

## Forewords

This English handbook starts from square one: it is the beginning of a whole new world of expression and understanding for both young learners and their families. The excitement we have seen in the last three years of the program's development has been astounding. Over the course of the 2007-2008 and 2009-2010 school years, we compiled the ideas, songs and games that the students and teachers of Hjallastefnan schools across Iceland have most responded to and embraced. It is from this carefully selected material that we have created the Hjallastefnan English Program Handbook.

The developers of this program and authors of this handbook would like to thank Elizabeth Nunberg, who began introducing English at Hjallastefnan in 2003. Elizabeth can be heard singing on the DVD that accompanies this book.

Successfully introducing a young learner to a new language inspires them to share their new world view with those around them. We dedicate this program to those learners.

**Alana Odegard and David P. Nickel**

Many years of work by the Hjallastefnan schools (Hjalli model-schools) and great English instructors has resulted in the development of this curriculum for early childhood education from 1.5 to 5 years of age. It is the firm belief of the Hjalli-model that young children have an endless capacity to learn and that an introduction to a foreign language should begin at an early age so that the children learn the new language in the same way that they learn their first one. An inviting English program combined with a rich Icelandic environment should stimulate every child's capacity and create a strong foundation both for their own language and an international one. These are both equally important; being able to master your own language and at the same time have the knowledge to bridge language barriers as true citizens of the world.

I thank all those that have worked on our language program from the start; all the English instructors and other Hjalli-model teachers that have participated, the children and their parents for their interest and encouragement, the authors, Alana Odegard and David P. Nickel whom made this curriculum a reality and Elizabeth Nunberg who started the English instruction in Hjalli-Schools in 2003.

**Margrét Pála Ólafsdóttir author of the Hjalli-model**

## Program overview

Welcome to the Instructor's Handbook for the Hjallastefnan English Program for students ages 1.5 to 5. The lessons in this handbook are intended for use at the Hjallastefnan *Leikskólar* (playschools/kindergartens).

Emphasis is placed on building vocabulary through activities, games and songs. English instructors speak as much English as is functional and comfortable within the lesson, according to the age and ability of the children.

The aim of the program is to provide a fun environment in which Leikskóli children are introduced to English language environment.

The English Program for early Education follows the 6 rules of the Hjallastefna pedagogy, as found in the Hjallastefnan school manual and at [www.hjalli.is](http://www.hjalli.is).

Each English Instructor is responsible for providing and maintaining their own teaching materials, which are outlined in the individual lesson descriptions.

### **English Program Outline for Ages 1.5 to 5**

The program is divided into six four-day units, taught from Monday to Thursday during the school week. Lessons last between 5 and 20 minutes, depending on the age of the children, the school's schedule and how the lesson "flows". The English program unit topics for early childhood education are as follows:

- Unit 1: The Body
- Unit 2: Family, Feelings and Friendship
- Unit 3: Colour and Food
- Unit 4: Clothing, Seasons and Weather
- Unit 5: Actions, Commands and Movement
- Unit 6: Animals and Nature

Two additional topics, colours and numbers, can be added to each of the above topics in several easy ways. Having the children discuss the colours of food, clothing, plants, etc. and also counting them can be a fun way to include colours and numbers in many if not all of the unit topics.

## Have fun!

## HJALLASTEFNAN THEMES & ENGLISH LESSON THEMES

### Hjallastefnan Themes:

#### **Behaviour (*Agi*)**

(respect, discipline, courtesy, performing)

#### **Self-reliance (*Sjálfstyrking*)**

(independence, self-confidence, self-awareness, expression)

#### **Relationships (*Samskipti*)**

(tolerance, helpfulness, broad-mindedness, unity)

#### **Positivity (*Jákvæðni*)**

(optimism, joy, assertiveness, honesty)

#### **Friendship (*Vinátta*)**

(companionship, caring, closeness, love)

#### **Daring (*Áræðni*)**

(courage, energy, activity, initiative)

### English Unit Themes:

#### **Body**

#### **Family, Feelings & Friendship**

#### **Colour & Food**

#### **Clothing, Seasons & Weather**

#### **Actions, Commands & Movement**

#### **Animals & Nature**

### Theme-Based Pairings

**Body & Self + Behaviour:** The very first unit of the year focuses on familiarizing the children with the routine of English lessons, establishing the proper triggers and responses to the Core Materials, as well as familiarizing the children (of all ages) with their English instructors.

**Family, Feelings & Friendship + Self-Reliance:** The objective in relating the child's sense of self-reliance with their Family, Feelings & Friendship is to make each child aware of the extent to which they control themselves and the various ways in which they can be self-reliant within their own lives. By encouraging the children to "take the lead" and describe their families as well as their feelings, they rely on their own concepts of what they feel and how they view themselves within their family structure.

**Colour & Food + Relationships:** This unit comes at a very exciting time for the *leikskóli* children, as Christmas is right around the corner. Unit three is focused on the colours and foods that surround them. Everything that the children have learned in their English lessons to this point is also reinforced by a review of what the English Instructor found to be the favourite games and activities for each unit.

**Clothing, Seasons & Weather + Positivity:** Unit four is both a return to school after the Christmas holidays and a return to the English which was taught in the fall. A positive approach to the weather is very important, since this unit falls within the darker time of the year for the children and they are often quite cold and wet. Helping them to enjoy dressing themselves (or being dressed) as well as expressing their feelings about the seasons in English is a good way pass the time between winter and spring.

**Actions, Commands & Movement + Friendship:** This is a very active and fun unit. The children spend almost every lesson on their feet running, jumping, dancing, etc. They combine their actions with acts of friendship and cooperation, encouraging each other in positive and enjoyable ways.

**Animals & Nature + Daring:** The final unit comes at the same time as the spring season, and therefore all new materials in the unit focus on the flora and fauna found in Iceland, as well as that which the children may be familiar with from abroad. The final lesson is reserved for a grand review of all the English lessons for the entire year, and previous English Instructors have found that making a “party of it” works very well, especially for the younger learners.

### **“Triggers”**

An important part of the English lesson, especially at the very beginning, is establishing the triggers which help the lesson run smoothly and let the children/teachers feel the flow of the program. Much like the progression of each lesson’s stages (Opening, Songs & Vocabulary, Activities & Games, Closing) the triggers help the students to focus on the tasks at hand, especially when the songs and games require the children to be active. A trigger can be anything an English instructor can imagine that might grip the attention of both children and teacher and draw the focus into a song, activity or simply to draw attention away from an undesirable situation. Some established triggers include:

**„Ready? OK! “.** Simply saying this phrase can get the children into the flow of the lesson if the instructor has been diligent in repeatedly beginning activities by saying „Ready? OK!“ Much like other triggers, using this phrase lets the children know that an activity, game or song is about to begin and focuses the children’s attention, drawing them into the lesson and re-enforcing their participation if they have strayed.

**„1-2-3“Counting.** This trigger involves some set-up but is very effective once developed. The English instructor explains that before a song can be sung he/she must count to 3, and then the singing can begin. By counting aloud along with the instructor, the children’s focus is drawn in to help “activate” the song and thereby become involved in the lesson. Eventually the counting can be made more difficult and challenging over the course of the year in order to keep their interested engaged (count by 10’s, 20’s, etc). The instructor will eventually find that he/she can simply begin counting and the children will stop what they are doing and count along. In this way the trigger draws focus back to the lesson.

„**Now Let’s Stop**“. This is a trigger used mostly during active songs and games and helps in getting the children to stop their current activities and return to the lesson. Instruct the children to stand very straight, as tall as they can, hold their hand out in front of them like a traffic officer and say „Now Let’s Stop.“ At this point the children stand very quietly and still while waiting for the next stage of the song, game or lesson to commence.

**Group Breathing.** The use of group breathing during a lesson can control the pace of both activities and songs, and help to relax the children after an active game. By having the children breathe deeply once or twice (in through the nose and out through the mouth) the instructor can ensure that the children calm themselves slightly and assemble while doing so. Simply gather the children in a large circle (possibly holding hands) and have everyone breathe in and out at the same time, in unison.

### Icelandic Teachers

The development of strong contacts within the many Hjallastefnan schools keeps the English program fresh and alive in the minds of the children and the teachers. Several of the schools have a specific teacher who is considered to be the „Icelandic Partner „to the English program. The English Instructor sends all information and emails related to English lessons directly to the Icelandic Partner. The Icelandic Partner then informs the school of any upcoming events/plans within the English program and helps to remind the other teachers to sing the English songs and play the games used in the program. It is up to the Icelandic Partner to take the initiative and maintain the upkeep of the English program during the weeks between English lessons and to also prepare the teachers for the English instructor’s arrival. To assist the Icelandic Partner with the task of reminding the Teachers of an upcoming English unit, the English instructor also posts notices listing schedule information (times/dates of English lessons) in the classrooms, as well as in the common staff area of the school.

### Icelandic in English Lessons

The job of the Hjallastefnan English instructors is to introduce children to the English language. The most effective way in which to do this is to speak as much English as possible when instructing. Encourage the children to use the English they know when trying to communicate during lessons. However, the English lessons are not an immersion program and the children are not expected to become fluent in English as a second language. The goal of the program is to give the children a taste of English in a fun and supportive environment so that they see learning a second (or even a third) language as a positive and fun activity. It can be useful to speak some Icelandic during English lessons; however, it is best to limit the use of Icelandic as much as possible during the lessons. The Icelandic teachers can translate any instructions from English into Icelandic, if need be. Before long, do not be surprised if the children begin to listen and understand basic English.

## English Area

It is advisable to establish a specific “English Area” at each school. This is important because it gives both the teachers and the children an area they can recognize as the place they always (or as often as possible) meet when the English Instructor comes to visit. This applies to both indoors and out. Establishing an “English Area” makes the English experience as comfortable and efficient as possible for everyone involved. This is a large part of the Hjallastefnan English program, especially for the playschool ages 1.5 to 5, where the lessons are more fun and playful than actively instructive. When the children (and their teachers) know where to go and what to expect they are more comfortable and unafraid to try new things, especially in a foreign language. It may be that several teachers and children are self-conscious regarding their English and by eliminating as much of the unexpected as possible, the lessons become much more fluid and productive. When possible, conduct the English lessons outdoors.

## Songs & Activities

The English lessons rely largely on music and games to engage the children and enhance their English experience. The games and songs outlined in this handbook come from many and varied sources and have been “tweaked” to suit the particular units. Instructors are welcome to use additional songs and activities.

Visit [www.prescooleducation.com](http://www.prescooleducation.com), left-bar click on *music and songs* for additional choices. For more Activities go to [www.eslkidstuff.com](http://www.eslkidstuff.com), left-bar click on *games*. More links to useful English material online can be found on the last page of this book.

## Tool Box

The English Instructor’s Tool Box is a container filled with items to use during the games and activities and perhaps even during some songs. It also provides spontaneous choices for the Instructor to build the environment of fun for the children.

### **Toolbox often includes:**

Ball  
Balloons  
Bean Bags  
Bubbles  
Chalk  
Egg Timer

Flashcards  
Laminated Body & Parts  
Laminated Clothes Items  
Long Jump Rope  
Whistle  
White Board Markers

## **Lesson Duration for Ages 1.5 to 5**

Adhering to Hjallastefnan's focus on simplicity and calmness, each English lesson should be structured in a simple manner, and this structure is adhered to in each lesson through the Standard Opening and Standard Closing. By repeating these two structures formally, the children receive well-defined lessons that have a distinct beginning and end. Although the content (songs and activities) of each unit varies between the Opening and Closing, the children know the basic structure of the English lesson will always remain the same, limiting the amount of uncertainty, thereby allowing the children to focus on the lesson's content.

### **A general guideline of lesson duration is as follows:**

**Age 1.5 & 2:** Spending between 5 and 10 minutes with the youngest students is a good amount of time, depending on how well the children respond. It is also a very good idea to define a schedule with the school and Icelandic teachers that includes the youngest children before lunchtime, as they tend to sleep after a meal and are very unresponsive afterwards.

**Age 3:** Between 10 and 15 minutes

**Age 4:** Between 15 and 20 minutes

**Age 5:** Between 20 and 30 minutes

Of course these are just rough approximations based on the lesson plans provided here and the experience of previous Hjallastefnan English instructors. As always, what works best for the children and teachers is what works best for the English lesson. Have fun!

The following section contains the vocabulary and teaching ideas for a year of English lessons at the *leikskóli* level. These ideas have been developed and revised over three years' teaching by two previous Hjallastefnan English instructors. Previous Hjallastefnan English instructors have built their lessons according to the following plan:

- 1. Standard Opening song (and greetings for older children)**
- 2. Review of previous materials**
- 3. Introduction of new vocabulary through songs and flashcards**
- 4. Activities and games**

### **Standard Closing song (and farewells for older children)**

The above plan and following teaching ideas are by no means binding; they are meant as a guideline and as inspiration for instructors to create their own innovative and fun lessons.

## Opening & closing songs

### ***Hello, Hello***

Hello, hello, Hello, how are you?  
Hello, hello, Hello, how are you?  
I'm good (Clap)  
I'm great (Clap)  
I'm wonderful

### ***See You Later***

See you later (Clap-Clap)  
See You Later (Clap-Clap)  
See You Later Goodbye, So long

### ***Now It's Time For English***

Now it's time for English English English  
Now it's time for English  
We're going to have some fun  
English (English) Fun (Fun) English (English)  
We're going to have some fun!

### ***Goodbye, So-Long***

Goodbye, So-long to you my friends (Clap-Clap)  
It's time to go until we meet again(Clap-Clap)

## Unit Songs

### Unit 1 – Body

#### *Fingers*

1 little, 2 little, 3 little fingers

4 little, 5 little, 6 little fingers

7 little 8 little 9 little fingers

10 little children's fingers

Add in toes

#### *Head & Shoulders*

Head and Shoulders, Knees and Toes

Knees and Toes, Knees and Toes

Head and Shoulders, Knees and Toes

Eyes and Ears and Mouth and Nose

#### *Hands-Arms-Legs & Feet*

Hands and Arms, Legs and Feet

Legs and Feet, Legs and Feet

Hands and Arms, Legs and Feet

Fingers, Elbows, Neck and Hair

#### *The Hokey Pokey*

Put one foot in

Take one foot out

One foot in

And shake shake shake (shake your foot)

Do the Hokey Pokey

And turn around (turn around)

Let's all turn around (clap clap)

Add in the next foot and both feet, hands, head, and bum.

#### *Move Your Body*

(To the tune of "Bingo")

My arms have parts that bend and move

Every time I use them.

Shoulder, elbow, wrist and hand.

Shoulder, elbow, wrist and hand.

Shoulder, elbow, wrist and hand

And this is how I move them!

My legs have parts that bend and move  
Every time I use them.  
Knee, ankle, heel and foot  
Knee, ankle, heel and foot  
Knee, ankle, heel and foot  
And this is how I move them!

My trunk has parts that bend and move  
Every time I use them.  
Neck, back, waist and hips  
Neck, back, waist and hips  
Neck, back, waist and hips  
And this is how I move them!

I'm made of parts that bend and move  
Every time I use them.  
Shoulder, elbow, wrist and hand.  
Knee, ankle, heel and foot.  
Neck, back, waist and hips

And this is how I move them!

***What's Your Name?***

What's your name (clap, clap)  
What's your name (clap, clap)  
Oh, please tell me your name...  
My name is...  
My name is...  
My name is...  
My name is...  
Oh it's nice to see you!

## Unit 2 – Family, Feeling & Friends

### *How Are You Today?*

How are you today-today? (clap, clap)

How are you today-today? (clap, clap)

How are you today-today? (clap, clap)

How are you today?

I am happy – I am sad

I am sleepy – I am mad

I am cold and I am hot

I am good and I am GREAT!

### *Family*

(To the tune of "Frère Jaques")

Grandma, Grandpa

Mother, Father

Sister, Brother

Sister, Brother

Little little Baby, Little little Baby

Cat and Dog

Cat and Dog.

Aunt and Uncle

Cousin, Neighbours

Friends & Teachers

Friends & Teachers

All of us Together,

All of us Together

We're one big Family

We're one big Family.

### *If You're Happy And You Know It*

If you're happy and you know it clap your hands (clap-clap)

If you're happy and you know it clap your hands, (clap-clap)

If you're happy and you know it and you really want to show it

If you're happy and you know it clap your hands, (Clap-clap)

If you're happy and you know it stomp your feet (stomp-stomp)

If you're happy and you know it stomp your feet (stomp-stomp)

If you're happy and you know it and you really want to show it

If you're happy and you know it stomp your feet (stomp-stomp)

If you're happy and you know it nod your head (nod-nod)

If you're happy and you know it nod your head (nod-nod)

If you're happy and you know it and you really want to show it

If you're happy and you know it nod your head (nod-nod)

If you're happy and you know it shout hooray (HORRAY)  
 If you're happy and you know it shout hooray (HORRAY)  
 If you're happy and you know it and you really want to show it  
 If you're happy and you know it shout hooray (HORRAY)

### *If You're Happy*

If you're happy, happy, happy clap your hands (clap-clap)  
 If you're happy, happy, happy clap your hands, (clap-clap)  
 If you're happy, happy, happy  
 Clap your hands, clap your hands  
 If you're happy, happy, happy clap your hands (clap-clap)

If you're sad, sad, sad, give a little hug (squeeze)  
 If you're sad, sad, sad, give a little hug (squeeze)  
 If you're sad, sad, sad  
 Give a little hug, little hug  
 If you're sad, sad, sad give a little hug.

If you're sleepy, sleepy, sleepy go to sleep (Ahhhhhhhh)  
 If you're sleepy, sleepy, sleepy go to sleep (Ahhhhhhhh)  
 If you're sleepy, sleepy, sleepy  
 Go to sleep, go to sleep (Ahhhhhhhh)  
 If you're sleepy, sleepy, sleepy go to sleep (Ahhhhhhhh)

If you're mad, mad, mad count to 10, 10, 10  
 If you're mad, mad, mad count to 10, 10, 10  
 If you're mad, mad, mad  
 Count to 10, count to 10  
 If you're mad, mad, mad count to 10  
 1-2-3-4-5-6-7-8-9-10

### *We are friends*

(To the tune of "Frère Jaques")

We are friends,  
 We are friends  
 Me and you,  
 Me and you  
 Playing all together,  
 Playing all together  
 Me and you,  
 Me and you

## Unit 3 – Colours & Food

### *Colour Song*

(To the tune of "Twinkle, twinkle")

Yellow, Red, Green and Blue  
Black, White, Purple too  
Brown, Pink, Orange, Grey  
All the colors, I can say

### *Have You Ever Seen A Fruit*

(To the tune of "Have you ever seen a lassie")

Have you ever seen a Fruit, a Fruit, a Fruit  
Have you ever seen a Fruit that grows on a tree?  
An apple, a pear, an orange, a mango.  
Have you ever seen a Fruit that grows on a tree?

Have you ever seen a vegetable, a vegetable, a vegetable  
Have you ever seen a vegetable that grows on the ground?  
A carrot, a potato, a mushroom and tomato.  
Have you ever seen a vegetable that grows on the ground?

### *If You Are Wearing Colours*

(To the tune of "Farmer in the Dell")

If you are wearing Red, If you are wearing Red,  
If you are wearing Red, Touch your Head.

If you are wearing Blue, If you are wearing Blue  
If you are wearing Blue, Count to 2.  
If you are wearing Green, If you are wearing Green,  
If you are wearing Green, bow to the Queen.

If you are wearing Black, If you are wearing Black,  
If you are wearing Black, Touch your Back.

If you are wearing Pink, If you are wearing Pink,  
If you are wearing Pink, Give a little Blink.

If you are wearing Brown, If you are wearing Brown,  
If you are wearing Brown, Please sit Down.

***Little Apples***

(To the tune of "Ten little fingers")

One little, two little, three little apples,  
Four little, five little, six little apples,  
Seven little, eight little, nine little apples,  
All fell to the ground.

***I Like to Eat...***

I like to eat-eat-eat  
Apples & bananas.  
I like to eat-eat-eat  
Oranges & Strawberries.  
(Repeat)

## Unit 4 – Clothes, Seasons & Weather

### *Rain is falling on me*

(To the tune of "Happy birthday")

Rain is falling on me  
Rain is falling on you  
Rain is falling on everyone  
Rain is falling, Yippee!

Add in: ind is lowing, sun is shining, snow is falling

### *This Is The Way We Get Dressed*

This is the way we put on our jacket,  
Put on our jacket  
Put on our jacket  
This is the way we put on our jacket  
1 arm – 2 arms then zip (ZIP)

This is the way we put on our hat,  
Put on our hat  
Put on our hat  
This is the way we put on our hat  
On top of our head (pull down)

This is the way we put on our shoes  
Put on our shoes  
Put on our shoes  
This is the way we put on our shoes  
1 foot – 2 feet done (lets go)

### *What's the Weather*

(To the tune of "Oh my darling")

What's the Weather,  
What's the Weather  
What's the Weather like today?  
Is it Sunny?  
Is it Rainy?  
Is it Windy?  
Or is it Snowy?  
What's the Weather,  
What's the Weather  
What's the Weather like today?  
Is it Cloudy?  
Is it Foggy?  
Is it Hailing?  
Or is it Sleeting

***Seasons***

(To the tune of "Frère Jaques")

In the Summer, In the summer

It is hot, it is hot

In the Autumn, In the Autumn

Leaves fall down, Leaves fall down

In the Winter, in the Winter

It is cold, It is cold

In the Springtime, in the Springtime

Flowers come up, Flowers come up

***What to Wear?***

(To the tune of "Row, row, row your boat")

When it's Sunny and Hot

I put on my shorts,

A shirt and shoes is all I need

It's time to have Fun

When it's Rainy and Wet

I put on my rain jacket,

My boots and pants

I ready to Splash

Rain is so much Fun

When it's Snowy and Cold

I put on my snowsuit,

My hat and mittens

Wool socks and boots

Keep me Warm and Snug.

## Unit 5 – Actions, Commands & Movement

### *Action Song*

(repeat word to the tune of Frere Jacques, act out the action)

Running, Running  
 Running, Running,  
 Run, Run, Run  
 Run, Run, Run  
 Running, Running, Running  
 Running, Running, Running  
 Now let's stop  
 Now let's stop

### *I Can Do That!*

(To the tune of "Row, row, row your boat")

Can you bend and stand, jump real high?  
 I can do that,  
 I can do that,  
 I can do That!

Can you spin real slow then spin fast  
 I can do that,  
 I can do that,  
 I can do That!

Can you run and walk, clap and snap?  
 I can do that,  
 I can do that,  
 I can do that!

Can you blink and dance, fly and swim?  
 I can do that,  
 I can do that,  
 I can do that!

### *Left, Right, Forward And Back*

Left, Right, Forward and Back  
 Left, Right, Forward and Back  
 Left, Right, Forward and Back  
 Left, Right Forward and Back

Up, Down, Turn Around  
 Up, Down, Turn Around  
 Up, Down, Turn Around  
 Up, Down, Turn Around.

***Swimming, Swimming***

(In the Hjalli songbook)

Swimming, swimming in the swimming pool  
Back stroke, Side stroke,  
In the swimming pool  
I am hot, I am cold  
In the swimming pool  
Always having lots of fun  
In the swimming pool

***School Song***

School is lots of fun, kids are playing  
Boys, they are dancing  
Girls are spinning, joy is winning  
Laughing, laughing  
In their hearts  
And laughing, laughing  
In their hearts

## Unit 6 – Animals & Nature

### *Itsy Bitsy Spider*

The itsy-bitsy spider went up the water spout,  
Down cam the rain and washed the spider out.  
Out came the sun and dried up all the rain,  
And the itsy-bitsy spider went up the spout again.

### *The Animals On The Farm*

(To the tune of "Wheels on the bus")

The cow in the barn goes moo, moo, moo,  
Moo, moo, moo  
Moo, moo, moo  
The cow in the barn goes moo, moo, moo  
All around the farm.

The pig in the pen goes oink, oink, oink,  
Oink, oink, oink,  
Oink, oink, oink  
The pig in the pen goes oink, oink, oink  
All around the farm.

The hen in the coop goes cluck, cluck, cluck,  
Cluck, cluck, cluck  
Cluck, cluck, cluck  
The hen in the coop goes cluck, cluck, cluck  
All around the farm.

The sheep on the hill goes baa, baa, baa  
Baa, baa, baa  
Baa, baa, baa  
The sheep on the hill goes baa, baa, baa  
All around the farm.

### *Animals Outside*

(To the tune of "Muffin man")

Do you see the bird up high  
The cat down low  
The dog outside  
Do you see all the animals that live nearby  
Do you see the worm on the ground  
The bee in the tree  
The mouse in the house  
Do you see all the animals and insects are they great!  
Do you see the fish in the water  
The seal in the sea  
The horse in the field  
Do you see all the animals that live nearby

## Games & Activities

### ***Actionary***

Acting out vocabulary and guessing the correct words being acted out.

### ***Action Tag***

Standard tag but children may only move about according to the action called by the teacher: walking, jumping, running, etc.

### ***Body Part Bubble Catch***

Blow bubbles with bubble formula and have the students try to catch the bubbles while counting how many they have caught. Have them pop bubbles using only designated body parts (that the instructor calls out).

### ***Body Part Tag***

Frozen tag where children may only tag the body part chosen by the teacher.

### ***Bubble Catch***

Teacher blows bubbles and students catch as many as they can, counting as they catch.

### ***Can You...?***

Teacher asks a child "Can you..." and names an action; child answers "I can..." and performs the action. Children can also ask each other.

### ***Charades***

Using the vocabulary from the unit being taught, both children and teachers can take part in acting out a vocabulary word while the onlookers guess the word.

### ***Animal Charades***

Have the children act out and make the noises of the various animals, as in charades.

### ***Copycat Game***

Especially useful for teaching action vocabulary, students copy the teacher's actions as soon as they can say the name of the action. Students then perform an action and the class guesses the name of the action.

### ***Duck-Duck-Goose***

Using the vocabulary of the current unit to play the game: all children sit in a circle and one walks around patting saying one of two vocabulary words (apple, apple, apple...). Once the child says the other vocabulary word (Banana!) the child touched must stand up and the two children race in opposite directions around the circle to get to the empty spot. The child who wins sits facing out in the circle and is no longer a valid choice for the game. The child who lost continues the game with two new vocabulary words.

## **Flashcard Games:**

Used to introduce and reinforce the unit's vocabulary through the following games:

### ***Flashcard Action Choice***

Place all of the action flashcards face-up on the ground. One at a time, have each child select an action they want to do with the rest of the class. Once everyone has acted it out, flip over the flashcard and have the next child select.

### ***Flashcard Action Line***

Line the children up on one side of the room, hold up an action flashcard and state the name. Have the children repeat the name and do this action across the room and back.

### ***Can You Find...?***

Place a select number of flashcards or laminates before the students, call out the name of a flashcard and have them find and move to the corresponding flashcard.

### ***Flashcard Direction Dash***

Stick flashcards to the walls of the room and the children have to run to the correct flashcard as called by the teacher.

### ***Flashcard Hand-Off***

Students each get a flashcard and when the teacher says „go!“ each student hands his/her card to the left (clockwise) and each student shouts the name of the card (in turn).

### ***Flashcard Mix & Match***

Students must pick out and categorize flashcards that are set before them in a well shuffled pile.

### ***Flashcard Quiz***

Each student gets a number of flashcards and must pick out the card that the teacher names. Good for older students.

### ***Flashcard Show & Tell***

Teacher hands out flashcards and each student must show the flashcard they receive to the class, which must then tell them the correct name of the card.

### ***Flashcard Snap***

Flashcards are placed before the students in a shuffled pile, they sit in a circle around the cards. As the teacher says the name of a card the students try to be the first to „snap up“ the correct card, shouting „SNAP!“ as they do so.

### ***Vanishing Flashcards***

Place all the flashcards that the children have learned face-up in a pile in the centre of the circle, have each child pick a flashcard they know and have them say the name of the card, until there are no cards left.

***Flashcard Fishing***

Gather the children in a circle and place all of the food themed flashcards face-up in the center. Ask each child, one at a time, to find a particular flashcard.

***Flashcard Flip***

Place the action flashcards in a pile, face-down. Have each child, one at a time, flip over a flashcard, identify it and act it out (if applicable).

***Flashcard Roll***

Scatter the action flashcards, face-down, some distance away from the children. One at a time, have the children roll a ball toward the flashcards. The child then collects the card closed to where the ball stops, identifies the action and performs.

***Flashcard Stepping Stones***

Flashcards are set in a path that runs to a chair, where the teacher sits. Each student must correctly say the name of each card and then may step on it until they reach the teacher, who gives them a high-5. Cards are re-arranged between students.

***Freeze Tag***

Children must stand „frozen“ when tagged and must call out „help me“ until another child crawls between their legs and says „under“

Head & Shoulders Variations:

Singing the old song in different ways:

Lying Down

Speed Up

***Indoor Dress-up***

Children bring their clothing to the English area and name them/dress themselves

Winter wear

Rain-clothes

Footwear

Hand/Headwear

***Musical Actions***

Play a selection of music (preferably a children's song with English lyrics). Call out a particular action and have the children do that action to the beat of the music. Pause the music and the last child to sit down/freeze is "out".

***Pictionary***

Teacher draws pictures of the unit's vocabulary words and children guess them, then colour them

**Relays**

Sometimes children are divided into groups and sometimes they are all together. Obstacle courses can also be an added challenge.

**Action**

Students must „run“ the relay in the manner that the teacher calls out-walking, jumping, spinning, etc.

**Body Part**

Students must „run“ the relay in the way the teacher says-walking on their hands, skooching on their butts, rolling, or whatever the teacher/students can come up with.

**Emotions**

Students must run the relay and when they return to the line display the emotion called by the teacher to the next student, who may then begin the course.

**Flashcard**

Students shout the name of a flashcard held up by the teacher, who stands half-way through the course. Students may not continue until they say the correct name.

**Simon Says**

Children must do as the teacher „Simon“ says but only when he/she says „Simon says...“

**What Time is It?**

Line the students up, with one student standing ahead of the line, with his/her back to class. The students then ask, „What Time Is It?“ and the student at the front calls out a time, such as „six o'clock“. The students then take six steps forward. Repeat. When the student answers, „Lunchtime“ then he/she chases the students back to the original starting line. Any students that he/she tagged will now help call out the time.

**1-2-3-4-5 Stop!**

Have the students line up side-by side and shout 'Are you ready? Have the students shout back 'Yes we are!'. Turn your back away from the students and count out-loud '1-2-3-4-5 Stop!' All of the students take small steps towards you while you are counting (1-2-3-4-5). Once the first student reaches you and touches your back, run after the students (who try to run back to the starting line) and tag as many as you can. The tagged students come back with you to help tag the remaining un-tagged students. Prompt the students who are helping you to ask the others 'Are you ready?' and also have them lead the out-loud count.

## 1.5 Year Students

### Unit 1: Body

Vocabulary:	
hello	<i>Instructor's name</i>
goodbye	one
fingers	two
toes	three
good morning	

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

The purpose of the first unit is to introduce the youngest learners to English and to the instructor. Getting the children excited about singing and building up a sense of regularity is important, as well as involving the Icelandic teacher in the lesson. Each lesson begins with the standard opening and ends with the standard closing.

#### **Teaching Ideas:**

- Have the children count to three before each song, holding up a finger for each number.
- Emphasize waving and saying “Hello” and “Goodbye”.
- Sing *We Are Friends* in both Icelandic and English.
- Sing the song *Fingers* in both Icelandic and English, adding *Toes* to the song in the next lesson.

### Unit 2: Family, Feelings & Friendship

Vocabulary:	
hello	<i>Instructor's name</i>
good morning	
goodbye	one
fingers	two
toes	three
happy	sad

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### **Teaching Ideas:**

- Review counting before each song.
- Review vocabulary from Unit 1 through the songs *We Are Friends* and *Fingers/Toes*.
- Introduce the children to “happy” and “sad” by singing *If You're Happy*.
- Have the children and the Icelandic teacher show how they feel: happy or sad.

### Unit 3: Colour & Food

#### **Vocabulary:**

hello	<i>Instructor's name</i>	happy	<b>pear</b>
goodbye	one	sad	<b>yellow</b>
fingers	two	<b>banana</b>	<b>red</b>
toes	three	<b>apple</b>	<b>green</b>
good morning			

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### **Teaching Ideas:**

- Review vocabulary from Unit 2 by singing *We Are Friends*.
- Introduce food vocabulary by showing the children flashcards of fruit.
- Introduce colour vocabulary by showing the children flashcards of colours.
- Combine the unit flashcards of colour and fruit, showing the children the connection (apple-red, banana-yellow, pear-green).

### Unit 4: Clothing, Seasons & Weather

#### **Vocabulary:**

hello	<i>Instructor's name</i>	happy	pear	<b>sun</b>	<b>cold</b>
goodbye	one	sad	yellow	<b>rain</b>	
fingers	two	banana	red	<b>wind</b>	
toes	three	apple	green	<b>hot</b>	
good morning					

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### **Teaching Ideas:**

- Review the vocabulary from all the previous units by singing *We Are Friends*, *Fingers* and *If You're Happy*.
- Introduce the unit weather vocabulary by showing the children flashcards of sun and rain, wind, hot, cold.
- Introduce the unit colour vocabulary by showing the children flashcards of yellow, red, green.
- Sing the first verse of *Rain is falling on me*, and the next lesson sing the second verse of *Rain is falling on me*.
- Review all of the unit's flashcards of weather and make the connection between sun and hot, snow and cold.
- Sing *Rain is falling on me* and emphasize the flashcards at the same time.

## Unit 5: Actions, Commands & Movements

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	happy	pear	sun	cold
goodbye	one	sad	yellow	rain	<b>walking</b>
fingers	two	banana	red	wind	<b>standing</b>
toes	three	apple	green	hot	<b>sitting</b>
Good morning		<b>jumping</b>	<b>clapping</b>	<b>go</b>	<b>stop</b>

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

This lesson focuses on movement and following the verbal cues of the instructor. This means that the children will be both listening to and understanding English words.

### **Teaching Ideas:**

- Instruct the children on how to start actions (Go!) and how to end actions (Stop!).
- Introduce the unit action vocabulary by singing the *Action Song*, focusing on one or two actions in a single lesson.
- Have the children dress and go outside to sing the *Action Song* and try out their new actions in the area around the school.
- Review all of the unit's vocabulary and sing the *Action Song*, emphasizing the actions at the same time.

---

---

---

---

---

---

---

---

---

---

**Unit 6: Animals & Nature****Vocabulary:**

hello	<i>Instructor's name</i>	happy	pear	sun	cold
goodbye	one	sad	yellow	rain	walking
fingers	two	banana	red	wind	sitting
toes	three	apple	green	hot	standing
good morning		jumping	clapping	go	stop
		<b>dog</b>	<b>cat</b>	<b>tree</b>	<b>flower</b>

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

**Teaching Ideas:**

- Introduce the unit's animal vocabulary through flashcards.
- Make the sounds of the animals as you show a flashcard (dog-woof, cat-meow) and encourage the children to make them as well.
- Review the unit's animal vocabulary by making the sound of an animal and showing the correct flashcard.
- Reinforce the nature vocabulary by showing the children a tree and a flower, going outside and finding both flowers and trees.
- Review the vocabulary from previous units by singing *We Are Friends*, *Fingers*, *If You're Happy*, *Rain is falling on me* and the *Action Song* and make a party of the last lesson of the year.

---



---



---



---



---



---



---



---

## 2 Year Students

### Unit 1: Body

Vocabulary:		
hello	<i>Instructor's Name</i>	eyes
goodbye	head	ears
good morning		one
shoulders	mouth	two
knees	nose	three
toes		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

The purpose of the first unit is to introduce the youngest learners to English and to the Instructor. Getting the children excited about singing and building up a sense of regularity is important, as well as involving the Icelandic teacher in the lesson. Each lesson begins with the standard opening and ends with the standard closing.

#### Teaching Ideas:

- Introduce yourself and sing the song *We Are Friends* in both Icelandic and English. Then sing the song *Fingers/Toes* in both Icelandic and English.
- Sing the song *Head & Shoulders* in both Icelandic and English, focusing on the vocabulary in the first half of the song (head, shoulders, knees, toes) to the song; focus on the vocabulary in the second half of the song (eyes, ears, mouth, and nose) in the next lesson.
- Sing the song faster and faster if the children enjoy it, and try sitting while singing.

---



---



---



---



---



---



---



---

## Unit 2: Family, Feelings & Friendship

### Vocabulary:

hello	<i>Instructor's Name</i>	eyes	<b>father</b>	<b>sleepy</b>
goodbye	head	ears	<b>sister</b>	<b>mad</b>
one	shoulders	mouth	<b>brother</b>	<b>happy</b>
two	knees	nose	<b>little baby</b>	<b>sad</b>
three	toes		<b>mother</b>	
good morning				

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

### Teaching Ideas:

- Introduce the children to the feelings vocabulary happy and sad using flashcards.
- Sing the song *If You're Happy*.
- Introduce the children to the feelings vocabulary scared and mad using flashcards. Also introduce the family vocabulary mother and father using flashcards.
- Introduce the children to the feelings vocabulary happy and sad using flashcards.
- Review the unit's vocabulary by singing *We Are Friends*, *If You're Happy* and introduce the first two verses (mother-father, sister, brother) of *The Family Song*.

---

---

---

---

---

---

---

---

---

---

**Unit 3: Colour & Food****Vocabulary:**

hello	<i>Instructor's Name</i>	mouth	happy	<b>red</b>	<b>apple</b>
goodbye	head	nose	sad	<b>yellow</b>	<b>banana</b>
one	shoulders	mother	sleepy	<b>green</b>	<b>pear</b>
two	knees	father	mad	<b>blue</b>	<b>blueberry</b>
three	toes	sister	ears	<b>fish</b>	<b>candy</b>
brother	eyes	brother	little baby	<b>orange</b>	
good morning					

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

**Teaching Ideas:**

- Review vocabulary from previous units by singing songs and using flashcards.
- Introduce the Unit vocabulary using flashcards.
- Sing the song *Little Apples*.
- Ask the children if they can find each particular colour on their clothing and around the classroom.
- Make a game of calling out the name of a flashcard, have the children find the correct flashcard and connect it to corresponding colour.
- Walk with the children to the school's kitchen and ask the cook to show the children the fruit that the children have learned this unit; the children can tell the cook what he or she is holding.

---



---



---



---



---



---



---



---

### Unit 4: Clothing, Seasons & Weather

#### Vocabulary:

hello	<i>Instructor's Name</i>	mother	red	apple	<b>sun</b>
goodbye	head	father	yellow	banana	<b>rain</b>
one	shoulders	sister	green	pear	<b>wind</b>
two	knees	brother	blue	blueberry	<b>snow</b>
three	toes	happy	orange	fish	<b>wet</b>
	eyes	sad		candy	<b>hat</b>
	mouth	sleepy	good morning		
	nose	mad	little baby		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### Teaching Ideas:

- Sing the song *Rain is falling on me* and use hand actions for the rain, sun, wind and snow.
- Introduce the new weather vocabulary using flashcards.
- Call out a flashcard name, have the children find the correct flashcard and tell it to go away (if they don't like it) and stay (if they like it).
- Fill a squirt bottle with water and have the children put on their hats; sing the song *Rain is falling on me* and when the rain comes down splash a little water up in the air so that it rains down on the children and explain how they get "wet" in the rain.
- Have the children put on their hats, coats and boots and sing outside.

---



---



---



---



---



---



---



---

## Unit 5: Actions, Commands & Movements

<b>Vocabulary:</b>					
hello	<i>Instructor's Name</i>	mother	red	blueberry	hat
goodbye	head	father	yellow	fish	<b>standing</b>
one	shoulders	sister	green	candy	<b>sitting</b>
two	knees	brother	blue	sun	<b>walking</b>
three	toes	happy	orange	rain	<b>jumping</b>
nose	eyes	sad	apple	wind	<b>running</b>
	mouth	sleepy	banana	snow	<b>dancing</b>
good morning		mad	pear	wet	<b>blinking</b>

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

This unit is an active one so emphasis is placed on having them listen and recognise English words and commands while they are involved in an activity/game rather than with their attention entirely on the instructor. It is important that the children know and understand “Go!” and “Stop!” so they can follow along with songs and games.

### **Teaching Ideas:**

- Review the past units' vocabulary through songs and ask the children questions that will lead them to say words they know in English (“what colour is this?”, “are you happy or sad?” etc...)
- Introduce the unit's action vocabulary slowly through flashcards, focusing on one or two actions each lesson.
- Ask the children to tell you if they are happy (from Unit 2) and sing *If You're Happy*, incorporating the unit's action vocabulary into the song (“If you're happy, happy, happy...jump/sit/run, etc.”)
- Use the flashcards and ask the children to show you what the action in the picture is: they stand up when the picture is standing, they sit when the picture is sitting, without your prompting.
- Spread the flashcards out on the floor in a large circle, play **Can You Find...?** and perform the action in the picture that they point to.

## Unit 6: Animals & Nature

<b>Vocabulary:</b>					
hello	<i>Instructor's Name</i>	mother	red	blueberry	hat
goodbye	head	father	yellow	fish	standing
one	shoulders	sister	green	candy	sitting
two	knees	brother	blue	sun	walking
three	toes	happy	orange	rain	jumping
<b>flower</b>	eyes	sad	apple	wind	running
<b>tree</b>	mouth	sleepy	banana	snow	dancing
<b>grass</b>	nose	mad	pear	wet	blinking
<b>cow</b>	cat	good morning			
<b>horse</b>	dog				

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

### **Teaching Ideas:**

- Introduce the unit's vocabulary using flashcards.
- Review the unit's animal vocabulary by making the sound of an animal and showing the correct flashcard.
- Ask the children to tell what colours are on the nature flashcards, such as green grass, yellow flowers, etc.
- Take a walk outside with the children and have them point out examples of all the nature vocabulary that they have learned.
- On the last day review all the songs and activities that the children have learned over the year, focusing on any obvious favourites. Make a party of the last lesson of the year.

---



---



---



---



---



---



---



---



---



---

## 3 Year Students

### Unit 1: Body

Vocabulary:		
hello	<i>Instructor's name</i>	ears
goodbye	knees	mouth
head	toes	nose
shoulders	eyes	head
good morning		face

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.  
Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### Teaching Ideas:

- As an icebreaker roll a ball to each child (pointing to the child and saying “I roll the ball to you”) and have the child then roll the ball back to you (pointing to the child and saying “You roll the ball to me”), then have them roll the ball to each other.
- Introduce the unit vocabulary through flashcards, focusing on pronunciation and recognition.
- Ask each child to point to their head, shoulders, toes, etc. as you ask “Where is your head? Where are your shoulders?” etc. . . .
- Sing the *Head & Shoulders* song and vary the speed, also try singing sitting down and lying down.
- Play **Flashcard Show & Tell** to review vocabulary.

### Unit 2: Family, Feelings & Friendship

Vocabulary:				
hello	<i>Instructor's name</i>	ears	happy	mother
goodbye	knees	mouth	sad	father
head	toes	nose	mad	sister
shoulders	eyes	head	scared	brother
		face	sleepy	little baby

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### Teaching Ideas:

- Review the body part vocabulary from Unit 1 using the **Laminated Face**.
- Introduce unit vocabulary by singing *How Are You Today?* with the corresponding flashcards.
- Have the children act out their feelings.
- Sing *If You're Happy* with all the unit emotion vocabulary.
- Introduce family vocabulary through **Flashcard Hand-Off** and sing *The Family Song*.
- Have the children draw a happy face, paying attention to body vocabulary from Unit 1 (eyes, ears, mouth, nose) and then hang the pictures on a wall in the classroom. Have the children choose a friend and practice saying “We are friends”, then sing the song.

### Unit 3: Colour & Food

Vocabulary:					
hello	<i>Instructor's name</i>	happy	mother	red	apple
goodbye	eyes	sad	father	yellow	banana
head	ears	mad	sister	green	pear
shoulders	mouth	scared	brother	blue	blueberry
knees	nose	sleepy	little baby	orange	fish
toes	head			brown	candy
	face			purple	bread
good morning				ice cream	

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

#### Teaching Ideas:

- Introduce the new vocabulary using flashcards.
- Sing *Little Apples* and substitute in other fruits as well ask the students who eats what foods (how many types of food found in the vocabulary that they have eaten).
- Play **Can you find...?** place a select number of food themed flashcards on the ground. Gather the children in a group, call out the name out a flashcard name, find and move to the corresponding flashcard.
- Have the children go out to the playground and find as many of the different colours as they can, and ask them to show you the colour and name it.

---



---



---



---



---



---



---



---

## Unit 4: Clothing, Seasons & Weather

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	scared	red	apple	<b>hat</b>
goodbye	mouth	sleepy	yellow	banana	<b>shirt</b>
head	nose	mother	green	pear	<b>pants</b>
shoulders	head	father	blue	blueberry	<b>shoes</b>
knees	face	sister	orange	fish	<b>sunny</b>
toes	happy	brother	brown	candy	<b>rainy</b>
eyes	sad	little baby	purple	bread	<b>windy</b>
ears	mad	good morning		ice cream	<b>snowy</b>

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

### **Teaching Ideas:**

- Introduce clothing vocabulary using the **clothing laminates**. Using a dry erase marker, take the **body outline laminate** and draw on various facial features. Add the **clothing laminates**; asking the children where they go (Does the shirt go on the head?)
- Sing *Rain is falling on me* and introduce weather vocabulary by singing *What's the Weather?*
- Play **flashcard mix & match** clothing and weather vocabulary.
- Have the children make connections between weather and clothing by dressing them appropriately to go outside and look at the weather.
- Play **Can You Find...** with a select number of clothing or weather themed flashcards and laminates.

---



---



---



---



---



---



---

## Unit 5: Actions, Commands & Movements

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	scared	red	apple	hat
goodbye	mouth	sleepy	yellow	banana	shirt
head	nose	mother	green	pear	pants
shoulders	head	father	blue	blueberry	shoes
knees	face	sister	orange	fish	sunny
toes	happy	brother	brown	candy	rainy
eyes	sad	little baby	purple	bread	windy
ears	mad	good morning		ice cream	snowy
<b>jumping</b>	<b>clapping</b>				
<b>running</b>	<b>snapping</b>				
<b>sitting</b>	<b>blinking</b>				
<b>standing</b>	<b>walking</b>				

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

### **Teaching Ideas:**

- Sing and act out the *Action Song* (using the “Now, Let’s Stop” flashcard), speeding up the song to keep the children switching between actions.
- Review action and movement vocabulary with the corresponding flashcard by playing **Can You...?** (adding in additional action words) .
- Play **Flashcard Action Choice**.
- Take the children outside and run an **Action Relay**.
- Play **Action Tag** with the children.
- Play **Flashcard Direction Dash** with the action flashcards, having the children act out the actions as well.

---



---



---



---



---



---



---

## Unit 6: Animals & Nature

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	scared	red	apple	hat
goodbye	mouth	sleepy	yellow	banana	shirt
head	nose	mother	green	pear	pants
shoulders	head	father	blue	blueberry	shoes
knees	face	sister	orange	fish	sunny
toes	happy	brother	brown	candy	rainy
eyes	sad	little baby	purple	bread	windy
ears	mad	standing	<b>dog</b>	ice cream	snowy
jumping	clapping	sitting	<b>cat</b>	<b>pig</b>	<b>tree</b>
running	snapping	dancing	<b>cow</b>	<b>bird</b>	<b>flower</b>
sitting	blinking	spinning	<b>horse</b>	<b>rabbit</b>	<b>grass</b>
good morning					

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Hello, Hello*.

Standard Closing: Gather the children in a circle, greet and shake hands and sing *See You Later*.

### **Teaching Ideas:**

- Introduce unit vocabulary with flashcards.
- Ask the children if they have any of the animals as pets or if they have ever seen the animals.
- Have the children make the sound of each animal, instructing them on the sound the animal makes in English (*woof* vs. *voff*).
- Play **Color Categories** with the nature and animal flashcards.
- Play **Animal Charades**.
- Take the children outside and point out various items in nature related to the unit's vocabulary.
- Enjoy the children's favorite activities, games and songs from Units 1-6, even making a party of it.

## 4 Year Students

### Unit 1: Body

<b>Vocabulary:</b>		
<b>hello</b>	<i>Instructor's name</i>	<b>face</b>
<b>goodbye</b>	<b>good morning</b>	<b>bum</b>
<b>arms</b>	<b>hands</b>	<b>legs</b>
<b>feet</b>		
<b>Phrases:</b>		
<b>My name is...</b>		
<b>See you later.</b>		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English and the School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long.*

The 4 year program is a step forward in the ability of the children and the English program reflects that step: lessons are slightly longer, there are new opening and closing songs and phrases and new greetings are introduced. New vocabulary builds upon what was taught in the younger years, which is no longer included in the vocabulary lists. English instructors are encouraged to show the children that what they have learned can be used every day with other children, Icelandic teachers and their families at home.

#### **Teaching Ideas:**

- Review all vocabulary from Units for ages 1.5 to 3, since the 4 year Units introduce slightly more challenging and advanced words as well as short sentences and new greetings..
- Introduce basics of English conversation: saying hello, saying your name, saying goodbye and see you later.
- Introduce the unit vocabulary through flashcards, focusing on pronunciation and recognition.
- Sing the *Head & Shoulders* song and its variations, adding in the additional vocabulary.
- Introduce the children to *The Hokey Pokey* and invite them to lead the song.
- Review the unit vocabulary through **Flashcard Show & Tell**.
- Use the **Laminated Face** to illustrate the parts of the face .
- Run the **Body Part Relay** to reinforce vocabulary.
- Play **Body Part Tag**.

## Unit 2: Family, Feelings & Friendship

<b>Vocabulary:</b>			
hello	<i>Instructor's name</i>	face	<b>great</b>
goodbye	bum	<b>hot</b>	<b>grandma</b>
arms	hands	<b>cold</b>	<b>grandpa</b>
legs	feet	<b>good</b>	
good morning			
<b>Phrases:</b>			
My name is...			
<b>I am happy/sad/sleepy...</b>			
See you later			

### Standard Opening:

Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

### Standard Closing:

Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by playing **Body Part Tag**.
- Introduce family vocabulary and sing *The Family Song*.
- Ask the children to talk about their own families: Who has a brother, sister, etc.?
- Play **Flashcard Mix & Match** to review unit vocabulary.
- Sing *If You're Happy* using various emotions.
- Sing *How Are You Today?* to introduce new feelings vocabulary and ask the children how they feel, using the phrase "I am..."
- Have the children demonstrate the emotions as a class.
- Play a speedy game of **Charades** using emotions vocabulary.
- To review unit vocabulary play **Vanishing Flashcards**.

---

---

---

---

---

---

---

---

---

---

### Unit 3: Colours & Food

Vocabulary:				
hello	<i>Instructor's name</i>	face	great	<b>pizza</b>
goodbye	bum	hot	grandma	<b>kiwi</b>
arms	hands	cold	grandpa	<b>watermelon</b>
legs	feet	good	<b>milk</b>	<b>strawberry</b>
good morning				
<b>Phrases:</b>				
My name is... I am happy/sad/sleepy...		<b>I like apples/pizza/watermelon...</b>		
See you later		<b>This is red/green/orange...</b>		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

#### **Teaching Ideas:**

- Review previous vocabulary by taking the **Body Outline Laminate** and with a dry erase marker, draw on various facial features. For example, ask the children, should we draw small eyes or big eyes? Where does the mouth go, on the foot? Ask the children to tell you how the laminate feels when you draw a happy face, sad face, etc.
- Sing the *Colour Song* with flashcards.
- Introduce food vocabulary by playing **Flashcard Show & Tell**, raising the flashcard for all to see and repeating the name of the food item.
- Play **Flashcard Fishing**.
- Sing *I Like to Eat* and ask the children what they like to eat, using the phrase "I like..."
- Sing *If You Are Wearing Colours*.
- Play **Colour Categories**. Place the colour cards in front of the children. Hold up a food flashcard and ask the children what colour it belongs to Prompt the children to use the phrase "This is..." and once they state the correct colour, place the flashcard on the colour card.

## Unit 4: Clothing, Seasons & Weather

<b>Vocabulary:</b>				
hello	<i>Instructor's name</i>	great	watermelon	<b>summer</b>
goodbye	feet	grandma	strawberry	<b>winter</b>
arms	face	grandpa	<b>jacket</b>	<b>fall</b>
legs	cold	milk	<b>mittens</b>	<b>spring</b>
bum	hot	pizza	<b>boots</b>	<b>umbrella</b>
hands	good	kiwi	<b>scarf</b>	<b>sunglasses</b>
good morning			<b>shorts</b>	<b>sweater</b>

**Phrases:**  
 My name is... I am/happy/sad/sleepy... I like apples/pizza/watermelon...  
 See you later This is red/ green/orange... **It is hot/cold/sunny...**

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by playing **Duck-Duck-Goose**, **Can You Find?** or **Flashcard Quiz**.
- Introduce clothing vocabulary using the **Clothing Laminates**. Using a dry erase marker take the **Body Outline Laminate** and draw on various facial features. Add the clothing laminates, asking the children where they go and in what types of weather we wear the various clothing. Also focus on colour by asking the children to identify the colour of the laminates as well.
- Reinforce the clothing vocabulary through a game of **Flashcard Show & Tell**
- Sing *What's the Weather?* and ask the children about the weather, using the phrase "It is..."
- Play **Flashcard Mix & Match** with the clothing and weather flashcards (using additional flashcards not included in the above vocabulary).
- Introduce season vocabulary using the **Season Laminates**. Ask the children to match the weather flashcards to the appropriate season.
- Ask the students what they feel when the weather is sunny, rainy, windy and snowy – mixing the phrases "It is..." and "I am...": "I am cold, hot, happy, sad, etc."
- Make a lesson of dressing in the right clothing for the weather, then go outside and play any games the children choose from those they know in English.

## Unit 5: Actions, Commands & Movements

		<b>Vocabulary:</b>		
hello	<i>Instructor's name</i>	great	watermelon	summer
goodbye	feet	grandma	strawberry	winter
arms	face	grandpa	jacket	fall
legs	cold	milk	mittens	spring
bum	hot	pizza	boots	umbrella
hands	good	kiwi	scarf	sunglasses
<b>dancing</b>	<b>flying</b>	<b>spinning</b>	shorts	sweater
<b>swimming</b>	<b>hugging</b>	good morning		
<b>Phrases:</b>				
My name is...	I am happy/sad/sleepy...	I like apples/pizza/watermelon...		
See you later	This is red/green/orange...	It is hot/cold/sunny...		
<b>I am running/sitting/swimming...</b>				

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Songs & Activities:**

- Review previous vocabulary by playing **Flashcard Direction Dash**, or run a **Relay** where the children have to say a vocabulary word to continue the race.
- Act out the *Action Song* (using the “Now, Let’s Stop” flashcard).
- Play **Flashcard Flip** to reinforce new action vocabulary.
- Play a speed round of **Can You..?**
- Show the children the action **flashcards**, and ask them what body part we use when performing the action.
- Play **Flashcard Action Line**.
- Play **Actionary** (lay out the **flashcards** to help with identification).
- Play **Flashcard Action Line**, but this time, try only saying the action word, saving the **flashcards** only for when the children have trouble identify the action .
- Play **Flashcard Roll**.

## Unit 6: Animals & Nature

<b>Vocabulary:</b>				
hello	<i>Instructor's name</i>	great	watermelon	summer
goodbye	feet	grandma	strawberry	winter
arms	face	grandpa	jacket	fall
legs	cold	milk	mittens	spring
bum	hot	pizza	boots	umbrella
hands	good	kiwi	scarf	sunglasses
dancing	flying	spinning	shorts	sweater
swimming	hugging	<b>sheep</b>	<b>duck</b>	<b>mouse</b>
good morning		<b>leaf</b>	<b>rock</b>	<b>moss</b>
<b>Phrases:</b>				
My name is...	I am happy/sad/sleepy...	I like apples/pizza/watermelon...		
See you later	This is red, green/orange	It is hot/cold/sunny...		
I am running, sitting/swimming	<b>I see a rock/tree/bird/mouse...</b>			

**Standard Opening:** Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

**Standard Closing:** Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by playing **Flashcard Stepping Stones**, **Actionary** or **Freeze Tag**.
- Introduce animal vocabulary with flashcards, ask the children if they have any of the animals as pets or if they have ever seen the animals.
- Have the children make the sound of each animal, instructing them on the sound the animal makes in English (woof vs. voff).
- Play **Animal Charades**. Ask the children what their favourite Icelandic animal is (using the flashcards as prompts).
- Play a variation of **Flashcard Quiz**: take all of the corresponding **flashcards** and place them on the ground face-down in front of the children. Have each child choose one flashcard and quiz them on the name of the animal, the sound it makes, and its colour.
- Play **Flashcard Mix & Match** using weather, nature and season **flashcards**
- Enjoy the children's favourite activities, games and songs from Units 1-6, even making a party of it.

## 5 Year Students

### Unit 1: Body

Vocabulary:			
hello	<i>Instructor's name</i>	face	good morning
goodbye	bum	hair	
arms	hands	teeth	
legs	feet	belly button	
Phrases:			
My name is...	I am happy/sad/sleepy...		
I like to eat apples/pizza/watermelon...		What's your name?	
This is red, green/orange...		I see a rock/tree/bird/mouse...	
See you later	It is hot/cold/sunny ...	I am running/sitting/swimming...	
This is my face/hair/hand...	Nice to see you		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

#### **Teaching Ideas:**

- Review the basics of English: say your name, say hello, etc. And encourage the children to answer using the phrase "hello, my name is..."
- Introduce the unit vocabulary through flashcards, focusing on pronunciation and recognition.
- Play **1-2-3-4-5 Stop!**
- Place all the flashcards face up on the floor in the middle of the children. As a group, point to each body part picture you call out the name and make a game of hopping from one card to the next in a line, letting each child be the leader as he or she calls out the next card's name.
- Have the children select and identify the face laminates to place on the **Laminated Face**.
- Run a **Body Part Relay**.
- Review the unit vocabulary through **Pictionary**.
- Have the children point to the body part you call out (while gradually increasing the speed at which you call out the body part names) and let them lead the game as well.
- Play **Body Part Bubble Catch**.

## Unit 2: Family, Feelings & Friendship

Vocabulary:		
hello	<i>Instructor's name</i>	<b>good</b>
goodbye	feet	<b>great</b>
arms	face	<b>grandma</b>
legs	teeth	<b>grandpa</b>
bum	hair	
hands	belly button	good morning

  

**Phrases:**

My name is... I	am happy/sad/sleepy...	I like to eat apples/pizza/watermelon...
What's your name?	<b>How are you today?</b>	I see a rock/tree/bird/mouse...
See you later	This is red, green/orange...	I am running/sitting/swimming...
This is my face/hair/hand...	It is hot/cold/sunny ...	Nice to see you

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### Teaching Ideas:

- Review the basics of English: ask each child "What's your name?" and have them answer with "My name is \_\_\_\_\_", say hello, etc.
- Play **Charades** (act out an emotion and have the children guess, even have the children join in).
- Play **Freeze Tag** where the children are frozen until they tell the instructor a word of the new vocabulary.
- Have each child ask their neighbour "What's your name?" and answer with "My name is..."
- Using the **Laminated Face** and related laminates, review body vocabulary (eyes, ears, etc.) and explore the emotions vocabulary (sleepy, mad, etc.).
- Introduce family vocabulary with flashcards and sing the *Family Song*.
- Discuss family with the children (ask each child who has a sister, brother, etc.) and have them draw a **Family Portrait**. Label each picture (family members) for the children and place all of the completed portraits on the wall, making a Family Mural.
- When outside, have the children draw their family portraits with chalk on the sidewalk.
- Review the unit's vocabulary by playing **Flashcard Quiz**.

### Unit 3: Colours & Food

Vocabulary:				
hello	<i>Instructor's name</i>	good	<b>milk</b>	<b>corn</b>
goodbye	feet	great	<b>pizza</b>	<b>purple</b>
arms	face	grandma	<b>kiwi</b>	<b>white</b>
legs	teeth	grandpa	<b>watermelon</b>	<b>black</b>
bum	hair	<b>strawberry</b>	<b>pink</b>	
hands	belly button	<b>carrot</b>	<b>blond</b>	
<b>Phrases:</b>				
My name is...	I am happy/sad/sleepy...	I like to eat apples/pizza/watermelon...		
What's your name?	How are you today?	I see a rock/tree/bird/mouse...		
See you later	This is red, green/orange...	I am running/sitting/swimming...		
This is my face/hair/hand...	It is hot/cold/sunny...	<b>My hair is brown/red/black/blond</b>		
Nice to see you				

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

#### **Teaching Ideas:**

- Review previous vocabulary by playing **Pictionary** or **Flashcard Snap**.
- Using flashcards introduce some of the food vocabulary having the children repeat the names of the different foods.
- Ask the children "Who likes to eat \_\_\_?" and have them respond using the phrase "I like to eat..."
- Go on a **Colour Hunt** with the children, where they must find as many colours as they know in the area around the school (or in their class) and see if they can find any colours they don't know the name for.
- Play **Duck-Duck-Goose** using food vocabulary.
- Ask the children to name objects (including fruit and vegetables) can they think of that come in particular colours.
- Play **Flashcard Direction Dash** with colour flashcards.
- Ask the children what colour their hair is, using the response "My hair is..." also ask them the colour of their eyes ("My eyes are...").

## Unit 4: Clothing, Seasons & Weather

<b>Vocabulary:</b>				
hello	<i>Instructor's name</i>	watermelon	blond	<b>dress</b>
goodbye	hair	strawberry	<b>jacket</b>	<b>skirt</b>
arms	belly button	carrot	<b>mittens</b>	<b>t-shirt</b>
legs	good	corn	<b>boots</b>	<b>summer</b>
bum	great	kiwi	<b>scarf</b>	<b>winter</b>
hands	grandma	purple	<b>shorts</b>	<b>fall</b>
feet	grandpa	white	<b>umbrella</b>	<b>spring</b>
face	milk	black	<b>sunglasses</b>	
teeth	pizza	pink	<b>sweater</b>	
good morning				
<b>Phrases:</b>				
My name is...	I am happy/sad/sleepy...	I like to eat apples/pizza/watermelon...		
What's your name?	How are you today?	I see a rock/tree/bird/mouse...		
See you later	This is red, green/orange...	I am running/sitting/swimming...		
This is my face/hair/hand...		It is hot/cold/sunny...	My hair is brown/red/black/blond	
<b>Where are(is) my boots/mittens/jacket...</b>		Nice to see you		

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by playing **Flashcard Hand-Off** or **Charades**.
- Ask the children about what makes each season special (how each season differs, what differences do we see?) and match each type of weather to a particular season.
- Lay out the seasons flashcards in front of the children and have them match the clothing flashcards to the season in which we wear it.
- Show the children various flashcards featuring items identifiable with various seasons (swimming, flower, umbrella, skiing, skating, camping, etc.) and have them match the flashcard with the corresponding season .
- Assign each child a clothing flashcard and then shuffle the cards, giving them out randomly. Have each child ask "Where are (is) my..." and the child with the card returns it.
- Have each child bring in a different piece of clothing that they have at school and ask them to tell you what it is called, when it is worn and its colour.
- Play **Indoor Dress-up** with the children then go outside and play their favourite games.

## Unit 5: Actions, Commands & Movements

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	watermelon	blond	dress	<b>swimming</b>
goodbye	hair	strawberry	jacket	skirt	<b>spinning</b>
arms	belly button	carrot	mittens	t-shirt	<b>hugging</b>
legs	good	corn	boots	summer	<b>tip-toeing</b>
bum	great	kiwi	scarf	winter	<b>twisting</b>
hands	grandma	purple	shorts	fall	<b>skipping</b>
feet	grandpa	white	umbrella	spring	<b>rolling</b>
face	milk	black	sunglasses	<b>dancing</b>	<b>winking</b>
teeth	pizza	pink	sweater	<b>flying</b>	
good morning					

**Phrases:**  
 My name is... I am happy/sad/sleepy... I like to eat apples/pizza/watermelon...  
 What's your name? How are you today? I see a rock/tree/bird/mouse...  
 See you later This is red, green/orange... I am running/sitting/swimming...  
 This is my face/hair/hand... It is hot/cold/sunny... My hair is brown/red/black/blond  
 Where are(is) my boots/mittens/jacket... **Let's go walking/running/flying...**  
 Nice to see you

Standard Opening: Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

Standard Closing: Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by playing **Flashcard Direction Dash**, **Flashcard Quiz** or **Duck-Duck-Goose**.
- Play **Follow the Leader** where each child uses the phrase "Let's go..." and chooses the action from the vocabulary.
- Have the children act out each action in a game of **Actionary**.
- Ask the children what body part we use for each action (hands-clapping, feet-jumping, fingers-snapping, etc.).
- Tire everyone out by playing the **Copycat Game**, followed by an **Action Relay** and then **Musical Actions**.
- Sing the *Action Song*, reviewing as many of the actions that the children can name, slowly speeding up the song until it falls apart.

## Unit 6: Animals & Nature

<b>Vocabulary:</b>					
hello	<i>Instructor's name</i>	watermelon	blond	dress	swimming
goodbye	hair	strawberry	jacket	skirt	spinning
arms	belly button	carrot	mittens	t-shirt	hugging
legs	good	corn	boots	summer	tip-toeing
bum	great	kiwi	scarf	winter	twisting
hands	grandma	purple	shorts	fall	skipping
feet	grandpa	white	umbrella	spring	rolling
face	milk	black	sunglasses	dancing	winking
teeth	pizza	pink	sweater	<b>sheep</b>	<b>duck</b>
<b>mouse</b>	<b>raven</b>	<b>snake</b>	<b>chicken</b>	<b>leaf</b>	<b>rock</b>
<b>moss</b>	<b>branch</b>	<b>root</b>	<b>mud</b>	good morning	

**Phrases:**  
 My name is... I am happy/sad/sleepy... I like to eat apples/pizza/watermelon...  
 What's your name? How are you today? I see a rock/tree/bird/mouse...  
 See you later This is red, green/orange... I am running/sitting/swimming...  
 This is my face/hair/hand... It is hot/cold/sunny... My hair is brown/red/black/blond  
 Where are (is) my boots/mittens/jacket... Let's go walking/running/flying...  
 Nice to see you

**Standard Opening:** Gather the children in a circle, greet and shake hands and sing *Now it's time for English* and the *School Song*

**Standard Closing:** Gather the children in a circle, greet and shake hands and sing *Goodbye, So- Long*.

### **Teaching Ideas:**

- Review previous vocabulary by singing all the Unit songs the children have learned in English to date.
- Introduce the unit's animal vocabulary using flashcards and encourage discussion (What color is this animal? Who has seen this animal? What sound does this animal make?).
- Introduce nature vocabulary by playing **Charades** or **Pictionary** .
- Review animal vocabulary by playing **Animal Charades**.
- Play **Flashcard Snap** with the nature flashcards.
- Review all the phrases the children have learned to use and help them to blend together what they know: "Where is my red/green... jacket?" "I see a red/green... jacket", etc.
- Play **Duck-Duck-Goose** with related vocabulary.
- Go for a nature walk with the children. Walk around outdoors and ask the children to point out the various nature words they know. Make a list of all the words they know and show them when they return to the English area, including colours, numbers and any other vocabulary they mention.
- Enjoy the children's favourite activities, games and songs from Units 1-6, even making a party of it.

## OBJECTIVES OF THE PROGRAM – A FINAL NOTE

As the preceding lesson plans, songs and game suggestions show there is a great deal for the children to absorb over the first five years of English instruction at Hjallastefnan schools. Not all children begin playschool at 1 ½ and not all children start their school lives at a Hjalli-model school. For these reasons not all children in a given group will have had the same amount of English instruction.

While there is no absolute minimum for what the children absolutely have to know when they complete the program, and there is no grading system at this level of education, here are some useful guidelines that previous teachers have decided upon that will help the children as they progress from the Playschool level of English to the Elementary school level:

1. Children should be able to understand the basics of the English program including triggers and the vocabulary up to at least the 3 year level.
2. Children should have had a chance to sing the many of the Unit songs found in this handbook and on the English CD.
3. Children should have begun to use the phrases outlined in the 4 year level. Most important of all the children should have had a chance to experience a fun and enjoyable introduction to English.

If the children look forward to English, enjoy themselves and take an active part in the lessons then we've done our job.

## USEFUL LINKS TO ENGLISH MATERIALS

ESL.com website  
<http://www.esl.com>

A4esl.org website  
<http://a4esl.org>

Dave's ESL Cafe  
<http://www.eslcafe.com>

English as a Second Language Podcast  
[http://www.eslpod.com/website/index\\_new.html](http://www.eslpod.com/website/index_new.html)

Many Things website  
<http://www.manythings.org>

ESL Library.com website  
<http://www.esl-library.com/index.cfm?PageId=1>

ESL Lesson Plans  
<http://www.csun.edu/~hcedu013/eslplans.html>

TEFL website  
<http://www.tefl.net>

English Club website  
<http://www.englishclub.com/index.htm>

ESL Teaching Through Songs  
<http://www.musicalenglishlessons.org/index-ex.htm>

Teaching EAL  
<http://www.teachingeal.org.uk>

Teacher TV  
<http://www.teachers.tv>

