj Mahal. India*
- *I am in the country that has got the Eiffel Tower. France*
- *I am in Moscow. Which country am I in? Russia*

### **WHO AM I?**

Give each student a sheet of paper. Describe a person (someone in the class or a celebrity) to the students, who need to listen and draw the person being described; they can ask questions if they need more detail. Once you have finished describing that person, reveals who it is and each student shows his/her drawing. If possible, stronger students can take your role after a few rounds.

### **WORD PROBLEMS**

With word problems, students can simultaneously practice their reading comprehension and their math skills.



## Songs (Lower Primary School)

### **THE ANIMAL SONG**

There was a crocodile  
An orangutan  
An eagle flying  
And a big red fish  
A bunny  
A beaver  
And a crazy elephant  
Nanananana  
Nanananana

### **HOW FUNKY IS YOUR CHICKEN?**

How funky is your chicken?  
How loose is your goose?  
Let's get your bodies moving  
And shake your feet!  
Shake, shake, shakety, shake,  
Shake your feet!

*Repeat with legs, arms, head, body.*

### **I LIKE BANANAS, COCONUTS, AND GRAPES**

I like bananas, coconuts, and grapes  
I like UH! coconuts and grapes  
I like UH! UH! and grapes  
I like UH! UH! UH!  
I like bananas, coconuts and grapes

*Use different vocabulary sets, e.g. I like football, swimming and tennis.*

### **OPPOSITE SONG**

This is big, big, big,  
This is small, small, small,  
This is short, short, short  
This is tall, tall, tall,  
This is fast, fast, fast,  
This is slow, slow, slow,  
This is yes, yes, yes,  
This is no, no, no,  
This is stop, stop, stop,  
This is go, go, go.



## Songs (Upper Primary School)

### COOL CAT

Hey you (*Point at someone in the circle*)  
You are one cool cat  
With a little bit of this and a little bit of that  
So come on in and lets get down  
Choo choo choo choo choo choo choo choo choo (*Twist down*)  
And up  
Choo choo choo choo choo choo choo choo choo (*Twist up*)  
To the left (*Dance to the left*)  
Choo choo choo choo choo choo choo choo choo  
To right (*Dance to the right*)  
Choo choo choo choo choo choo choo choo choo

*Repeat with another student.*

### GET LOOSE

Get loose  
Get funky  
Get down to the beat  
Get your body moving  
And start with your feet  
Feet, feet, 1, 2, 3 (*Shake feet*)

*Continue adding other body parts.*

### DAYS OF THE WEEK

(*to the tune of The Addam's Family*)  
Days of the week (snap snap) x2  
Days of the week, days of the week, days of the week (snap snap)  
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 (snap snap) x2  
Days of the week, days of the week, days of the week (snap snap)

### POP SEE KO

1: Hey \_\_\_\_\_  
2: Hey what?  
1: Are you ready?  
2: For what?  
1: To pop



2: Pop what?

1: Pop See Ko! (*Dance move*)

2: My hands are high

My feet are low

And this is how I pop see ko

All: His hands are high

His feet are low

And this is how he pop see kos

Pop see ko (*dance around*)

Pop-pop see ko

Pop see ko

Pop-pop see ko

*Continue by choosing a student from the circle.*



## The Dinosaur Stomp (Lower Primary School)

Pick up your foot and stomp it,  
stomp it (x3)

*Pick up right foot and stomp it twice,  
with hands like claws then to the left  
twice, then to the right twice again*

Hey, hey, hey

*Jump up and roar*

Open up your jaws and chomp it  
chomp it (x3)

*Open arms wide like a jaw and close  
them to the right twice, then to the  
left twice, then to the right twice  
again*

Hey, hey, hey

*Jump up and roar*

I am a dinosaur  
I like to roar, roar, roar  
I like to chomp and stomp  
Let's do it again

*Box step plus gestures for roar,  
chomp, and stomp*

Pick up your foot and stomp it,  
stomp it (x3)

*Pick up right foot and stomp it twice,  
with hands like claws then to the left  
twice, then to the right twice again*

Hey, hey, hey

*Jump up and roar*

Open up your jaws and chomp it  
chomp it (x3)

*Open arms wide like a jaw and close  
them to the right twice, then to the  
left twice, then to the right twice  
again*

Hey, hey, hey

*Jump up and roar*



# Ten Little Dinosaurs Script (Lower)

**CHARACTERS:** 10 Dinosaurs

**Everyone**

*[Sing Ten Little Dinosaurs]*

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

**Dinosaur 1**

My name is [ ]. I am a blue dinosaur.

**Dinosaur 2**

My name is [ ]. I am a red dinosaur.

**Dinosaur 3**

My name is [ ]. I am a green dinosaur.

**Everyone**

Four little, five little, six little dinosaurs...

**Dinosaur 4**

My name is [ ]. I am a pink dinosaur.

**Dinosaur 5**

My name is [ ]. I am a purple dinosaur.

**Dinosaur 6**

My name is [ ]. I am a white dinosaur.

**Everyone**

Seven little, eight little, nine little dinosaurs...

**Dinosaur 7**

My name is [ ]. I am a black dinosaur.

**Dinosaur 8**

My name is [ ]. I am a brown dinosaur.

**Dinosaur 9**

My name is [ ]. I am a yellow dinosaur.

**Dinosaur 10**

My name is [ ]. I am an orange dinosaur.

**Everyone**

Ten little dinosaurs! ROAR!

*[Do the Dinosaur Stomp.]*



# Superheroes Script (Lower)

**CHARACTERS:** *5 superheroes, 2 monsters*

**Superhero 1** My name is Superhero [ ]. I like orange lollipops.

**Superhero 2** My name is Superhero [ ]. I like blue lollipops.

**Superhero 3** My name is Superhero [ ]. I like red lollipops.

**Superhero 4** My name is Superhero [ ]. I like yellow lollipops.

**Superhero 5** My name is Superhero [ ]. I like green lollipops.

**Superheroes** We're best friends.

**Monster 1** My name is Monster [ ]. I am sad.

**Monster 2** My name is Monster [ ]. I am sad, too.

**Superheroes** Oh no! Why are you sad?

**Monster 1** We don't have a lollipop. We want a lollipop.

**Monster 2** We don't have friends. We want friends.

**Monsters** *[The monsters cry.]*

**Superheroes** We can be friends, and we can share our lollipops.

**Monsters** Thank you, friends!

**Everyone** *[Everyone sings "Lollipop, Lollipop"]*

Lollipop lollipop

Oh lolli lolli lolli, lollipop, lollipop

Oh lolli lolli lolli, lollipop, lollipop

Oh lolli lolli lolli, lollipop



## Dear Zookeepers Script (Upper)

**Characters:** 2 children, 2 zookeepers, 3 lions, 1 tiger, 2 hippos, 1 dog

**Child 1** I want a pet.

**Child 2** Me too. Let's write to the zoo.

**Child 1** *[writing]* Dear Zookeepers. Please send us a pet.

**Zookeeper 1** Look! We have got a letter.

**Zookeeper 2** What does it say?

**Zookeeper 1** *[reading]* Please send us a pet.

**Zookeeper 2** We can send three lions.

**Lion 1** We are lions.

**Lion 2** We are yellow.

**Lion 3** We like roaring.

**Child 1** Oh no. You are scary!

**Child 2** We don't want lions. Goodbye!

**Zookeeper 1** We can send a tiger.

**Zookeeper 2** Great idea!

**Tiger** I am a tiger. I like purring.

**Child 1** Oh no. You are noisy.

**Child 2** Sorry. Goodbye.

**Zookeeper 1** We can send two hippos.

**Zookeeper 2** Great idea!

**Hippo 1** We are hippos.

**Hippo 2** We like swimming and splashing.

**Child 1** Oh no. You are big.

**Child 2** Sorry. Goodbye.

**Zookeeper 1** I know what to send!

**Zookeeper 2** What?

**Dog** Hello. I am a happy dog.

**Child 1** A dog! Thank you, Zookeepers!

**Child 2** We love our dog.



## Happily Ever After Script (Upper)

**CHARACTERS:** 2 presenters, 3 knights, 3 princesses, 1 wizard, 1 dragon, 1 prince

- Presenter 1** It's 6 p.m. Welcome to *Happily Ever After*. My name is [     ].
- Presenter 2** My name is [     ]. Today three beautiful princesses choose their favourite knight.  
*[The princesses enter giggling and sit down.]*
- Presenter 1** Oh, my! The princesses are beautiful!
- Princess 1** Hello. My name is [     ]. I like reading. I want an intelligent knight.
- Princess 2** Hello. My name is [     ]. I like sport. I want a strong knight.
- Princess 3** Hello. My name is [     ]. I like shopping. I want a rich knight.  
*[Enter the knights strutting. The princesses giggle.]*
- Princess 2** Oh, my! The knights are very handsome.
- Knight 1** Hello. My name is [     ]. I like going to school. My brain is enormous!
- Knight 2** Hello. My name is [     ]. I like football and basketball. Look at my muscles!
- Knight 3** Hello. My name is [     ]. I like parties, too. I have lots of money.  
*[Enter wizard, dragon, and prince. Everyone screams.]*
- Presenters** Who are you?
- Prince** Hehehe! I'm a prince. I'm not intelligent, I'm not rich, and I'm not strong. I want a princess.
- Dragon** Roaarr! I am a dragon. I'm not intelligent, I'm not rich, and I'm not strong. I want a princess.
- Wizard** Mwhahahaha! I am a wizard. I'm not intelligent, I'm not rich, and I'm not strong. I want a princess.  
*[Wizard casts a spell. The knights faint. The princesses giggle and run towards the prince, dragon, and wizard. They pair up, arm in arm.]*
- Presenter 1** Happily ever after??? This is terrible!
- Presenter 2** *[slapping the knights]* Wake up! Wake up! *[The knights don't move.]*
- Villains** Hehehe! Roaarr! Mwhahahaha!
- Presenters** Goodbye and good night! Let's run!  
*[The villains and the princesses happily dance.]*



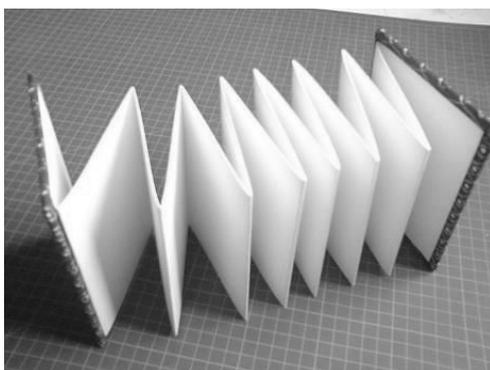
# Student Projects to Decorate the Classroom

The following activities can be used to decorate your classrooms and/or create an English Corner that will motivate students to learn English with an alternative approach.

## Accordion Books

LOWER/UPPER PRIMARY

Accordion books can be used for to help students review vocabulary and also share information about themselves. Individually or in groups, students can also make different accordion books and share them with their peers in order to practice a variety of lexical categories (food, drinks, animals, clothes, sports, emotions, etc.)



1. Students cut a sheet of paper in half lengthwise and then fold each strip in half and then in quarters, etc. until the desired page size is reached. These two strips can then be overlapped and glued on one end to make the accordion longer.
2. Students make covers using the backs of boxes or pieces of cardboard and add decoration and a title.
3. Students draw and label pictures inside the accordion book.
4. Students can use their accordion books to practice/review vocabulary

## Bunting

LOWER/UPPER PRIMARY

This activity can be used to decorate your class and/or the corridor as an activity highlighting English tradition. See template.





1. Give each student one of the templates, lower or higher depending on their level.
2. After they complete it, they can colour both sides and cut it out.
3. Fold the upper edge of the bunting over the string and staple it so that it hangs from the string.
4. Tie or tape the bunting between two points to show off students' work.

## Classroom Rules

LOWER/UPPER PRIMARY

Brainstorm classroom rules with students and then have students create and decorate a poster with the most important rules. They can then sign the poster as a promise to follow them.



## Classroom Language Signs

LOWER/UPPER PRIMARY

Classroom language signs help reinforce key, everyday language that you and the students use during lessons. Have students make the signs and sticking them around the classroom help reinforce the language further.

Examples:

- *May I go to the toilet?*
- *I'm thirsty.*
- *I'm hungry.*
- *I don't understand.*
- *Help!*
- *How do you say....in English?*
- *What time is it?*
- *What's this?*



## Fortune Tellers

UPPER PRIMARY

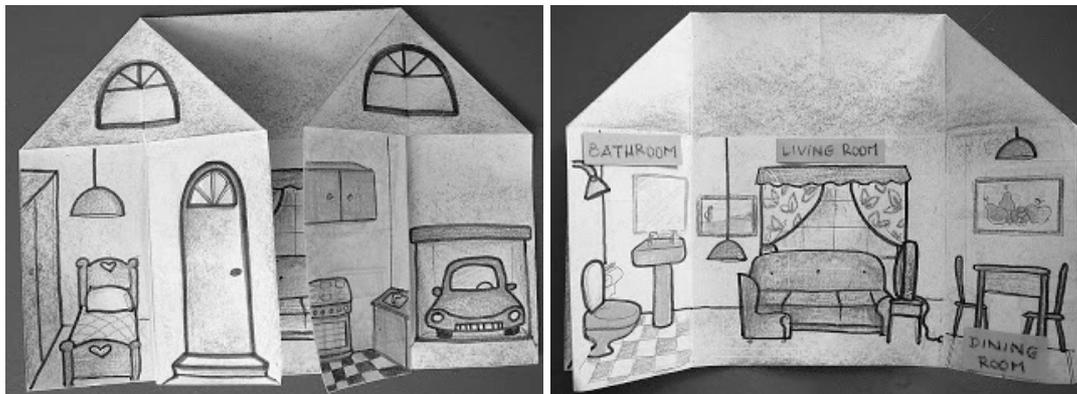
Paper fortune tellers can help students practise asking and answering questions. See template.



## Parts of the House

UPPER PRIMARY

This project helps students reinforce vocabulary associated with the parts of the house.



1. Fold an A4 sheet from top to bottom and crease it (portrait orientation).
2. Fold the left and right edges into the centre and crease.
3. Open the left and right folds, and press the top corners down to form a triangle (as seen in the left photo).
4. Students can then draw rooms of the house on the front and inside the fold, and colour and label the rooms.
5. Have students label the rooms and talk about them.
6. *Variation:* Play *Whose House Is This?* Mix up the houses and stand them on a table. Students guess which house belongs to which peer and justify their answer.



# ALL ABOUT ME!

MY NAME: \_\_\_\_\_

MY SURNAME: \_\_\_\_\_

MY AGE:



SELF-PORTRAIT



MY FAVOURITE...

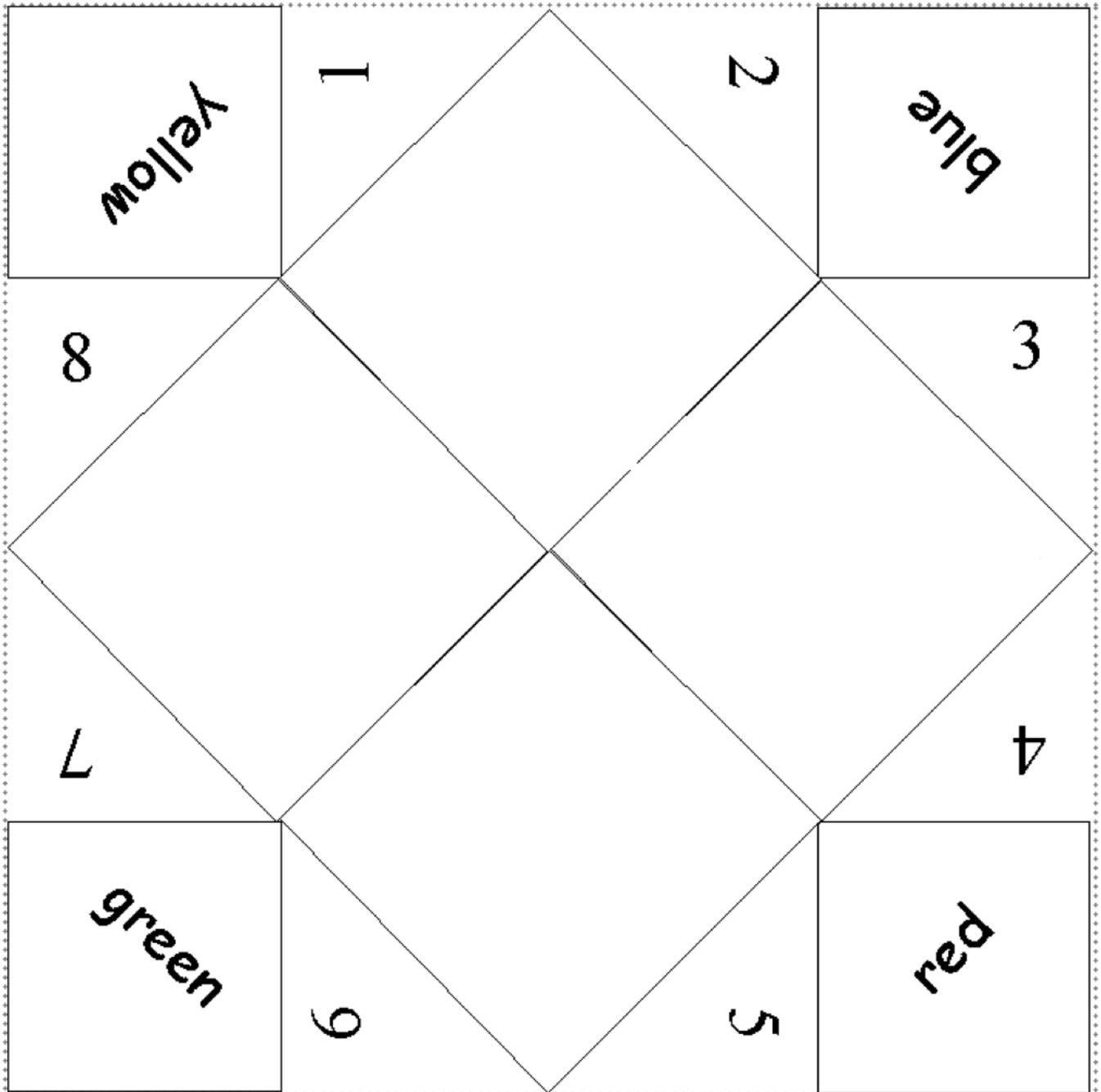
COLOUR: \_\_\_\_\_

ANIMAL: \_\_\_\_\_

MY FRIENDS:

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





1. Cut out the square above around the dotted lines.
2. Valley fold paper from corner to corner, making a triangle.
3. Valley fold the triangle from corner to corner, making a smaller triangle.
4. Unfold.
5. Fold the four corners to the center of the square (where the X crosses)
6. Flip paper over
7. Fold the four corners to the center of the square (where the X crosses)
8. Fold and unfold the bottom edge of the square up to the top.
9. Fold and unfold the left edge of the square over to the right
10. Push the four corners of your square into the center and then slide 4 fingers into the flaps of your fortune teller.