Appendix 3

Games

The games are presented in the order in which they appear in the lessons.

1. Throw the Ball
   - Throw a soft ball to a pupil and say: Hello, my name is _____ What's your name?
   - The pupil responds: Hello, my name is Ben. What's your name? and returns the ball to you.
   - You reply: Thank you, my name is (teacher's name) as you receive the ball back again. Then repeat the game with a few other pupils.

2. Go to Sleep
   - Put flashcards on the board. Tell pupils to put their head on the desk and say: Goodnight. Go to sleep.
   - Take one of the cards off the board and say: Wake up.
   - Ask: What's missing? Pupils say what is missing. If it is a command or action, pupils also gesture or mime.

3. The Mat Game
   - Place colored mats or flashcards in different places in the room.
   - Say: Point to the (red). Point to the (green), etc. Model the command first by pointing to the appropriate mat or flashcard.

4. Walk the Mats
   - Place colored mats on the floor.
   - Show pupils how to "walk the mats."
   - Shout out the color as you step on each mat.
   - Have pupils come up in pairs and do the same.

5. Number Game
   - Tell pupils to do an action that you model, according the number you say: Clap six times, stamp your feet four times, etc.
   - Repeat with different numbers.

6. Finger Game
   - Say a number and ask pupils to hold up the correct number of fingers.
   - Now hold up a finger or fingers and pupils tell you the correct number.
7. Disappearing Card

- Put all flashcards of a particular topic (family) on the board and tell the class to say them all.
- Take one card away. Tell the class to repeat them all, including the picture you have taken away.
- Take another card away and again have pupils repeat all pictures.
- Do this until there are no flashcards left on the board. Tell the class to say the names of all the pictures from memory. Return pictures to the board as pupils say them, one by one.

8. Tic Tac Toe

Draw a tic-tac-toe grid on the board.

```
1 | 2 | 3
---|---|---
4 | 5 | 6
---|---|---
7 | 8 | 9
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- In each box write a number from 1-9.
- Divide the class into two groups.
- Turn to the first group, show a flashcard and ask: **What is this?**
  The group answers or chooses a representative to say the answer.
- If the answer is correct, the group chooses a number on the board. Mark their X or O in that box.
- When answering, try to get pupils to use the structure: **This is Mother**, etc.
- The team that answers correctly three times in a row wins.

9. Who/What is Missing

- Put the flashcards on the board.
- Have one pupil go out of the room.
- Ask the class to help you decide which flashcard to take off the board.
- To signal to the pupil to come back into the room, the class chants the "Knocking on the Door Chant" (song #17) as you open the door.

  1, 2, 3, 4, who is knocking at the door?
  5, 6, 7, 8, come on in - it’s getting late,
  9, 10, 9, 10, don’t be late for class again.

- The class asks: **Who is missing?** The pupil responds: (the mother/Mother).
- Do this several times with different pupils, each time taking away more flashcards. If the pupil answers correctly, s/he chooses the next pupil to play.
- This can also be done as a competition where the group is awarded one point for every correct answer.
10. Simon Says.....
   • Each pupil picks a square on the floor on which to stand.
   • The pupil stays in this square and does not touch any other pupil.
   • Say: Simon says, wash your face. Pupils act out the gesture. When you give the
     command without saying Simon says, pupils should not do anything. Pupils who
     incorrectly do make the gesture should sit down.
   • Give pupils a few chances to get used to the game before you start playing.

11. Special Greeting
   • Ask the class: How are you? Teach pupils three possible responses with
     accompanying hand gestures: Cool, thank you; So-so, thank you and Fine,
     thank you.
   • Ask pupils: How are you? and then do a hand gesture.
   • Pupils answer according to your gesture.
   • Practice all three responses and repeat.
   • Once pupils have learned the responses and gestures, call on pupils to lead the
     greetings.

12. Color Game
   • Say: Point to red and have pupils point to something red. If class size permits,
     pupils may get out of their seats and touch something red.
   • Repeat this game with other colors pupils have learned.

13. Emotion Cube
   • Have pupils sit in a circle or a semi-circle on the floor and introduce the emotion
     cube.
   • Throw the cube in the air and let it land on the floor.
   • Tell pupils to look at the cube and say out loud the emotion that landed face up.
   • Repeat this several times so that pupils understand the task.
   • Have pupils throw the cube to one another. The pupil who catches the cube says
     the emotion which lands face up.
   • Encourage each pupil to say the emotion in a complete sentence: I am (happy).
14. What's in the Bag?
   - Play the game to review vocabulary from the unit.
   - Have pupils sit in a circle or in groups.
   - Put flashcards from the unit into a big bag or pillowcase.
   - Pull out a flashcard and ask: **What is this?**
   - After pupils respond, repeat: **Yes, it is a monkey.**
   - Go around the class and have pupils reach into the bag and each pull out a card. Ask: **What is this?** and have pupils respond.
   - Repeat until all the flashcards have been pulled out of the bag.
   - Encourage pupils to answer in full sentences.

15. BINGO
   - Put a few Bingo chips on each table for pupils to cover the pictures with.
   - Call out a picture. Tell pupils to find the picture on their board and cover it.
   - When a pupil gets Bingo (three pictures covered in a row), s/he has to raise his/her hand and say: **Bingo.**
   - Have the pupil tell you which pictures s/he covered to make sure it really is a Bingo.
   - Repeat the game a few times. Ask for volunteers to lead the game instead of you.

16. Trivia Game
   - Stick 10 flashcards of various vocabulary items on the board.
   - Write a number from 1 to 10 above each picture.
   - Play the game following these three steps:
     - **Step 1:** Point to a flashcard and say what it is. If it is true, pupils repeat the word or phrase. If it is not true, pupils clap their hands and rub their heads and say **No it isn’t! It’s .....**
     - **Step 2:** Now, focus on the numbers. Say the word on flashcard #3. The whole class holds up the correct number of fingers according to the number written over the flashcard.
     - **Step 3:** Encourage pupils to produce words by asking trivia questions: **What is number 6?** Pupils raise their hands and answer: **It is .....**
   - Do this more than once if necessary. Encourage pupils to ask the questions.
   - Ask for volunteers to pick a number and ask the question by themselves.

17. Pass the Ball
   - Introduce yourself and then introduce a pupil.
     - **Hello, my name is (your name) and this is (name of pupil).**
   - Give the ball to the pupil you introduced and have that pupil introduce himself/herself. Then s/he introduces the pupil sitting next to him/her and passes the ball to the pupil just introduced. The game continues until all the pupils have introduced themselves and their neighbors, or until you decide to end the activity.
   - Make sure you teach pupils to say **thank you** when they receive the ball! Add more information to the introduction as pupils learn more English (**He/she is a boy/girl**).
18. Look for Your Name
   - Place 6 name cards on the board. Call the six pupils whose names are on the board to the front of the class.
   - Tell them: Find your name card on the board and take it back to your desk with you.
   - Repeat this with all pupils.

19. Command Game
   - Say: Girls stand up! Boys stand up! and pupils do as you say.
   - Add a new command: Change places!
   - Review the other commands in the same way.
   - Ask pupils to come to the front of the class and lead the game.

20. Where Am I? Mimic Game
   - Have one pupil stand up in front of the class and ask: Where am I?
   - Give the pupil a room flashcard and tell him/her to act out something that s/he would do in that room. Pupils must guess the room and say: You’re in the (______).
   - While playing the game, sing the song "Max is in the Bedroom" but this time use the name of the pupil who is miming the action instead of Max.

21. Mime Game
   - Act out an action and have pupils guess what you are doing.
   - Have different pupils come to the front of the class and act out an action. Tell the class to guess the action.
   - If the class is having trouble identifying the action, point to the action on the flashcard as the pupil acts it out.

22. Where Am I?
   - Play the game to review the house and actions.
   - Have one pupil stand in front of the class.
   - Put a flashcard of one of the rooms or actions on the pupil’s back.
   - S/he asks the others: Where am I? Am I in the (bedroom)? The class responds: Yes or No.
   - When the pupil finally guesses correctly, s/he says: I am in the (bedroom).

23. Number/Picture Game
   - Put the flashcards on the board and write a number above each flashcard.
   - Say the name of the picture and tell pupils to hold up the correct number of fingers according to the number above the picture.
   - Play the game again but this time you say the number and pupils say the word.
24. Sequence the Story (version I)

- Put up scenes / pictures from a story in the order in which they appear.
- Go over the sequence with pupils so they are reminded of what happens in each scene / picture.
- Now, mix up the order of the pictures and call a pupil to the board to arrange the pictures in the proper order. If s/he can, s/he then retells the story in the proper sequence. If this is difficult, have the entire class retell the story with you as the pupil points to each picture.

Example with "Goldilocks":

- On the board put up pictures of the kitchen, the living room and the bedroom.
- Tell pupils: First, Goldilocks is in the ______ (point to the kitchen, pupils say: kitchen). Continue this activity with all the pictures.
- Mix up the pictures and call a pupil to the board. Tell the pupil to arrange the pictures in the sequence in which Goldilocks went into the rooms.
- The whole class recites the sequence with you:
  First, Goldilocks is in the kitchen. Then Goldilocks is in the living room. Then Goldilocks is in the bedroom.

25. Sequence the Story (version II)

- Prepare scenes / pictures from a story.
- Call pupils to the front of the class and give each a picture or scene from the story.
- Each pupil describes his/her scene.
- Now have pupils quickly arrange themselves in the correct sequence and hold up their scene / picture.
- Go over the sequence with pupils to help remind them what happens in each scene / picture.
- Ask the class if the sequence is correct and then review the sequence with the entire class.
- Once pupils are familiar with a story, you can add more pictures.

26. Memory Game (as a competition)

- You need two sets of cards or pictures to play this game.
- Mix up the two sets of cards and place them on the board.
- Call a pupil from one group to the front of the class. The pupil turns over a card, looks at the picture and says what it is.
- Then s/he turns over another card, looking for the pair. If s/he finds a pair, s/he says: I have two ______ and keeps the pair. S/He then takes another turn and continues until s/he does not find a match.
- When the pupil misses, call up a pupil from another group and follow the same rules.
- The group with the most pairs at the end wins. You can have each group call out the number of pairs they have and what they are.
- This can also be played in pairs.
27. Trivia Game Competition

- Draw 6 columns on the board.
- Number the columns 1-6.
- At the top of each column, put a picture or flashcard that describes the topic learned (family, numbers, colors, house, rooms, actions, emotions, etc.).
- On the left side of the board write Groups 1, 2, 3, 4 or Boys/Girls depending on who is competing (see example below).
- Give the first group the dice.
- Someone in the group rolls it and calls out the number that lands face up.
- The group then must answer a question in that number category.
- Hold up a card from that category or point to an object and ask: What is this? or ask a question that is connected to the topic or the story.
- If the group answers correctly, pupils get a point. If they say a complete expression or sentence, they get 2 points.

<table>
<thead>
<tr>
<th>Topic Group</th>
<th>1 Number flashcard</th>
<th>2 Color flashcard</th>
<th>3 House flashcard</th>
<th>4 Room flashcard</th>
<th>5 Action flashcard</th>
<th>6 Emotion flashcard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Girls</td>
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</tbody>
</table>

28. Hot and Cold

- Play the game to review classroom objects and prepositions.
- Have one pupil leave the room while the class hides an agreed upon classroom object in, on, under or near something in the classroom.
- When the class is ready, pupils chant "Knocking on the Door" (song #17) as a sign to the pupil to come back in.
- The pupil enters the room and looks for the object. As s/he approaches the object, the class says HOT. As s/he moves away from the object, the class says COLD.
- When the pupil finds the object, s/he must say where it is, using a preposition: The crayon is under the book, the bag is near the door, etc.
- This game can be played as a competition where a representative of each group takes turns looking for an object. When s/he finds it, the group gets one point for saying the word and 2 points for a complete sentence.
29. Telephone Game

- Divide the class into 6 groups.
- On the board, write 6 telephone numbers. Write each of the numbers on a blank page.
- Put a page with a telephone number in the center of the table of each group.
- If you have a real telephone, use it. If not, mime the actions of dialing and holding a receiver. Say out loud the number you are dialing. Tell pupils to listen to the number and see if they have that number written on their page.
- Make a ringing sound and pick up the phone. Say: Hello, hello.
- The group whose number you read out answers by saying: Hello.
- Ask the group: What number have I reached? Tell pupils to read out the numbers slowly and together so that you can understand the number.
- Say: Thank you and goodbye.
- Cross out that number on the board.
- Continue the activity until all the telephone numbers on the board have been crossed out.

30. Pass the Message

- Have pupils form groups of 5.
- Whisper one facial feature to a pupil in each group and tell the pupil to whisper the word in your ear. Correct the pupil if the word is not pronounced correctly.
- Tell the pupil to whisper the word to another pupil.
- Each pupil whispers it to the next until the last person in the group has heard the word.
- Ask the last person in each group to stand and say the word s/he heard. Then have the first pupil say the facial feature to see if the word is correct.
- Explain to pupils that the aim of the game is to say the word correctly.
- When pupils are able to do one word easily, have them whisper and pass on a phrase with adjectives: two small eyes, one long nose, etc.
- Finally, do the activity with a short sentence: (pupil’s name) has _____ hair, (pupil’s name) has _____ eyes, etc.

31. Guessing Game

- Say: I am thinking of a pupil in the class. She is a girl. She has brown eyes and black hair and she is sitting near ______. Pupils guess who it is.
- Then say: I am thinking of _____ and pupils ask questions: Is it a boy or a girl? What color is his hair, her eyes, etc.
- Repeat this procedure several times, asking about different pupils and referring to their eye and hair color and where they are sitting (on, near).
- Pupils can also play the game in pairs.
32. Matrix Game
- Draw a table on the board according to the example below.
- Draw different parts of the body in the column on the left.
- Put number cards in the top row.
- Put color cards in the second row.
- Read the matrix. Say: I see 4 black fingers. Mark X in the correct box in the table.
- Now say: I see 5 green fingers. Have a pupil come to the board and mark X in the correct box.
- Group competition: Divide the class into two groups and have representatives from each group take turns coming to the board and marking X in the box, according to your instructions.

Example of a Combination Grid:

<table>
<thead>
<tr>
<th></th>
<th>1 red</th>
<th>2 blue</th>
<th>3 pink</th>
<th>4 black</th>
<th>5 green</th>
<th>6 brown</th>
<th>7 purple</th>
<th>8 orange</th>
<th>9 white</th>
<th>10 yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes</td>
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</tbody>
</table>

33. Snap Association
- Slap your legs twice, clap your hands twice, snap the fingers of one hand and say: big. Snap the fingers of the other hand and gesture for pupils to say small with you.
- Do this a few times together. Then you say a word on the first snap and pupils say its opposite on the second snap.
- Ask for volunteers to do the first snap.

34. March and Freeze
- Have the class form into groups.
- Call a pupil to come to the front of the class. Begin playing a song.
- Ask pupils to stand up. Each group walks around their tables.
- Slowly begin turning the pages of the book "From Head to Toe."
- Ask the pupil at the front of the class to stop the music and restart it at intervals.
- Tell pupils that every time the music stops, they must "freeze" in their places. You will stop turning the pages of the book and read aloud the page you are on. (I can wave my hands. Can you do it?)
- Pupils answer: I can do it and act out the movement.
- Have the pupil restart the music as you continue turning the pages of the book. When the music stops, repeat as above.
35. Action and Cube Game

- Model the activity for pupils before playing.
- Put six cards of facial features or parts of the body face down on your desk.
- Put small cards with the numbers 1-6 over the flashcards. Have a pupil come to the front of the room and throw the dice.
- The pupil chooses a card according to the number, looks at the picture and decides on an action. For example, if s/he gets hands, s/he can say: Clap your hands. If s/he gets nose, s/he can say: Point to your nose.
- The class does the action.
- Repeat this activity with six pupils for all six cards.

36. Where Is It?

- Put a flashcard of an animal, family member or object somewhere in the classroom: under the chair, on the desk, near the window.
- Ask pupils: Where is the ______? They answer: The ______ is under the chair.
- This can be done as a group competition.

37. Cross the River

- Use flashcards of objects or animals.
- Draw a river on the board and stick the flashcards across the river.
- Tell pupils that each flashcard is a rock they must walk on to cross the river. Pupils must say the name of each rock as they cross. Encourage pupils to say a complete sentence: This is the farmer. If a pupil can not answer, s/he falls into the river and another pupil comes up to cross the river.
- After two pupils have played, change the order of the flashcards.
- This may be played as a competition between two or more groups.

38. Who Am I? (good for reviewing animals)

- Make an animal sound (baa-baa) and ask pupils: Who am I? Elicit: You are a (sheep).
- Ask pupils to take turns making the sounds that the animals make. The class must guess the animal.
- This game can also be played by miming actions of animals (with or without sounds).
39. **Abracadabra Mime Game** (good for reviewing animals)
   - Ask every pupil to stand in a square near his/her chair.
   - Tell pupils that during this game, they must stay in their own square.
   - Say the magic spell: *Abracadabra, fiddley doo, What oh what shall I make you? You are an elephant!*
   - Pupils have to pantomime the movements of an elephant without making a sound. When you say *freeze* pupils stop moving and wait for the next magic spell.
   - After modeling a few times, call on pupils to say the magic spell.

40. **Categorizing Game** (can be done with a variety of topics)
   - Draw three to six columns on the board. On the top of each column put a flashcard or draw a picture that indicates the topic.
   - Number the columns.
   - Hold up a flashcard and ask pupils: *What is this? Where does it belong?* Encourage pupils to answer in a full sentence. If the topic is fruit and you show the flashcard of a banana, pupils say: *It is a banana. It is a fruit. It belongs in column #2.*
   - Model the game a few times before playing it with the whole class.
   - The game can be played as a competition.

41. **Chain Game - At the Market** (can be done with any objects, not only food)
   - Call three pupils to the front of the class to help you demonstrate the game.
   - Start the game by saying: *I went to the market and bought an apple.*
   - The pupil next to you repeats the sentence but first adds a new item before saying your item. *I went to the market and bought milk and an apple.*
   - The next pupil repeats the sentence, adding a new item before repeating the two previous items. *I went to the market and bought spaghetti, milk and an apple.*
   - Continue the game until all pupils have had a chance to complete the sentence. If a pupil gets stuck, show the flashcard of the item or ask the class to help.
   - Repeat the activity a number of times. If it is too easy, add more pupils to the chain.
   - When the game is understood, have pupils play in groups.

42. **Clap 1,2,3**
   - Hold up the flashcards of familiar vocabulary one by one. Tell pupils: *If it is a _____, clap once. If it is a _____, clap twice. If it is a _____, clap 3 times. If it is something else, rub your head.*
   - If the topic is food you might say: *If it is a drink, clap once. If it is a fruit, clap twice. If it is a sweet food, clap 3 times. If it is something else, rub your head.*
   - Demonstrate the game a few times and play it with the whole class or in groups.
43. No, No, Ha Ha Ha
   - Hold up a flashcard. Say to pupils: This is an apple. If what you say is true, pupils must repeat the sentence. If what you say is false, pupils say: No, no, ha ha ha!
   - Demonstrate by holding up the banana flashcard. Say: This is an orange. Pupils say: No, no, ha ha ha!
   - After a few times, ask pupils to lead the game.

44. Musical Chairs
   - Place ten chairs back to back in a row at the front of the class.
   - Call eleven pupils to play the game.
   - Place a flashcard under each chair.
   - Play music from the English Adventure CD.
   - When you stop the music, pupils must quickly sit on a chair.
   - The pupil without a chair returns to his/her seat.
   - The remaining pupils pick up the flashcard under their chair and say what it is: This is (a/an) ______.
   - Repeat the game with different pupils, until all have a turn playing.

45. Pass the Package
   - Preparing the package:
     Buy a small bag of candies or cookies (enough for all pupils).
     Wrap the bag in newspaper and on the wrapping, attach (staple or paste) a picture of a vocabulary word or action. If pupils can already read, use a strip of paper with a question.
     Wrap the bag in many layers of newspaper, and on each layer, attach another picture or paper strip with question. The more layers you add, the more pupils will be able to participate. The outside wrapping of the package should have a question mark.
   - Playing the game:
     - Pupils sit or stand in a circle.
     - Play music from the English Adventure CD and have pupils pass the package.
     - When you stop the music, the class asks the pupil holding the package: What do you see? The pupil answers and removes one layer of newspaper.
     - Continue with the game until pupils have unwrapped the package and found the bag.
     - Distribute the cookies or candies to pupils and make sure they say: Thank you.
46. Go Fish Card Game
- Divide the class into groups of four and play Go Fish.
- Each group plays with 12 pairs of cards, a total of 24 cards.
- Tell pupils in each group to mix their cards together.
- Each pupil gets four cards. The rest of the cards stay in a pack on the desk.
- Explain that the object of the game is to get pairs for all the cards you are holding. The first player asks the pupil on his/her left: Do you have a (pencil)? If the pupil has it s/he must say yes, I do and give it over. If s/he doesn’t have it, s/he says No I don’t, Go Fish and the first pupil must take a card from the pack on the desk. When a player gets a pair, s/he puts it down and goes again.
- The first pupil to find a pair for all four cards wins.

47. Inside Outside Circles
- Call twelve pupils to the front of the class.
- Six pupils form an inner circle facing outwards and the other six pupils form an outside circle facing inside.
- The pupils on the outside ask a question. The pupils on the inside respond.
- Now the pupils on the inside ask a question and those on the outside respond.
- After the dialogue between facing pupils, each circle moves to the right so that pupils are facing different classmates and they again repeat the question and answer exchange.
- After the activity, ask pupils what special things they learned about some of their classmates.

48. Grouping Game
- Group pupils together by saying: If you like to draw pictures, stand up and go to the back of the room.
- Do the same for play games, color, draw, paste, speak English, read books, work in the Activity Book, make group posters, paint pictures. Tell each group to go to a different area in the room. Pupils can move from group to group each time you call out a new activity they like to do.
- Ask each group: What do you like to do? Elicit: We like to share, we like to sing, we like to play games, we like to color, we like to draw, we like to paste and we like to speak English. We like to learn English. English is fun!

49. Matching Puzzles
- Each pupil in the group picks a puzzle piece out of the bag.
- Tell pupils: Complete your puzzle by finding the pupil in your group with the matching picture. There must be one match for each puzzle piece.
- When all group members have found a match, each pair of pupils names the objects in their puzzle pieces.
- Use the flashcards to display the matched combinations for each group. Point out how each group created different matches.
50. I Spy
   - Circle your eye with your hands and say: I spy, I spy with my little eye, something that begins with the letter C and the sound /k/. Pupils have to guess what it is that you see in the classroom. Do this several times for the letters B and C.

51. Show Me
   - Say: Show me a C with your body. Draw a B in the air, etc.
   - Individual pupils draw a letter in the air and the class guesses the letter, the sound and says a word that begins with the letter.
   - Ask: Which animal says “Meow” and begins with the sound /k/?

52. Snakes and Ladders
   - Tell pupils: Open the Activity Book to page 27.
   - Playing in pairs, pupils toss the dice and move their marker along the board.
   - On a letter square, players say the letter, the sound and words beginning with the letter.
   - On a picture square, players say the picture and the beginning sound.
   - On a ladder square, players climb up; on a snake square, players slide down.

53. ABC Beanbag Throw/Emotion Cube
   - Scatter all the letter flashcards that pupils have learned on the floor. Pupils take turns tossing the beanbag (soft ball, sponge, etc.). When they hit a card, they say the letter, its sound and words that begin with the sound.
   - This game can also be played as a group competition.

54. Hold Up the Letters
   - Give out the photocopied ABC pages. Have pupils cut out the cards.
   - Tell pupils: Find these letters (C, B, T, H, S, F, M, N) and put the letter cards on your desk.
   - Say: The letter is C, the sound is /k/. Pupils hold up the card of the letter you say.
   - Model a few letters. Then ask for volunteers to call out the letters: The letter is ________, the sound is / /.
   - Now change the activity. Say: I am thinking of a monkey. Hold up the card with the letter of the beginning sound (M). Repeat this activity with: boy, TV, hat, snake, foot, neck.
55. **ABC Game** (letter/sound practice with parts of the body)
   - After exercising and singing the Body Song, give out letter cards of all previously learned letters to pupils. Touch a part of your body or face whose beginning sound has been learned and have the class say the word (touch your mouth and pupils say **mouth**). Then, the pupil holding the M card holds up the card.
   - Repeat this activity with hand, feet, body, neck, shoulders, back, legs.

56. **ABC Strip Game**
   - Stand near the ABC strip.
   - Point to a letter that has been learned. Ask pupils to raise their hand and say a word that begins with that letter.
   - The first pupil who raises his/her hand and says a word now points to a letter.
   - Play this game as a race, at a quick pace.
   - Continue this procedure for 10 letters.

57. **Macaroni Letters**
   - Give each group a letter card the class has learned, a sheet of paper and a handful of macaroni. Have the group draw the letter with macaroni and glue.
   - Tell pupils they will act out their group's letter with their bodies. Pupils from each group come to the front of the class and form the letter. The class tries to guess the letter. If they cannot guess, then the pupils say the sound of the letter. Finally, pupils show the class their macaroni letter. The class must think of words that begin with that letter.
   - Repeat the activity with all groups.

58. **Letter Mats**
   - Scatter the letter cards far apart on the floor so that pupils can run without hurting themselves. Call out a letter and have two pupils run and find the letter.
   - After a few times, change the activity: Call out a word and two pupils run and find the letter of the beginning sound of the word.

59. **ABC - Guessing Game**
   - Practice previously learned letters with a guessing game. Say: I am thinking of a word that begins with the letter ___ and the sound /__/. Do this several times. Call on individual pupils to come to the front of the room and lead the game.

60. **Pick a card**
   - Go around the room with flashcards of previously learned letters. Ask a pupil to pick a card and say the letter and a word that begins with that letter.
61. What Letter Am I?

- Call on pupils or pairs of pupils to come to the front of the room and form a letter with their bodies. The class must guess what the letter is.
- If the class cannot guess, then the pupils have to say a few words beginning with their letter.
- After each letter, the class chants: The letter is _____, the sound is_____.
- Repeat five times.

62. Read the Newspaper

- Give each pupil a copy of a newspaper article in English which you have photocopied and enlarged by 25%. Tell pupils to look for a specific letter and circle all those letters in the article.
- Say: Circle the letter F. Ask pupils: How many F’s did you find? Take a survey.
- Repeat the activity with many letters.