

Hello & welcome to Genki English!

Genki English was made to help bring the life and excitement back to teaching English. It's a fun language and can be really enjoyable to learn. "Genki" is a Japanese word meaning "alive", "exciting" and "full of energy". And that's just what these songs and games are!

But very often lessons can be quite boring and not very genki!

So I went round the world finding out what kids want to be able to say in English, and how they want to learn it. The result is a huge collection of very easy to teach songs & games for almost all the most important, basic English that kids will need and love to know.

In this guide I'm giving you some ideas that have worked in thousands of classrooms around the world, but of course change and remix them as much as you like for your own students. The only things I'd really like you to keep are the two rules of Genki English:

Think "I can do it!" and you can!

Losing just means try again!

Very often the only barriers to learning a language are confidence and motivation. But, as you know, English isn't brain surgery or genetic engineering. It's simply a foreign language that millions of people speak every day, if you put your mind to it, anyone can do it. Think you can't and you can't!

Think you can, and you can!

Of course along the way there will be challenges and mistakes, but that's fine, after all "A ship in harbour catches no fish". Mistakes are good! But we have to learn from them, so whenever a child loses a game or says a wrong word, tell them not to worry but simply try again, and try again and try again. Eventually they will get there, and that is success!

The songs are the main part of this material. I wrote each song to take only the key English needed for one 45 minute lesson and mixed them up with a melody you cannot get out of your head, some cool music production and most importantly gestures and activities to really make the English stick. Teach the song "a cappella" without the CD first, then once the kids know the words, try the music and see their eyes come alive!

You can use the songs as a full course on their own, or if you have a text book you can use the songs to spice up your lessons, to make them exciting and full of life so the kids end the lesson saying "Yes, that was fun! Yes, I can do it!"

Then after a few months or years we can move on to projects and exchanges where your students can put all that English to use in real communication with kids their own age throughout the world.

Wherever I travel or wherever I go I see happiness and excitement, but also problems and disappointments. But whatever the problems in your school or country are, education is the key to making the solutions appear. So let's teach our students to have big, big dreams and give them the

skills, confidence and abilities to really make them come true! That's what being genki is all about.

Good luck, and be genki!

Richard

www.GenkiEnglish.com

GenkiEnglish.com Lesson Plan - a fun 45 minutes!

In this book and at GenkiEnglish.com there are a lot of ideas, but how do you actually put them together to form a lesson? Well, over the last few years this type of structure "evolved" in my lessons to great success!

1. Warm Up/Review - 3/10 minutes

The idea is to get the kids back into a "Genki" way of learning, to get used to you again, to warm them up and to review the previous time's language.

☆Start off with a quick go of the Warm Up game. Time depends on the class, from 30 seconds to 5 minutes. All you do is give the kids simple commands like "stand up", "sit down", "jump", "spin", "Cheer". Each week review the new words and questions from all the previous lessons.

☆Review the song from the previous lesson. The kids are singing and dancing and remembering the previous work all at the same time. The songs are quick, genki and get to the point!

2. Input – Computer Game & Song - 15/20 minutes New English ⇒ Mini Lesson ⇒ Song

☆Using the Genki English games & songs makes it so much easier to teach the new language, and for the kids to remember it.

☆ Let the students play the computer game individually for today's new theme.

☆ Then check the meanings of each word/phrase using the "Words" part of the software.

☆8 words is a good quantity to teach in one lesson.

☆ Questions and answers are better (e.g. What's

this? What time is it? or How much?) Say the question, point to a card and the kids answer. This is better than simply learning the vocab in isolation. Try tricking them by pointing to a card and saying a different question e.g. "What's your name?"

☆Teach the song "a cappella" (without the music) using the software "Mini Lesson" 2 or 3 times. Keep practising till they know all the words!

☆If they don't say things loud, do a competition between you and them to see who can sing the loudest. Even the shy kids will be then singing!

☆Sing the song with the animation to make sure they know the vocab and have some fun! Keeping the animation till the end makes sure the kids know the words and keeps the genkiness high!

3. Practice of new material – Classroom Game - 15/20 minutes

☆The purpose of the class game is for the kids to practise the target English. It's also good for the teacher to see if the kids have mastered the language or if they need more practice.

☆In the game, only English is allowed for the kids, but the teacher should explain things in whichever language is most efficient. The less time you spend explaining, the more time the kids have to practise.

☆Most of the games here can be used for almost any theme.

☆Explain the games by acting them out! All the games in this book can be explained in 2 or 3 minutes or less.

☆If there is no end to the game - do a big countdown from 10 to zero.

☆Important Point: Remember to teach your kids that "Losing doesn't mean losing. It simply means you get another chance to try again!" If everyone is having fun, everyone wins! If they don't win, it's simply another chance to try again next time! Do this and every kid will be wanting to keep going and learn more, especially if they actually lose a game!

4. "Thank you"s and "Goodbye"s

☆Sing today's song again (if you have time) and then the Thank You song to finish.

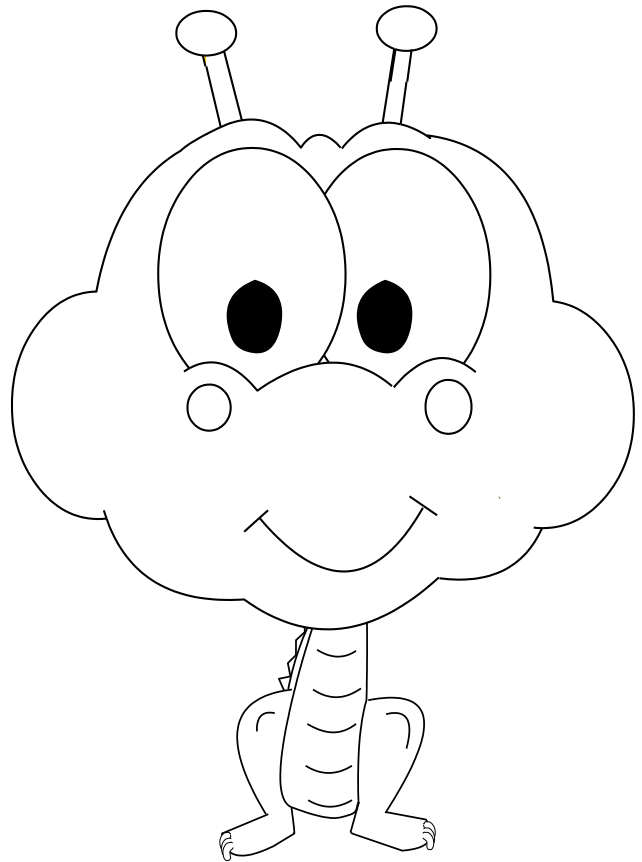
☆Tell them how good they were.

☆Do a few claps and cheers (try raising your hand to vary their volume, very fun!)

☆End the lesson on a high so they are looking forward to the next class!!

So there you go, a nicely structured lesson with plenty of chance to speak English and learn new language! Of course there are different ways to do this, and please feel free to vary, but this is the one that I use most often!

And you can of course set the software for next week's lessons as the homework for this week. I have a feeling that's where the real benefit of the tablets will come!



Warm Up Game

I use this at the beginning of each lesson, to get the kids awake, out of their seats and to introduce some important classroom English. If things get out of hand later on, the preparation you do here will be very useful in getting things back under control!

At the beginning you simply shout out commands at the kids. First of all simple things like "Stand Up" or "Sit Down" are OK, along with "Good Morning". Also, try tricking them by saying "STAND UP" when they are already standing!



As you meet the kids more you can add words such as JUMP, SPIN (a big favourite), EAT, DRINK, CHEER, CLAP,

Later BOY, GIRL can be added (much laughter when boys stand up when you say "GIRLS STAND UP"). Also BIG, SMALL e.g. BIG JUMP, LITTLE JUMP and QUIET, LOUD e.g. QUIET CLAP, LOUD CHEER.

Even 1st Years can get quite advanced with things such as "GIRLS, 5 BIG SPIN JUMPS"

Or try using "PLAY" e.g. "Play the piano, play tennis" or things like "Watch TV"

For "Clap" or "Cheer" get them to vary the volume as you raise or lower your arm - it's a great "volume control" for the moments when you do want them to be quiet!

If you want some more words, try "cry" or even "zip it!"

Once you get past these basics, try some other topics from the songs (e.g. emotions from the "How are you?" song), and then start asking questions that the kids can answer. You don't just have to stick to commands.

Then try the past or future tenses, i.e. basically do the same thing but point to a calendar on the wall first and say things like "Tomorrow I'll play tennis", "Yesterday I went to the beach"

Then you can start moving on to stories. A good way to do this is to get your kids to think of stories in groups in their native language, translate them and use them in the next class. For stories, things like Spiderman, Harry Potter or famous characters are best!

Also try things like...

Open your eyes

Wake up!

Stretch your arms

Yawn

Get out of bed

Have a shower

Have breakfast etc.

What's your name?

What's your name?

by Richard Graham

What's your name?

What's your name?

What's your name?

(clap, clap)

What's your name?

What's your name?

What's your name?

(clap, clap)

My name is

My name is

My name is ...

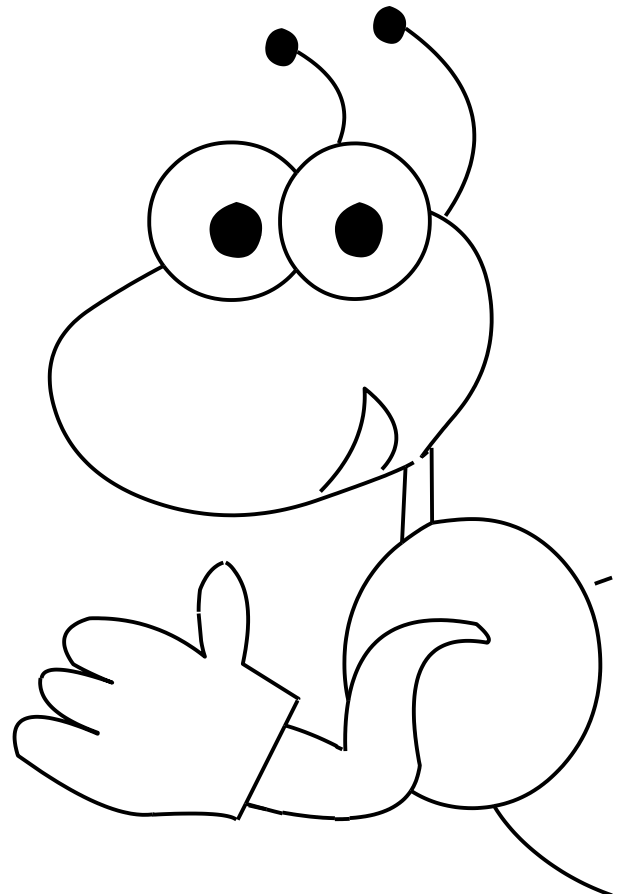
My name is ...

Nice to meet you

(Repeat 4 times)

This is the first song and always popular. Remember the eye contact!

Kids get into pairs. Everyone sings "What's your name?" + claps twice. One child from each pair sings "My name is..." plus their own name twice (please don't become Richard or Mr Monkey!). The other child then sings "My name is...". The 2 children shake each other's hand whilst saying "Nice to meet you!". They then split up and each finds another partner. Repeat 3 times!



How are you?

by Richard Graham

Hello, how are you?

Hello, how are you?

Hello, how are you?

Hello, how are you?

I'm hungry,

I'm tired,

I'm cold,

I'm sad



Hello, how are you?

Hello, how are you?

Hello, how are you?

Hello, how are you?

I'm happy

I'm great

I'm good

I'm OK



Hello, how are you?

Hello, how are you?

Hello, how are you?

Hello, how are you?

Rub your tummy for "hungry", pretend to sleep for "tired", hug yourself for "cold", pull a sad face for "sad", smile for "happy", jump in the air for "great!", a thumbs up for "good!" and an OK sign for "OK"! A good way to get even shy kids motivated is to have a competition with the teacher to see who can sing the loudest!

How are you? Monster Game

1. The kids all line up at one end side of the gym.
2. Explain that this side of the gym is the "safe" side. But the kids really want to get across to the other side, where there is a sweet shop which today has a half price special offer (this gets the kids very excited!).
3. But, in between the kids and the sweet shop is a monster! At first the teacher is the monster. Ask the kids to guess what your favourite food is. They'll shout out some foods (nice practice!), then you say that your favourite food is human! (Even bigger reaction from the kids!)
4. Tell them that they can only cross to the sweet shop if the monster is in a good mood and isn't hungry. Ask them how they can check on the mood of the monster. After a moment a few kids will say "Ask him/her "How are you?""
5. All together the kids ask the monster "How are you?"
6. Do a few "I'm sorry?"s to get the kids to shout in big loud voices (so that all the kids join in, not just the super genki ones!)
7. The monster says an answer, e.g. "I'm OK".
8. The kids repeat the answer (important practice!) and move forward one step (no jumping allowed!).
9. Repeat from 5.
10. But if the answer is "I'm hungry!!!", the kids have to run back to their safe wall! Any kid who is tagged on the way back becomes a monster for the next round!
11. Play again!

Left and Right

by Richard Graham

Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.

Sit down
Stand up
Turn left
Turn right
And jump, jump,
Jump, jump, jump!

Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.

Spin around
Sit down
Stand up
Spin around
And jump, jump,
Jump, jump, jump

Left and right,

Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.
Left and right,
Forward and back.

Move one step left for "left", one step right for "right" etc. For the "Sit down, Stand up" part the kids listen and do the actions. When the "Left and right, forward and back" section returns they start singing again. You can teach this song in 10 minutes and it is amazing to watch with small groups or even several hundred kids dancing at once!

Left & Right Bump Game

1. Split the class into several groups (of not more than about 5 people).
2. Arrange the desks into a more "random" order (neat rows make the game too easy).
3. Tell the kids to Rock, Paper, Scissors to see which group goes first. At first the game is played one group at a time.
4. One kid in the group puts on the blindfold and stands in one corner of the room. Spin the kid around 3 times to disorientate them a bit.
5. Start the stop watch.
6. The kid's teammates must try and direct him/her to the board, (where you will have drawn a "target") by saying "left", "right" etc. etc.



they are blindfolded!

The kids might want to try a second time, so either add the two times together or just take the best of the two!

7. When they reach the target stop the stopwatch.
8. If they take more than 2 minutes it's "Game Over" for them!
(This helps keeping things moving along)
9. The next team has a go.
10. The team with the fastest time is the winner.

If they hit a desk on the way, add 2 seconds to their time.

If the teammates speak anything other than English then add 2 seconds to their time. Similarly if other teams are being noisy then add 2 seconds to their time.

Make sure some desks are pushed up against the wall, otherwise they can just walk straight along, feeling the wall!

Remember that when you're facing the class then "left" and "right" are reversed for the kids and hence confusing! Be careful!

Some kids try and memorise the positions of the desks and just walk to the target without listening to their teammates. To prevent this simply move some of the desks around whilst

How old are you?

by Richard Graham

How old are you?

How old are you?

How old are you?

How old are you?

How old are you?

How old are you?

I'm 5 years old,

I'm 6 years old,

I'm 7 years old,

I'm 8 years old,

I'm 9 years old,

I'm 10 years old,

I'm 11 years old,

I'm 12.

I am 5! I am 6!

I am 7! I am 8!

I am 9! I am 10!

I am 11! I'm 12!

Holding up fingers for each age is great for the first part (especially 11 and 12!) On the "I am 5!" part, get the kids to do a big, stylish jump on the number!

How old are you Mingle Game

1. Everyone sings the "Mingle, Mingle, Mingle" chant whilst walking around the classroom. (You can hear it on the Genki English website)
2. The teacher says "Stop!".
3. The kids ask the teacher "How old are you?"

4. The teach says "Sorry?"

5. The kids ask "How old are you?" much louder!

6. The teacher says "I'm ..." plus a number, e.g. 5 or 8 or 2 etc.

7. The kids get into groups of this number and sit down.

8. The slowest teams are the losers or volunteers for the next game!

You can also change the word "mingle" to any other action you like, for example "walk, walk, walk,", "run, run, run" or even "hop, hop, hop!"

Remember Genki English Rule Number 2: "Losing doesn't mean losing, it just means "Try again!"



Rock, Paper, Scissors

by Richard Graham

Rock, paper, scissors.

(Rock, paper, scissors)

1,2 3, (1,2,3)

Rock, paper, scissors.

(Rock, paper, scissors)

1,2 3, (1,2,3)

Are you ready? (Yeah)

Are you ready? (Yeah)

Are you ready? (Yeah)

Are you ready? (Yeah)

Rock, paper, scissors.

(Rock, paper, scissors)

1,2 3, (1,2,3)

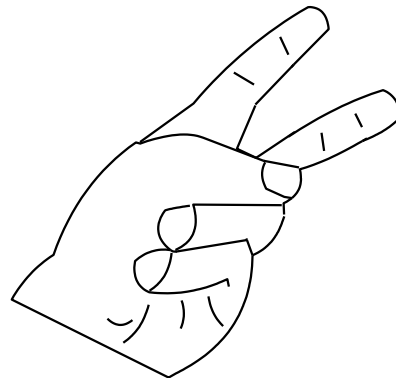
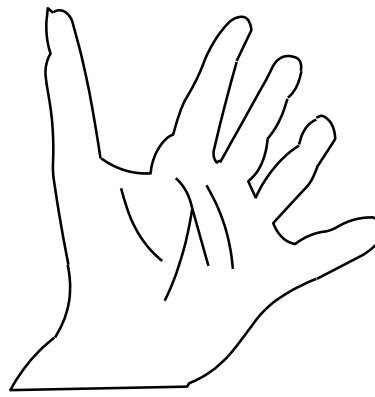
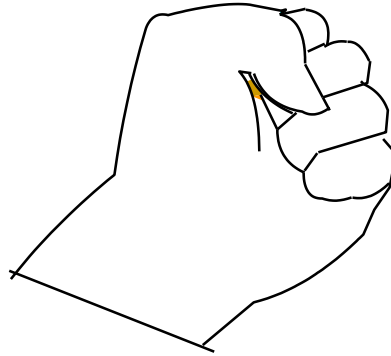
Rock, paper, scissors.

(Rock, paper, scissors)

1,2 3, (1,2,3)

First the teacher says the line, then the kids repeat.

When you say "rock", make your hand into a fist, hold it out flat for "paper" and use two fingers to form "scissors". On the final "3", everyone puts out their favourite. Scissors cut paper, paper covers rock and rock blunts scissors. Who's the winner? It doesn't matter, losing just means you get another chance to try again!



What's the weather like?

by Richard Graham

What's the weather like?

What's the weather like?

What's the weather like today?

What's the weather like?

What's the weather like?

What's the weather like today?

It's rainy

It's cloudy

It's windy

And it's snowy.

What's the weather like?

What's the weather like?

What's the weather like today?

What's the weather like?

What's the weather like?

What's the weather like today?

It's sunny

It's fine

It's hot

It's a beautiful day!

What's the weather like?

What's the weather like?

What's the weather like today?

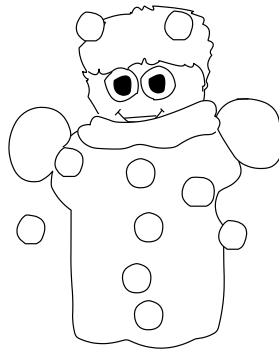
What's the weather like?

What's the weather like?

What's the weather like today?

For "rainy", put your hands in the air and make your fingers fall down like rain, for "cloudy" your hands

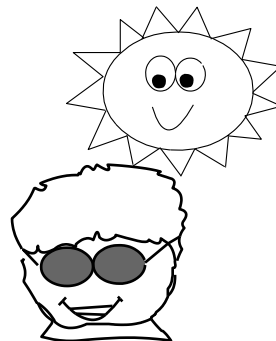
trace out a cloud shape in front of you, for "windy" swoosh your hands down from top right to bottom left, for "snowy" pretend you are throwing a snow ball. For "sunny" trace out a circle in front of you, for "fine" hold your hand above your eyes like you can see a long way, for "hot" wipe your brow and for "it's a beautiful day" it's good to lean back and outstretch your arms!



Weather Clap Clap Game

1. Everyone stands up.
2. Everyone says "What's the weather like?"
3. Everyone claps two times.
4. Everyone chooses one type of weather and whilst singing the phrase they have chosen (e.g. "It's rainy") they do the gesture.
5. If any of the kids have chosen the same weather as the teacher, they are out and sit down.
6. Repeat from 2 until all the kids are sat down.

To make this game a little shorter, it's usually best to only allow 3 or 4 of the words from the song. E.g. the kids can only say "It's rainy" or "It's cloudy" or "It's sunny". Otherwise you could be playing the game all day!



Good Morning! Song

by Richard Graham & Will Jasprizza

Good morning,
Good morning.
Good afternoon,
Good afternoon.
Good evening,
Good evening,
Good night!

Hello, hello, hello, hello.
Hello, hello, hello, hello!

Hello, hello, hello, hello.
Hello, hello, hello, hello!

Good morning,
Good morning.
Good afternoon,
Good afternoon.
Good evening,
Good evening,
Good night!

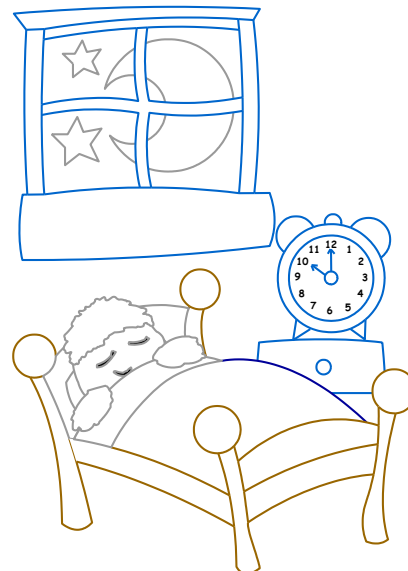
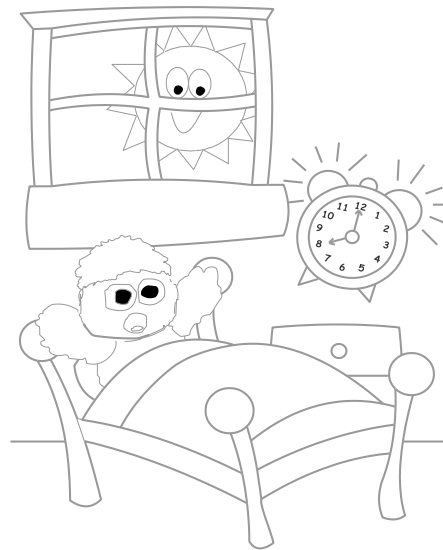
Hello, hello, hello, hello.
Hello, hello, hello, hello!

Hello, hello, hello, hello.
Hello, hello, hello, hello!

You say "Good morning", the kids reply whilst stretching like they've just got up. You stand up and say "Good afternoon", kids reply. Similarly with "Good evening". With "Good night", the kids fall down to the floor and go to sleep! For the "hello"

section the kids wave hello to a different person for each word. On the final "Hello" everyone faces the teacher and jumps in the air!

This song is a great warm up activity.



Do you like...? Song

By Richard Graham & Will Jasprizza

(Easy to Teach Remix by R. Graham)

Do you like **A**pples?

Yes I do / No I don't.

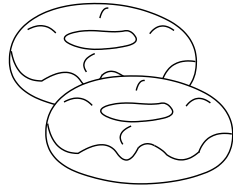
Do you like **B**ananas?

Yes I do / No I don't.

Do you like **C**heese?

Yes I do / No I don't.

Do you like **D**oughnuts?



Do you like **E**ggs?

Yes I do / No I don't.

Do you like **F**ish?

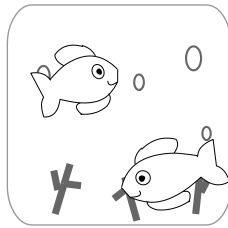
Yes I do / No I don't.

Do you like **G**rapes?

Yes I do / No I don't.

Do you like **H**otdogs?

Yes I do / No I don't.



Do you like **I**ce cream?

Yes I do / No I don't.

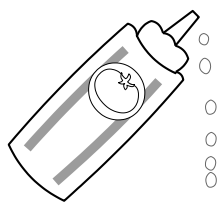
Do you like **J**elly?

Yes I do / No I don't.

Do you like **K**etchup?

Yes I do / No I don't.

Do you like **L**ettuce?



Hold up the picture cards as :

apples?" etc. The kids answer with either "Yes, I do" or "No, I don't". It's great to find out what they do and don't like. Then the teacher sings "Nice, nice, nice" and the kids repeat "Nice, nice, nice" whilst patting their stomachs. Then try the song again, but this time the kids ask you the questions.

Do you like...? Karuta Game

1. Split the kids into two halves, and give each team a cool name.

2. Three kids from each group are nominated to be the designated runners and stand at the back.

3. Put the picture cards at the front of the class.

4. Wonder round the class and say "hello" to a random child (or point a microphone to them if you have one)

5. This child then asks you "Do you like...?" plus one of the foods at the front.

6. You answer "No, I don't".

7. Wonder around getting a few more kids to ask you.

8. Eventually you say "Yes, I do!" to one kid's question.

9. The front runner from each group has to rush forward and pick up the matching card. The further they have to run, the more fun!

10. Continue from 4

It's really fun and frantic and has lots of participation from many kids. One nice thing is that even weaker kids can say "Do you like apples?" or "bananas", and the more advanced kids will ask more complicated ones.

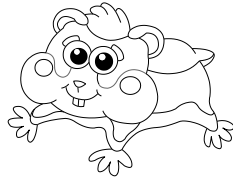
And everyone has to listen really carefully to what each child says. As you will have quite a few "No, I don'ts" before the final "Yes, I do" it's really good practise for everyone to listen really carefully to many kids in the class, after all the one time they don't listen maybe the one you say "yes" to!

Do you have any pets? Song

by Richard Graham

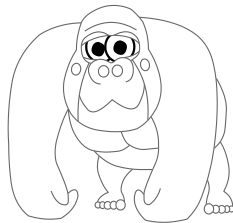
Do you have any pets?
Do you have any pets?
Do you have any pets?
Do you have any pets?

I have a hamster.
I have a rabbit.
I have a turtle.
I have a goldfish.



(repeat chorus)

I have a lion.
I have a lizard.
I have a horse.
I have a gorilla.

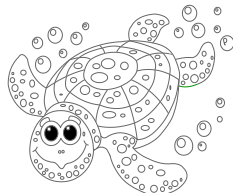


(repeat chorus)

Do you have any Pets?

(2 Rabbits Mix)

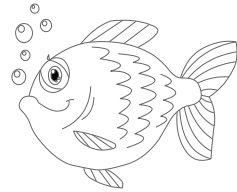
Do you have any pets?
Do you have any pets?
Do you have any pets?
Do you have any pets?



I have 1 hamster.
I have 2 rabbits.
I have 3 turtles.
I have 4 goldfish.

(repeat chorus)

I have 5 lions.
I have 6 lizards.
I have 7 horses.
I have 8 gorillas.



The kids mime each animal as they sing. For more advanced classes, by using the 2 Rabbits Mix you can sing "I have 2 rabbits..." but get the kids to reply "You have 2 rabbits" or "He" or "She has 2 rabbits" to practise pronouns. You can also hold up your fingers as you sing the numbers.

Do you have a ... ? Game

1. Each kid has a full set of pet mini cards.
2. Put the kids in groups.
3. Assign each group one card to collect.
4. The teacher says "Go!"
5. The kids go round asking as many people as possible "Do you have a ...?" plus the card they have to collect. E.g. the "hamster" team ask "Do you have a hamster?"
6. If their opponent has the card they give it to them and say "Yes, here you are!"
7. If they don't they say "No, I'm sorry" .
8. Repeat from step 5.
9. At the end of the time, see which team has collected the most cards!

Hint: This only works for noun cards, for other themes, change the question!

Animal Voices Song

by Richard Graham

In my house, I have..

In my house, I have...

I have a dog. Woof, woof!

I have a cat. Meow!

I have a bird. Tweet, tweet!

I have a mouse. Squeak, squeak, squeak, squeak!

On my farm, I have...

On my farm, I have...

I have a chicken. Cluck, cluck!

I have sheep. Baa, baa!

I have a cow. Moo, moo!

I have a pig.

Oink, oink, oink, oink!

In my zoo, I have...

In my zoo, I have...

I have an elephant.

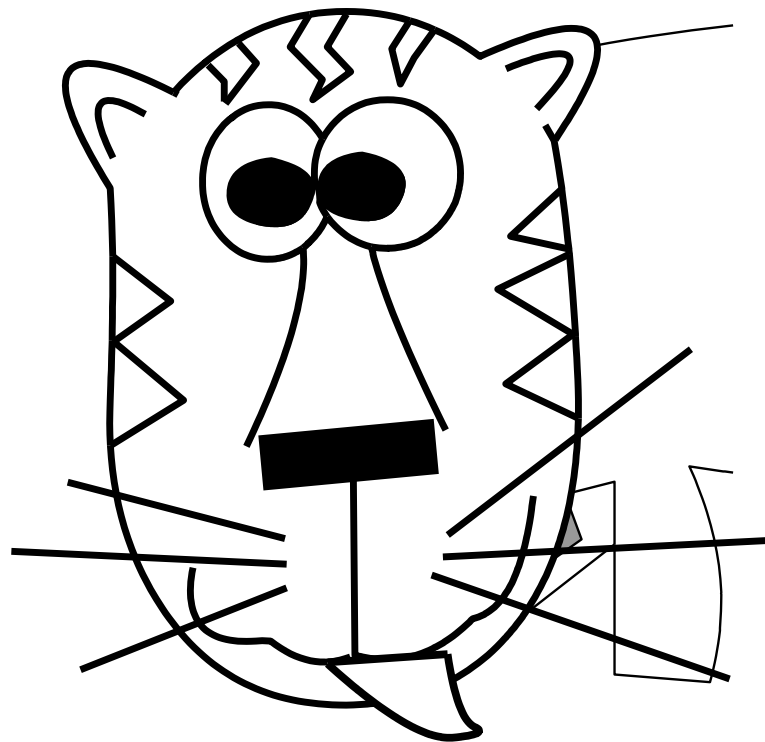
I have a monkey.

I have a snake. Hiss, hiss.

I have a tiger.

Roar, roar, roar, roar!

Before doing this song, I'd recommend the "Do you have any pets?" song! This song is quite simple though, act out an impression of each animal as you say their name. The gestures aren't set in stone, ask the kids to use their imaginations and decide as a class which ones to do!



Under the Sea

by Richard Graham

What can you see?

Under the sea?

What can you see?

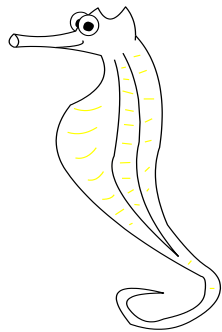
Under the sea?

I can see a whale.

I can see a squid.

I can see a seahorse.

I can see a jellyfish.



I can see a whale.

I can see a squid.

I can see a seahorse.

I can see a jellyfish.

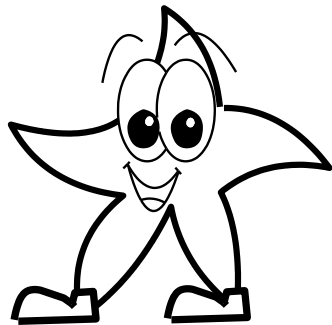
(Repeat Chorus)

I can see a crab.

I can see a dolphin.

I can see a shark.

I can see a starfish.



I can see a crab.

I can see a dolphin.

I can see a shark.

I can see a starfish.

During the slow "What can you see?" part everyone looks around the classroom, trying to see what they can see. Then everyone mimes the sea animals when they appear. Ask the kids what types of mimes they should do for each one. They usually come up with some very strange, but very memorable ideas!

Sticky Fingers Game

A cool way to introduce this song is to teach the first four words. Now try the sticky fingers game.

1. Three or four kids come to the front and each take hold of one of the teacher's fingers.
2. Choose one "magic word" e.g. Seahorse.
3. Everyone shouts out "What can you see?"
4. The teacher says "I can see a ..." plus one of the animals,
5. If the teacher says the magic word, the kids who are holding the teacher's fingers let go and run to the nearest wall.
6. If the teacher tags them before they make it to the wall, they are out!
7. If the teacher says a word other than the magic word and the kids let go of the teacher's fingers, they are out!
8. When everyone is out, introduce the next word which becomes the new magic word for another round of the game with another set of kids!

Then do another round of sticky fingers, then a new word, a round of Sticky fingers, a new word etc. until you've gone through all 8 words and the whole class has played the game!

By this time the kids will be familiar with the phrases "What can you see?" and "I can see a ...?" so play the music and end the lesson on a huge high note!

Make a Face

By Richard Graham

Make a face.

Make a face.

Make a face.

Make a face.

Put on the nose.

Put on the nose.

Put on the ears.

Put on the ears.

Put on the mouth.

Put on the mouth.

Put on the eyes.

Put on the eyes.

Make a face.

Make a face.

Make a face.

Make a face.

Put on the eyebrows.

Put on the eyebrows.

Put on the cheeks.

Put on the cheeks.

Put on the hair.

Put on the hair.

Put on the tongue!

Put on the tongue!

As you sing the verse, get the kids to touch that part of their face. In the chorus make a funny face after each "Make a face".

Make a Face Game

1. Draw a big circle on the board.
2. Prepare cut outs of the face parts from the song.
3. One child comes to the front and puts on a blindfold.
4. Give them one face part.
5. The other students shout out "Left, right, up, down" to guide them to the correct place on the board.
6. The blindfolded child sticks the face part on the board.
7. When all the face parts are on the face, admire the funky new design you've created!



Doctor, Doctor!

by Richard Graham

Doctor, Doctor! My head hurts.

Doctor, Doctor! My arm hurts.

Doctor, Doctor! My leg hurts.

Doctor, Doctor! My stomach hurts.

Are you OK?

No, I'm not!

Are you OK?

Yeah, I'm OK!

Doctor, Doctor! My hand hurts.

Doctor, Doctor! My foot hurts.

Doctor, Doctor! My back hurts.

Doctor, Doctor! My tooth hurts.

Are you OK?

No, I'm not!

Are you OK?

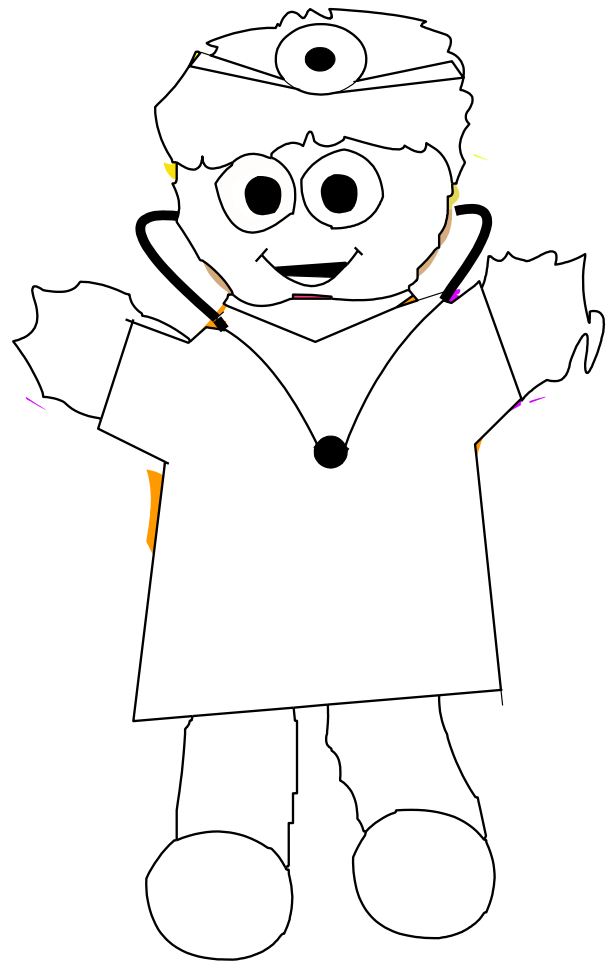
Yeah, I'm OK!

When singing, touch the relevant part of the body, e.g. touch your head whilst singing "My head hurts".

In the chorus the kids ask the teacher (or another group of kids) "Are you OK?" and the teacher or other group replies. Once the kids know the song, try the "Doctor, Doctor" game!

Doctor Doctor Game

1. Put the kids in groups of two.
2. One person is the doctor, one is the patient.
3. Give each doctor a long piece of toilet paper or a bandage.
4. Everyone shouts to the teacher "Are you OK?".
5. The teacher responds "No, I'm not. My hurts" e.g. "My arm hurts".
6. Each doctor has to put a toilet paper "bandage" on their patient!
7. The person with the best bandaging gets to choose the next part of the body, i.e. everyone asks them "Are you OK?" and they say "No, my hurts!"



How much?

by Richard Graham

How much? How much?

How much is that dog?

How much? How much?

How much is that dog?

It's 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

I'll take it!

How much? How much?

How much is that cat?

How much? How much?

How much is that cat?

It's 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

I'll take it!

How much? How much?

How much is that banana?

How much? How much?

How much is that banana?

It's 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

I'll take it!

How much? How much?

How much is that monkey?

How much? How much?

How much is that monkey?

It's 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

I'll take it!

Thank you!

Goodbye!

Put the kids into 2 groups. One group are shopkeepers and hold some items (or picture cards of items) to sell. The other group are the shoppers and each one pairs up with a shopkeeper. All the shoppers sing together "How much, how much, how much is that " plus the name of the object that their shopkeeper partner is holding. The shopkeepers then reply "It's 10,9,8" etc. and the shoppers say "I'll take it!". The shoppers then move to the adjacent shop (make sure you decide in which direction everyone will move before you start!). When the song finishes, repeat again with the shoppers and shopkeepers reversing roles.

How much? Bargaining Game

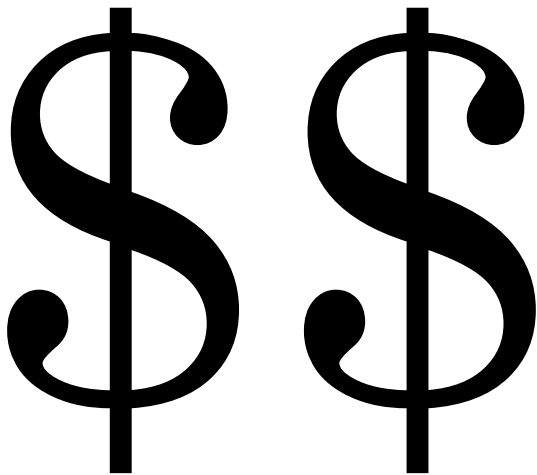
1. Split the class into two halves (left and right side of the class is usually good)
2. One side is then the selling side and one is the buying side.
3. The sellers (individually) have to go and find a "buyer" and sell them something (pens, books etc are usually good, let the kids choose!)
4. The usual conversation is something like
Seller: "Hello. Nice pen!!!"
Buyer: "How much?"
Seller: "10"
Buyer: "No! 2"
Seller: "No! 9!"
etc. etc.
5. Give them a time limit of about 3/4 minutes (I usually count down the last ten seconds to add to the tension)
6. Afterwards sit them down and find out who did the best, and who did the worst!

7. Redo the game this time with the kids changing roles, i.e. the buyers become sellers and vice versa.

The price range should be fixed in a range from around 1 to 10. This makes sure they all know the numbers in English, and makes comparing who got the best price a lot easier. Make sure there are equal numbers of kids on each side - if you have an odd number then join in yourself!

The time limit is important, without it there is no tension!

Tell them to be pushy, but watch they don't start hitting each other!



Fruit Market

by Richard Graham

What's this?

It's an apple

What's this?

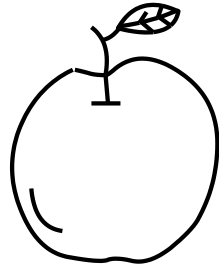
It's an orange

What's this?

It's a pineapple

What's this?

It's a banana



What's that?

It's a lemon

What's that?

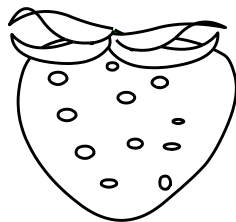
It's a cherry

What's that?

It's a strawberry

What's that?

It's a watermelon



Welcome to the

Fruit Market

Welcome to the

Fruit Market

What's this?

It's a peach

What's this?

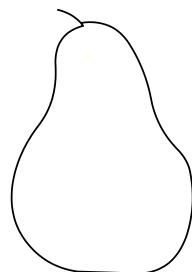
It's a grape

What's this?

It's a pear

What's this?

It's a kiwi fruit!



Welcome to the

Fruit Market,

Welcome to the

Fruit Market

Prepare several picture cards (or real fruit!), one for each item of fruit. The teacher (or maybe a student) holds up the relevant card and sings "What's this?" and the students all shout out "It's an apple" etc. For the "What's that?" part, have one person hold up the card, and a different person points to it from a distance and sings "What's that?". For the "Welcome to the Fruit market" section, get the kids to pair up and do a type of arm-in-arm folkdance!

Bad Fruit Game

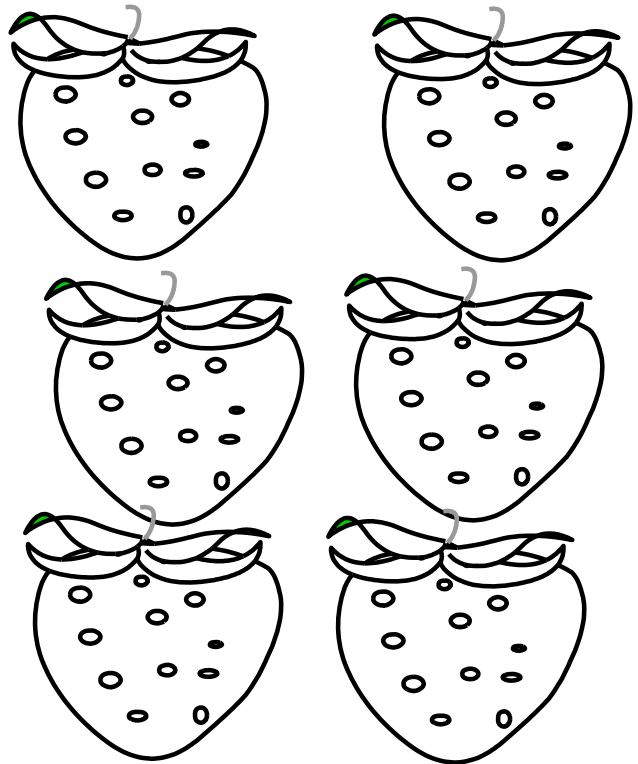
1. Split the kids into two groups.
2. One group will be shoppers, one will be shopkeepers.
3. Split the shopkeepers into smaller groups, one group for each fruit. Give each group lots of minicards of their fruit.
4. Each group of shopkeepers finds a table and sets up their own fruit market that only sells their fruit. E.g. the apple team only sells apples.
5. Give each shopper 20 "play dollars".
6. The shoppers go and buy lots of fruit. Each piece of fruit is 1 dollar.
7. You can choose the conversation, but a nice one is
Shopkeeper: "Hello"
Shopper: "Hello. What's this?"
Shopkeeper: "It's a ..." plus their fruit. e.g. the apple group say "It's an apple"
Shopper: "One please!" or however many they wish to buy.
Shopkeeper: "One dollar please" or however much

the total comes to.

8. The aim for the shoppers is to buy as much fruit as possible. The aim for the shopkeepers is to make as much money as possible.

Very simple. But.... every few minutes the teacher will shout out “Bad Fruit! Bad Fruit!” and choose one of the fruit names. Any of the shoppers who have this fruit in their baskets must throw it away! When every shopper has thrown that fruit away, it becomes safe to buy again and everyone continues. But they now have less fruit than before so need to buy more. But they don’t get the money back that they spent on the bad fruit!

This game is great as the kids have to think about which foods to buy, one of each maybe? Or take a risk and buy ten of one fruit?



I can do it!

by Richard Graham

musical instruments as you ask "Who can play the ...?" and the kids mime as they answer!

Can you do it?

I can do it! (Yeah!)

Can you do it?

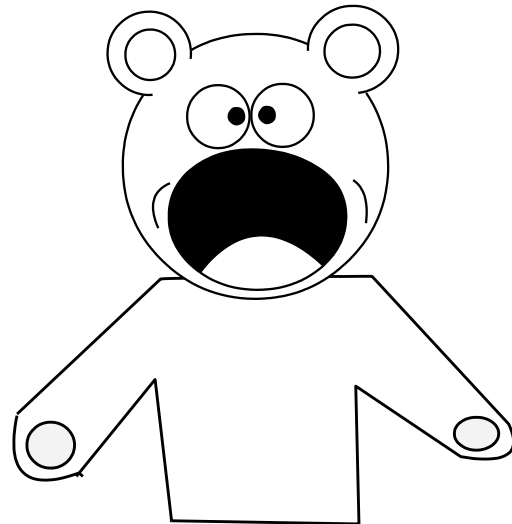
I can do it! (Yeah!)

Can you do it?

I can do it! (Yeah!)

Can you do it?

I can do it! (Yeah!)



Who can play the drums?

I can play the drums.

Who can play the bass?

I can play the bass.

Who can play the piano?

I can play the piano.

Who can sing?

I can sing!

(Repeat Chorus)

Who can play the guitar?

I can play the guitar

Who can play the trumpet?

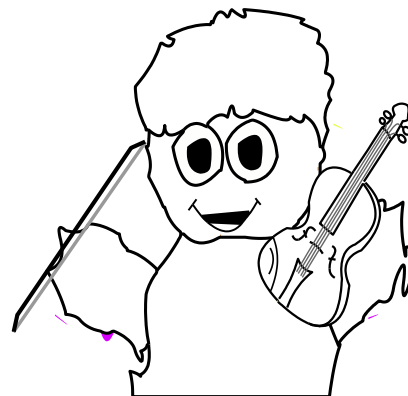
I can play the trumpet.

Who can play the violin?

I can play the violin.

Who can sing?

I can sing!



Confidence is the key here! Push your arms up in the air as you say the first "Yeah!" then push them downwards on the second "Yeah!". Mime the

Where are you from?

by Richard Graham

"Where are you from?"

Where are you from?

Where are you from?

Where are you from?

I'm from America,

I'm from Canada,

I'm from Australia

I'm from Britain

Where are you from?

Where are you from?

Where are you from?

Where are you from?

I'm from Thailand,

I'm from Malaysia,

I'm from Vietnam

I'm from China

Where are you from?

Where are you from?

Where are you from?

Where are you from?"

It is difficult to assign any specific gestures to this song without evoking racial stereotypes. So try using flags and hold them up when you sing each country.

I'm from everywhere game

1. Start the stopwatch.
2. The kids get into pairs.
3. One kid says "Where are you from?"
4. Their partner answers "I'm from America" and asks "Where are you from?"
5. The first kid answers "I'm from America too!"
6. They say "Goodbye" to each other and split up
7. They each find a new partner.
8. The second time they do the conversation they answer "I'm from Canada". The third time they answer "I'm from Australia"
9. When they have done the conversation with 4 different people and answered "I'm from Britain" on the 4th time, they sit down.
10. When everyone is sat down stop the stopwatch.
11. Write the time on the board.
12. Ask the kids if they can do the next four countries even quicker. Remember Genki English Rule Number 1: Think "I can do it!" and you can do it!
13. Repeat from step 1, but this time they answer "I'm from Thailand" on their first time, the next time is Malaysia, then Vietnam and they finally sit down when they have said "I'm from China"!

Where do you live?

by Richard Graham

Where do you live?

Where do you live?

Where do you live?

Where do you live?

I live near the forest.

(The forest)

I live near the river.

(The river)

I live near the bridge.

(The bridge)

I live near the farm.

(The farm)

Where do you live?

Where do you live?

Where do you live?

Where do you live?

I live near the hospital.

(The hospital)

I live near the station.

(The station)

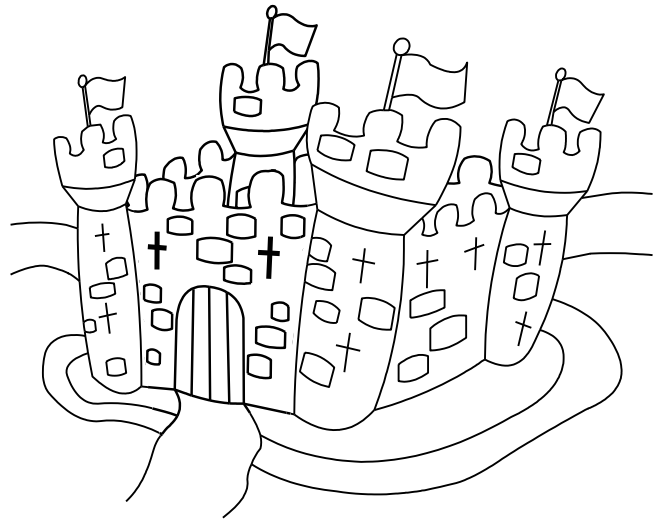
I live near the castle.

(The castle)

I live near the supermarket.

(The supermarket)

This is a slightly more challenging theme, so keep it for when the kids have mastered the other songs. It's still lots of fun though, especially if you get the kids to mime each location. Ask the kids to think of their own mimes for each word and they'll remember them much quicker!



How do you say in English?

by Richard Graham

How do you say ... in English?

(And again!)

How do you say ... in English?

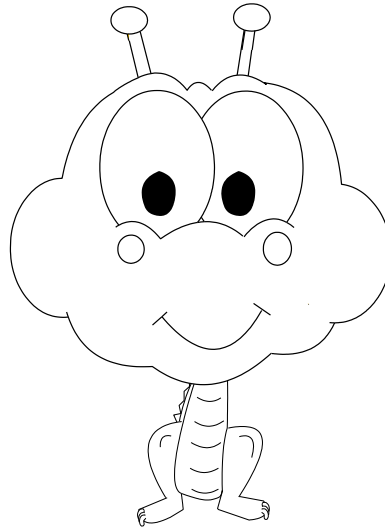
(One more time!)

How do you say ... in English?

(Sorry?)

How do you say ... in English?

(Louder!)



How do you say ... in English?

(Excuse me?)

How do you say ... in English?

(I can't hear you!)

How do you say ... in English?

(Once again!)

How do you say ... in English?

(Well Done)

Everyone sings "How do you say..." then the teacher holds up a picture card or says a word. After "... in English?" the kids shout it out, in English. In the Mini Lesson we translate apple, hippo, bear and dragon from "Martian"!

My name is Mr Octopus

by Richard Graham

My name is Mr Octopus.

My name is Mr Octopus.

I've got 1,2,3,4,5,6,7,8 arms,
2 eyes, a mouth and a head.

But I haven't got any legs.

No, no legs.

But it doesn't matter because
I've got...

1,2,3,4,5,6,7,8,arms,
2 eyes, a mouth and a head.

My name is Mr Spider.

My name is Mr Spider.

I've got 1,2,3,4,5,6,7,8 legs,
2 eyes, a mouth and a head.

But I haven't got any arms.

No, no arms.

But it doesn't matter because
I've got...

1,2,3,4,5,6,7,8 legs,
Two eyes, a mouth and a head.

My name is Mrs Alien.

My name is Mrs Alien.

I've got 1,2,3,4,5,6,7,8 eyes,
2 legs, a nose and a mouth.

But I haven't got any arms.

But that's OK because I've got

1,2,3,4,5,6,7,8 eyes,

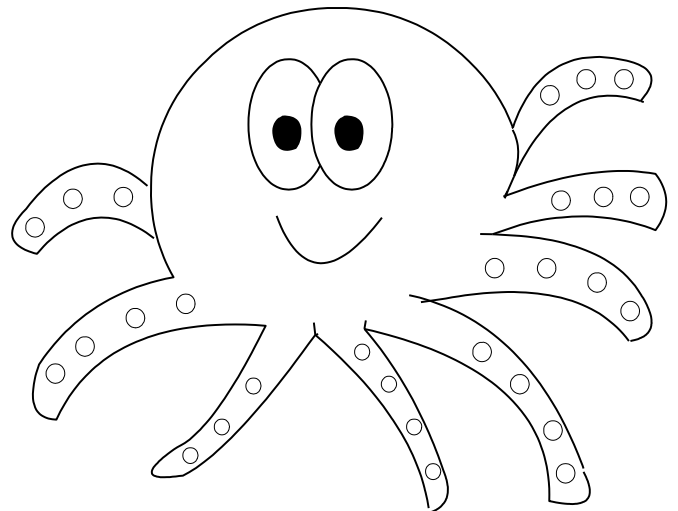
2 legs, a nose and a mouth

Unlike the others, this one isn't really for learning new English, it's just a bit of fun! Hold out your fingers whilst counting, and touch the relevant body parts whilst singing

Monster Drawing Game

Each child has a blank piece of paper and lots of colouring pens. You then describe a monster that the kids have to draw. For example you say "This Monster has 3 RED HEADS" then perhaps "This Monster has 5 PURPLE EYES".

This is a great activity for calming down the kids!



Thank you Song

by Richard Graham

Thank you (Thank you)
Thank you (Thank you)
Thank you (Thank you)
Thank you (Thank you)

In the summer
And the autumn
In the winter
And the spring

Thank you (Thank you)
Thank you (Thank you)
Thank you (Thank you)

Take care (Take care)
Take care (Take care)
Take care (Take care)
Take care (Take care)

In the summer
And the autumn
In the winter
And the spring

Take care (Take care)
Take care (Take care)
Take care (Take care)

Goodbye (clap, clap, clap)
Goodbye (clap, clap, clap)
Goodbye (clap, clap, clap)

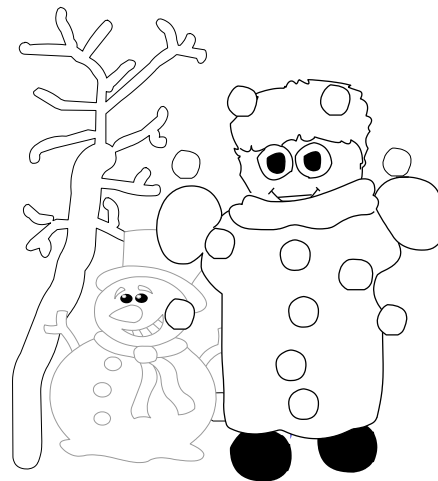
Goodbye (clap, clap, clap)

In the summer
And the autumn
In the winter
And the spring

Goodbye (clap, clap, clap)
Goodbye (clap, clap, clap)
Goodbye (clap, clap, clap)

This is a great way to end each lesson. Kids repeat the "Thank you" & "Take care" lines after the teacher. For the "seasons" section, the first couple of times the kids just copy the teacher's mime. For "Summer" you pretend to swim, for "Autumn" your hands fall from the sky like leaves from a tree, for "Winter" pretend to ski and for "Spring" your hands can shoot up in the air like a new plant. In the final verse everyone sings "Goodbye" together and claps twice.

This song can easily be taught in 10 minutes.



What time is it, Mr Wolf? Song

by Richard Graham

What time is it?

What time is it?

What time is it?

What time is it, Mr Wolf?

It's 1 o'clock, 2 o'clock,
3 o'clock, 4 o'clock,
5 o'clock, 6 o'clock,
7 o'clock, 8 o'clock,
9 o'clock, 10 o'clock,
11 o'clock, 12 o'clock

It's dinner time!

(Repeat from beginning)

(Repeat Chorus)

This song has a march feel, so during the chorus the kids can march along on the spot. For the "1 o'clock, 2 o'clock" part they can crouch down low and sing in a low voice, then from 5 to 8 o'clock they stand up and sing loudly, and then crouch back down, singing quietly from 9 to 12 o'clock. Holding up their fingers for the times is also effective e.g. holding up 5 fingers for "It's 5 o'clock". For younger kids it's OK for them just to shout out the number. For older kids, make sure they say the full "It's ... o'clock" sentence.

Just before "It's dinner time!" the kids spin round, stand up and all shout out!

What time is it Mr Wolf? Game

1. All the kids line up against one wall of the gym.
2. One kid is selected as Mr Wolf who then walks to the middle of the gym.
3. The students objective is to reach the far wall. Mr Wolf's objective is to eat the other kids.
4. The kids shout out "What time is it Mr. Wolf?" in a big, huge voice.
5. Mr Wolf then shouts back the time. The time can be anything from 1 to 12 o'clock.e.g. "It's seven o'clock"
6. The kids then take the corresponding number of steps forward. For example 3 steps for 3 o'clock.
7. Repeat from step 4.
8. When Mr. Wolf decides that the other kids have got near enough the far wall, then instead of saying "it's o'clock" he says "It's dinner time!!!!!!".
9. All the kids then run back towards the wall they came from. But if Mr Wolf tags (touches) them before they reach the wall then they become the new Mr Wolf!
10. Play Again!

You can either have Mr Wolf be replaced one at a time, or have several Mr Wolfs (e.g. if the first Mr Wolf tagged 3 kids there would be 3 new wolves). Make sure the kids only take large steps, and not massive huge jumping leaps that some of them will be tempted to do!



What sports do you play?

By Richard Graham & Will Jasprizza

What sports do you play?

What sports do you play?

What sports do you play?

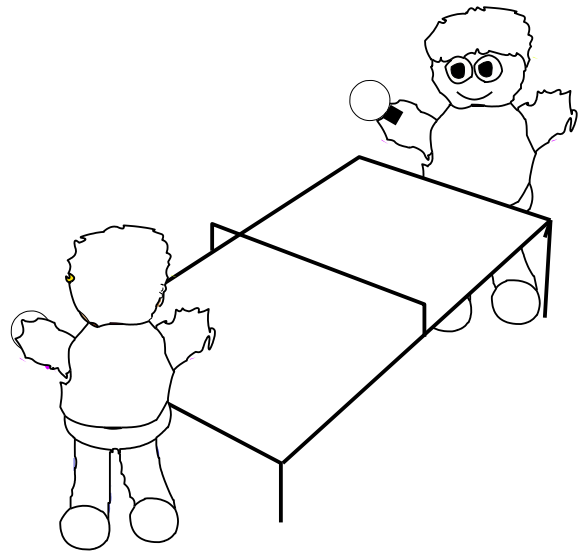
What sports do you play?

I play tennis,

I play soccer,

I play basketball,

I play volleyball.



What sports do you play?

What sports do you play?

What sports do you play?

What sports do you play?

I play table tennis,

I play badminton,

I play rugby,

I play baseball.

(Repeat Chorus)

When singing, act out each sport = lots of fun!

Sports Game

One ball at a time, the kids pass the ball associated with each sport round the class saying "What sports do you play?" the next person says the sport. Time how long it takes to go round the class. Try the next type of ball. See which sport is quickest!

When is your birthday?

by Richard Graham & Will Jasprizza

When is your birthday?

When is your birthday?

It's in January

It's in February

It's in March

It's in April

It's in May

It's in June

It's in July

It's in August

It's in September

It's in October

It's in November

It's in December

When is your birthday?

When is your birthday?

Teaching the months of the year is quite tricky as there are a lot of them. So it's usually better for the kids to remember only their own birthday month and to only do this theme with older kids. Sing the song with everyone sitting, when it comes to each student's birthday they stand up and sing the month then sit down.

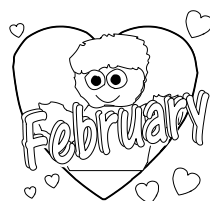
When is your birthday? Game

1. The kids write down the numbers 1-12 on a piece of paper.
2. You say "Go!"
3. The kids go round the class asking when everyone's birthday is.
4. If they hear a month, they can cross that number off their list.
5. The kids keep going until all 12 months are crossed off.
6. When they are finished, they sit down.

If there aren't enough kids to do this well, you can periodically shout out "bonus time". The kids then all ask you "When is your birthday?" and you shout out a month that is not too popular, all the kids can cross this off their list.

Remember that if anyone speaks a language other than English they have to start with a fresh list from 1-12 with nothing crossed off!

Or you could try it where they have to see how many people from each month they can interview in a set time. The person who interviewed the most people for each month is the winner! This is good to see if anyone cheats, if they say they interviewed 3 people from January and no-one in the class was born in January, you know they've been cheating!



How did you get here?

by Richard Graham

How did you get here?

How did you get here?

How did you get here?

How did you get here?

I came here by aeroplane,

By aeroplane, by aeroplane.

I came here by car,

By car, by car.

I came here by train,

By train, by train.

I came here by rocket,

By rocket, by rocket.

How did you get here?

How did you get here?

How did you get here?

How did you get here?

I came here by helicopter,

By helicopter, by helicopter.

I came here by boat,

By boat, by boat.

I came here by bus,

By bus, by bus.

I came here by mountain bike, by mountain bike, by
mountain bike.

How did you get here?

How did you get here?

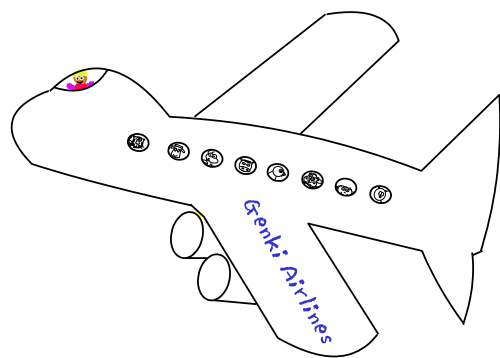
How did you get here?

How did you get here?

This question may seem tricky, but the main point of the song is to practise modes of transport. As with the sports song, the best way is to mime the actions of each form of transport. Also, the teacher can sing the first "I came here", then the kids sing the next two repeats whilst miming the action.

Mini Island Hopping

1. Each kid has a set of mini cards in a pile.
2. The teacher says "Go!"
3. Each kid slaps down their first card and says it out loud.
4. They slap down their next card next to the last .
5. They shout it out.
6. Keep going, gradually moving across the desk.
7. The first person to shout out all their cards is the winner!



What's your favourite colour?

by Richard Graham

Tell me, what's your favourite colour?

What's your favourite colour?

What's your favourite colour?

What's your favourite colour?

It's red. It's orange.

It's yellow. It's green

It's blue. It's bronze.

It's silver. It's gold

Tell me, what's your favourite colour?

What's your favourite colour?

What's your favourite colour?

What's your favourite colour?

It's pink. It's purple.

It's black. It's white

It's brown. It's bronze

It's silver. It's gold.

Tell me, what's your favourite colour?

What's your favourite colour?

What's your favourite colour?

What's your favourite colour?

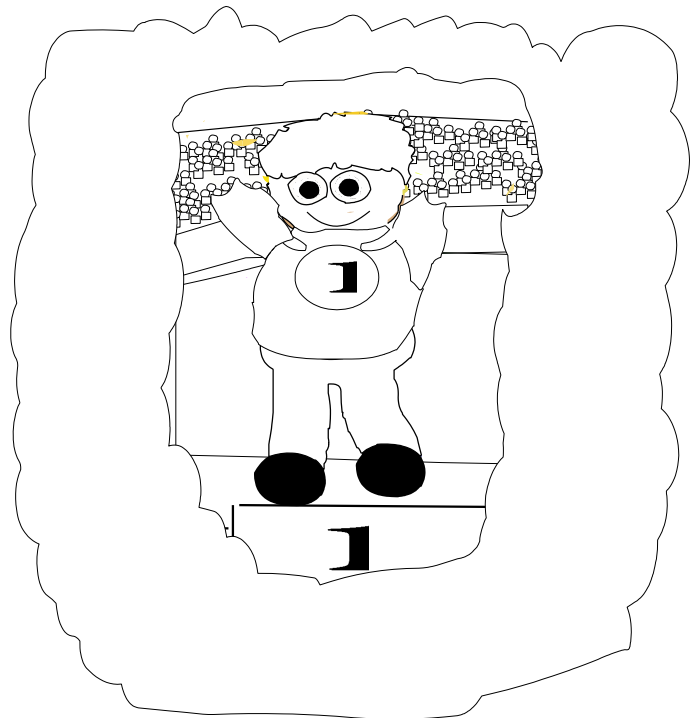
What's your favourite?

Holding up colour picture cards or touching colours around the classroom in time with the music is very good. Another idea is to split the kids into groups, and give each group a full set of colour cards. They have to listen to the song and arrange the colours in the order they appear.

Colours Game

1. The kids all shout out "What's your favourite colour?"
2. The teacher answers with one of the colours.
3. The kids have to race and touch something that is this colour.

If the kids have school uniforms with not many colours, put small pieces brightly coloured paper on the walls of the classroom. The more running, the more fun!



Where are you going?

by Richard Graham

Where are you going?

Where are you going?

Where are you going?

Where are you going?

I'm going to the sea

I'm going to the mountains

I'm going to the pool

I'm going to the beach

Where are you going?

Where are you going?

Where are you going?

Where are you going?

I'm going to school

I'm going to the shops

I'm going to the park

I'm going home

Where are you going?

Where are you going?

Where are you going?

Where are you going?

Split the kids into two groups. Give them cool names and ask them in turn "Can you win?". Get them all excited! The teacher sings "I'm going to the ..." and the first group repeats the final word, then the second group repeats it. E.g. the teacher says "I'm going to the mountains". The first group then says "mountains", the second group then says "mountains". See who can sing the loudest! In the

chorus the first group sings "Where are you going?", then the second group repeats. The second time through the song, change the order, so the second groups goes first, then the first group repeats.

Leapfrog Game

1. Lay out the picture cards or mini cards for one theme, face up in a row.
2. One kid starts at one end saying what's on each card in turn.
3. At the same time another kid starts saying what's on each card, but they start at the other end!
4. When they meet they "Rock, Paper, Scissors"
5. The winner starts from where they stopped.
6. The loser goes to the back of their team.
7. The next person in the loser's team starts again from the beginning of their side of the row.
7. The first team to reach the far end is the winner.



What are you doing?

by Richard Graham

What are you doing?

What are you doing?

What are you doing?

What are you doing?

I'm eating

I'm drinking

I'm reading

I'm sleeping

What are you doing?

What are you doing?

What are you doing?

What are you doing?

I'm singing

I'm cooking

I'm dancing

I'm fishing

What are you doing?

What are you doing?

What are you doing?

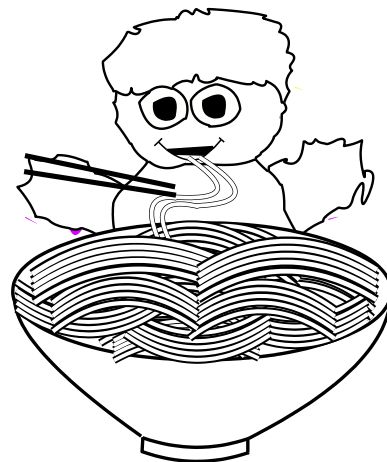
What are you doing?

Doing actions that correspond to the lyrics is very effective. For "I'm eating" the kids pretend to eat, for "I'm drinking" they pretend to drink etc. "I'm dancing" is always an interesting one to watch! Getting one kid to go round the class as a detective singing "What are you doing?" to the other kids is an idea.

The Magician Game!

1. Split the kids into three groups (the "How old are you?" mingle game is a good way to do this)
2. Two of the groups are good magicians.
3. One of the groups become bad magicians! They hold up their finger in the air as a magic wand.
4. The good magicians run away.
5. The bad magicians chase after the good magicians.
6. If the bad magicians touch a good magician, the good magician must freeze.
7. The bad magician now casts some magic on them. E.g. "Eat", "Drink", "Jump", etc.
8. The good magician must do this action forever!
9. But if another good magician comes along they can ask "What are you doing?". If the magician who is doing the action can answer in English, they become free!

Very popular for larger groups of kids! Just make sure they know the song well before doing the game, so that they can do the English in the game!



I have a question!

(Easy to Teach Remix)

by Richard Graham

I have a question!

Please let me try.

I have a question!

Please let me try.

Is it big? It's big.

Is it small? It's small.

Is it a fruit? It's a fruit.

Is it an animal? It's an animal.

I have a question!

Please let me try.

I have a question!

Please let me try.

Is it heavy? It's heavy.

Is it light? It's light.

Is it red? It's red.

Is it green? It's green.

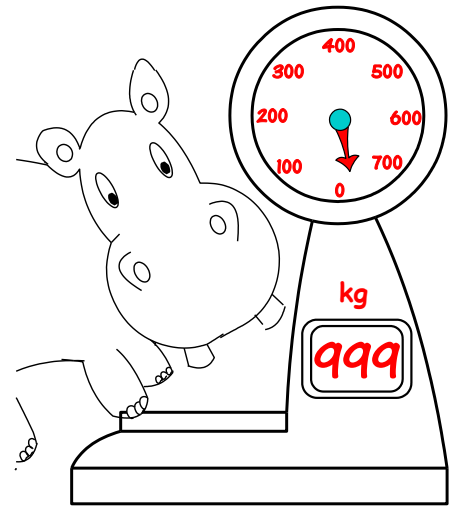
I have a question!

Please let me try.

I have a question!

Please let me try.

Everyone puts their right hand up in the air for "I have a question" and their left hand in the air for "Please let me try!". Then the teacher asks "Is it big?" etc. and the kids answer "It's big!". Remember to add gestures for as many of the words as you can. If you're not sure what to do, ask the kids!



More questions!

by Richard Graham

I have a question!

Please let me try.

I have a question!

Please let me try.

Is it good? It's good.

Is it bad? It's bad.

Is it slow? It's slow.

Is it fast? It's fast.

(repeat chorus)

Is it expensive?

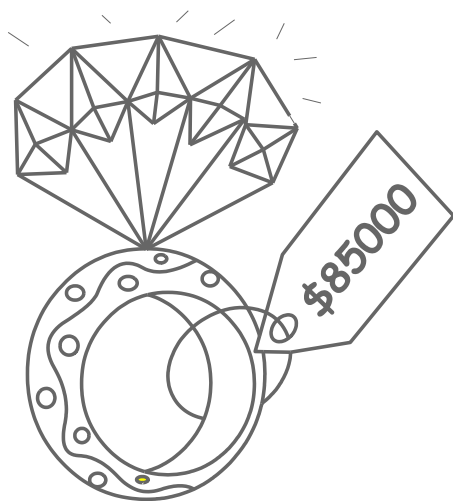
It's expensive.

Is it cheap? It's cheap.

Is it scary? It's scary.

Is it cute? It's cute!

Just like the "I have a question" song, simply mime each adjective as you introduce it!



I'm thirsty!

"I'm thirsty" Remix

by Richard Graham

I'm thirsty. (I'm thirsty.)

Would you like a drink?

Yes, please!

I'm thirsty. (I'm thirsty.)

Would you like a drink?

Yes, please!

Please? Please!

I'd like an orange juice. (x2)

A glass of milk. (x2)

I'd like a cola. (x2)

A lemonade. (x2)

(repeat chorus)

I'd like some water. (x2)

A cup of tea. (x2)

A hot chocolate. (x2)

A milkshake. (x2)

(repeat chorus)

During the song the teacher sings the first line, and the kids sing the "echoes". If you can do original gestures for the drinks then that is cool, if not simply mime drinking something and change hands for each one!

Drinks Order Game

1. Put the picture cards of the drinks on the board.
2. Get the kids to choose a price for each drink.
3. Put the kids into groups.
4. The kids ask the teacher "Would you like a drink?"
5. The teacher says "Yes, I'd like.." and chooses one, two or more drinks.
6. The kids look at the prices on the board and the quickest group to shout out the correct total price is the winner!

The nice thing about this game is that the kids who are good at listening, the kids who are good at maths and the kids who are good at talking all bring different skills to the game.

Start off simple with one or two drinks. Then try saying things like "I'd like 5 of everything!". You can also have the quickest team choose the next set of drinks.



What do you do?

by Richard Graham

What do you do?

I'm a pilot. (x3)

What do you do?

I'm a chef. (x3)

What do you do?

I'm a farmer. (x3)

What do you do?

I'm a teacher. (x3)

What do you?

And what is your job?

What do you do?

And what is your job?

What do you do?

I'm a doctor. (x3)

What do you do?

I'm a student. (x3)

What do you do?

I'm a fire fighter. (x3)

What do you do?

I'm a police officer. (x3)

What do you do?

I'm a carpenter. (x3)

I'm a singer. (x3)

I'm a dentist. (x3)

What do you?

And what is your job?

What do you do?

And what is your job?

Again, simply act out relevant gestures for each occupation, great fun. The last line is left blank so that kids can shout out what they want to be when they grow up!

Name Card Game

1. Give the kids a pile of "What do you do?" mini cards
2. The teacher says "Go".
3. The kids get into pairs.
4. They ask each other "What do you do?"
5. They answer according to the top card in their pile.
6. They "Rock, Paper, Scissors"
7. The winner takes their opponent's card and puts it on the top of their pile.
8. If a kid runs out of cards they ask the question to the teacher, who then gives them a card.
9. At the end of the time, see who has the most cards!

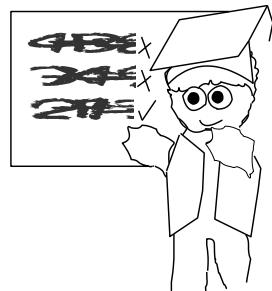
A few good points about this game are:

The kids practice in pairs.

But some kids also get to practice with the teacher.

The answer you give keeps changing as the top card keeps changing!

You can also add in bonus cards with things like Superman or Wizard to add variety!



Where, where, where?

by Richard Graham and Will Jasprizza

Where, where, where?

There, there, there?

Where, where, where?

Here!

Where's the toilet?

Over there.

Where's the phone?

Over there.

Where's the TV?

Over there.

Where's the teachers' room?

Over there.

Where, where, where?

There, there, there?

Where, where, where?

Here!

Where's the computer?

Over there.

Where's the piano?

Over there.

Where's the CD player?

Over there.

Where are you?

I'm here!

Where, where, where?

There, there, there?

Where, where, where?

Here!

Shrug your shoulders for "Where, where, where?" and point left, then right, then left for "There, there, there." In the verse, the teacher sings the line and the kids answer whilst pointing "Over there". In the second half the kids ask the teacher, who then replies and points! If you don't have all the items nearby, print out the picture cards and stick them on the wall.



When, When, When?

by Richard Graham

This year (This year)

Next year (Next year)

Last year (Last year)

When, when, when?

When, when, when?

This month (This month)

Next month (Next month)

Last month (Last month)

When, when, when?

When, when, when?

This week (This week)

Next week (Next week)

Last week (Last week)

When, when, when?

When, when, when?

Today (Today)

Tomorrow (Tomorrow)

Yesterday (Yesterday)

When, when, when?

When, when, when?

This Year - Jump up and stretch your arms in the air.

Next Year - Jump up and push your arms forward.

Last year - Jump up and push your thumbs back over your shoulders.

When, when, when? - Shrug your shoulders like you're asking a question.

This month, Next month, Last month - Same arm moves as "This year" etc. but with no jump.

This week, Next week, Last week - Crouch down and

do the same arm movements.

Today, Tomorrow, Yesterday - Jump back up again and do the same as "This year"

I usually use this game for a warm up, so there's no game. But you can take any of the other games and use it here if you like!

Creepy Crawlies Song

by Richard Graham

What's that?
I don't know.
What's that?
I don't know.
What's that?
It's a creepy crawly!

What's that?
It's a cockroach.
What's that?
It's a beetle,
What's that?
It's a caterpillar.
What's that?
It's a butterfly.

What's this?
It's a cockroach.
What's this?
It's a beetle,
What's this?
It's a caterpillar.
What's this?
It's a butterfly.

(Repeat Chorus)

What's that?
It's an ant.
What's that?
It's a worm,
What's that?
It's a dragonfly.

What's that?
It's a mosquito.

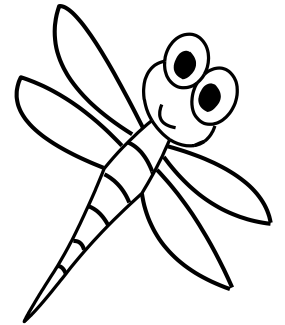
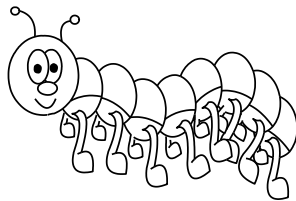
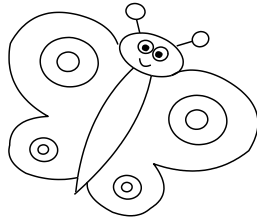
What's this?
It's an ant.
What's this?
It's a worm,
What's this?
It's a dragonfly.
What's this?
It's a mosquito.

(Repeat Chorus)

The kids point to the floor when asking "What's that?", you shrug your shoulders for "I don't know?". The kids ask "What's that?" and you mime the bugs as you introduce them. In the next part you ask "What's this?" and the kids mime as they tell you!

Balloon Game

1. Put the students into groups of 4 or 5. The best way to do this is to use How old are you? Mingle, it works a treat!
2. Each group forms a circle and they hold hands.
3. Give each group a balloon.
4. As a group they have to keep the balloon in the air, but when it touches a part of someone's body they have to shout out an English word from the song.



Where is Mr Monkey?

By Richard Graham

Where is Mr Monkey?

Where is Mr Monkey?

Where is Mr Monkey?

Where is Mr Monkey?

Is he near the box?

(Is he near the box?)

Is he next to the box?

(Is he next to the box?)

Is he in front on the box?

(Is he in front of the box?)

Is he behind the box?

Is he (behind the box?)

(Repeat Chorus)

Is he under the box?

(Is he under the box?)

Is he on the box?

(Is he on the box?)

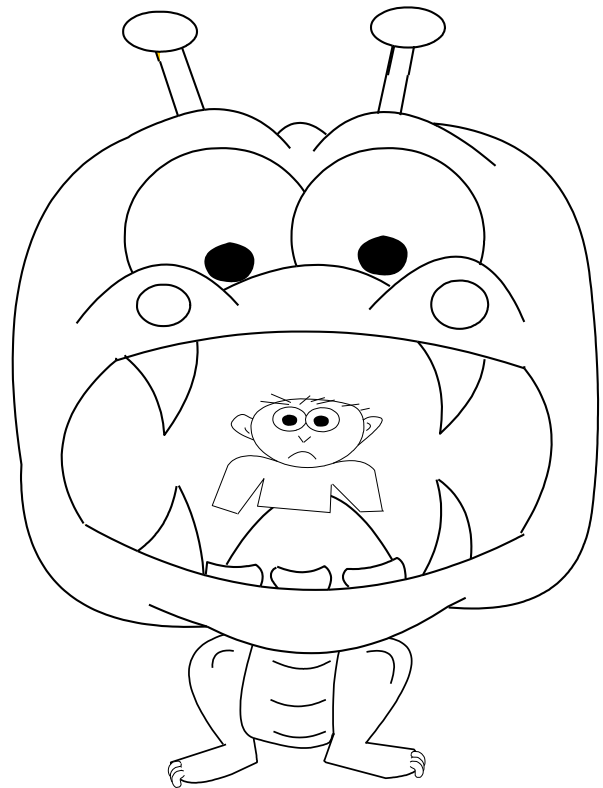
Is he in the box?

(Is he in the box?)

Yes, I am!

Look around whilst singing "Where is Mr Monkey?".

In the verse, whilst singing, the kids move near, next to, in front of, behind, under, on and if possible in their desks! The second time through, try the "Dragon Remix" for more fun!



What do you think of...?

by Richard Graham

What do you think of this?

What do you think of this?

I think it's good!

(I think it's good)

I think it's great!

(I think it's great)

I think it's cool!

(I think it's cool)

I think it's excellent!

(I think it's excellent!)

x 2

What do you think of him?

What do you think of him?

I think he's good!

(I think he's good)

I think he's great!

(I think he's great)

I think he's cool!

(I think he's cool)

I think he's excellent!

(I think he's excellent!)

x 2

What do you think of her?

What do you think of her?

I think she's good!

(I think she's good)

I think she's great!

(I think she's great)

I think she's cool!

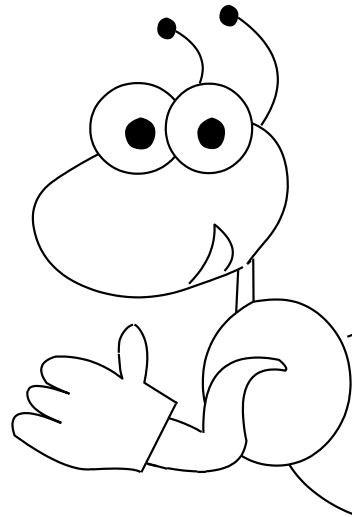
(I think she's cool)

I think she's excellent!

(I think she's excellent!)

x 2

Get 2 boys and 2 girls to the front. Ask the class "What do you think of this?" as these kids dance! Hold your thumbs up for "I think it's good!", arms in the air for "great", two thumbs up for "cool" and arms out to the sides for "excellent!". In the next verse point to one of the boys and ask the kids "What do you think of him?" and he has to recite as many English words as he can! Do the same with the next boy, then the two girls. Lots of smiles at the end as their classmates have just said they are "good, great, cool and excellent!"



Easter Egg Hunt

by Richard Graham

It's an egg hunt,
An Easter egg hunt.
It's an egg hunt,
An Easter egg hunt.

Look in the trees.
Look in the grass.
Look in the pond.
Look in the flowers.

It's an egg hunt,
An Easter egg hunt.
It's an egg hunt,
An Easter egg hunt.

Look in the bath.
Look in the bed.
Look in the fridge.
Look in me!
Oh no!

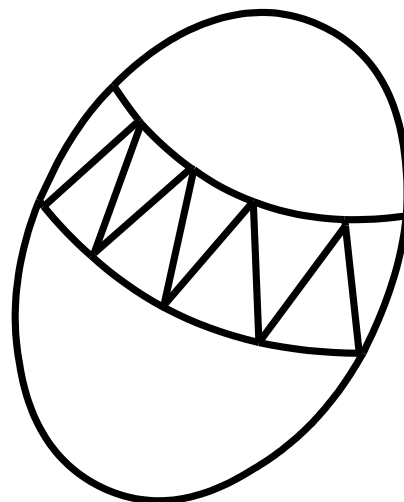
It's an egg hunt,
An Easter egg hunt.
It's an egg hunt,
An Easter egg hunt.

Look around the classroom as you search for Easter Eggs. Teach each line of the song before you use the CD and keep the final "me" a surprise until the kids hear the song. It's great practice for a real egg hunt!

Easter Egg Hunt Game

1. Hide some Easter eggs in the classroom
2. One child has to look for them, the other kids (who also don't know where the eggs are) have to guide them to look in various places. E.g. "Look in the teacher's desk!", "Look in the bookcase".
3. If the kid finds an egg, another student takes over as the searcher!

You can also use language from the "Where is Mr Monkey?" song, e.g. look behind the TV, look under the cupboard.



Happy Halloween

by Richard Graham

Happy Halloween

Happy Halloween

Happy Halloween

Happy Halloween

Look, there's a witch!

Look, there's a wizard!

Look, there's a ghost!

Look, there's a mummy!

I'm scared!

Aghhhh!!!

Happy Halloween

Happy Halloween

Happy Halloween

Happy Halloween

Look, there's a bat!

Look, there's a broom!

Look, there's a wand!

Look, there's a vampire!

I'm scared!

Aghhhh!!!

Happy Halloween

Happy Halloween

Happy Halloween

Happy Halloween

Put your arms out in front of you and do a Monster Dance in the chorus. The kids then mime out each of the Halloween words. At the end of the verse the teacher says "I'm scared" and all the kids scream at the top of their voices!

Dressing Up Halloween Game

1. Put some Halloween costumes in various places in the room.
2. Put the kids into groups. You need one set of each costume per group!
3. The teacher shouts out "Look, there's a Mummy!" or "Look there's a vampire"
4. The kids have to rush to the correct pile of clothes and dress up one of the kids in their group!
5. The best dressed team gets a point or a Halloween treat!



What would you like for Christmas?

by Richard Graham

What would you like for Xmas?

What would you like for Xmas?

What would you like for Xmas,
from me?

I'd like a robot,

I'd like a doll.

I'd like a bag.

I'd like a video game..

What would you like for Xmas?

What would you like for Xmas?

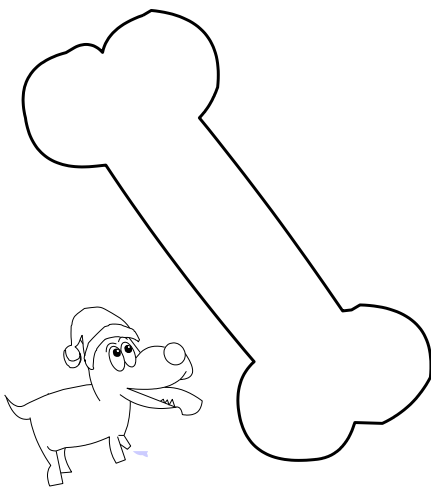
What would you like for Xmas,
from me?

I'd like a bear.

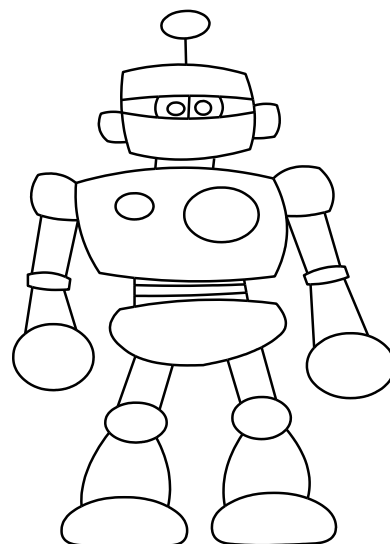
I'd like a phone.

I'd like a rainbow.

I'd like a bone.



For this theme I'd recommend the "Class Mix" of the song. First teach the main chorus of the song. Then give each child a piece of A4 paper. On this paper they draw what they would like for Christmas. As they are drawing, walk around the classroom and help each child to learn their word in English. Then when you come to do the song, 8 kids line up at the front of the class. Everyone sings "What would you like for Christmas?" and each child takes it in turns to hold up their picture and sing "I'd like..." plus the name of their present in English. This is the best way to do the song, but for review, or if you need some examples, there is also a version that has some presents included. In this version there is a "rainbow" to show the kids it doesn't just have to be games or toys they choose, and there is also a "bone" for the dog, to show they can also ask for presents for other people. Merry Christmas!



So there you go, that's just a little bit of the fun you're going to have with Genki English!

There's lots more on the GenkiEnglish.com website and if there's anything I can help with, please feel free to get in touch with me anytime.

The ideas and songs you have here will inspire your students to try their very best to get fantastically good at English and be able to communicate with people around the whole world.

Being a teacher is a special job, you are very special people. Your students are very, very lucky to have you as their teacher. You are their role model to guide them through the adventure called life, to give them the English and skills, imagination and confidence to let them make any of their greatest dreams come true.

It's an exciting time. The future is in your hands, we're all here to support you. Try 100% for your students. Think "I can" and you can, if you lose, just try again. Enjoy yourself and above all



Be genki,

Richard Graham

www.GenkiEnglish.com

