



Join the alphadots

ACTIVITY TYPE

individual 'join the dots' activity

LANGUAGE FOCUS

letters of the alphabet
It is a(n) (elephant).

LEVEL

1

AGE RANGE

6-11

SKILLS

listening, letter recognition

TIME

20-30 minutes

MATERIALS

a copy of the *Join the alphadots* worksheet per pupil, crayons, cassette (optional)

Before class

Make a copy of the *Join the alphadots* worksheet for each pupil.

In class

- 1 Check your pupils' recognition of the letters of the alphabet. This can be done with a simple *Alphabet quiz*. The teacher says a word, e.g. *kite*, and the pupil has to say the first letter (k), to get a point. With more competent groups this can be extended to a *Spelling quiz*. The teacher asks pupils individually, in pairs or in teams, to spell simple words. They score one point for each correct word.
- 2 Give pupils a copy of the worksheet. Tell them to start by putting their pencils on the dot next to the pencil symbol. Ask them to listen to the cassette (or teacher) and draw the lines connecting the letters. Be prepared to pause the cassette if necessary.

Tapescript

p, d, x, v, t, r, j, b, h, k, l, o, u, q, s, g, f, a, i, n, e, c, y, p, m, z, w

- 3 Pupils then write the word under the picture:
It is an elephant.

Extension

Once your pupils have completed the name of the animal under the picture you can practise the structure *It is a/It is an* and the question form *Is it a/an ...?* by playing a drawing game on the board.

Start by drawing the basic outline of something on the board. Pupils have to guess what it is by asking you questions, e.g. *Is it a book? Is it a box?* etc. To which you answer *Yes, it is./No, it isn't*. If necessary add details to the picture until they guess correctly what it is. (*It's a door!*)

When pupils understand how the game works let them come out to draw on the board. It is always a good idea for them to tell you what they are going to draw (or write it down) before they start, so as to save any discussion later.



PRIMARY ACTIVITY

ABC crossword

ACTIVITY TYPE

individual crossword, chant

LANGUAGE FOCUS

the alphabet and connected vocabulary

LEVEL

3

AGE RANGE

8–10

SKILLS

spelling (written and spoken)

TIME

50 minutes

MATERIALS

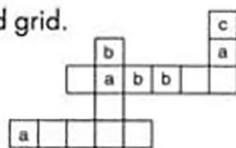
a copy of the ABC crossword worksheet per pupil, cassette (optional)

Before class

Make a copy of the ABC crossword worksheet for each pupil.

In class

- 1 Revise the alphabet and its pronunciation. If there is any vocabulary in the crossword that your class do not already know, make use of the illustrations to pre-teach it or, if you prefer, give them dictionaries to look the words up.
- 2 On the board draw a picture of an apple and a ball and this crossword grid.
- 3 Point to the picture of the apple and ask *What's this?* Look at the crossword on the board and ask your pupils *Where do I write it?* Ask them to spell it while you write it in the squares as they do so. Do the same for *ball*.
- 4 Give pupils a copy of the ABC crossword each. Ask them to look for a word which starts with the letter **c**, to put on the crossword on the board. When they say *cat* ask them to spell it and fill in the crossword, counting the number of letters and the number of boxes.
- 5 Ask them to continue like this and complete the crossword. Point out that each word starts with a different letter of the alphabet, and that there is a word for each letter of the alphabet. They should begin with words which already have a letter given, then those words will give them a letter for the next new word, etc. They should ignore the numbers on the crossword for the time being. These will be used when you correct the crossword together.
- 6 Circulate to help and prompt. Show pupils that the completed words on the crossword can also help them to solve the rest of the clues. As this puzzle requires a certain amount of reasoning give them plenty of time and if necessary push them in the right direction without giving them the answers.
- 7 Correct the crossword collectively. Individual pupils say the answers while you or other pupils write them on the board. The completed crossword is given on p. 126.

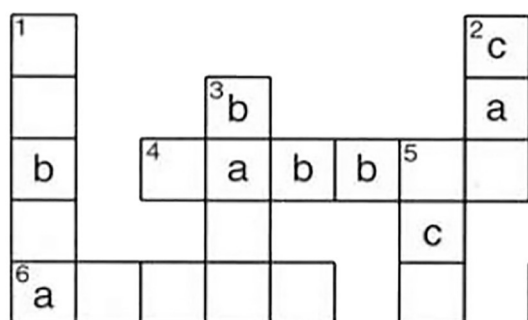
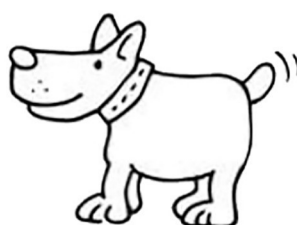
**Option**

To make the crossword easier, you could add some more letters before you photocopy.

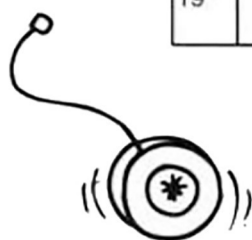
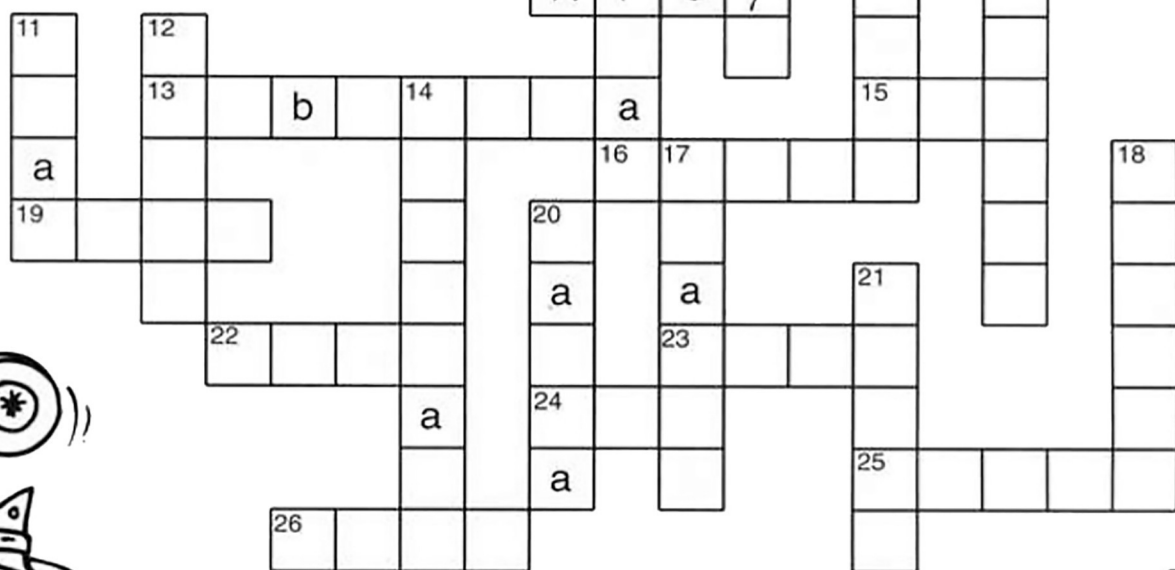
Extension – Alphabet chant and gameTo practise the alphabet, spelling and vocabulary play the *Alphabet chant* on cassette (or do it yourself with pupils). When the pupils chorus the letter, all click your fingers in unison.**Tapescript**

TEACHER: Give me an A!	PUPILS: A!	TEACHER: Give me a B!	PUPILS: B!
TEACHER: Give me a P!	PUPILS: P!	TEACHER: Give me an A!	PUPILS: A!
TEACHER: Give me a P!	PUPILS: P!	TEACHER: Give me an L!	PUPILS: L!
TEACHER: Give me an L!	PUPILS: L!	TEACHER: Give me an L!	PUPILS: L!
TEACHER: Give me an E!	PUPILS: E!	TEACHER: What have you got?	PUPILS: Ball!
TEACHER: What have you got?	PUPILS: Apple!		

Now continue the chant as a game. The first pupil to put his/her hand up with the right answer to the question *What have you got?* wins a point. When pupils have got the idea, you could let some of them lead the chant (after first checking that they know the correct spelling of the word they have chosen).



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Word scramble

ACTIVITY TYPE

group vocabulary and spelling game

LANGUAGE FOCUS

letters
simple vocabulary

LEVEL

2

AGE RANGE

8–11

SKILLS

word production, spelling

TIME

30 minutes

MATERIALS

one copy of the *Word scramble* worksheet per pair or group of 3–4 pupils

Before class

Make a copy of the *Word scramble* worksheet for each pair or group of 3–4 pupils. Cut each copy up into individual letter cards.

In class

- 1 This game can be played in pairs or small groups (maximum four pupils).
- 2 Before giving out the letter cards, demonstrate the game by example with a group at the front of the classroom.
 - Place the letters face down on the table.
 - Each player takes twelve letters and places them face up on the table in front of them. They then have five minutes to make as many words as they can using their selection of letters, writing these words on a separate piece of paper. They can use only the letters they have per word, but they can re-use them for the next word.
 - Words can be scored according to the number of letters they contain: a point for each letter as in the example:



boat ✓ 4 points

coat ✓ 4 points

bat ✓ 3 points

back ✓ 4 points

cake ✓ 4 points

tall ✗ 0 points

(*tall* isn't possible because there is only one 'l' in the selection)



- For the demonstration game the teacher helps pupils with scoring, but they should then be able to score their own words.
- If you want your pupils to play more rounds of the game, then they should mix the letters face down on the table again and select another twelve.

- 3 Give each group their cards and let them play.
- 4 Circulate to monitor and help.

Option

As spelling practice, you can say a word and each group spells it with their letters. Ask individual pupils to write the words on the board for correction.

For more practice on word formation see **9.1 DIY wordsearch**



a	a	a	a	a	a	a	a	b
b	c	c	d	d	d	d	e	e
e	e	e	e	e	e	e	e	e
f	f	g	g	g	h	h	i	i
i	i	i	i	i	i	j	k	k
l	l	l	l	m	m	m	n	n
n	n	n	n	o	o	o	o	o
o	o	o	p	p	p	q	r	r
r	r	r	r	s	s	s	s	t
t	t	t	t	t	u	u	u	u
v	v	w	w	x	x	y	y	z

Alphadots

ACTIVITY TYPE

pairwork alphabet 'join the dots' dictation

LANGUAGE FOCUS

letters of the alphabet

instructions: look, listen, draw

LANGUAGE LEVEL

1

AGE RANGE

7-8

TIME

40 minutes

MATERIALS

a copy of the *Alphadots* worksheet per pair of pupils, an extra copy for demonstration

Before class

Make a copy of the *Alphadots* worksheet for each pair of pupils and an extra copy for demonstration. Cut each copy into two parts: A and B.

In class

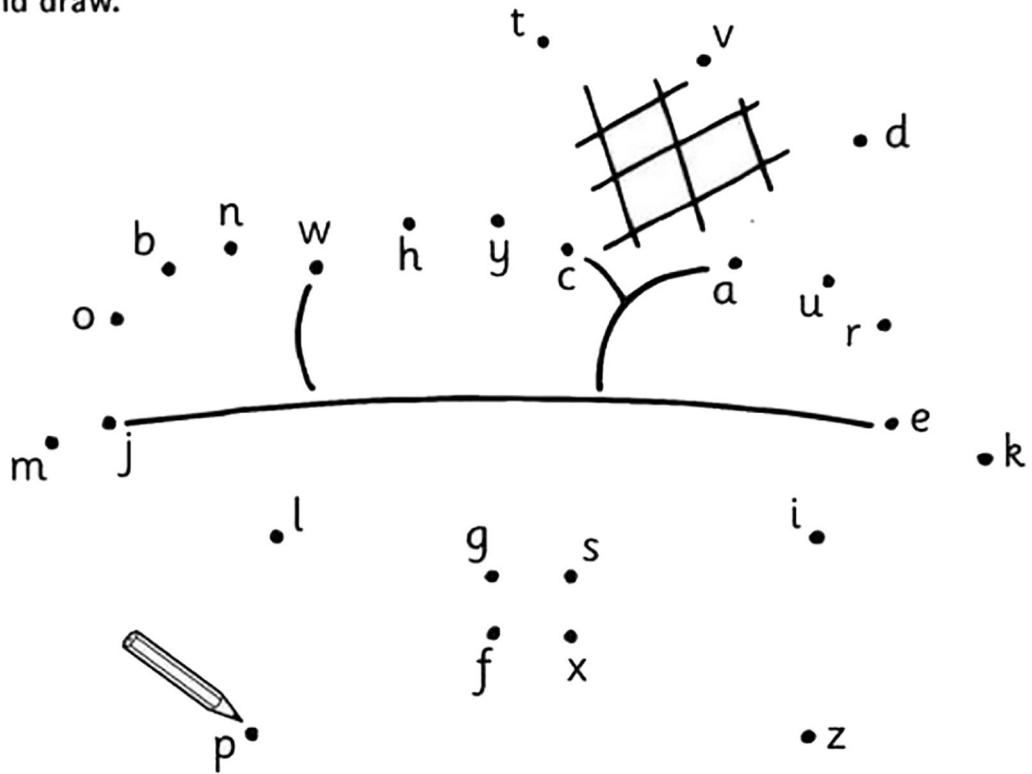
- Revise or pre-teach the letters of the alphabet and their pronunciation:
 - Write the letters on the board, in groups, according to their pronunciation: /a, h, j, k/, /b, c, d, e, g, p, t, v/, /f, l, m, n, s, x/, /i, y/, /q, u, w/, /o/, /r/, /z/. Draw pupils' attention to the common sound in each group of letters. Say *Listen and repeat*, for pupils to repeat the letters in each group after you.
 - Pupils listen and repeat the letters from a to z after you. Ask a pupil to say the letter a, the pupil next to him or her says the letter b. Continue by going round the class asking them to say all the letters of the alphabet in turn.
 - Take a section of the alphabet and say the letters in sequence, missing one out, e.g. b, c, d, e, f, h, i, j, k, l. Pupils must identify the missing letter (g) to score a point.
 - Play an alphabet quiz. Say a word, e.g. kite, and pupils must say the first letter, k, to get a point.
 - Ask pupils, in pairs or in teams, to spell simple words. They score one point for each correct word.
- Demonstrate the game with a pupil. Select a pupil and sit facing him or her. Give the pupil part A of the worksheet and you keep part B. Explain that pupils listen to their partners dictate the letters and they draw lines to join the dots. They start at the letter with the picture of a pencil. Put your pencil on the right letter (r) and ask your partner to read the letters at the top of his or her sheet. Draw the lines from one letter to the other for the class to see.
- Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper.
- Pupil As dictate for Pupil Bs to draw and complete their pictures, then they change roles. When they have finished, they compare pictures.
- Circulate to monitor and correct.
- Pupils then write the word under the picture.
It's an ice cream / a pineapple.

A

Dictate:

r-h-x-i-f-e-c-o-t-y-s-d-w-a-b-m-j-g-l-z-p-u-k-n-v-r

Listen and draw.



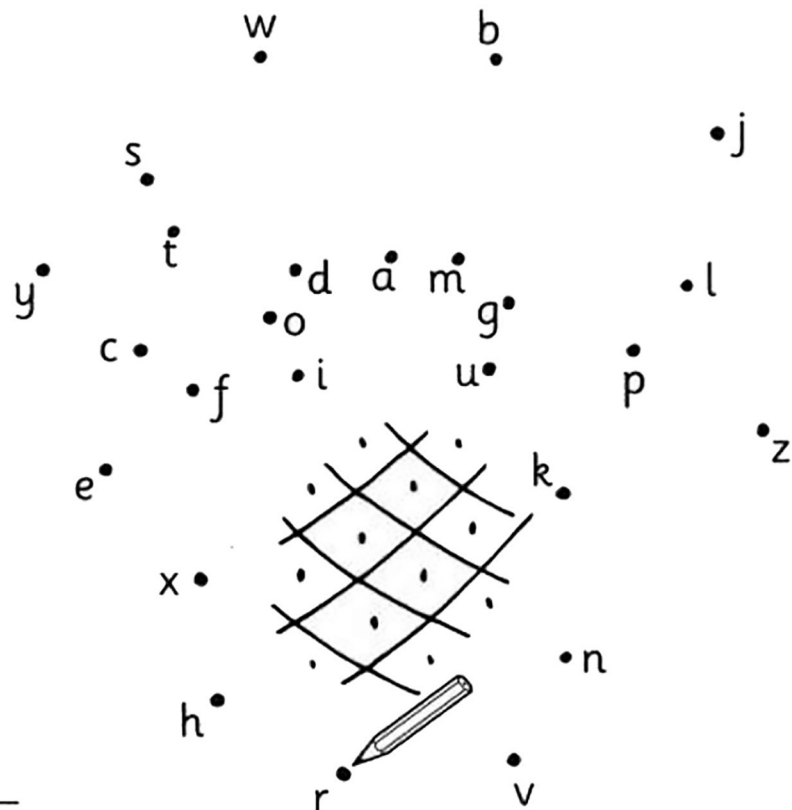
It's _____

B

Dictate:

p-f-g-l-m-j-o-b-n-w-h-y-c-t-v-d-a-u-r-e-k-i-s-x-z-p

Listen and draw.



It's _____

My alphabet book

ACTIVITY TYPE

individual 'make and do'
activity, song

LANGUAGE FOCUS

letters of the alphabet, basic
vocabulary

LEVEL

2

AGE RANGE

6-9

SKILLS

listening, writing

TIME

40-50 minutes

MATERIALS

a copy of the *My alphabet*
book worksheet (both sides)
per pupil, crayons, pictures
from magazines (optional),
scissors, glue, cassette
(optional)

Before class

Make a double-sided photocopy of *My alphabet book*. If you can't do this, then stick the two pages together (back-to-back).

In class

- 1 Check your pupils' recognition of the letters of the alphabet or revise them using the alphabet song. Play the cassette or sing the song from the tapescript.
- 2 Practise the song line by line with the class. When they are ready, ask them to stand up and sing the whole song.

Tapescript

A B C D E F G

H I J K L M N O P

Q R S and T U V

W X and Y and Z.

Now you know your ABC

Can you sing along with me?

- 3 On the board draw an apple. Say *A is for ...?* to elicit *A is for apple*. Write this next to the picture of the apple.
- 4 Say *B is for ...?* and wait for suggestions (*banana, ball, blackboard, bag, etc.*). Choose one of these, draw a quick picture and write *B is for ...* (depending on the word chosen).
- 5 Give pupils their copy of the photocopied sheet. Show them how to fold it so that it has the form of a booklet and ask them to fold their own.
- 6 Now ask them to write their names and to proceed by drawing pictures for words which start with each letter of the alphabet, and writing the short text next to each picture.

Options

- a Pupils can cut pictures out of magazines and stick them next to the words.
- b Pupils can list all the words they know beginning with each letter.

Extension: - 'One, two, three' class game

Select a theme, e.g. 'words beginning with B'. Tap the table twice saying 'one, two', then click your fingers saying 'three', then say the word, e.g. 'one, two, three - ball'. The pupils then have to continue, in turn, saying different words. If pupils repeat a word or take longer than ten seconds, they are out.

Alphabet tennis - pairwork

A pupil says a letter to his or her partner. The partner says a word beginning with that letter. The first pupil says another word beginning with the same letter, and they continue in this way until one of them runs out of words.



A is for apple

B is for

C

D

E

Fold here

T

U

V

W

X

Y

Z

M N O P Q R S

F G H I J K L

ZZZ LAND

Teacher's Notes

Aim

Introducing oneself and meeting others. Spelling names and addresses.

Materials

Enough copies of the Worksheet for each child to have at least one card. A blank piece of paper for each child.

Duration

Part 1: Meeting others in the class: 20 minutes **Part 2:** Breaking the code: 25 minutes

Language focus

The alphabet and numbers. *What's your name? How old are you? Where do you live?*
My name's... I'm... I live...

Aim of the game

To break the code and find out which person in the class is from Earth.

Background information

Tell the children they are on ZZZ Land. Detective ZZZ is worried. She knows that someone from Earth has arrived in secret but she doesn't know who he or she is. The class is going to help her find out by breaking a special code.

The first part of the activity will involve the children introducing themselves to each other and noting down other children's names and addresses. It is important that these are noted accurately as they are the clues for solving the problem. The second part of the activity will involve giving the class the code and solving the mystery.

Introduction

The children all write their names in capital letters in their notebooks. Call out the letters of the alphabet. If any children have that letter in their name they should stand up. Letters can either be called in alphabetical order or at random. You can ask one or two children to be callers and call out the letters in their name, in order or at random. If you wish, you can do a survey by writing up the letters on the board and writing the number of children who have that particular letter in their name next to the letter. Let the children count so that they also get practice in using the numbers.

Playing the game

Part 1 Meeting the others

- 1 Give each group of five children a name and address card. You can repeat cards or give a different one to each child. The number of cards you use in the activity is flexible BUT you must include "WENDY" as one of the cards for one child in the class.
- 2 The children look at their role-cards and have ready a blank piece of paper and a pencil. They then take it in turns to stand up and introduce themselves to the other children in their group using *My name's... I'm... My address is...* Each child writes down all the information about at least two of the other people in their group spelling out their name and address. You may prefer to set a limit for this part of the activity. **IMPORTANT** The children must know that it is essential for them to write down the information accurately otherwise they will not be able to break the code! They also need to make sure that everyone's details have been noted down by someone.

- 3** Write the following code on the board and ask the children to help you. Begin by writing and saying the alphabet aloud so that the children join in.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Ask the class to copy the code in their notebooks.

Part 2 Breaking the code

- 1** The children now proceed to work out the total for each person they have met, including their own name cards in the following way. It is probably useful to show them how one name card works by writing it all up on the board.

















$$\begin{array}{r}
 \text{P} \quad \text{A} \quad \text{T} \\
 16 + 1 + 20 = 37 \\
 \text{M} \quad \text{O} \quad \text{O} \quad \text{N} \\
 13 + 15 + 15 + 14 = 57 \\
 \text{R} \quad \text{O} \quad \text{A} \quad \text{D} \\
 18 + 15 + 1 + 4 = 38 \\
 \text{Letters total} = 132
 \end{array}$$

They add the age number and the street number to the total produced by the letters.

$$\begin{array}{r}
 \text{Age and street number} = 10 + 8 = 18 \\
 \text{Total} = 150
 \end{array}$$

- 2** Ask several individuals to give you their totals for the different people. Now the class tries to work out what all the children who live on ZZZ Land have in common.

All the cards total 150 except for one: WENDY. This card totals 230. Wendy is therefore the exception and she is the person from Earth.

Name Wendy  Age 10 Address 19 Yellow Road	Name Steve  Age 8 Address 2 Fall Road
Name Greg  Age 10 Address 5 Bed Street	Name Pat  Age 10 Address 8 Moon Road
Name Ken  Age 10 Address 1 Fig Street	Name Pete  Age 11 Address 12 Ford Road
Name Mike  Age 11 Address 23 Beacon Road	Name Helen  Age 11 Address 18 Angel Road
Name Anne  Age 8 Address 12 Diver Road	Name Tim  Age 11 Address 24 Clean Road
Name Claire  Age 9 Address 24 Bleak Road	Name Nicola  Age 9 Address 9 Vale Road
Name Kate  Age 10 Address 30 Bond Road	Name Penny  Age 8 Address 8 Deal Road
Name Martin  Age 10 Address 5 Ham Road	Name Fred  Age 9 Address 43 Oak Road

The spelling game

ACTIVITY TYPE

small group game, spelling

VOCABULARY FOCUS

words with problematical
spelling

LEVEL

3

AGE RANGE

11–12

SKILLS

reading, speaking

TIME

30 minutes

MATERIALS

a copy of *The spelling game*
baseboard and a set of *The*
spelling game word cards per
small group, dice, counters

Before class

Make a copy of both of *The spelling game* worksheets for each group of three to four pupils. Prepare sets of cards by sticking the worksheet onto card and cutting it up into individual cards. If you prefer your pupils can do this at the start of the class.

In class

- 1 Revise the alphabet.
- 2 Arrange the class in small groups (maximum four pupils) working around a table.
- 3 Explain the rules. This can be done by example.
 - a Each player has a counter which they place on 'START' on the baseboard. The word cards are placed in a pile face down on the table.
 - b To start, they all roll the dice, and the player with the highest number starts.
 - c The first player rolls the dice. The player on his or her right takes a word card and reads it aloud. The player whose turn it is must spell this word correctly in order to advance the number on the dice.
 - d If they cannot spell it, or spell it incorrectly, the player on their left tries to spell the word. If they are correct, they advance one square.
 - e The player on the first player's left rolls the dice and the process continues.
 - f The winner is the first player to reach 'HOME' or the closest to 'HOME' when the time limit is up.
- 4 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. Is that a noun? Can you repeat that? You're the winner.*
- 5 Give each group their baseboard, word cards, counters and dice and let them play.
- 6 Circulate to monitor and help.

Note

Correct spellings are allowed or disallowed by group members. If there is conflict, the teacher is the judge.

Extension

You can make your own sets of word cards to include recently acquired vocabulary or words which give your pupils problems.

Word cards

address	answer	apples	aunt	balloon	because
bicycle	bigger	birthday	blue	bottle	bread
breakfast	bridge	carrot	chicken	children	chocolate
church	clothes	dancing	daughter	different	dinner
elephant	engineer	evening	family	famous	father
favourite	football	friend	giant	give	great
Greece	guitar	half	head	heavy	high
hour	human	hungry	intelligent	invention	Ireland
Italian	jacket	juice	July	key	kitchen
knee	knife	language	lazy	lettuce	listen
litre	magazine	million	mother	nation	necessary
night	nineteen	noisy	nothing	often	orange
other	out	penguin	people	photograph	picture
pieces	please	police	quarter	queen	question
quiet	quiz	reading	ready	real	remember
rich	right	school	science	scissors	sometimes
surname	teacher	these	thousand	touch	tourist
umbrella	uncle	understand	usually	village	volleyball
wash	watch	Wednesday	what	when	which
window	woman	yacht	yellow	yesterday	young

