

Lesson Ideas

Learn English Kids

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1

Topic: **ABC Fruity Song (Song)**

Class: **1, 2, 3**

Subject Focus

English:	Write small and capital letters of English alphabets.
Creative arts:	Songs

Lesson Activities:

1. Pre Listening/Watching

- Familiarise students with the alphabet using flashcards. See  section

2. While Listening/watching

- Distribute activity sheet and ask students to listen to the song and complete part 1 – *Fill them up!*
- Sing the song together

3. Post listening/watching

- Ask students to work in groups or individually as homework to complete part 2 – *Draw a picture!*

Materials: Flashcards, Video, Coloured items

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



2

Topic: **Shapes and colours**

Class: **1, 2, 3**

Subject Focus

Creative Arts:	Identify the colours and paint the shapes
Mathematics:	Identify and draw simple geometrical shapes – square, rectangle, triangle, circle cylinder

Lesson Activities:

1. Warmer

- Check students understanding of different shapes and colours using flashcards or by drawing on the board. Teacher can use different items in the class to check colours. For example – What colour is the wall? What is the colour of the table? Etc.
- Encourage them to draw/make different shapes using different materials
- Take students out of the class and ask them to identify these shapes and colours in their surroundings. For example – “Show your partner something that is round / green” etc.

2. Activity (these activities require you to either use a computer lab with students in pairs or small groups, or to conduct it with one computer with the whole class if your class is small).

Introduce students to the following games –

- Game 1: *Paint it!*

A fun online game for students to play alone or in pairs. Students paint the shapes with their respective given colours.

- Game 2: *Paint it!*

A fun online game for students to identify colours and flags.

Materials: Picture, real materials, matching items, Games on the DVD – Primary grades 1&2/Read and Listen/Paint it

Follow online -

<http://learnenglishkids.britishcouncil.org/en/word-games/paint-it/shapes>

<http://learnenglishkids.britishcouncil.org/en/word-games/paint-it/flags>

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



3

Topic: **What's that noise? (Story)**

Class: **2**

Subject Focus

Creative Arts:	Copying sound (miming) and drawing pictures of different animals
Science:	Name different animals and identify their sounds

Lesson Activities:

1. Warmer

- Introduce vocabulary sets on animals and birds using flashcards or pictures – see  section.
Ask the students to identify the animals and birds with their sounds and encourage them to imitate such sounds. Use gestures. Make sure you include all the animals and birds in the Activity sheet
- Prepare a list of familiar animals and birds with their sounds

2. While Watching/listening/reading?

- If you are doing this activity as a listening (only using audio) or a reading task:
 - › Distribute Activity sheet and ask students to complete part 1 – *Listen/read and tick!*
- If you are using video do this activity:
 - › Distribute the activity and ask students to complete part 1. However, teachers should pause the story before each animal is revealed and ask students to guess – “which animal do you think comes next?” This encourages students to think rather than just watch the video and tick the answer.

- Share answers first in pairs and then as a whole group

3. Post Watching/listening

- Ask students to complete part 2 of the activity sheet in class or as homework
- Print out the story and ask students to read it on their own
- Prepare comprehension questions on the text for further assessment

Materials: Picture, Chart, Video on DVD – Primary grades 1&2/Read and listen/story

Or follow online

<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-whats-that-noise-worksheet-final-2012-11-01.pdf>

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



4

Topic: The Alphabet Song (Alphabets)

Class: 2, 3

Subject Focus

Creative Arts:	Colour and sing a song
English:	<ul style="list-style-type: none">• Listening, Speaking, Reading, Writing• Write small and capital letters of English alphabets• Vocabulary sets on animals
Science:	<ul style="list-style-type: none">• Recognition of animals

Lesson Activities:

1. Pre watching/listening

- Do a warmer using alphabet flashcards. Select an activity from the  section.
- Distribute activity sheet and ask students to complete part 1 – *Fill it in!*
- Ask students to check their answers in pairs
- Check understanding of animals used in the song - zebra, chimpanzee, monkey and snake using flashcards.
- Do a matching activity using flashcards on animals. Teacher says the name of an animal and student picks the right card or choose another activity from the  section.

2. While Watching/listening

- Play the song and ask students to follow the song in groups and individually with actions or using flashcards

3. Post Watching/listening

- Ask students to complete part 2 of the activity sheet either in pairs or individually
- Ask students to check their answers in pairs
- Ask students to remember the names of the animals they heard in the song and draw and colour any two as a homework task

Materials: Alphabet cards, Picture, Audio/Video on DVD - Primary grades 1&2/read and listen/songs

or click on the online link <http://learnenglishkids.britishcouncil.org/en/songs/the-alphabet-song> , Flashcards, activity sheet 1 and 2 (download from the DVD)

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



5

Topic: **Clap, clap, clap (Vocabulary)**

Class: **2, 3**

Subject Focus

Creative Arts:	Sing and act in a song
Physical Education:	Dynamic and Stationary skills
English:	Action verbs, chants and rhymes
Science:	Parts of the body

Lesson Activities:

1. Pre watching/listening

- Check students understanding of vocabulary related to parts of the body. For example, Head, Fingers, Toes, Shoulders etc. Use an idea from the  section if you have flashcards on body parts. You can also use a poster.
- Ask students to complete part 1 and 2 of Activity sheet - *Match them up! & Read and colour!*
- With the help of pictures and actions, make the students familiar with the words like clap, stamp, stretch, shake, awake, wiggle, scrunch etc.

2. While Watching/listening

- Watch/listen the song and practise with the actions.
- Ask students to complete part 3 of Activity sheet – *Can you do it ?*

3. Post Watching/listening

- Find some paper and draw/trace your hands and feet. Colour the fingers and toes and cut the pictures out to decorate the classroom. Students do part 5 as homework – Draw your picture

Materials: Picture, word chart, colouring items, Video on DVD – Primary grades 1&2/Vocabulary
Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



6

Topic: **Old MacDonald had a farm (song)**

Class: **2, 3**

Subject Focus

Social studies:	Identifying different animals
Science:	Farm animals, domestic animals, animals and sounds

Lesson Activities:

1. Pre watching/listening

- Pre-teach 'farm animals' and ask students to think of a few examples
- Choose an idea from the  section to check students understanding of vocabulary set on farm animals using flashcards or pictures
- Use gestures and mimics to show sounds of animals. Make sure you use all the animals from the song as examples

2. While Watching/listening

- Ask students to listen to the song and complete part 1 Activity sheet – *What's the order?*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Play the song again and ask students to complete part 2 of the activity sheet – *Match them up!*

3. Post Watching/listening

- Put students into pairs or groups and ask them to come up with alternative animals along with the sounds and make their own continuation of the song. For example, Old MacDonald had a farm, e-i-e-i-o. And on his farm he had a cat, e-i-e-i-o. With a meow meow here and a meow meow there.... Students practise part 3 – *Sing a song!*

Materials: Pictures, word chart, colouring items, Video on DVD - Primary grades 1&2/read and listen/songs

Missing link

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



7

Topic: **I can sing a rainbow (song)**

Class: **2, 3**

Subject Focus

Creative art:	Identifying different colours
English:	Vocabulary
Science:	Weather

Lesson Activities:

1. Pre watching/listening

- Check understanding of vocabulary – Rain, Rainbow, Clouds – using pictures/ flashcards. See  section
- Put students into groups and ask them to discuss the following questions –
 1. When do you see a rainbow?
 2. How many colours are there in a rainbow? What are they?

2. While Watching/listening

- Play the song and ask students to complete part 1 in the activity sheet – *What's the order?*
- Ask students to check their answers in pairs and then give them the answers as a whole group

3. Post Watching/listening

- Ask students to complete part 2 of the activity sheet – *read and colour!*
- Sing the song together, first as a group and then in pairs

Materials: Pictures, word chart, colouring items, Video on DVD - Primary grades 1&2/read and listen/songs

Missing link

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



8

Topic: **We're going to the zoo**

Class: **2, 3, 4**

Subject Focus

Social studies:	Identifying different animals
Science:	Living and non-living things, animals and sounds

Lesson Activities:

1. Warmer

- Check students' understanding of 'zoo'. You could use a picture or share a personal story about your trip to the zoo. Ask students to share their experience as well.
- Put students in pairs and ask them to list down names of animals they would find in a zoo. The pair with the longest list is the winner!
- Ask students to complete part 1 of Activity sheet – Identifying the animals

2. While watching/listening

- Ask students to listen to the song and point to the animals in Part 1 as they hear them
- Ask students to look at part 2 – “Can you remember the words to the song and match the animals with the activities?”. Students can work in pairs to discuss answers.
- Check unusual vocabulary e.g. pong
- Ask students to listen to the song again and complete part 2 of the Activity sheet – *Match them up!*
- Ask students to check their answers in pairs and then give them the answers as a whole group

3. Post watching/listening

- Sing the song together in a group and then individually
- Put students into pairs and ask them to talk about their favourite wild animal
- Ask students to complete part 4 of Activity sheet – draw a picture - as homework
- Activity 3 can be used with students after listening but it will take time to check meaning of vocabulary. This could be done with dictionaries.

Materials: Flashcards, pictures of animals, audio visual on DVD - Primary grades 1&2/read and listen/songs

Or follow online

<http://learnenglishkids.britishcouncil.org/en/songs/were-going-the-zoo>

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation/homework



9

Topic: **Ten Shiny Coins (song)**

Class: **2, 3, 4**

Subject Focus

English:	Grammar, present tense
Maths:	Subtraction

Lesson Activities:

1. Pre Watching

- Pre-teach and check meaning of difficult vocabulary from the text of the song like shiny, money box, yo-yo etc.
- Distribute activity sheet and ask students to complete part 1 – *What's the word?*

2. While Watching

- Ask students to listen to the song and complete part 2 of the activity sheet – *Fill in the blanks!*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- The teacher can also prepare Maths related questions, for example after every paragraph teacher can pause the song and ask “How many coins do I have left now?”

3. Post Watching

- Students then complete part 3 as homework – *Draw and write!*

Materials: Picture, Coloured items, Video from DVD – primary 1&2/read and listen/songs

Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



10

Topic: **My favourite clothes (story)**

Class: **2, 3, 4**

Subject Focus

Social Studies:	Social problems and solution; Helping the needy
English:	Develop listening/reading skills; Read/listen to different kinds of texts (stories and facts) both for enjoyment and to extract specific information

Lesson Activities:

1. Pre listening/reading

- Introduce vocabulary sets on 'clothes' and check meaning and pronunciation using different pictures and flashcards of clothing items. Choose an activity from  section
- Distribute activity sheet and ask students to complete part 1 – *Match them up!*

2. While listening/reading

- Students listen to the story and complete part 2 of the activity sheet – *Match them up!*
- Ask students to check their answers in pairs and then give them the answers as a whole group

3. Post Watching

- Students discuss part 3 of the activity sheet in pairs and complete it - *Answer the questions!*
- Students complete part 4 of the activity sheet as homework

- The following day, ask students to paste their homework sheets on the wall. Ask everyone to do a gallery walk and read what their friends have written and see if anyone else had drawn or written something similar to theirs?
- Teacher puts students into groups of four to discuss on what they would do with their old clothes.

Materials: Picture, Coloured items, Video on the DVD

Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



11

Topic: **Stop! Look! Listen! Think! (Song)**

Class: **3**

Subject Focus

Creative Arts:	Sing a song
Mathematics:	Understanding traffic rules
English:	Following simple instructions

Lesson Activities:

1. Pre Watching/listening

- Brainstorm the simple traffic signs and rules. Use actions to drill words like Stop, Look, Listen and Think
- Ask students to complete part 1 of Activity sheet – *Match them up!*

2. While Watching/listening

- Play the song/video and ask the students to do the actions whenever they hear the action words.
- Ask students to look at part 2 of the activity sheet and guess which action verb goes in each gap.
- Play the song/video again and ask the students to complete part 2 of Activity sheet – *Fill it in!*
- Check the answers
- Recite the song in a group and then individually.

3. Post Watching/listening

- Organize a role play on the school ground with simulated vehicles and road signs, pedestrians, traffic police etc. (If possible take the help of Traffic Police.)

Materials: Picture, Video on DVD - Primary grades 1&2/Read and Listen/songs

Or follow online

<http://learnenglishkids.britishcouncil.org/en/songs/stop-look-listen-think>, real materials

Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



12

Topic: I'm too ill (Story)

Class: 3

Subject Focus

Health:	Illness, diseases and health service
Social Studies:	Profession of different people in the community
English:	Stories of real life

Lesson Activities:

1. Warmer

- Introduce ill conditions like headache, stomachache, toothache using gestures. Alternatively you can use pictures and flashcards if available (See )
- Ask students for available treatments or people in the community to help you in such situations. For example, "I've got toothache – what should I do?" "If you have a toothache you go to a dentist"

2. While Watching/listening

- Ask students to listen/watch the story and answer the following true/false questions (these are sample questions. Can you think of anymore?) –
 - › Siritat was very ill
 - › Siritat had a toothache
 - › Siritat had a stomachache

3. Post Watching

- Put students in groups of three or four and ask them to identify five things Siriwat, the boy from the story, could do to stay fit and healthy
- Share the answers with the whole class

Materials: Picture, Chart paper, Video on DVD – Primary grades 1&2/Read and listen/story

Or follow online

<http://learnenglishkids.britishcouncil.org/en/short-stories/im-too-ill>,

Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



13

Topic: **People work (Song)**

Class: **3**

Subject Focus

Social Studies:	Professions of different people in the community
English:	Stories of real life

Lesson Activities:

1. Warmer

- Discuss different people in the students' families / community and their jobs. For example, "What does your father do?" "Do you know any farmers?"
- Ask students: "What does a tailor do?" "What does a farmer do?"
- Show pictures of people doing different jobs and elicit their professions. Use flashcards, or pictures given in the DVD or show the pictures in Part 1 of the activity sheet.

2. While Watching/listening

- Ask students to listen to the song and complete part 1 of the activity sheet – *What's the order?*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Play the song again and ask students to do part 2 of the activity sheet – *Match them up!*

- Ask students to check their answers in pairs and then give them the answers as a whole group
- Check understanding of new vocabulary.

3. Post Watching

- Put students in groups of three or four and ask them to complete part 3 – *Fill in the blanks together!*
- For homework students complete part 4 - *Draw a picture!*

Materials:	Picture, Video on DVD – Primary grades 1&2/Read and listen/song
Missing link	
Assessment:	Observation of students activities and analysis of their responses/abilities/performance/participation



14

Topic: **My Computer Mouse (Song)**

Class: **3, 4, 5**

Subject Focus

Science and environment (Information Technology):	Computer as a means of communication
English:	Develop listening skills

Lesson Activities:

1. Pre Listening

- Pre-teach computer parts by using pictures or a real computer
- Check for spelling and pronunciation
- Distribute activity sheet and ask students to work in pairs to complete part 1 – *Match them up!*

2. While Listening

- Ask students to listen to the song and complete part 2 of the activity sheet – *Fill in the blanks!*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Sing the song together

3. Post Watching

- Teacher can prepare comprehension questions based on the text/lyrics of the song which can be downloaded from the DVD.
- Ask students to read the text and answer the questions.

Materials: Picture, Coloured items Video from the DVD – Primary 4&5/read and listen/songs
Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



15

Topic: **Flying from the Sun to the stars (song)**

Class: **4, 5**

Subject Focus

Science and Environment:	Sun and solar system
English:	Listening skills

Lesson Activities:

1. Pre watching/listening

- Introduce the solar system and its different planets by showing pictures (if needed, you can use the pictures from the activity sheet).
- Check pronunciation and spelling of the different planets

2. While Watching/listening

- Distribute activity sheet and ask students to listen to the song and complete part 1 – *What's the order?*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Recite the song together with actions, first as a group and then in pairs
- Ask students to complete part 2 of the activity sheet, true and false in pairs or as homework

3. Post Watching/listening

- Ask students to draw the solar system. You can even do a role play, with one student acting as the sun and the others acting as other planets. Sing the song with actions.

Materials: Pictures, colouring items, Video from DVD – Primary/read and listen/songs

Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



16

Topic: **The lazy bear (Story)**

Class: **4, 5**

Subject Focus

Science and Environment – Learn about seasons:	Animals
English:	To read simple non-fiction text and extract information; To be able to speak about seasons

Lesson Activities:

1. Pre reading

- Introduce different seasons using flashcards. See  Check pronunciation of the seasons.
- Students discuss the characteristics of each season in pairs
- Teacher introduces Bruno, the bear from the story by showing a picture or a soft toy
- Pre-teach difficult vocabulary from the text, if any
- Distribute activity sheet and ask students to complete part 1 – *Match them up!*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Ask students to play the game on the DVD – match the following (optional activity)

2. While reading

- Ask students to read the text and complete part 2 of activity sheet – *Choose the correct answer!*

- Ask students to check their answers in pairs and then give them the answers as a whole group
- Teacher can also prepare comprehension questions from the text and ask students to answer them

3. Post reading

- Put students into groups of 5 to discuss answers to part 3 of the activity sheet – *Write and draw!*
- Ask students to complete the task for homework

Materials: Picture, Colored items, Story in the DVD – Primary 3,4,5/read and listen/story
Assessment: Observation of students activities and analysis of their responses/abilities/performance/participation



17

Topic: **Keep safe, stay alive (song)**

Class: **4, 5**

Subject Focus

Social studies:	Social problems and solutions, safety, habits
English:	Listen for specific information in a context

Lesson Activities:

1. Pre listening

- Teacher shares a personalised story of an experience of reckless driving and consequences (optional)
- Put students into groups of four to discuss everyday safety rules while on the road. For example – “Put seat belts on while driving”, “No drinking and driving”, “walk on the pavement” etc.
- Ask students to share their answers with the whole class

2. While listening

- Distribute activity sheet and ask students to listen to song and complete part 1 – *Put them in order!*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Play the song again and ask students to complete part 2 – *Match them up!*

3. Post Listening

- Teacher can prepare comprehension questions based on the text for students to answer. For example, “Why should you wear reflective clothes?” or true and false questions like “You should not run on the road”. Ask students to read the text or listen to the song again and answer these questions.

Materials: Video on the DVD – primary 3,4,5/ read and listen/Keep safe stay alive
Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



18

Topic: **Quiet Please (Song)**

Class: **5**

Subject Focus

Physical Education:	Stationary skills and role play
English:	Use and respond to question tags; Listening for specific information in a context

Lesson Activities:

1. Pre listening

- Pre-teach question tag “Can I have a pencil please?”
- Practise a few questions using dialogues/ role plays. One student asks for an item, for example “Can I have a pencil please”. The other responds “Here you are”

2. While listening

- Distribute activity sheet and ask students to listen to the song and complete part 1 – *Fill it in!*
- Ask students to check their answers in pairs and then give them the answers as a whole group
- Play the song again while students complete part 2 – *Match it up!*
- Sing the song together with actions

3. Post listening

- Put students into groups of four and ask them to complete part 3 together – *Find the words!*

Materials: Video in the DVD – primary 3,4,5/ read and listen/songs
Assessment: Observation of students activities and analysis of their responses/abilities/
performance/participation



Tips for Using Tongue Twisters

She sells sea shells by the sea shore.

How fast can you say it without making a mistake?

Using tongue twisters in class is a fun and challenging way of providing pronunciation practice. Tongue twisters don't always make sense but your students will enjoy trying to say them.

Here are some ideas for using tongue twisters:

- **Listen and speak:** You could focus on listening and speaking before looking at the written form. Play or say the tongue twister *She sells sea shells by the sea shore* then tell your students that they are going to repeat the sentence bit by bit after you. Start by asking your students to repeat the last part of the sentence and building up to the full tongue twister like this:

Teacher: *sea shore*

Students: *sea shore*

Teacher: *by the sea shore*

Students: *by the sea shore*

Teacher: *sea shells by the sea shore*

Students: *sea shells by the sea shore*

Teacher: *She sells sea shells by the sea shore*

Students: *She sells sea shells by the sea shore*

Have your class repeat the whole tongue twister slowly and then more quickly. Now have students work in pairs to take turns repeating the tongue twister as fast as possible without mistakes.

This isn't easy of course and you could demonstrate this to the class by trying to say it quickly and correctly yourself.

- **Listen, write and speak** How about getting your students to listen to a tongue twister and then put the words in the correct order? You could write your chosen tongue twister on the board with the words written randomly e.g. *two watches / which witch / which watch/ two witches / If / were watching / which watch? / would watch / .* Ask students to identify which sounds are repeated most frequently.

Can they tell you how the words containing these letters are pronounced? You could explain any new words if students insist and you could also point out that, as tongue twisters don't really make sense, they don't need to understand every word.

You can also create, and display on the board, a word cloud made from your chosen tongue twister. The example below is - *If two witches were watching two watches, which witch would watch which watch?*

- **Disappearing tongue twister:** Choose a tongue twister. Listen to the tongue twister and practise it as a class then write up the sentence on the board, for example:

A tricky frisky snake with sixty super scaly stripes.

Now rub out a couple of words and replace them with lines, for example:

A tricky frisky _____ with sixty super scaly _____.

Ask the class to say the complete tongue twister, then remove another word, for example:

A tricky frisky _____ with _____ super scaly _____.

Continue like this until there are no words left! Your learners can now practise repeating the tongue twister as quickly as possible.

You might want to remind your students that part of the fun of tongue twisters is getting them wrong so it doesn't matter if you make lots of mistakes. Just have fun!

Go to the 'speaking' section for more tongue twisters. Play and audio to learn it yourself first.



Tips for teaching songs

A. Why use songs?

1. Songs are fun!

Children enjoy singing along to songs. They make the class lively and fun. They are fun because:

- The repetition and rhythm make them easy to learn.
- They build confidence in shy learners (especially when sung as a whole class). This helps learners have a class identity.
- They develop memory and concentration, as well as physical coordination.

2. Songs develop listening skills

Longer songs with a variety of vocabulary help develop listening. For example, the song *The ballad of Lisa the lemur* is a story about a family of lemurs (monkeys) who lose their home in the rainforest. It would be a good introduction to a lesson about the environment and endangered species.

3. Songs help reinforce language

Some songs are ideal for teaching and revising grammar points. They can be integrated into lessons with a specific language focus and add variety and fun to the lesson. They are very useful for lower levels where the constant repetition of the structure in the song can help learners remember the language structure. For example, the song *Quite Please* is useful for practising the structure “*Can I have.....?*” It is also a good way to revise classroom objects.

4. Songs teach vocabulary

Songs provide an excellent way of repeating and reinforcing vocabulary. For example, the song *People Work* covers the vocabulary of professions - both the names of professions and what they do. Songs can also fit into classroom topics or themes. For example, if you're doing a lesson on animals, you can choose from a number of songs such as *Incy-Wincy Spider* or *Old MacDonald*.

5. Songs help with pronunciation

Songs help learners learn stress patterns and rhythm without being aware of it. For example, the song *IncyWincy Spider* follows the repetitive pattern of: o ooooo (IncyWincySpider). To reinforce this further, you could represent the patterns on the board with circles (as shown above) and ask children to clap only on the stressed (larger) circles.

B. How can we use songs?

1. Select a song that links with the topic of your lesson.

Use the index to select a song that is suitable for your learners and lesson. If, for example, you are teaching a lesson on animals, you can choose from songs like *Old MacDonald had a farm*, *What can it be?* And *How much is that doggie in the window?*

2. Introduce the song

It is a good idea to warm up for a song by giving learners some introduction. You could do this by using real objects (or "realia") or showing visuals/pictures of the vocabulary in the song. For example, if you are teaching *We're going to win*, you could start by showing pictures of different sports and games.

When you introduce a song, allow the learners to watch and listen to it a couple of times to become familiar with the tune. Explain the meaning of new words by using the visuals (or translating if necessary). Ask learners to point to the correct visuals or real objects as they listen. Of course, learners often start to sing along naturally without much help from the teacher!

3. Making the most out of songs

Here are some examples for exploiting songs in the classroom:

- Get students to predicting the words of the song before listening to it. For example, ask learners which animals might be in the song *We're going to the zoo*
- Guess missing words in a gapped song *before* listening.



- Tick pictures of what is included in a song *while* listening. You will need pictures including those of things that do not appear in the song.
- Order the lyrics (or verses) *while* listening.
- Match half-lines *while* listening
- Focus on rhyming words *after* listening
- Find synonyms *after* listening
- Act out the song *after* listening to it.

4. Create actions to the song

Once learners are familiar with the tune and the words, you can introduce actions to help them remember it better. A good example of this is in the song *If you're happy and you know it* (Primary Level 1: Read & Listen). The last verse asks them to repeat all the actions at a much quicker pace – providing lots of fun and laughter.

Adapted from:

www.teachingenglish.org.uk/teaching-kids/using-traditional-songs

www.teachingenglish.org.uk/teaching-kids/using-songs

Tips for Using Stories

In the British Council Learn English Package there are lots of stories you can use to motivate your students.

Here are some tips for using and exploiting stories in the classroom.

A. Activities to prepare children for reading

1. Using illustrations

It is always a good idea to use pictures to help children understand and visualise the story. The stories have illustrations which can be used to introduce the story, elicit vocabulary they know, introduce difficult words and generally create interest in the story.

You can ask questions about the characters in the story e.g. Who is this person? How do you think they feel? Why? Or questions about the setting and the plot e.g. Where are they? What do you think is going to happen?

2. Pre-teaching vocab

Many of the stories relate to particular topics, for example, animals, food, the weather. It may be useful to use flashcards or pictures to review or introduce some of the vocabulary before you read the story.

3. Introduce the theme

Many of the stories are related to a topic. It can be a good idea to familiarise learners by discussing some of the themes before you read the story. This can be done in your own language if you prefer, especially with lower level learners.



For example, the story *Planet Earth* is about issues that affect our environment. You could start by asking learners to brainstorm problems related to the environment or ask them what they do to help protect Planet Earth.

B. Activities during reading

1. Use a variety of ways to read

There are many different ways to approach the story.

- The teacher could use a data projector for a class to listen and read the story as a whole class activity.
- The teacher could read the whole story or parts of the story to the class with the text.
- Learners who have the British Council package for learners on tablets can read by themselves silently either at school or at home.

2. Creating excitement

If the story is long it is important to keep the class motivated. The teacher can pause at 'cliff hanger' moments in the story and ask the class 'what happens next?' Encouraging the learners to predict the ending will make the class want to read on to the end of the story to find out if their own idea is correct.

Some of the stories also have puzzles to keep the learners interested. For example in *Spycat* students have to solve a coded message

3. Characters, voices and actions

In stories which have a lot of characters the teacher could use different voices for the different characters. In the second reading you could ask different learners to read the dialogue of the different characters. In some stories the learners could also mime the actions.

C. Post-reading activities

1. Comprehension check

It is a good idea to ask a few quick comprehension questions to check the learners' understanding of the story.

2. Make a poster

You can use any story as an opportunity for some creative drawing, perhaps with vocabulary labels in English. Learners could make posters of the characters in the story, or illustrate a particular scene.

3. Do a writing activity

Many stories can be the stimulus for a writing activity, depending on the level of your learners. For example, after reading *The Magic Spell* learners can create their own spells with their own list of ingredients. Or after reading *My Dad* learners can write a similar description about someone in their own family.

4. Role play

Acting stories out in the classroom can be simple or complicated, depending on the story you choose and how much time you have.

Adapted from <http://www.teachingenglish.org.uk/teaching-kids/tips-using-stories>



Flashcard Ideas

Using flashcards in the classroom

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.

Where to get flash cards?

- Buy them – You can find flashcards in most stationary shops around town
- Make them yourself - If you cannot buy one don't worry, it's really easy to make your own. You can use pictures from magazines, draw simple pictures or copy from the internet or clip art. The most important thing is to make sure they are all of the same size, on card (different colours for different sets) so you can't see through them. If possible you can laminate the sets as you make them and they will last for years.
- Students make them - After introducing a new lexical set, using realia or the course book, ask students to produce the flash cards for you. Give each one an item to draw. They can be mounted on card to make the set.

Practice and Recycle Activities for using flash cards

Idea 1:

Simple 'point and say'

- Place a selection of flash cards on the floor or on the board.
- Ask students to work with a partner
- Together, they point to the flashcards and remember the words
- The teacher can do a whole class check at the end.

Idea 2:

Peer test

- Place a selection of flash cards on the floor or on the board.
- Number them
- Ask students to work with a partner
- Model the simple question and answer pattern: "What's picture number 2?"; "it's ..."
- Students work together asking and answering the questions, and helping each other when necessary.

Idea 3:

Memory Tester

- Place a selection of flash cards on the floor in a circle.
- Students have one minute to memorise the cards.
- Remove the cards.
- In groups, they have two minutes to write as many of the names as they can remember.

Idea 4:

Invisible Flash cards

- Stick 9 flash cards on the board and draw a grid around them.
- Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.
- Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.



- When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
- Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
- Depending on the age group you can then put the flash cards back in the right place on the grid, asking the children where they go, or ask students to come up and write the word in the correct place on the grid.

Idea 5: Reveal the word

- Cover the flash card or word card with a piece of card and slowly reveal it.
- Students guess which one it is.
- Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
- Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- Repeat until they have guessed the word.

Idea 6: Point or race to the flash cards

- Stick flash cards around the class.
- Say one of them and students point or race to it.
- Students can then give the instructions to classmates.
- You can also incorporate flash cards into a game of Simon Says. “Simon says, jump to the T-shirt”, “Simon says run and touch the cat” etc.

Idea 7:**Pelmanism Flashcards**

- This will work particularly if you have a picture flashcard and corresponding text
- Place all picture and corresponding text flashcards face down and shuffle them up.
- One student picks up two cards and if they pick up a picture as well as a corresponding word, then the learner will get one point.
- Get students to keep their pair of flashcards so that they are able to count up how many points they have achieved.
- If they don't get the right answer, continue the game
- If you have a large class of students, ensure you have at least four sets of picture/word flashcards for this activity, and share one set of flashcards among a small group of two to four students.

Can you think of any more activities?

Adapted from British Council's Teaching English resources <https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners>



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