ETpedia
Young learners

500 ideas for English teachers of young learners

Vanessa Reis Esteves
Series editor: John Hughes

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Contents

Introduction
10 reasons for using this resource ................................................................. 6
10 ways to use this resource ........................................................................ 8
10 facts about the author ............................................................................ 10

Preparation and planning
Unit 1: 10 differences between younger and older young learners.............. 12
Unit 2: 10 things you should know about young learners............................ 14
Unit 3: 10 roles that teachers have in the young learner classroom .......... 16
Unit 4: 10 things to avoid in the young learner classroom......................... 18
Unit 5: 10 ways to establish a safe and purposeful learning environment .... 20
Unit 6: 10 ways to get to know your students ........................................... 22
Unit 7: 10 questions to ask about a new class ............................................ 24
Unit 8: 10 ways to determine students’ likes .............................................. 26
Unit 9: 10 tips for planning a young learner lesson ............................... 28

In the classroom
Unit 10: 10 activities for your first lesson ................................................... 32
Unit 11: 10 ways to approach behaviour in the young learner classroom .... 34
Unit 12: 10 tools for managing behaviour in the young learner classroom ... 36
Unit 13: 10 routines for the young learner classroom ............................... 39
Unit 14: 10 thoughts on instructions .......................................................... 41
Unit 15: 10 ways to start and end lessons .................................................. 43
Unit 16: 10 ways to use stirrers and settlers .............................................. 45
Unit 17: 10 key resources for your teacher toolkit ..................................... 47
Unit 18: 10 situations in which to use classroom language ....................... 49
Unit 19: 10 reasons and tips for doing show and tell ............................. 51

Songs, chants and rhymes
Unit 20: 10 reasons to use songs and chants in the young learner classroom .. 54
Unit 21: 10 classics for the young learner classroom ................................ 56
Unit 22: 10 activities to do with songs and chants .................................... 58
Unit 23: 10 chants for the young learner classroom .................................... 60
Unit 24: 10 categories of tongue twister .................................................. 63
Unit 25: 10 fun rhymes to use in the young learner classroom ............... 65
Stories and drama
Unit 26: 10 reasons to use stories and drama in the young learner classroom........68
Unit 27: 10 tips for making storytelling a memorable classroom experience........70
Unit 28: 10 story activities ..............................................................................................................72
Unit 29: 10 types of story for the young learner classroom .........................................................74
Unit 30: 10 favourite drama activities .........................................................................................76

Arts, crafts and games
Unit 31: 10 reasons to use arts and crafts activities .................................................................80
Unit 32: 10 popular arts and crafts activities ..............................................................................82
Unit 33: 10 topic-related arts and crafts activities ......................................................................86
Unit 34: 10 reasons to play games in class ................................................................................89
Unit 35: 10 vocabulary and grammar flashcard games ...............................................................91
Unit 36: 10 flashcard games ........................................................................................................93

Activities for topics
Unit 37: 10 activities for the topic of FOOD ..............................................................................96
Unit 38: 10 activities for the topic of ANIMALS AND PETS ......................................................99
Unit 39: 10 activities for the topic of TOYS ..............................................................................102
Unit 40: 10 activities for the topic of THE BODY .....................................................................104
Unit 41: 10 activities for the topic of CLOTHES ....................................................................106
Unit 42: 10 activities for the topic of THE FAMILY ....................................................................109
Unit 43: 10 activities for the topic of THE HOUSE ....................................................................112
Unit 44: 10 activities for the topic of SCHOOL ..........................................................................114
Unit 45: 10 activities for the topic of GLOBAL AWARENESS ............................................116
Unit 46: 10 activities for the topic of ANGLO-AMERICAN CELEBRATIONS ..................119

Evaluation
Unit 47: 10 evaluation tips for the young learner classroom ..................................................124
Unit 48: 10 ways to record children’s progress and give feedback ......................................126

Further reading
Unit 49: 10 more books about teaching young learners .......................................................130
Unit 50: 10 ELT sites and blogs .............................................................................................132

Appendix
Introduction
1. **Everything in one place**

   English language teachers of young learners can find supplementary resources, teaching ideas, activities and tips in a multitude of places. The shelves of the staffroom may be full of published resource books and they may have access to folders of materials created by colleagues. Internet search engines provide links to thousands of websites offering instant lesson plans and ideas. The sheer amount of available material can be overwhelming, and finding a tip can be time-consuming. The aim of this book is to bring a collection of resources together in one place for faster reference.

2. **Clearly organised**

   This resource contains 50 units covering everything from things you should know about young learners to activities for teaching a particular topic, suggestions for using songs, chants, rhymes, stories, drama and arts and crafts activities. Each unit lists 10 points. Why 10? Well, having a choice of 10 activities for the topic of animals and pets, for example, should provide most teachers with a broad enough range of options to enable them to prepare a lesson on the topic. Similarly, walking into your first ever young learner class having read about 10 activities for your first lesson could make all the difference to the way the children see you. Finally, having 10 ways of managing behaviour in the young learner classroom up your sleeve should improve your chances of avoiding problems and keeping your students motivated.

3. **New teachers**

   If you are just starting out in your career teaching young learners, this resource will provide you with a range of practical activities to support you on your way. In particular, the section on things to avoid in the young learner classroom will help you start on the right foot.

4. **Experienced teachers**

   If you have been teaching for a while, this resource may remind you of techniques and activities that you haven’t used for a while, and give you fresh ideas for increasing your repertoire.

5. **Supplementing your coursebook**

   If you are using a coursebook or a set of materials prescribed by your institution, this resource will help provide support by offering ways to lead into, expand or adapt them to suit your learners’ needs and prepare them for the Cambridge Young Learners ‘Starters’, ‘Movers’ or ‘Flyers’ exams, which are aimed to help children in primary or lower secondary education improve their English.

6. **Studying for an ELT qualification**

   Perhaps you are planning to take the Teaching Knowledge Test (TKT), or studying for another qualification, such as CELTA, a Cert TESOL course or the IH certificate in Teaching Young Learners. This book covers many of the topics and areas you will look at in the input sessions of your course, as well as giving you ideas for your teaching practice. Candidates taking a higher-level qualification such as DELTA, or a Diploma in TESOL, will find the lists of 10 especially useful as an aide-mémoire when preparing for the written examinations as well as a source of activities for lessons.
7. Teacher trainers
If you are a teacher trainer, senior teacher or director of studies who delivers staff training on a range of topics, use the checklists of ideas that this resource offers as a way to prepare your sessions.

8. Materials writers
The resource includes examples of activities for teaching specific topics frequently found in young learner programmes, so anyone developing their own materials for the classroom and keen to ensure a variety of activities for a specific topic will find it a useful reference.

9. Additional materials
There are photocopiable worksheets in the Appendix. These worksheets relate to certain units in the book and provide teachers with instant classroom activities. Many of them are also available in full colour, and these can be found at https://www.myetpedia.com/appendix-materials/. A series of video clips by the author are also available, demonstrating how to make some of the craft materials that are included in the book. These are available at https://www.myetpedia.com/etpedia-videos/, and you will be guided to these as appropriate.

10. More time
No matter where they teach or what classes they are currently teaching, teachers more often than not feel that they need more time to plan, more time to search for resources, more time to reflect and develop and more time to focus on classroom teaching and the students. This resource will help teachers rise to this challenge by offering a collection of accessible, easy-to-use tips, suggestions, activities and ideas all in one place, allowing teachers to save their energy for the place where they are needed most – the classroom.

‘These are the secrets I wish I’d known when I first started teaching young learners.’
Vanessa Reis Esteves, author of ETpedia Young Learners
10 ways to use this resource

This resource has been written for people who teach English as a second or foreign language to young learners. It can be read and used in different ways according to your level of experience, needs or interests.

1. **Cover to cover**
   You could start at the beginning and read to the end. If you are finding out about teaching English to young learners for the first time, then the resource will work as an introductory text to the subject.

2. **Read a section**
   The contents page will direct you to the different sections. In each section, you will find units containing 10 ideas, tips, activities or thoughts on a particular aspect of teaching young learners. Some of these sections might not be immediately relevant to your context, while others will help you with immediate interests, concerns or questions.

3. **Teacher’s block**
   Just as writers sometimes have days when they can’t write (a condition commonly referred to as ‘writer’s block’), there are days when teachers of young learners search in vain for ideas for a lesson. This resource aims to help with any episodes of ‘teacher’s block’. Open the book at any page and see if the ideas there give you inspiration.

4. **Plan a lesson**
   Perhaps you are preparing a detailed lesson plan for a training course, or you feel that you want to hone your planning skills. If so, start by looking at Unit 9: 10 tips for planning a young learner lesson.

5. **Write in the book**
   Maybe you’ve tried one of the activities in the resource or found an idea you liked. Make notes about why it worked or how you adapted it, so you can refer to it again later.

6. **Help colleagues**
   If you work with other teachers, you’ve probably experienced a situation where a colleague is desperately looking for something to improve their lesson. Perhaps you can help them out by suggesting they manage a class of excited young learners using some of the ideas in Units 12 or 16. Or, if they’d like to tell a story in a lesson, share some of the storytelling suggestions in Unit 28.

7. **Last-minute lessons**
   Most teachers have experienced a day when a colleague is off sick and they’ve been asked to teach their class at short notice. If this has happened to you, have a look at the section entitled ‘Activities for topics’ (page 95), which contains an abundance of topic-related activities to help you teach a complete and motivating lesson.
8. More practice
Many students require extra practice on specific areas of English. For example, they might need to practise English sounds, or perhaps you’ve noticed that a class needs to be made more aware of intercultural activities. Use this resource to help you enhance your lessons and engage your students.

9. Develop yourself
If you’re at the stage of your teaching career where you feel you are ready for more of a challenge, you’ll find some other titles and resources in Further Reading (page 129).

10. Write your own 10
Teaching is always evolving, developing and changing, so why not create your own 10 tips or pointers and share them with your colleagues? There is space to add your own tips at the end of the book (page 247).

‘Teaching young learners gives you the opportunity to see the world through children’s eyes and gives you a whole new perspective about learning and life in general.’

Norma Marcial, Mexico
10 facts about the author

Vanessa Reis Esteves ...

- has been working in English language teaching since 1996
- is currently a teacher, teacher trainer and author
- is a well-known presenter at international teacher conferences and associations
- runs workshops and delivers teacher training on behalf of schools, universities, publishers and the Portuguese Ministry of Education
- has co-authored coursebooks for young learners and teenagers in Portugal
- has written articles for magazines such as *English Teaching Professional*
- is a part-time teacher at *Escola Superior de Educação* in Porto, Portugal
- delivers training online via webinars and virtual learning environments
- teaches overseas teachers at the Oxford Teacher’s Academy in Oxford every summer
- is currently working on her PhD in 21st Century Skills and Learning.

Thanks and acknowledgements

The 500 tips, ideas, ways and resources in this publication are based on the secrets that I have learned in my 20 years as a teacher, teacher trainer and author of classroom materials. The whole collection is a combination of new and original ideas with classic ideas and activities that get passed down from one generation of English language teachers to another. My deepest thanks, therefore, go to all the students, teachers, trainers and colleagues who have crossed my path and directly or indirectly helped in the creation of *ETpedia Young Learners*. In particular, thanks to John Hughes and Robert McLarty, who believed in me from the start, Cristina Bento, who was my guardian angel, and everyone at Pavilion Publishing and Media, especially my editor, Penny Hands, whose advice and suggestions were a godsend. Thank you to you all for making this dream come true.
Routines help us to avoid behaviour problems and save valuable teaching and learning time by encouraging the children to become autonomous. In addition, they make children feel safe and get them into learning mode. However, routines have to be taught and practised over and over again before they become automatic. Here is a list of 10 routines that you can introduce in your classroom.

1. **Getting the children into a learning frame of mind**

   Get the children ready for learning before the lesson begins. Display a ‘Good morning’ chart outside your classroom to tell children what you want them to do as soon as they enter the classroom. Use topics and key words on your chart to make sure that it’s clear and easy to understand.

2. **Filling in classroom charts**

   After the children have entered the classroom, taken off their coats and put their bags away, get them to fill in the attendance chart with their ‘avatar’. To create these at the beginning of term, give each child a blank cardboard cut-out of a boy or girl to decorate and write their name on (see Appendix, p142). Each day when they arrive, they put their avatar on the ‘At school’ section of the chart. Remember to get a helper to put all the avatars back in the ‘At home’ section at the end of every lesson. Another possibility is to get the children to fill in a calendar and weather chart (see Unit 17, point 6). These charts are great for introducing language in a communicative context.

3. **Dealing with personal items**

   Develop the children’s sense of personal responsibility by teaching them how to take the initiative and look after their personal items. Hang up visual reminders in the classroom to remind them what their responsibilities are. Label the children’s hooks or cubby holes with name cards in alphabetical order.

4. **Singing a song**

   A song can be a very effective tool to signal a change of activity to children. Try using a hello song to start your lesson, a tidy-up song to signal the end of an activity and a goodbye song to end your lesson. See Units 20–25 for more suggestions.
5. **Picking up homework from the homework box**

To make sure that every child knows what the homework is, copy the instructions onto a slip of paper for each child. Put the slips in a homework box. At the end of the lesson, each child takes a homework slip from the homework box. This will develop their responsibility, independence and organisation skills.

6. **Choosing the teacher’s helper for the day**

Implement a fair system to choose a teacher’s helper each day. Get the children to decorate a peg with their name on it. Hang the pegs on a piece of string. The first peg on the string is the teacher’s helper. Once a child has been the teacher’s helper, move the peg on the end of the string so that every child gets the chance to be a teacher’s helper.

7. **Asking for permission**

Implement a system in which you reduce the learning time children waste every day asking you for permission to go to the toilet or sharpen their pencils. Make a bathroom pass card for the boys and another for the girls. Hang the passes up next to the door. A child can go to the toilet if there is a pass available. You can also make pencil-sharpening passes that are hung next to the bin.

8. **Getting the children’s attention**

Avoid shouting to get the children’s attention. Instead, use a silent gesture like folding your arms and waiting patiently for the children to notice you, or clapping out a rhythm which the children echo back to you. Another option is to use a chant which the children respond to. See Unit 23 for more suggestions.

9. **Forming groups**

Organising groups can be a time-consuming activity. Reduce time spent on this by preparing a groupwork poster, which you display on the door before the lesson begins. As the children walk into the classroom, they see which group they belong to and automatically join it. Remember to give each group a name or a colour to make it easily identifiable.

10. **Getting children’s feedback**

   End the lesson with a quick circle time discussion in which you get the children to think back over the activities they did during the lesson and to choose their favourite one. This feedback will help you plan your future lessons in a motivating and engaging way. For an example feedback form, see Appendix, page 146.
Most young learner and very young learner courses have at least one unit on the topic of the body. Not only is this topic great for a mixed-ability classroom, but it is also perfect for helping children to recognise and follow instructions. After teaching the parts of the body, you can complement this topic by teaching the children about clothes. Here are 10 activities to help you bring this topic to life.

1. **Life-size poster**
   Challenge the children to help you make a life-size poster of the body for your classroom. This will help to decorate the classroom while exposing the children to new vocabulary, which they can then revise every day. Get a large roll of paper and cut a sheet large enough for one of your students to lie on. Ask that child to spread their arms and legs out in a star shape and to lie still. The other children trace the contours of that child’s body. Next, the children draw some shorts and a t-shirt on it and colour it in and decorate the sheet. Finally, get the children to make a word card for each part of the body that you want to teach, and to label the poster with them. Use the poster to play games, for example, a ‘point to’ game or a fun fly-swatting game (see Unit 36, Point 10).

2. **‘Simon says’ game**
   Help the children master instructions and learn the parts of the body by playing ‘Simon says’. Start by giving an instruction, for example, ‘Simon says touch your head’. Then see which children are really paying attention by giving an instruction without saying ‘Simon says’, for example, ‘Touch your toes’. If the children follow this type of instruction, they are out, and have to sit down and watch the others. After a while, involve the children who are out by letting them give the instructions. The winner is the last child left standing.

3. **Body wheel**
   Use the wheel template (see Unit 33, Point 7) to help the children make a body wheel to learn the target vocabulary that you want to teach them. The children move the wheel so that they can see a picture and the corresponding word in the magic windows. After a while, the children can cover the word window, say the word and then check and see if they already know the word.

4. **Crossword puzzle**
   A nice homework activity or an activity for fast finishers is to get the children to make a crossword puzzle for other students. Children begin by making the crossword puzzle using 8 to 10 words. Younger learners can then simply write the words below the grid for their classmates to fit into it. Older children can write gapped-sentence clues to help their classmates remember the words in context and then use them to complete the crossword.

5. **Listen and draw**
   Children love monsters. Monsters provide a fun context for children to practise the parts of the body. Put the children into pairs and hand out a monster worksheet to one of the pair and a blank sheet of paper to the other (see Appendix, p206). Ask the child with the worksheet to read their descriptions to their partner, who has to draw the monster being described. Then get them to compare the drawing with the original.
6. **Monster drama activity**

   Bring drama into the classroom and practise vocabulary related to the body. Divide the children into groups. Explain that they have to work together and use their bodies to follow your instructions and create a monster sculpture: make a monster with three heads, five legs and four arms. The group that makes the first accurate body sculpture wins a point. The group with the highest score is the winner of the activity. To make the activity more challenging, invite the winners to swap roles with you and to describe the next monster that their classmates have to create.

7. **Monster-drawing game**

   Divide the children into groups and give each group a monster kit for them to create their group monster (see Appendix, p208). They then describe their monster for the other groups to draw on the board. The first group to draw an accurate monster wins a point. The winner is the group with the highest number of points.

8. **‘Who’s who?’ game**

   Give the children speaking practice by getting them to play a ‘Who’s who?’ game in pairs. Each child takes a turn to choose and describe a character (see Appendix, p212) for their partner to identify. Adapt the activity for the mixed-ability classroom by giving less advanced students character cards with sentence descriptions to read out (see Appendix, p213). When the children are ready, take away the description cards.

9. **Play jump**

   Spread the flashcards of the words you want to practise on the floor. Choose two players and get them to stand at a set distance from the flashcards. Say a word and ask the children to jump to that flashcard. The first child to get there gives the next instruction and continues playing the game. Replace the second child with another child so that all the children can have a go.

10. **Body code worksheet**

    Give the children a secret code worksheet (see Appendix, p214) for them to crack the code and discover some words about the body. You can also add a secret message on the board using the same code for fast finishers to work out.
Unit 13, point 2: Boy/girl cut-outs for attendance chart

SAMPLE COPY ONLY
To order visit: www.pavpub.com
Unit 13, point 2: Boy/girl cut-outs for attendance chart

SAMPLE COPY ONLY
To order visit: www.pavpub.com
Unit 13, point 10: Feedback form

Name: ______________________________________ Date: ____________________________

1. Look and circle.

Today in class we:

I like working:

Now draw:

My favourite activity today
Unit 40, point 5: ‘Listen and draw’ monster worksheet

Name: ________________________  Class: __________________  Date: __________________

Monster A

1. Describe your monster to your partner.

2. Listen and draw your partner’s monster.
Unit 40, point 5: ‘Listen and draw’ monster worksheet

Name: ________________________   Class: __________________   Date: __________________

Monster B

1. Describe your monster to your partner.

2. Listen and draw your partner’s monster.
Unit 40, point 8: ‘Who’s who?’ game

Name: ____________________   Class: _____________   Date: ____________

Who’s who?

Nick   Bill   Ann   Lucy   Grace
John   Sam   Sue   Kim   Ben
Dan   Pat   Alex   Anna   Tony
### Unit 40, point 8: ‘Who’s who?’ game

<table>
<thead>
<tr>
<th>Nick</th>
<th>Bill</th>
<th>Ann</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s middle aged.</td>
<td>He’s old.</td>
<td>She’s young.</td>
</tr>
<tr>
<td>He has got short brown hair and brown eyes.</td>
<td>He is a bit bald.</td>
<td>She’s pretty.</td>
</tr>
<tr>
<td>He wears glasses.</td>
<td>He has got a white beard.</td>
<td>She’s got short, curly blonde hair.</td>
</tr>
<tr>
<td>His face is round.</td>
<td>He’s thin.</td>
<td>She’s thin.</td>
</tr>
<tr>
<td>He’s chubby.</td>
<td>He’s got an oval face.</td>
<td>She has got an oval face.</td>
</tr>
<tr>
<td>His eyes are small.</td>
<td></td>
<td>She has got big brown eyes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lucy</th>
<th>Grace</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>She’s young.</td>
<td>She’s old.</td>
<td>He’s old.</td>
</tr>
<tr>
<td>She’s pretty.</td>
<td>She’s got short, wavy light brown hair.</td>
<td>He’s bald.</td>
</tr>
<tr>
<td>She’s got long, straight black hair.</td>
<td>She wears glasses.</td>
<td>He wears glasses.</td>
</tr>
<tr>
<td>Her face is long.</td>
<td>She has got big brown eyes.</td>
<td>He’s got small black eyes.</td>
</tr>
<tr>
<td>She’s got big brown eyes.</td>
<td></td>
<td>He’s a bit fat.</td>
</tr>
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<thead>
<tr>
<th>Sam</th>
<th>Sue</th>
<th>Kim</th>
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<tbody>
<tr>
<td>He’s young and handsome.</td>
<td>She’s middle aged.</td>
<td>She’s old.</td>
</tr>
<tr>
<td>He’s got short, curly black hair.</td>
<td>She’s pretty.</td>
<td>She’s got short wavy blonde hair.</td>
</tr>
<tr>
<td>He has got big black eyes.</td>
<td>She has got glasses.</td>
<td>She’s got big blue eyes and big eyelashes.</td>
</tr>
<tr>
<td>His face is oval.</td>
<td>She’s got shoulder length straight red hair.</td>
<td>She’s ugly.</td>
</tr>
<tr>
<td>He’s elegant.</td>
<td>She has got big green eyes and a long face.</td>
<td>Her face is oval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ben</th>
<th>Dan</th>
<th>Pat</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s young.</td>
<td>He’s young.</td>
<td>She’s young and pretty.</td>
</tr>
<tr>
<td>He’s thin.</td>
<td>He’s got a round face.</td>
<td>She’s got long brown curly hair.</td>
</tr>
<tr>
<td>He’s got short, curly blond hair.</td>
<td>He’s got freckles.</td>
<td>She’s got pigtails.</td>
</tr>
<tr>
<td>He’s got small blue eyes.</td>
<td>He wears glasses.</td>
<td>Her face is long.</td>
</tr>
<tr>
<td>His face is round.</td>
<td>He’s got short wavy brown hair and small brown eyes.</td>
<td>She has got big black eyes.</td>
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<thead>
<tr>
<th>Alex</th>
<th>Anna</th>
<th>Tony</th>
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<tbody>
<tr>
<td>He’s a teenager.</td>
<td>She’s young and pretty.</td>
<td>He’s wearing a red cap.</td>
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<tr>
<td>He’s got a round face.</td>
<td>She’s got wavy black hair.</td>
<td>He’s got long brown hair.</td>
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<tr>
<td>He’s got brown eyes.</td>
<td>Her eyes are black.</td>
<td>It is in a ponytail.</td>
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<tr>
<td>He’s got very short hair.</td>
<td></td>
<td>His face is oval.</td>
</tr>
<tr>
<td>His hair is brown.</td>
<td>She has got a long face.</td>
<td>He’s got small brown eyes.</td>
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<tr>
<td>It is straight.</td>
<td>She is slim.</td>
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# Unit 40, point 10: Body code worksheet

Name: ________________________  Class: __________________  Date: ____________________

## The secret body code

1. Look and write. Then draw.

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</tr>
</tbody>
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