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## INTRODUCTION

This Guide was created with integrity and enthusiasm which has games that are aimed to students of the Eighth year of Basic Education. In each game is the number of participants, the necessary material, where it can play (Classroom changed, field or outdoor), and game instructions are step by step and learning didactic objectives achieved in the area of English. The indication of the completion time is approximate and refers only to its most basic development. All games can last longer if it considers that most of them depend on the number of participants and the possibility of repetition.

This proposal will be always open to the improvement, is flexible and therefore receives all kinds of teaching tips and experiences, especially of teachers involved in this level, whose contributions will enrich every aspect of this work and helping to raise standards.

## **FEATURES OF STRATEGIES FOR SUCCESS OF THE GUIDE**

1. This guide can be used with regular English textbook; each topic has some ideas to think about. Students will learn better in their classroom and also outside.
2. It is easy for students and teacher to understand and use. Also it is practical to incorporate into classes.
3. The guide in the lesson plan will get very little classroom time. If students in class follow this guide with some commitment, teacher should find the classroom enriched by a more enthusiastic and interest group of students.
4. Most students learn better by working with a classmate. This guide gives games that a student can do with a classmate, so they might talk with or work with.
5. Students will feel empowered to learn for their own purposes, and they will be extending their English language learning into their own classroom time.

## **GETTING TO IMPROVE LANGUAGE SKILLS**

### **READING**

Many students want to be able to read texts in English either careers, for study purposes or simply for pleasure.

- This guide can do it easier for them. At different times it can encourage students to focus on vocabulary, grammar and spelling. As a result, the students can take pleasure in reading sentences, paragraphs and whole text.

### **WRITING**

Writing gives students more “thinking time” than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language.

- Writing is used as a practice tool to help students to work with language they have been studying.
- The main purpose for activities of this guide is that students should become better at writing, whatever kind of writing that might be.

- The guide engages to the students with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success.

## **SPEAKING**

Through speaking students can give criteria, make a decision or form an opinion about somebody or something.

- The guide provides chances to practice real-life speaking in the classroom.
- It has speaking tasks in which try to use any or all of the language, they know to provide feedback for both teacher and students.
- More students have opportunities to activate the various elements of language they have stored in their brains. Students can say a lot of sentences using a particular piece of grammar or a particular function.
- As a result students will be able to use words and phrases fluently without very much conscious thought.

## **LISTENING**

Most students want to be able to understand what people are saying to them in English, either face – to – face, on TV or on the radio, in theatres and cinemas or on tape, CDs or other recorder media. Anything teacher can do easier, that will be useful for them.

- This guide exposes that one of the main sources of listening for students is the voice of their teacher.
- Also, listening is good for the student's pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.
- In other words, the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on the ability to speak, but also on the effectiveness of the way they listen.

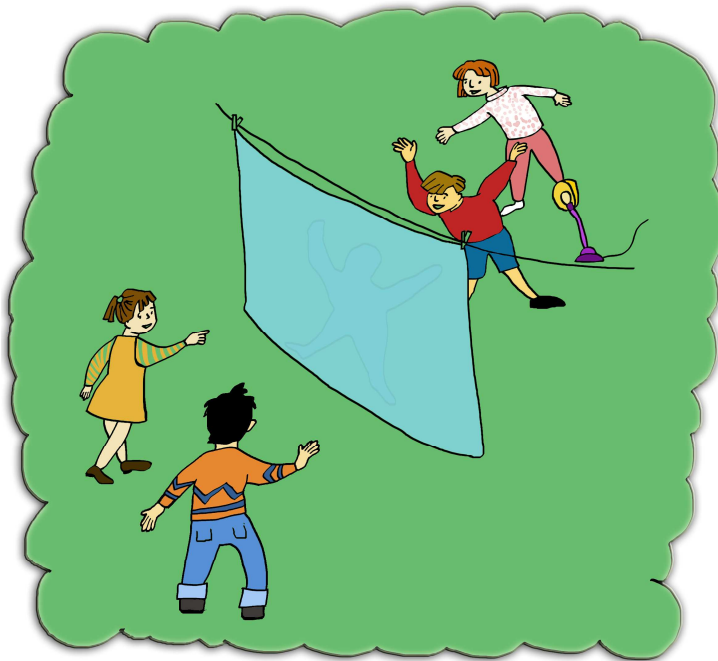
# Shadows

**Objective:** To distinguish the Personal Pronouns through shadows.

**Skills:** Speaking and listening

**Procedimental:** Natural Approach

- Use words in sentences
- Open-ended sentences



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class.

**What?**  
A blanket and a  
lamp.

**Where?**  
In the classroom.

**How long?**  
5 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. The blanket is hung vertically and placed a lamp behind of it. Participants in groups of four are placed behind of the blanket so that the other ones can see their shadows.
2. Those who see the figures must match to corresponding personal pronoun (except for I-You - We), they can select (He-She-It-They), and have to complement the sentences using occupations, eg. *He is a mechanic; they are pilots, so on.*
3. Who repeats or not know what to say is eliminated.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to identify the personal pronouns and make an affirmative sentence in Present of Be using the occupations.

### Grammar

- Present of Be

### Target Vocabulary

- **Personal Pronouns:** (he, she, it, they)
- **Occupations:** mechanic, doctor, secretary, worker, waiter, nurse, doctor, electrician, farmer.

### Language and Study Skills

#### Speaking:

- One group of students are placed behind of the blanket, the other ones who can see their shadows must match to a corresponding personal pronouns, then to add an occupation, finally he or she must say aloud a complete sentence.

#### Listening

- Students must hear carefully the teacher's instructions.

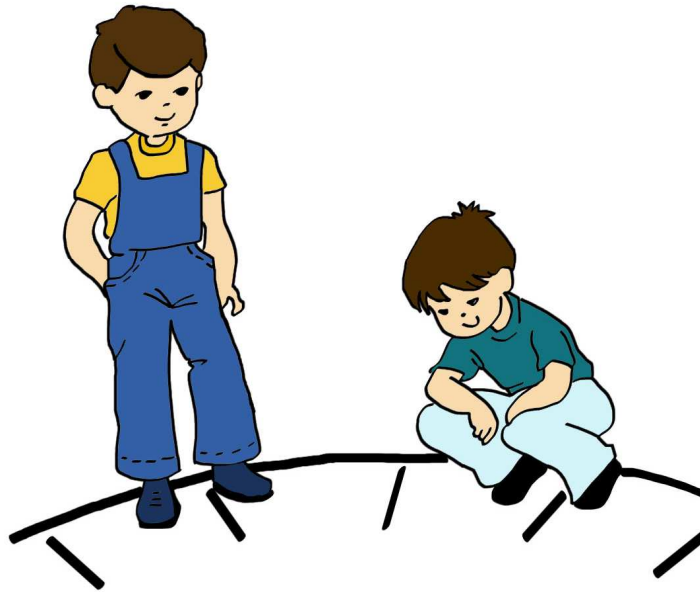
# What time is it?

**Objective:** To secure the knowledge of numbers and the time vocabulary (hours, minutes).

**Skills:** Speaking and listening

**Procedimental:** The silent method

- Self Correction Gestures
- Memorization



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> All class distributed in groups.	<b>What?</b> Chalk and cards.	<b>Where?</b> In the yard or sport field.	<b>How long?</b> 15 minutes.
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## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Draw a big circle on the floor and mark within the twelve dashes corresponding to clock hours.
2. The players distribute into groups. Each group chooses by lot who will be the first pair.
3. The educator will have cards with different hours. The first couple goes and selects a card, saying nothing, stood each one in the number corresponding to the selected time.
4. One participant will be placed standing to represent the time and the other a squat for the minutes.
5. The other group must guess the time represented.
6. The team that gets most hits wins

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to reinforce and practice the numbers, into the time.

### Grammar

- Present of Be

### Target Vocabulary

- half
- a quarter
- past
- to
- o'clock

### Recycled Vocabulary

Numbers from 1 to 12

### Formula

What time is it?

It is.....

### Language and Study Skills

#### Speaking

- Divide students into two groups. A couple of the first group is placed into the circle and the other ones have to guess and say the time that the couple is represented

#### Listening

- Students must hear carefully the teacher's instructions.



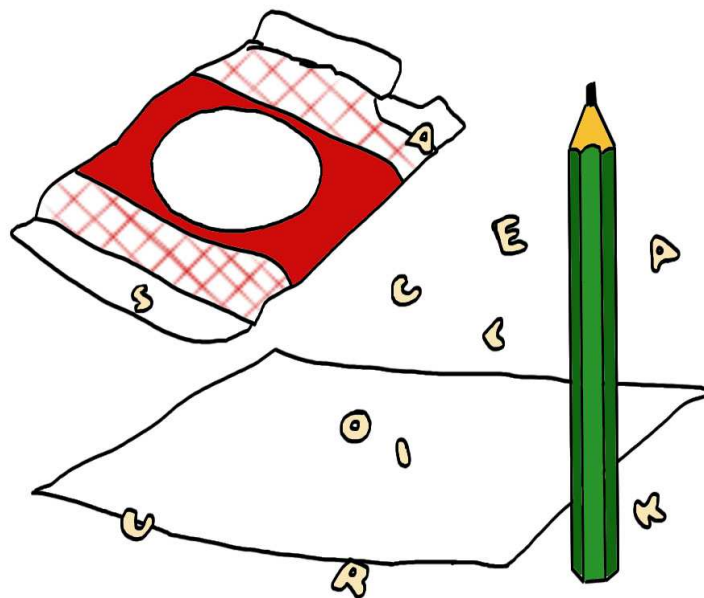
# Noodles without soup

**Objective:** To recognize a positive or negative command.

**Skills:** Speaking, listening and writing

**Procedimental:** Community language learning

- Peer correction
- Deductive Application of Rule



## INSTRUCTIONS TO PLAY

To play...

**How many?**

Unlimited number of players.

**What?**

Noodles "little letters" paper and a pencil.

**Where?**

In the classroom.

**How long?**

10 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. It is distributed the players in teams of 3 or 4 components.
2. It gives each group a portion of noodles "little letters"
3. The teacher or another student says aloud I'd like "negative commands in the classroom".
4. Each group must quickly form the sentences (*positive or negative*) on the table, using the noodles "little letters."
5. The team that finishes and not makes mistakes is the winner.

**Variations:** You can use cards. Positive or negative commands may refer in the home, street, school, etc.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to reinforce the knowledge of the verbs

### Grammar

- Imperative (positive or negative commands)
- Modal "would"

### Target Vocabulary

#### REGULAR VERBS

Close, open

#### IRREGULAR VERBS

Go back, sit, write, stand, go

### Formula

- Close the window, please
- Don't close the window, please

## Language and Study Skills

### Speaking

- A student says aloud e.g. I would like .... (negative commands)

### Listening

- Students must hear carefully the teacher's instructions and the student who is giving the order.

### Writing

- Using the noodles "little letters", the students work in group and form the commands.

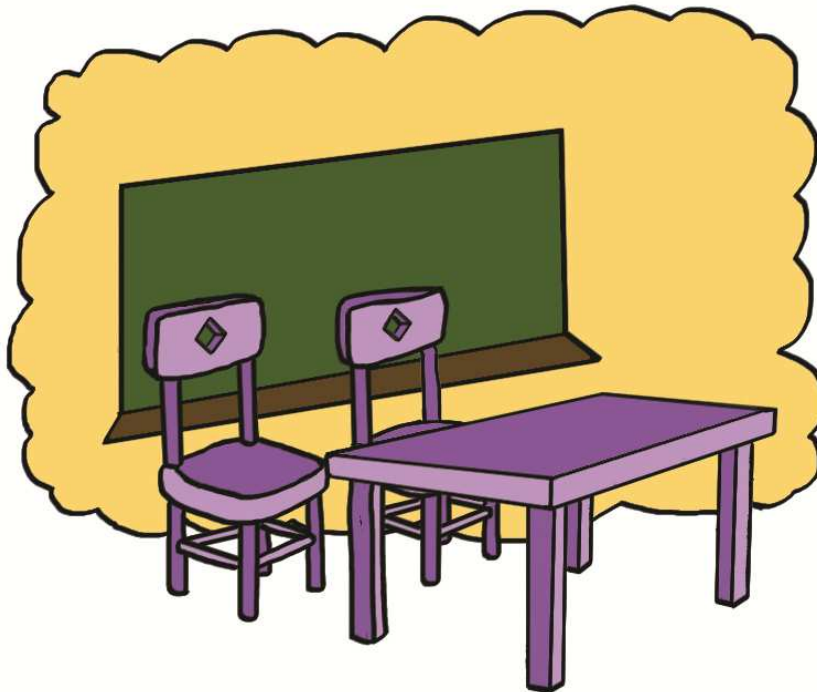
# The Bookstore

**Objective:** To strengthen the names of classroom objects.

**Skills:** Speaking and listening

**Procedimental:** The Audio Lingual Method

- Chain Drill
- Dialog Memorization



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> Whole class.	<b>What?</b> Some objects in the classroom.	<b>Where?</b> In the classroom.	<b>How long?</b> 10 minutes.
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## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Participants sit in a circle and ordered everyone chooses for himself/herself an object of the classroom saying it aloud.
2. The teacher says: I went shopping at the bookstore, I saw the seller, but he was not selling pencils.
3. Who chose that object, has to stand up and replies: pencils sold, but he was not selling desks.
4. The player, who represents it, must protest, clarifying be another object that was not sold by the seller, and still the game.
5. Who was not immediately claim should pay a forfeit.

**Variations:** It may refer to objects in the house, grocery store, etc.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to raise knowledge of classroom vocabulary, using the past tense and past continuous.

### Grammar

- Past Simple
- Past Continuous

### Target Vocabulary

#### CLASSROOM OBJECTS

Desks, boards, maps, chairs, cupboards, doors, windows, tables, etc

#### IRREGULAR VERBS

See – saw

Sell – sold

## Language and Study Skills

### Speaking

- The student has to claim immediately, e.g. pencils sold, but he was not selling.....

### Listening

- Students must hear carefully the teacher's instructions
- Students have to focus their attention in their partner's responses.

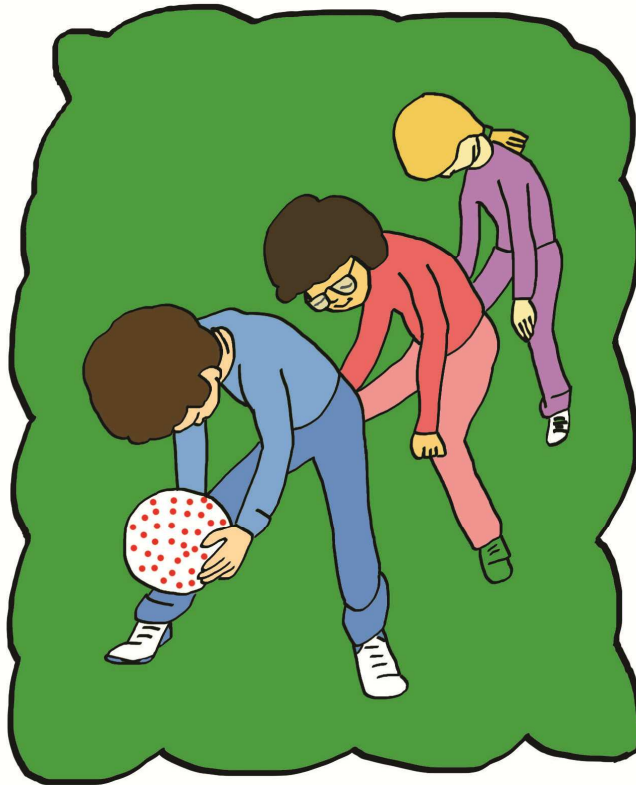
# The ball in the tunnel

**Objective:** To distinguish between count and non-count nouns.

**Skills:** Speaking and listening

**Procedimental:** Total Physical Response

- Backward build up
- Memorization



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class.

**What?**  
Balls.

**Where?**  
In the yard or sport field.

**How long?**  
15 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Teams are formed with an equal number of players.
2. Players from each team are placed in a row with his/her legs separate, without moving of his/her site.
3. The teacher gives the ball to the first member.
4. By the time the teacher says the word "*COUNTABLE*", the first of each row must pass the ball above his/her partner's head saying *a countable noun*.
5. When the teacher says the word "*NO COUNTABLE*", the player with the ball must pass through his /her partner's legs saying *an uncountable noun*.
6. The player who is at the end has to take it and run to the first position.
7. A participant who is wrong or not know what to say pays a forfeit.
8. The team with no mistakes is the winner.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to present and practice the vocabulary related with count and non-count nouns.

### Target Vocabulary

#### COUNT NOUNS

House, dog, school, computer, etc.

#### NON COUNT NOUNS

Water, love, rice, sugar, light, hate, money, etc.

### Recycled Vocabulary

#### OBJECTS OF THE CLASSROOM

Desks, boards, maps, chairs, cupboards, doors, windows, tables, etc

## Language and Study Skills

### Speaking

- Say a count or non count noun so fast.

### Listening

- Students must hear carefully the teacher's instructions
- Students have to focus their attention in their partner's responses.

# Arise!

**Objective:** To identify the Regular and Irregular Verbs.

**Skills:** Speaking and listening

**Procedimental:** Total Physical Response

- Name activities
- Memorization
- Reflecting Listening



## INSTRUCTIONS TO PLAY

To play...

**How many?**

Whole class,  
distribute into two  
teams.

**What?**

A chair for each  
player.

**Where?**

In the classroom  
changed.

**How long?**

10 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. It is played in groups of ten to twelve members, independently of other team.
2. One team represents the regular verbs and the other one to the Irregular.
3. Players from both teams stand facing each other, sitting on their chairs and with a separation of about 3 meters.
4. The teacher or another player that has been drawn tells a regular or irregular verb, and objects of the classroom.
5. When the player says a regular verb (play, work, etc.), players who make regular verb will have to rise.
6. If he/she says an irregular verb (speak, run, etc ...) the players who make irregular verb will have to rise.
7. But if the teacher or another player says OBJECTS OF THE CLASSROOM, everybody will move.
8. The player, who makes a mistake, subtracts points to the group.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to develop an extensive knowledge about the regular and irregular verbs.

### Target Vocabulary

#### REGULAR VERBS

Return      Cook  
Play        Live  
Help        Listen  
pick up    Work  
talk        Walk

#### IRREGULAR VERBS

Run        Have  
Get        Go  
Be         Take  
Write      Speak  
swim      eat

### Language and Study Skills

#### Speaking

- A student gives instructions; he or she says a regular or irregular verb

#### Listening

- Students must hear carefully the teacher's instructions
- Students have to focus their attention in their partner's responses.



# Family

**Objective:** To use the apostrophe and the s ('s) to show that something belongs to someone.

**Skills:** Speaking, listening, reading and vocabulary

**Procedimental:** The Audio Lingual Method

- Dialog Memorization



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> Whole class.	<b>What?</b> A piece of paper per player.	<b>Where?</b> On the yard or sport field.	<b>How long?</b> 10 minutes
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## INSTRUCTIONS TO THE TEACHER

The game starts...

1. The teacher gives each player a piece of paper with the name of a family member, eg. *Mother, father, son, etc.*
2. Everyone sits in a circle, except one which is at the center.
3. He/she mentions a family member for instance: I have a *brother*.
4. Player who has the piece of paper with that name must respond immediately with a sentence, taking the name of the participant who is at the center, eg. Ana's brother is a police officer.
5. When the player is at the center names the word *FAMILY*, everybody is moved.
6. The player who makes a mistake replaces within the circle and pays a forfeit.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to describe the family relationship and identify the structure for talking about the possessives (s').

### Grammar

- Present of Be
- Present Simple

### Target Vocabulary

FAMILY MEMBERS		OCCUPATIONS	
Mother	Brother	Bucher	Dentist
Father	Sister	Fisherman	Soldier
Children	Grand father	Postman	Writer
Son	Grand mother	Farmer	sailor
Daughter	Grand children	Musician	
Wife	Grand son	singer	
husband	Grand daughter		

### Formula

I have a.....



## Language and Study Skills

### Speaking

When the player is at the center names a family member, the player who has the piece of paper with that word must respond immediately with a sentence taking the name of the participant is at the center and adds an occupation.

### Listening

- Students must hear carefully the teacher's instructions.

### Reading

- Students have to read the word on the piece of paper.

# Triple jump

**Objective:** To conjugate have / has verb correctly with personal pronouns.

**Skills:** Speaking, reading and listening

**Procedimental:** Total Physical Response

- Use words in sentences
- Getting students to self-correct



## INSTRUCTIONS TO PLAY

To play...

**How many?**

Unlimited number of players, grouped in pairs.

**What?**

Ten hoops and chalk.

**Where?**

In the yard or sport field.

**How long?**

10 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are grouped in pairs.
2. The teacher makes a line and places 5 rings aligned, touching each other, and the other 5 rings next to the first ones with an identical position. Within the ring will be written a personal pronoun (I-You-He-She-It-We-They.)
3. At a given signal, the first couple players must jump ring by ring, and have to say a sentence, using have / has verb, according to the personal pronoun.
4. Who finishes first gets a point.
5. When everybody had jumped, the rings are separated; the personal pronoun is changed and it is still playing.
6. The couple that makes a mistake repeats or do not know what to say, must give a forfeit.

**Variations:** It can use various ways to pass the rings: with a foot or feet together.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to reinforce the knowledge of the use the Present Simple according each personal pronoun.

### Grammar

- Present Simple

### Target Vocabulary

VERB: have / has

### Recycled Vocabulary

PERSONAL PRONOUNS

I, YOU, HE, SHE, IT, WE, YOU, THEY

## Language and Study Skills

### Speaking

- At moment the students jump into ring by ring, they have to say a sentence using the verb have / has.

### Listening

- Students must hear carefully the teacher's instructions.

### Reading

- Students can see into the ring the personal pronouns, and immediately identify which corresponds with the verb have / has.

# Walk with flashlights

**Objective:** To observe and to identify different occupations.

**Skills:** Listening, writing and vocabulary

**Procedimental:** The Silent method

- Flash cards
- Memorization
- Picture study.



## INSTRUCTIONS TO PLAY

To play...

### How many?

Pair number of players.

### What?

One flashlight per couple and ten drawings or photographs of different professions.

### Where?

In the classroom, half-light or dim light.

### How long?

10 minutes.

## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are grouped in pairs.
2. In the classroom, in the light, on tables or on the floor, spread ten photographs of professionals.
3. It raffles the starting order of the pairs and leaves the half-light class.
4. Each pair has a minute to take a walk through the class with flashlight to try to find out what professions are.
5. The winner is who finds the greatest number, and then the students have to write correct sentences using the personal pronouns.
6. In case of tie, the game may be repeated among the top winners to untie. The teacher would use other pictures.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to recognize the pictures and reinforce the vocabulary related to occupations.

### Grammar

- Present of Be

### Target Vocabulary

#### PROFESSIONS

Engineer	Pilot secretary
Architect	Carpenter
Driver	Fireman
Policeman	Hairdresser
Plumber	Cahier
Tailor	waitress
Actress	

### Recycled Vocabulary

#### PERSONAL PRONOUNS

I
YOU
HE
SHE
IT
WE
YOU
THEY

## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.

### Writing

- Students must focus their view attention on the pictures, then they have to make sentence for each picture.

# One or many

**Objective:** To secure the proper use of There Is and There Are.

**Skills:** Speaking, listening, reading and writing

**Procedimental:** Total Physical Response

- Multiple-Slot Substitution Drill
- Getting students to self- correct
- Structured feedback



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class.

**What?**  
Cards and adhesive  
tape.

**Where?**  
In the classroom  
changed.

**How long?**  
10 minutes.





## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Each participant is given a flash card with the name of an object or several objects in the classroom and school things, so that the names must be in singular and plural.

seven chairs

a desk

2. The players are distributed freely throughout the classroom.
3. At a given signal, participants must be grouped so that who have flash cards with singular nouns form a group and those with plural nouns another one.
4. Players are detached again.
5. The teacher divides the board and writes "There is" in one side and "There are" in the other one.
6. A new signal, everybody will be grouped again, two groups are formed, one is singular and another one is plural. They are placed orderly one after another in front of the blackboard (in the words "There Is and There Are").
7. Each participant has to read the words on the board with the word of the flash card, eg. There are seven chairs / There is a desk.
8. It can place the cards on the board for clarification.

**Variations:** It can do that, singular nouns walk on all fours and the other ones backward.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to recognize the singular and plural nouns, then to form short sentences with there is and there are.

**Grammar:** There is / There are

### Target Vocabulary

#### SCHOOL THINGS

Pen  
Pencil case  
Ruler  
Notebook  
Text  
Eraser  
Dictionary  
Sharpener

### Recycled Vocabulary

#### CLASSROOM OBJECTS

Desks  
Board  
Map  
Chair  
Cupboards  
Doors  
Windows  
tables, etc



## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.

### Reading

- Students must check the flash card each other, so that they can group the nouns that have the same similarities.

### Writing

- On the board are written the words **THERE IS** and **THERE ARE**, under of them students have to write the words that are in their flash cards.

### Speaking

- Each one must read the words on the board with the word of the flash card

# Unusual character

**Objective:** Remembering and encouraging health habits.

**Skills:** Speaking and listening

**Procedimental:** Community language learning

- Use words in sentences
- Single-Slot Substitution Drill



## INSTRUCTIONS TO PLAY

To play...

**How many?**

Unlimited number of players.

**What?**

A die, pencil and paper.

**Where?**

In the classroom.

**How long?**

10 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are divided into 4 teams. It raffles the participation of the 2 first teams.
2. The educator has 2 lists, each one with 4 sentences that must be completed.
3. A player throws the dice, if he/she gets 1 or 6 gives the turn to his/her opposite.
4. The teacher mentions the phrase, e.g. (Brush your teeth after ...), and the team has 20 seconds to analyze and respond correctly.
5. The group that responds properly will start the drawing, eg. Head, trunk, and so on.
6. Who finishes the drawing is the winner.

**Variations:** The drawing may represent a classmate, and guess who he is.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to build awareness about of healthy habits

### Grammar

- Imperatives

### Target Vocabulary

#### REGULAR VERBS

Brush  
Wash  
Cook  
put

### Recycled Vocabulary

#### IRREGULAR VERB

get

#### REGULAR VERB

boil

## Language and Study Skills

### Speaking

- Students must answer true sentences correctly.

### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in their partner's responses.

# You or I

**Objective:** To show the proper use of the conjugation of verbs in the Present Simple Tense.

**Skills:** Reading and listening

**Procedimental:** Total Physical Response

- Deductive Application of Rule
- Memorization



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class,  
distributed into  
two groups.

**What?**  
Handkerchiefs and  
cards.

**Where?**  
In the classroom  
changed.

**How long?**  
15 minutes.

## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are divided into two groups; some ones are personal pronouns and the other ones are verbs, trying to get the double that personal pronouns.
2. Participants who represent pronouns are tied in the arm with a handkerchief or ribbon to identify: the pronouns of the third person (He - She - It) will be red and the other ones will be white (I-You-We-They.)
3. Players who make verbs should carry a flash card.

kiss

kisses

4. The pronouns are placed at one end of the classroom and at the other end are the verbs.
5. At a given signal the pronouns must touch to the verbs so show correct conjugation, then they form a small train.
6. At the head of the train will be the pronoun, followed by verbs.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to conjugate the verbs with personal pronouns according to the rules for the third person into the Present Simple.

### Grammar

- Present Simple: Third Person

### Target Vocabulary

#### IRREGULAR VERBS

Buy	Wear
Do	Write
Go	Know
See	Teach
learn	spend

### Recycled Vocabulary

#### PERSONAL PRONOUNS

I  
You  
He  
She  
It  
We  
You  
they



## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.

### Reading

- Students who are personal pronouns) have to look at carefully to the verbs, and then they must touch the verbs belong them according to the rules learnt.

# Gotcha!

- Objective:** To use correctly the articles a/an.
- Skills:** Listening, writing and Vocabulary
- Procedimental:** The Silent Method
- Visualization
  - Teacher's silence
  - Find the picture.



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> Groups of 12 players max.	<b>What?</b> Ten flash cards of 20 x 25 cm with photographs, drawings or names of animals or objects in the classroom, and professions.	<b>Where?</b> In the classroom changed.	<b>How long?</b> 15 minutes.
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A handkerchief.

## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are divided into groups of 12 members.
2. Two students are raffled to represent the articles.
3. The other members are hung on the back a flash card with a photograph of an animal or an object in the classroom, or a profession and also tied a handkerchief around their ankle.
4. At a given signal, everybody starts to move freely on fours. Participants who represent the articles, trying to capture the tissue of one of their partners, who have nouns consistent with the articles.
5. When the player who represents the article gets the handkerchief from another one, has to say the name of the flash card aloud and his/her partner is out.
6. Then she or he has to write on the board a statement using **I have....** eg. I have a lion.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to reinforce the rules of articles a / an.

### Grammar

- Present Simple

### Target Vocabulary

#### ARTICLES

a / an

#### ANIMALS

Lion

Ant

Horse

Spider

Antelope

elephant

#### OCCUPATIONS

Engineer

Architect

Driver

Policeman

Plumber

Tailor

actress

### Recycled Vocabulary

#### CLASSROOM OBJECTS

Desks

Board

Map

Chair

Cupboards

Doors

Windows

tables, etc

### Formula

I have.....



## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.

### Writing

- Students must write on the board a sentence using correctly the articles with the nouns.

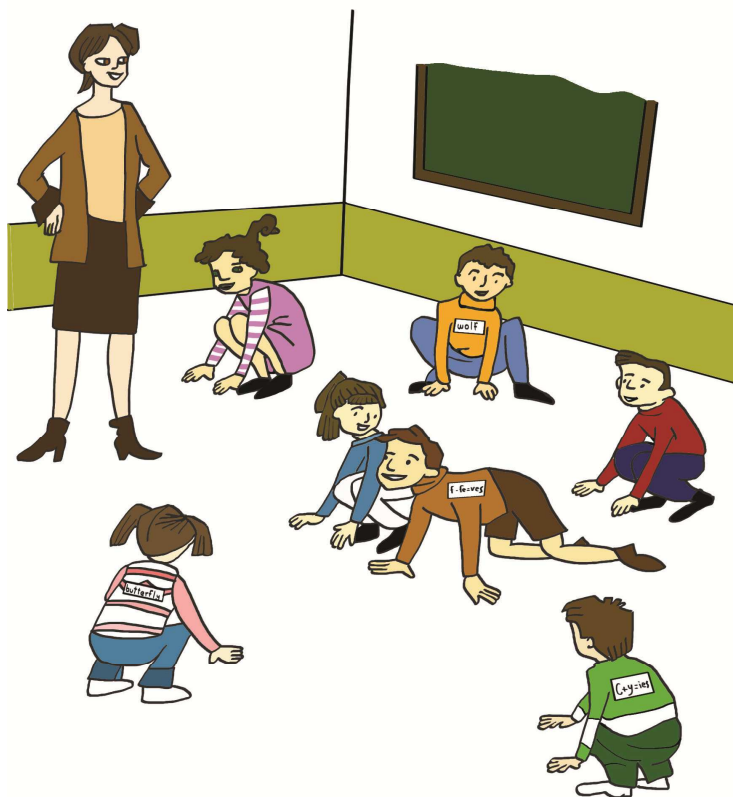
# Fleas

**Objective:** To discern the Rules of the Plural of the Nouns.

**Skills:** Reading, listening and writing

**Procedimental:** Total Physical Response

- Spelling charts
- Self correction gestures
- Visualization



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class.

**What?**  
Flash cards.

**Where?**  
Classroom changed.

**How long?**  
15 minutes.

# INSTRUCTIONS TO THE TEACHER

The game starts...

1. A player is a dog, and the other ones are fleas. The dog will have a flash card on his back indicating a rule for the plural of nouns, for example:

Nouns end  
f - fe = ves

Nouns end y = ies  
(consonant + y)

2. Fleas carry a flash card with a singular word.

wolf

butterfly

3. Fleas are located throughout the class, and the dog in a corner of it.
4. The fleas in squat waits to the dog.
5. The dog walks around the classroom, and as it passes near the fleas, they jump in squat beside him (those with the right word to rule of the plural). They have to be as close to the dog.
6. When the dog has been around and has taken all his fleas, he will write a list on the board, and then the teacher will do recognition of the rules of plural of the nouns.

**Variations:** It can play with several dogs.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to present and practice the singular and plural nouns, taking a count the rules of the plural of the nouns.

### Target Vocabulary

House	Butterfly	Kiss
Bed	Baby	Box
Match	Monkey	Tomato
Scarf	Wife	Wolf, so on...

### Formula

Singular noun + s	Nouns end f - fe = ves
Nouns end x, ss, sh, sh, o + es	Nouns end y = ies (consonant + y)



## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.

### Reading

- Students who are the fleas have to look at carefully the flash card on the dog, and then they must jump in squat beside him.

### Writing

- The student who is the dog had taken all his fleas, he must write on the board the rule of the plural of the nouns that is on his back with the noun that he had taken

# Near / far

**Objective:** To discriminate the prepositions of place.

**Skills:** Speaking and listening

**Procedimental:** The Direct Method

- Questions and answers
- Use words in sentences.



## INSTRUCTIONS TO PLAY

To play...

**How many?**

The whole class divided into two groups.

**What?**

A ball and a chair for each player.

**Where?**

In the classroom changed.

**How long?**

15 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are divided into two groups for better viewing.
2. Players from both teams stand facing each other, sitting on their chairs and with a separation of about 3 meters.
3. The teacher has a ball. He/she delivers to the first group, so that team members will be passing the ball.
4. At a given signal, the teacher asks to stop the ball and asks the second group the location of the ball, using prepositions of place (between, next to, in front, behind, so on...).
5. The teacher or a student asks where is the ball?
6. Players of the second group must give 3 locations of the ball, eg. The ball is in front of David, or the ball is between Carmen and Bob.
7. The team with mistakes subtracts points.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to give addresses, using the prepositions of place and the Present of Be.

### Grammar

- Present of Be
- 

### Target Vocabulary

- Near                      Next to                      Opposite
- Behind                      Between
- Wh Question Word: Where

### Formula

Where is the ball?

The ball is .....

## Language and Study Skills

### Speaking

- Students must make sentences with prepositions of place.

### Listening

- Students must hear carefully the teacher's instructions.

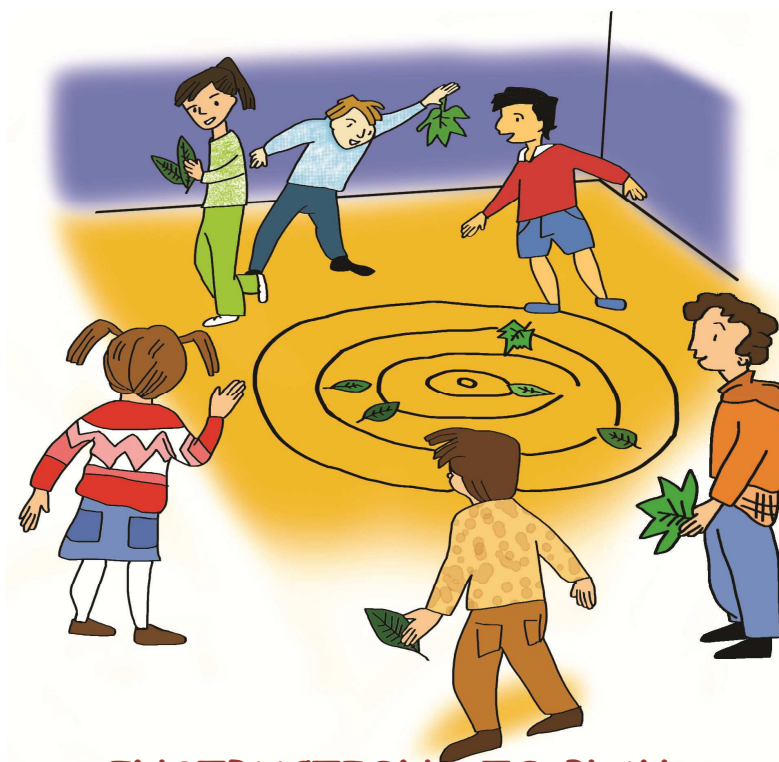
# Aim with a leaf

**Objective:** To engage in conversations (Greetings and introduction) through questions and answers.

**Skills:** Speaking, reading and listening

**Procedimental:** The Direct Method

- Speech activities
- Questions and answers
- Open dialog



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> The whole class divided into groups.	<b>What?</b> A blanket and a lamp.	<b>Where?</b> A target.	<b>How long?</b> 15 minutes.
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## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Draw a target of a meter in diameter on the ground and mark the center.
2. Players are divided into 4 or 6 groups. There will be a representative from each group for each round of play.
3. Without stepping on the target, participants must drop from the height of their hand the leaf, trying to make it stay in one of the circles.
4. Each circle has a graded question; it has to be answered immediately.
5. Each player has three attempts.
6. Joins the points of the three throws to see who gets more points.
7. The team that reaches most points is the winner.

**Variations:** The questions will be different for each round

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to understand and answer a question quickly.

### Grammar

- Present of Be

### Recycled Vocabulary

**Demonstrative Adjectives:** My, your, his, her, its, our, their

### Formula

- What's your name?
- How old are you?
- How do you spell.....?
- What class are you in?
- Where do you live?
- Where do you go to school?
- What time is it?



## Language and Study Skills

### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in their partner's responses.

### Reading

- A player has a list with question sentences, they are Wh Question Words or Yes No Questions, this player must read them, after the other participants had dropped from height of his or her hand the leaf into one of the circles.

### Speaking

- When the participant listens the question, he or she has to answer it immediately.

# Pass the ball

**Objective:** To describe in oral way (drinks, food or some special course) that likes or dislike (do not like).

**Skills:** Speaking and listening

**Procedimental:** Total Physical Response

- Reflection Experience
- Deductive Application of Rule
- Use words in sentences.



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Groups of ten or twelve players.

**What?**  
A ball.

**Where?**  
Anywhere.

**How long?**  
10 minutes.

## INSTRUCTIONS TO THE TEACHER

The game starts...

1. It is played in groups of ten or twelve members, independently.
2. Players sit in a circle; one of them is placed in the center, standing.
3. At a given signal, everybody close their eyes. The player who is inside of the circle is given the ball.
4. Who has the ball must pass it to a classmate while saying "LIKE" or "DO NOT LIKE". Circle members have been passing the ball between them.
5. When the player stands mentioned aloud "LIKE" or "DO NOT LIKE". Who receives the ball has to answer to a sentence, using words that correspond to drinks, food or some special course, eg. (I like milk / I do not like milk).
6. The player who is wrong, repeats or not knows what to say, replaces the player that is inside the circle.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to share their favorite or no food, drink or some course.

### Grammar

- Present Simple

### Target Vocabulary

Tuna fish  
Chicken  
Pork

Apple  
Watermelon  
Carrot  
Spinach  
onion

Yucca  
Soup  
Chugchucaras  
Guatita  
salad

Milshake  
Lemonade  
Soda  
Orange juice  
milk

### Formula

I like.....

I don't like.....

### Language and Study Skills

#### Speaking

- Students must prompt to answer immediately, using drinks, food or some special course, eg. I like milk or I don't like milk

#### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in their partner's responses.

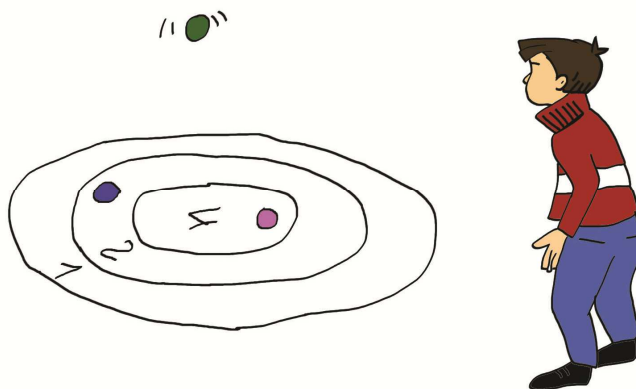
# Diana

**Objective:** To Connect the personal pronouns with the possessive adjectives

**Skills:** Speaking, reading and listening

**Procedimental:** Total Physical Response

- Reflecting listening
- Getting students to self-correct
- Fill in blanks



## INSTRUCTIONS TO PLAY

To play...

**How many?**

Unlimited number of players.

**What?**

A small stone and stick or chalk to mark the floor.

**Where?**

In the yard or sport field.

**How long?**

15 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. It marks a target on the floor about 3 feet in diameter, divided into three concentric circles which gives a value of 4 points to the smallest, 2 to intermediate and 1 outside.  
Also draw a throw line to 6 meters from the center of the target.
2. Players are divided into groups of 3 or 4 components. Participants in turn have to throw the stone from the throw line, trying to hit the target.
3. Each circle of the target has a list of sentences that must be completed using the possessive adjectives. (Every morning I brush ...). If the answer is correct gets the points marked on the circle.
4. Each player has a throw.
5. Players who get more points are the winners.

**Variations:** It can give each player two throws, or by knockout. The distance from the throw line can be increased depending on the degree of difficulty desired.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to link the personal pronouns with the possessive adjectives in a short sentence.

### Grammar

- Present Simple

### Target Vocabulary

- **Personal Pronouns:** I, you, he, she, it, we, you, they.
- **Possessive Adjectives:** my, your, his, her, its, your, their

### Formula

Every morning  
Every afternoon

I brush my hands  
She brushes her hand.  
Brush.....hair  
Brush .....teeth  
Wash..... hands  
Wash .....clothe  
Peel .....fruit



## Language and Study Skills

### Speaking

- Students must complete the phrase and oral way: Every morning I brush my teeth.

### Listening

- Students must hear carefully the teacher's instructions, and also to the students who reads the phrase.

### Reading

- One participant of each group must read an incomplete sentence of a list.

# I'm gonna get you!

**Objective:** To replace a noun for a personal pronoun, in order to avoid repetition.

**Skills:** Speaking, reading and listening

**Procedimental:** Total Physical Response

- Reflecting listening
- Reading aloud



## INSTRUCTIONS TO PLAY

To play...

**How many?**

More than ten players divided into pairs.

**What?**

Scarves in two different colors.

**Where?**

In the classroom changed.

**How long?**

15 minutes.



## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Participants are divided into two teams.
2. Members of the first group will represent the Present of To Be verb, and the second group the Present Simple.
3. The players of each group have a sentence on a piece of paper.
4. Each team wears a scarf or ribbon of different colors, as a bracelet.
5. The groups are located distant from each other.
6. At a given signal the two groups look for a partner. Each participant must say his/her sentence, eg. (A player of the verb to be says *Mark is a cashier*; the player of Present Simple says *He works in a bank*.) They can not mention other words.
7. Win the couple who first found.

**Variations:** The game can help to identify the structure of a sentence.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to give information and practice the Present Simple and Present of Be.

### Grammar

- Present Simple
- Present of Be

### Recycled Vocabulary

Occupations	Personal Pronouns	Regular Verb
Fisherman	I	work
Postman	You	
Farmer	He	
Musician	She	
Singer	It	
Dentist	We	
Writer	You	
Sailor	they	
soldier		



## Language and Study Skills

### Speaking

- Each student must say aloud their statement.

### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in their partner's responses.

### Reading

- Each student has a sentence on a piece of paper; he or she must read it.

# Separate collection

**Objective:** To determine the rules for regular verbs in past tense.

**Skills:** Reading and listening

**Procedimental:** The Silent Method

- Shoe Box English
- Memorization
- Self correction gestures
- Color wall chart



## INSTRUCTIONS TO PLAY

To play...

**How many?**  
Whole class.

**What?**  
Chairs, cards,  
cardboard color,  
yellow, blue, red  
and green.

**Where?**  
In the classroom  
changed.

**How long?**  
10 minutes.

## INSTRUCTIONS TO THE TEACHER

The game starts...

1. At one end of the room are placed the chairs, they will be a container from the past of regular verbs, and they are stuck a color cardboard.
2. At the other end are card boxes in past tense.
3. Each color of cardboard assigns a rule for the regular past tense, eg. Yellow (for verbs that are added **ed**), blue (for ones that change the **y** to **i + ed.**), green (for those that **double the last consonant**), red (for only add letter **d**).
4. The players are distributed into groups of ten.
5. Each participant in turn, must carry a flash card to the chair with the cardboard color that corresponds to the rule of the past of regular verbs.
6. Who fails to give a forfeit.
7. At the end of the game will clarify the doubts about the failures.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

Students will be able to practice and reinforce the rules for irregular verbs in past tense.

### Target Vocabulary

#### REGULAR VERBS

PRESENT	PAST	PRESENT	PAST
clean	cleaned	taste	tasted
count	counted	dry	dried
cross	crossed	fry	fried
wait	waited	try	tried
travel	traveled	enjoy	enjoyed
love	loved	play	played
like	liked	stay	stayed
serve	served	shop	shopped
surprise	surprised	stop	stopped

### Language and Study Skills

#### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in their partner's responses.

#### Reading

- Students must focus their attention on the color cardboard, also in the verb on the flash card in order to place correctly.

# The ball that burns

**Objective:** To use correctly the prepositions of time (in / at).

**Skills:** Speaking and listening.

**Procedimental:** Total Physical Response

- Questions and answers
- Chain Drill



## INSTRUCTIONS TO PLAY

To play...

<b>How many?</b> Unlimited number of players.	<b>What?</b> A ball.	<b>Where?</b> In the yard or sport field.	<b>How long?</b> 10 minutes.
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## INSTRUCTIONS TO THE TEACHER

The game starts...

1. Players are placed in a circle and facing inward.
2. It is drawn which player will be the first to have the ball.
3. He/she quickly passes it to a classmate asking the question, eg. *What do you do in the morning?* or *What do you do at 6:00 am?*
4. The player, who receives it, has to answer immediately, eg. *I get up and brush my teeth.*
5. After having answered, this acts as the first participant.
6. Who drops the ball or makes bad passes is eliminated.

## INSTRUCTIONS TO THE STUDENTS

### Standards of Performance

- Students will be able to recognize the prepositions of time and apply in a question sentence in the Present Tense.

### Grammar

- Simple Present

### Target Vocabulary

PREPOSITION OF PLACE: in, at

### Recycled Vocabulary

- THE TIME VOCABULARY: o'clock, half, past.

### Formula

- What do you do in the morning?
- What do you do in the afternoon?
- What do you do before at 12:30?
- What do you do at 6:00 am?

## Language and Study Skills

### Speaking

- A student passes the ball to another one, and asks aloud a question, eg. *What do you do in the morning?*. The other student who receives the ball has to answer quickly.

### Listening

- Students must hear carefully the teacher's instructions.
- Students have to focus their attention in the question of his or her classmate.

## **CONCLUSIONS**

- Ludic activities create a pleasant atmosphere, encourage relationships and facilitate the learning.
- The teachers as learners participate and interact constantly.
- It is valued and accepted individual differences.
- Ludic activities can help to practice and reinforce a new knowledge.
- Students and teacher can enjoy activities involving physical movement coordination, also activities involving a mental challenge.
- Students constantly are encouraged to be an important part of the learning process.

## **RECOMMENDATIONS**

- The guide should be considered into the teacher's lesson plans.
- Participants should work in an attentive hearing and vision immediately.
- It should value the spirit of cooperation rather than competition.
- Make sure that students understand the instructions and answer correctly.
- Give pair and group instructions effectively, so they should be clear and brief.
- Teacher should walk around the class and monitor.



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