
THIS IS US

MAKING A VIDEO CLIP

Type of modul	Creative Communication
Level	A1–
Target group	10–13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	Learners prepare and make a video recording about themselves. They learn some songs about their class, they learn to introduce themselves and each other. At the end they evaluate their own performances on the video.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To develop Ls' speaking skills ■ To develop Ls' skills in showing interest in each other ■ To strengthen group coherence ■ To enhance Ls' confidence ■ To develop Ls' self-evaluation
TIMEFRAME	5 lessons
TARGET GROUP	10-13 –year-old learners
LANGUAGE LEVEL	A1- : learners have been introduced to reading and writing in English
SUGGESTED LANGUAGE COMPETENCE	<p>Learners</p> <ul style="list-style-type: none"> ■ can introduce themselves and each other in simple sentences (I am..., I've got...) ■ know the tune of the following songs in the module: Brother John, London Bridge, This is the way
LINKS OF THE MODULE	
Cross-curricular links	Art – finger painting and making posters
Links with other modules	–
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ describing oneself, ourselves and each other ■ presenting descriptions about oneself, ourselves and each other ■ giving feedback on own performances
General educational skills	<ul style="list-style-type: none"> ■ strengthening group coherence ■ developing self-evaluation abilities

EVALUATION

At the end of the module Ls give feedback using the Fun Metre. (See 'Clothes from Head to Toe' module.)
After watching the video clip for the second time Ls give some written feedback on their own performances in Hungarian. The aim is to help Ls analyse their work based on some questions. This written feedback can also give the T information about how Ls' see themselves.

SUGGESTIONS

Carrying out both the rehearsal for the recording and the video recording in the same lesson is recommended.

If it is possible invite some guests, the class teacher, the headmaster, the other half of the class for the last lesson when you watch the video.

Before making the video recording (Lesson 4) call Ls' attention to the fact that they have to take responsibility for their own part because you are busy with making the recording and managing the technical equipment in the lesson. Tell Ls to pay attention when their part is coming and to help each other. Record the different parts separately and allow some time for rearranging the group and the class before each part.

BACK UP SYSTEMS

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MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing Ls' listening comprehension skills by understanding simple instructions and descriptions</p> <p>Developing Ls' reading comprehension skills by understanding simple descriptions</p> <p>Enhancing Ls' confidence by talking about themselves</p> <p>Developing Ls' skills in raising interest in each other</p>	<p>Introducing and describing oneself</p> <p>Singing and performing songs</p>	<p>Song: Where is Peter? I've got blonde hair. My ears are big. I'm wearing a red skirt. I'm short. My nose is very small. I can ... / I can't ... / My favourite colour is ... / My lucky number is ... / I like ... / I don't like ...</p>	<p>T and Ls bring in a mirror</p>
2	<p>Develop Ls' speaking skills in talking about their common interests</p> <p>Develop Ls' pronunciation and rhythmical skills by singing</p> <p>Strengthening group coherence by singing, talking about common interests and making a hands poster together</p>	<p>Talking about ourselves</p> <p>Making a Hands Poster</p> <p>Singing songs</p>	<p>Song: This is our English class <u>We like</u> reading. <u>We can't</u> ski. <u>Our favourite colour is</u> green. <u>We don't like</u> bananas. We've got long brown hair. We're not tall.</p>	<p>2.1 Recording: This is our English class Poster paper, finger paints in different colours background music prepared by T sentence cards blutack 2.5 Recording: This is the way</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing Ls' speaking skills by describing themselves and each other</p> <p>Developing Ls' comprehension skills by making sentences</p> <p>Developing Ls' listening skills by identifying information</p> <p>Strengthening group coherence by talking about common interests</p> <p>Enhancing Ls' confidence by talking about themselves</p> <p>Developing Ls' skills in showing interest in each other</p>	Talking about and describing each other	<p>Find someone who can play football. / whose lucky number is 5. / who doesn't like mushrooms. etc.</p> <p>Gergő doesn't like mushrooms. She can play tennis. She doesn't like running. Her lucky number is 4.</p>	<p>2.1 Recording: This is our English class</p> <p>3.2 Grid</p> <p>2.5 Recording: This is the way</p> <p>3.7 Worksheet</p> <p>2.6 Worksheet</p>
4	<p>Developing Ls' speaking skills by describing themselves and each other</p> <p>Enhancing Ls' confidence by taking part in a video recording</p> <p>Enhancing Ls' awareness in taking responsibility in a shared class production</p>	<p>Writing the script for a video clip</p> <p>Rehearsing for the clip:</p> <ul style="list-style-type: none"> ■ revising the songs ■ about 'myself' ■ about 'us' ■ about 'him / her': <p>Doing the recording</p>	<ol style="list-style-type: none"> 1. Picture of the Class 2. Hands poster 3. Song: Where is Peter? 4. Song: This is our English class 5. About myself 6. About us 7. About him / her <p>Song: This is the way</p>	<p>Video camera</p> <p>3.7 Worksheet</p>
5	<p>Developing Ls' evaluation and self-evaluation abilities on their performances on the video clip</p>	<p>Watching the video clip and giving feedback on it</p> <p>Evaluating the steps of the video clip</p> <p>Self-evaluation: How do you see yourself on the video?</p>		<p>Video</p> <p>5.3 Worksheet</p>

PROCEDURE

LESSON 1: ABOUT MYSELF

AIMS OF THE LESSON

- to develop Ls' speaking skills in talking about their common interests
- to develop Ls' pronunciation and rhythmical skills by singing
- to strengthen group coherence by singing, talking about common interests and making a hands poster together

MATERIALS AND RESOURCES

T and Ls bring in a mirror each

STAGE 1

Warmer – Song: Where is Peter?

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Pronunciation and rhythmical skills
Understanding and singing a song

ORGANISATION

Whole class

AIDS AND MATERIALS

–

TEACHER'S ACTIVITIES

1. Ask Ls to hide in the classroom. Tell them to come out and join in into the singing when they hear their name. Start singing the song 'Where is Peter?'.
Where is Peter? (Tune: Brother John)

Teacher:

*Where is Peter? Where is Peter?
Can you tell? Can you tell?
Hiding over there, hiding over there.
Come here. Come here.*

Teacher:

*Where is Zsófi? Where is Zsófi?
Can you tell? Can you tell?*

Peter:

Hiding over there, hiding over there.

Teacher + Peter:

Come here. Come here.

LEARNERS' ACTIVITIES

1. Ls hide and come out one by one as they are called. Then they join in in the singing.

Teacher + Peter: *Where is Balázs? Where is Balázs?
Can you tell? Can you tell?*

Zsófi: *Hiding over there, hiding over there.*

Teacher + Zsófi + Peter: *Come here. Come here.*

Etc.

STAGE 2	Listening game – Sit down if...
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding simple instructions performing corresponding actions
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to follow the instructions if the statements are true for them. E.g.: *Sit down if you are 10. Clap your hands if you are tall. Jump if you are wearing a green T-shirt. Stamp your feet if you've got blue eyes. Nod your head if you've got long hair. Etc.*

LEARNERS' ACTIVITIES

1. Ls listen to T carefully and if they can hear a statement that is true for them, they follow T's instruction.

STAGE 3	Listening game – True or false
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to identify Describing a person
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to stand in a circle. You stand in the middle. Tell Ls to listen to statements again and decide what you say about yourself is true or false. If the statement is false tell Ls to turn around and show their back to you.
E.g.: *I've got blonde hair. My ears are big. I'm wearing a red skirt. I'm short. My nose is very small.* Etc.
2. After some examples, change roles.

LEARNERS' ACTIVITIES

1. Ls form a big circle around the T. Ls listen to T's statements and decide if the statements are true or false for him / her. If the statements are false for the T, Ls turn around and show their back.
2. Some Ls take T's role, stand in the middle of the circle and carry on with the game.

STAGE 4 **Reading game – True or false for you?**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Identifying
Making decisions

ORGANISATION Whole class

AIDS AND MATERIALS Board, chalk

TEACHER'S ACTIVITIES

1. Ask Ls to stand at a short distance from the board turning their back to it. Write a short description (one sentence) on the board and clap when Ls can turn around. Tell Ls to read the sentence and step forward if the description is true for them.
E.g.: *I've got long brown hair. My eyes are grey. I'm tall. I've got glasses. I'm not thin. I'm wearing blue jeans.* Etc.
2. Repeat the process a few times.

LEARNERS' ACTIVITIES

1. Ls stand in front of the board turning their back to it. When the T claps, Ls turn around. They read a sentence on the board. They step forward if the sentence on the board is true for them.

STAGE 5	Mirror activity
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing oneself Creating correct sentences Giving a simple oral presentation Listening to peers' presentation
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	A mirror for the T and for each L

TEACHER'S ACTIVITIES

1. Take the mirror and describe yourself looking into it.
E.g.: *I'm Kate. I'm 35. I'm not very tall. I've got short brown hair and big blue eyes. My nose is small. I'm wearing a pink blouse and big earrings.*
2. Ask Ls to take the mirror they have brought to class. Tell them to describe themselves the same way as in the model.
3. Ask 2-3 Ls to come out in front of the group and describe themselves while looking into the mirror.
4. Ask Ls to make pairs and do same task, i.e. describe themselves to their partners.

LEARNERS' ACTIVITIES

1. Ls listen to T's model.
2. Each L takes his / her small mirror. They follow the T's model and describe themselves looking into it. All Ls talk about themselves at the same time.
3. 2-3 Ls come to the front of the group and describe themselves while looking into the mirror.
4. Then Ls pair up and describe themselves to each other.

STAGE 6	About myself
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to follow a model, Concentration Memorising
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk

TEACHER'S ACTIVITIES

1. Introduce yourself and prepare a web about yourself. Write your name in a bubble and write or draw 3-4 pieces of information about yourself around the bubble. Then talk about them. After each piece of information ask a few Ls to say something about themselves.

E.g.: Draw a bike and say *'I can ride my bike. And you?'* L1: *'I can swim.'*

Draw a red patch and say *'My favourite colour is red. And yours?'*

L2: *'My favourite colour is blue.'*

Write number 5 and say *'My lucky number is 5. And yours?'*

L3: *'My lucky number is 3.'*

Draw a book and say *'I like reading. And you?'*

L4: *'I like playing football.'*

Draw some notes, cross them and say *'I can't sing very well. And you?'* L5: *'I can't ski.'*

Draw a fish, cross it and say *'I don't like fish. And you?'*

L6: *'I don't like mushrooms.'*

Any other interesting personal information can be used in this activity.

LEARNERS' ACTIVITIES

1. Ls listen to T's introduction and answer T's questions.

STAGE 7	About myself
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning ideas of a self-introduction Compiling a list of key words Introducing oneself
ORGANISATION	Individual work
AIDS AND MATERIALS	Nice sheets of paper for each L

TEACHER'S ACTIVITIES

1. Ask Ls to follow your previous model and draw their own web (3-4 pieces of information) about themselves on a nice sheet of paper. Tell Ls that this web will be displayed on a class poster. While Ls make their webs, write the sentence beginnings on the board for help if needed.

E.g.: *I can ... / I can't ... / My favourite colour is ... / My lucky number is ... / I like ... / I don't like ...*

LEARNERS' ACTIVITIES

1. Ls make their own web following T's model. Ls can use the help on the board.

STAGE 8 **Displaying webs**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Reading to identify persons and their key characteristics
Evaluating peers' work
Listening to identify
Giving a short oral presentation

ORGANISATION Whole class

AIDS AND MATERIALS Blu-Tack

TEACHER'S ACTIVITIES

1. Ask Ls to display their webs on the board.
2. Ask 2-4 Ls to present theirs one by one.

LEARNERS' ACTIVITIES

1. Ls display their webs on the board.
2. 2-4 Ls present their webs, they talk about themselves.

STAGE 9 **Homework**

TIME 1 min

SKILLS AND
COMPETENCIES IN FOCUS Planning a self-introduction
Writing key words of characteristics

ORGANISATION Individual work

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Ask Ls to add some more pieces of information to their webs.

LEARNERS' ACTIVITIES

1. Ls add some more pieces of information to their webs at home.

LESSON 2: ABOUT US

AIMS OF THE LESSON

- to develop Ls' listening comprehension skills by understanding simple instructions and descriptions
- to develop Ls' reading comprehension skills by understanding simple descriptions
- to enhance Ls' confidence by talking about themselves
- to develop Ls' skills in raising interest in each other

MATERIALS AND RESOURCES

2.1 Recording: This is our English class, Poster paper, finger paints in different colours, background music prepared by T, sentence cards, blutack, 2.5 Recording: This is the way

Before the lesson: Read all webs before the lesson and find some common points in them, write sentences using these common points on separate cards.

STAGE 1 **Warmer – Song – This is our English class**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Singing in time and tune,
Understanding and singing a song
Performing a song

ORGANISATION Whole class

AIDS AND MATERIALS 2.1 Recording: This is our English class

TEACHER'S ACTIVITIES

1. Ask Ls to stand in a circle and listen to 2.1 Recording: This is our English class. Ask them to point to each other (boys, girls, teacher) as the song is sung and then sing along.

This is our English class (Tune: London Bridge)

everybody singing and pointing around

This is our English class, English class, English class.

This is our English class.

Have fun with us.

LEARNERS' ACTIVITIES

1. Ls stand in a circle and listen to the 2.1 Recording: This is our English class. They point to each other (boys, girls, teacher) as the song is sung and then sing along.

girls singing and pointing to the boys

They are all the boys from class, boys from class, boys from class.

They are all the boys from class.

Have fun with us.

boys singing and pointing to the girls

They are all the girls from class, girls from class, girls from class.

They are all the girls from class.

Have fun with us.

everybody singing and pointing to the teacher

This is our teacher there, teacher there, teacher there.

This is our teacher there.

Have fun with us.

2. Suggest Ls singing it 2-3 times.

2. Ls sing it 2-3 times.

STAGE 2	About us
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to follow a model Selecting pieces of information Co-operation with a partner Presenting pieces of information
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	Webs from Lesson 1

TEACHER'S ACTIVITIES

1. Call out L1. Display your webs from Lesson 1 on the board and present the task. Find and point to some common points of interest on each other's web. You name the common points and write them on the board highlighting the key structures. E.g.:
T: *We like reading. We can't ski. Our favourite colour is green. We don't like bananas.*
Say it together with L1.

LEARNERS' ACTIVITIES

1. Ls listen to T's and L1's presentation.

2. Ask Ls to pair up and use their homework sheets to find some common pieces of information. Ask Ls to name these common points as in the model. Call Ls' attention to use the structures on the board for help.
3. Ask 2-3 pairs to present their findings in front of the class.
2. Ls make pairs and take their completed webs. Ls discuss what the common points in their webs are (either in English or in Hungarian). Then they say similar sentences following the T's and L1's model.
3. 2-3 pairs present the task in front of the class.

STAGE 3	Class poster
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Co-operative skills Planning and managing a group task Creating visual interpretation
ORGANISATION	Whole class
AIDS AND MATERIALS	Poster paper, finger paints in different colours, background music prepared by T

TEACHER'S ACTIVITIES

1. Explain to Ls that you are going to prepare a 'Hands Poster' using different colours of finger paint. Tell them to paint their hands and make prints of them on a large piece of poster paper together. While Ls are busy with painting and printing put some background music on.
2. Ask Ls to clean up and wash their hands.
3. Display the poster, enjoy it and talk about it briefly. E.g.:
This is our hands poster. Let's label it. 'Our hands'. How many hands are there? How many right / left hands can you see? How many children are there in the class? How many blue hands are there? Point to the small hands. Find the biggest hand. Etc.

LEARNERS' ACTIVITIES

1. Ls design the 'Hands' Poster' together. Ls paint their hands with some finger paint and then press their hands on a large poster paper. Ls can design how they would like to make the prints of their hands on the poster.
2. Ls wash their hands and clean up the mess as well.
3. T and the whole group look at the poster and talk about it.

STAGE 4	Reading game – True or false for you
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information Identifying pieces of information Developing group coherence
ORGANISATION	Whole class
AIDS AND MATERIALS	Sentence cards, blutack

TEACHER'S ACTIVITIES

1. Prepare some sentence cards before the lesson. Write down some pieces of information that are true for more Ls in the group. E.g.:
We're 10. / We like playing football. / We've got long brown hair. / Our favourite colour is blue. / Our eyes are blue. / We're not tall. / We've got glasses. Etc.
Display the sentence cards one by one and encourage Ls to come out and form a group in front of the sentence card if the sentence is true for them. When Ls have formed their group, ask them to read out aloud the sentence together in their small group.

LEARNERS' ACTIVITIES

1. Ls read the information on one sentence card. If Ls find it true for them, they go out and form a small group in front of the card. When all Ls have gathered there, they read out the sentence together.

STAGE 5	Song – This is the way
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing in time and tune Understanding and singing a song Performing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	2.5 Recording: This is the way

TEACHER'S ACTIVITIES

1. Ask Ls to stand in a circle and listen to the 2.5 Recording: This is the way. Tell them to imitate the actions in the song and sing along. Suggest singing it 2-3 times.

This is the way (Tune: This is the way)

This is the way we play together, play together, play together (imitate)

This is the way we play together (imitate)

On a happy Monday morning (clap)

This is the way we sing together, sing together, sing together (imitate)

This is the way we sing together (imitate)

On a rainy Tuesday morning (clap)

This is the way we run together, run together, run together (imitate)

This is the way we run together (imitate)

On a sunny Wednesday morning (clap)

This is the way we talk to each other, talk to each other, talk to each other (imitate)

This is the way we talk to each other (imitate)

On a funny Thursday morning (clap)

This is the way we fight with each other, fight with each other, fight with each other (imitate)

This is the way we fight with each other (imitate)

On a boring Friday morning (clap)

This is the way we hate each other, hate each other, hate each other (imitate)

This is the way we hate each other (imitate)

On a terrible Saturday morning (clap)

This is the way we love each other, love each other, love each other (imitate)

This is the way we love each other (imitate)

On a lovely Sunday morning (clap)

LEARNERS' ACTIVITIES

1. Ls listen to the song, imitate the actions mentioned in the song, then join in singing as well. They repeat it 2-3 times.

STAGE 6	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information Finding key elements in sentences Summarising
ORGANISATION	Individual work
AIDS AND MATERIALS	2.6 Worksheet

TEACHER'S ACTIVITIES

1. Give out 2.6 Worksheets for homework. If possible give out the girl's homework for girls only, boy's homework for boys only.

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 3: ABOUT HER / HIM

AIMS OF THE LESSON

- to develop Ls' speaking skills by describing themselves and each other
- to develop Ls' comprehension skills by making sentences
- to develop Ls' listening skills by identifying information
- to strengthen group coherence by talking about common interests
- to enhance Ls' confidence by talking about themselves
- to develop Ls' skills in showing interest in each other

MATERIALS AND RESOURCES

2.1 Recording: This is our English class, 3.2 Grid, 2.5 Recording: This is the way, 3.7 Worksheet, 2.6 Worksheet

Before the lesson: Study the webs from Lesson 1. Collect different pieces of information from the webs for Stage 4.

STAGE 1 **Warmer – Songs**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS
Singing in time and tune
Understanding and singing a song
Performing the story of a song

ORGANISATION Whole class

AIDS AND MATERIALS 2.1 Recording: This is our English class

TEACHER'S ACTIVITIES

1. Revise songs and act them out: Where is Peter?, This is our English class.

LEARNERS' ACTIVITIES

1. Ls sing the songs and do the actions with the songs (see Lesson 1, Stage 1 and Lesson 2, Stage 1).

STAGE 2 **Revise talking about yourself**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Building association between words and written forms
Creating correct sentences
Selecting
Identifying

ORGANISATION Pair work

AIDS AND MATERIALS 3.2 Grid

TEACHER'S ACTIVITIES

1. Ask Ls to form pairs. Tell Ls to make as many sentences as they can from the 3.2 Grid in pairs. When Ls finish writing ask them to read out their sentences. Walk around and monitor.

I	Number	my	football	fish
long hair	music	can	like	swim
lucky	tall	is	favourite	cloth
yellow	running	am	like	don't
sport	can't	dance	10	have got

2. Ask Ls to read out only those sentences that are true for them. E.g.:
I can swim.
When L1 says his / her sentence, tell him / her to stand up. Ask the others to stand up as well if the sentence is true for them. When Ls stand up one by one, they repeat L1's sentence. Then all the Ls standing say what they have in common. E.g.:
We can swim.

LEARNERS' ACTIVITIES

1. Ls form pairs. In pairs they write sentences using the words of the 3.2 Grid. When they finish writing, the pairs read out their sentences.

2. Then Ls read sentences that are true for them. When L1 reads out his / her sentence, he / she stands up. If there is somebody else in the group who finds the sentence true for himself / herself, he / she stands up, too and repeats the same sentence. When everybody who is concerned is standing, they say the sentence together.

STAGE 3 **Checking the homework**

TIME 15 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to follow a model
Cooperating in pairs
Checking and evaluating partner's work

ORGANISATION Whole class, pair work

AIDS AND MATERIALS 2.6 Worksheet

TEACHER'S ACTIVITIES

1. Before the lesson prepare a friend's web on the board. Introduce him / her to the class. Ask Ls to pair up according to their 2.6 Worksheets: Kate / Henry. Tell Ls to cover or hide the sentences on their worksheet and introduce Kate / Henry to each other after the T's model.

LEARNERS' ACTIVITIES

1. Ls listen to T's model. Ls in pairs cover the sentences on their sheet and introduce Kate / Henry to each other using their web only.

STAGE 4 **Find someone...**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to identify
Reading to identify

ORGANISATION Whole class

AIDS AND MATERIALS Webs from Lesson 1

TEACHER'S ACTIVITIES

1. Display all Ls' webs from Lesson 1. Tell Ls some sentences you have found on the webs. Ask Ls to walk around, read the webs and find someone according to the webs who can be matched with one or the other sentence. E.g.: *Find someone who can play football. Find someone whose lucky number is 5. Find someone who doesn't like mushrooms.*
Ask Ls to name the L and reply by repeating the sentence: E.g.: *Gergő doesn't like mushrooms. Tomi's lucky number is 5.*

LEARNERS' ACTIVITIES

1. Ls listen to T's sentences, read the displayed webs carefully and if they can find any matching piece of information on the webs, they reply by naming the L and repeating the sentence.

STAGE 5 **Tell the others what you can see**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS
Miming sentences
Reporting about activities
Memorising

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Call out 2 Ls. Ask the rest of the group to turn their backs. Ask L1 to mime 2-3 pieces of information about themselves. Ask L2 at the same time to tell the others what he / she can see about L1. E.g.:
L2: She can play tennis. She doesn't like running. Her lucky number is 4.
When L2 has finished talking about L1 ask all the other Ls to turn round and recall what they know about L1. E.g.:
She can play tennis. She doesn't like running. Her lucky number is 4.
2. Repeat the process with a few other Ls as with L1 and L2.

LEARNERS' ACTIVITIES

1. Ls turn around and listen to some pieces of information from L2.

Then they recall what they have heard about L1.

STAGE 6 **Revise song – This is the way**

TIME 3 mins

SKILLS AND
COMPETENCIES IN FOCUS Understanding and singing a song
Miming the actions in the song

ORGANISATION Whole class

AIDS AND MATERIALS 2.1 Recording: This is our English class

TEACHER'S ACTIVITIES

1. Revise 2.1 Recording: This is our English class This is the way. Ask Ls to sing and mime at the same time.

LEARNERS' ACTIVITIES

1. Ls sing and mime the actions of the song.

STAGE 7 **Homework**

TIME 2 mins

SKILLS AND
COMPETENCIES IN FOCUS Describing a person
Completing sentences of descriptions

ORGANISATION Whole class

AIDS AND MATERIALS 3.7 Worksheet

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to make a video clip about the group in the next lesson. The aim is to introduce Ls and record what Ls are like at the beginning of their language learning. Hand out 3.7 Worksheets. Call Ls' attention that their homework will be an essential preparation for the video clip.

LEARNERS' ACTIVITIES

1. Ls listen to T's explanation about their homework and make note of it.

LESSON 4: LET'S MAKE A VIDEO RECORDING

AIMS OF THE LESSON

- to develop Ls' speaking skills by describing themselves and each other
- to enhance Ls' confidence by taking part in a video recording
- to enhance Ls' awareness in taking responsibility in a shared class production

MATERIALS AND RESOURCES

Video camera, 3.7 Worksheet

STAGE 1

Warmer – Display of homework tasks

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Evaluating each other's work

ORGANISATION

Whole class

AIDS AND MATERIALS

3.7 Worksheet

TEACHER'S ACTIVITIES

1. Display 3.7 Worksheet before the lesson and invite Ls to look at each others' drawings. Ask 2-3 Ls to read out their sentences.

LEARNERS' ACTIVITIES

1. 2-3 Ls read out their homework tasks.

STAGE 2

Writing the script

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Compiling a list of activities
Designing a group task
Decision making

ORGANISATION

Whole class

AIDS AND MATERIALS

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TEACHER'S ACTIVITIES

1. Introduce the idea of a script. Write the plan of the script on the board.

Script for the video: E.g.:

- 1 Picture of the Class hands poster
- 2 Song: Where is Peter?
- 3 Song: This is our English class
- 4 About myself
- 5 About us
- 6 About him / her
- 7 Song: This is the way

LEARNERS' ACTIVITIES

1. Ls together with the T plan the process of making a video clip. They follow while T is writing the script on the board.

STAGE 3 **Rehearsing for the clip**

TIME 15 mins

SKILLS AND
COMPETENCIES IN FOCUS Singing and miming songs
Introducing oneself

ORGANISATION Whole class, group work

AIDS AND MATERIALS 2.1 Recording: This is our English class, 2.5 Recording: This is the way

TEACHER'S ACTIVITIES

1. Revise the songs 'Where is Peter?', 'This is our English class', if necessary. Revise 'About myself'. Ask Ls to stand in a semi-circle and step forward when they introduce themselves (in 2-3 sentences). E.g.:

I'm Máté. I'm 10. I've got brown eyes. I like football. etc.

2. Revise 'About us'. Tell Ls to make pairs or small groups of 3-4 Ls. Ask pairs or groups to find some things they have in common then stand in front of the class and tell the sentences together. E.g.:

We like chocolate. We can run fast. We can't sing. Our favourite colour is blue. Etc.

LEARNERS' ACTIVITIES

1. Ls sing and act out the songs 'Where is Peter?' and 'This is our English class'. Ls revise introducing themselves.

2. Ls discuss in their groups what they have in common. When they agree, they go in front of the class and introduce themselves together.

3. Revise 'About him / her'. Tell Ls to make pairs (1 boy – 1 girl). Ask Ls to take their webs from Lesson 1 and introduce each other using 2-3 pieces of information from the web
4. Revise song: This is the way, if necessary
3. Ls take their web from Lesson 1, give it to their partner. The partner introduces him / her.
4. Ls revise the song This is the way.

STAGE 4	Recording the clip
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Taking responsibility Confidence building Planning a task Cooperation
ORGANISATION	Whole class
AIDS AND MATERIALS	Video camera

TEACHER'S ACTIVITIES

1. Ask Ls to write their names to one of the steps from 4-5-6 next to the script on the board. Follow the script and do the recording. Record the songs with the whole class, then record steps 4, 5, 6 with Ls whose names are on the board.

LEARNERS' ACTIVITIES

1. Ls choose a task from among 4-5-6 in the script. Ls write their name on the board next to the task they have chosen. They do the recording as they practised the tasks previously.

LESSON 5: THIS IS US

AIMS OF THE LESSON

- To develop Ls' evaluation and self-evaluation on their performances on the video clip

MATERIALS AND RESOURCES

5.3 Worksheet

STAGE 1

Watching the video clip

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Having fun,
Evaluating a class product
Presenting feedback

ORGANISATION

Whole class

AIDS AND MATERIALS

Video, Fun Metre

TEACHER'S ACTIVITIES

1. Arrange the class for watching the video recording.
Watch the clip and allow Ls to give some immediate feedback on their work.

LEARNERS' ACTIVITIES

1. Ls sit down comfortably to watch the video.

STAGE 2

Evaluation

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Evaluating self and peer performance

ORGANISATION

Whole class

AIDS AND MATERIALS

Fun Metre

TEACHER'S ACTIVITIES

1. After watching the clip, evaluate the steps of the video clip with the Fun Metre (see 7 steps in the script). Point to the steps of the script on the board and evaluate them one by one. Discuss the success of each step in Hungarian or in English.

LEARNERS' ACTIVITIES

1. After watching the video Ls take their Fun Metre and evaluate the steps of the video film with it.

STAGE 3	Self-evaluation – How do you see yourself on the video?
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self performance Listening to and respecting other's opinions Tolerance
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Video, 5.3 Worksheet

TEACHER'S ACTIVITIES

1. Introduce the idea of self-evaluation in Hungarian. Give out 5.3 Worksheets to Ls and give some examples to make it easier for Ls to answer. Explain to Ls that you are going to watch the video clip again and ask them to give feedback on their own performances in Hungarian. Watch the video again.

Some ideas for self-evaluation:

1. Ha Te lennél a videóklip rendezője, miért dicséred meg magad, mint közreműködőt?
2. Írd le, melyik részben voltál a legjobb?
3. Képzeld el, hogy a rendező újra fel akarja venni a videóklipet! Miben változtatnál a saját alakításodon?

Ask Ls to answer the questions on 5.3 Worksheet in Hungarian. Discuss them. At the end of the lesson collect 5.3 Worksheets. After the lesson read them through. Give some feedback to Ls in the next lesson.

5.3 Worksheets can be given for homework, too.

LEARNERS' ACTIVITIES

1. Ls watch the clip again and concentrate on their own performance. Then they take a sheet and answer the questions on it.