
SURVIVE!

CREATING OUR OWN ISLANDS

Type of modul	Project work
Level	A1–
Target group	10–13-year-old learners
Written by	Kiss Natália, Poór Zsuzsánna

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.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Faragó Livia

Szakmai lektor: Gorszkiné Siró Enikő

Idegen nyelvi lektor: Mark Andrews

Alkotó szerkesztő: Sákovics Livia

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Kuti Zsuzsa, Poór Zsuzsanna, Szepesi Judit

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	This module focuses on the topic of creating an island where Ls are shipwrecked. It offers Ls the chance to learn new words in context and use this vocabulary to describe their islands. The end products of the module are islands which are designed by Ls through a variety of tasks.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop Ls' understanding supported by visual aids ■ to provide Ls the chance to use the acquired vocabulary and structures in a meaningful context ■ to enhance Ls' communication skills through communication games ■ to enhance Ls' presentation skills through describing their islands ■ to develop Ls' cooperation skills by working in groups on creating the island
TIMEFRAME	5 lessons
TARGET GROUP	8–10 years
LANGUAGE LEVEL	A1–
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ say sentences with 'have got' 'has got' forms ■ activate vocabulary of colours, parts of body, some action verbs (run, drink, eat etc.) ■ use This is... structure.
LINKS OF THE MODULE	
Cross-curricular links	Art and Crafts Science and Nature
Links with other modules	Underwater world
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ using vocabulary learnt in different contexts ■ using simple language structures to describe things ■ listening to a story and responding to it

General
educational skills

- reading a map
- building association between words and corresponding pictures
- recognizing the connections between actions and pictures
- developing co-operation

EVALUATION

Though the module includes an Evaluation form (5.5 Evaluation form), development and achievement can be followed throughout the whole module. Ls have the chance to speak, react, respond to every task and T can trace each child's contribution and development. The end products are the islands Ls introduce and show their peers.

SUGGESTIONS

T's role during the lessons is that of organizer and facilitator. T monitors group-work and provides help when needed. The materials T has to prepare:

For lesson one: colourful string or yarn pieces, envelope, 3 big map formats cut out from cardboard paper (white), yoghurt pots, blue paper (origami paper), crepe paper (black and brown), markers, crayons, glue.

For lesson three: wrapping paper, blu tack.

For lesson four: 7–8 envelopes (half the number as Ls in class), 7–8 cards with the sentence 'Well done', cards with signs (6 turn left and turn right, 3 go straight on), markers and crayons.

T can cater for different Ls' needs in the lessons by varying the load of vocabulary and requirements. As most of the tasks have an interactive nature, T can decide to what extent she or he expects Ls with learning difficulties to contribute to the task.

BACK UP SYSTEMS

M. Vosatka, (1978) Természetjárók enciklopédiája. Madách.
www.leslietryon.com/animalfootprints.

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing Ls' understanding supported by visual aids</p> <p>Developing Ls' passive and active vocabulary through listening and playing games</p> <p>Developing cooperation skills</p>	<p>Listening to a story</p> <p>Playing vocabulary games</p> <p>Planning part of the island</p> <p>Showing the island to other groups</p>	<p>Vocabulary: river, lake, mountain, spade, hammer, saw, string, shipwreck, storm, ship, row, wind, axe, nails,</p> <p>Structures: We have got..., There is ... There are ...</p>	<p>1.1 Picture cards – Story One</p> <p>1.2 Word cards – Key words</p> <p>1.3 Picture cards – What have we got?</p> <p>colourful string or yarn</p> <p>an envelope</p> <p>3 big map formats cut out from cardboard paper (white)</p> <p>yoghurt pots, blue paper (origami paper)</p> <p>crepe paper (black and brown)</p> <p>markers, crayons, glue</p>
2	<p>Enhancing Ls' communication skills through a communication game</p> <p>Enhancing Ls' presenting skills</p> <p>Developing Ls' writing skills through writing an S.O.S. message</p>	<p>Listening to the second part of the story</p> <p>Collecting tools for house building through a communication game</p> <p>Making houses</p> <p>Writing an S.O.S. message</p> <p>Presenting the products of the lesson</p>	<p>Vocabulary: S.O.S. message,</p> <p>Asking for something: Can you give me...? Yes or I'm sorry, I can't.</p>	<p>2.1 Picture cards – Story Two</p> <p>2.2 Picture cards – Tools, 2.3 Pattern of the house crayons and markers, glue</p> <p>2.4 Matching</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing Ls' listening skills through a story</p> <p>Developing Ls' vocabulary</p> <p>Enhancing Ls' creativity</p> <p>Enhancing Ls' writing skills through describing imaginary animals</p>	<p>Listening to a story</p> <p>Identifying footprints of animals</p> <p>Playing an Animal Battleships game</p> <p>Designing imaginary animals and describing them</p>	<p>Vocabulary: parrot, crocodile, shark, snake, monkey, rat, mushroom, berries, mango, horn, fur, tail etc.</p> <p>Structures: It's dangerous. You can eat it. You mustn't eat it. It has got.</p>	<p>3.1 Picture cards – Story Three</p> <p>3.2 Picture cards – Fruits and animals</p> <p>3.3 Footprints</p> <p>3.4 Animal Battleship</p> <p>a sheet of wrapping paper</p> <p>A5 sheets of paper</p> <p>blu tack</p>
4	<p>Developing Ls' vocabulary through games</p> <p>Enhancing Ls' ability to follow instructions</p> <p>Practicing vocabulary through the Treasure Hunt game</p> <p>Developing Ls' creativity through planning a Treasure Hunt route and a ship</p>	<p>Listening to a story</p> <p>Identifying signs with their meanings</p> <p>Designing a Treasure Hunt route on the islands</p> <p>Planning a ship</p>	<p>Structures:</p> <p>Turn left Turn right. Go straight on. Jump over the stream. You mustn't go on this route.</p>	<p>4.1 Picture cards – Story four</p> <p>4.2 Signs</p> <p>3.2 Picture cards – Fruits and animals</p> <p>7–8 envelopes (half the number as Ls in class)</p> <p>7–8 cards with the sentence 'Well done'</p> <p>cards with signs (6 turn left and turn right, 3 go straight on)</p> <p>markers and crayons</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Enhancing Ls' sense of rhythm and rhyme Developing art and craft skills Developing presentation skills through talking about the island</p>	<p>listening to the end of the story learning a rhyme making presentations about the islands evaluation of the work</p>	<p>Structures used during the presentation: We have got a big mountain and two rivers. We have got four houses. They are red. This is an S.O.S. message. We have got 2 monkeys and one lion on the island. The lion is dangerous. We have got elephants. This is the route. You go straight on, turn left then right. You mustn't go on this route. This is our ship.</p>	<p>5.1 Picture cards – Story Five 5.2 Rhyme 5.5 Evaluation form materials for ship building</p>

PROCEDURE

LESSON 1: SHIPWRECK

AIMS OF THE LESSON

- to create the atmosphere of the project through shared reading
- to develop Ls' vocabulary
- to start planning the island

MATERIALS AND RESOURCES

1.1 Picture cards – Story One, 1.2 Word cards – Key words, 1.3 Picture cards – What have we got?, blu tack, colourful string or yarn, an envelope, 3 big map formats cut out of cardboard paper (white), T can ask Ls to bring the following things: yoghurt pots, blue paper (origami paper), crepe paper (black and brown), markers, crayons, glue

Before the lesson: Cut out the word cards and the picture cards. Prepare the maps and ask Ls to bring a few things to class (see above).

Classroom arrangement: Arrange the classroom for group work.

STAGE 1

Warmer – Story telling about some people who are shipwrecked on an island

TIME

7 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening to a story
Understanding meaning supported by visual aids
Shared reading
Responding to questions

ORGANISATION

whole class

AIDS AND MATERIALS

1.1 Picture cards – Story One

TEACHER'S ACTIVITIES

1. Ask Ls to sit around you on a carpet, or make sure they can see you clearly. Start telling the story of people who are shipwrecked on an island. While telling the story you can stop and show pictures and talk about them. Involve Ls with questions. Allow Ls to speak Hungarian in some parts if this eases understanding.

LEARNERS' ACTIVITIES

1. Ls listen to T telling a story and they are allowed to comment on the pictures. *They are playing. Girls and boys. Big ship. Shorts and T shirts. Sad.*

I'm going to tell you a story about people who are shipwrecked. (Hold up picture 1.) Look, this is a ship. What can you see in the picture? Yes, boys and girls, mothers and fathers. These people are on holiday. They are talking, swimming. What else are they doing? Yes, they are playing and listening to music, yes this man is drinking. It's sunny and it's very hot. What are the children wearing? Yes, the girls and boys are wearing shorts and T shirts.

Look! (Hold up picture 2.) It's evening. A very big storm. The wind is blowing and it's raining. This is very frightening and dangerous. (Make a sound like a crack.) Oh, the ship is broken. It has a big hole. The ship is sinking. (Hold up picture 3.) The people are sitting in lifeboats. There are children, men and women in the boat. They are rowing, and rowing. (Imitate the action.) They are very tired. They are very sad and frightened. (Use gestures.) (Hold up picture 4.) The people are shipwrecked on an island. Where are they? They don't know. They can see mountains and big trees. They don't know where they are.

STAGE 2	Reordering the story
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reconstructing a story by using visual aids and key words
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Word cards – Key words, blu tack

TEACHER'S ACTIVITIES

- Put 1.1 Picture cards and 1.2 Word cards – Key words on T's desk and ask Ls to stand around it. Ask Ls to reconstruct the order of the story by putting the pictures and key words on the board. Ask them to read out their word cards.
e.g. holiday, ship, row, lifeboat, storm, shipwreck, wind, island

LEARNERS' ACTIVITIES

- Ls stand around T's desk and reconstruct the pictures by adjusting key words. They put the pictures and cards on the board. They are asked to read out the chosen word card.

2. Rephrase and recast sentences from the story when Ls come up with a good solution.

e.g. So, this is the picture of the ship. Yes, holiday is a good word. Remember? People are on holiday. Or: Yes, Kata, you put lifeboat here, well done. This picture shows when people are sitting in the lifeboats.

STAGE 3	Vocabulary development – What have we got?
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Memorizing words Guessing meaning supported by visual aids
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Picture cards – What have we got?, blu tack

TEACHER'S ACTIVITIES

1. Introduce the task by saying: *We are on an island. We are shipwrecked. Let's see, what have we got? We have got ...*Show 1.3 Picture cards – What have we got one by one, first showing just a small part of the picture. Ask Ls to guess what it is. Put the pictures on the board. Repeat we have got every time. Ls will probably respond in Hungarian. This is a good chance for the T to teach new vocabulary items.
2. Ask Ls to close their eyes and take one picture off the board and ask Ls to tell which picture has disappeared. Play a few turns. Invite Ls to do the same.
O.K. Open your eyes. What's missing?
3. Ask Ls to memorise the order of the pictures for a minute. Take off the pictures and place them on your desk keeping the order. Ask Ls: What's in picture one? If Ls answer correctly, turn the picture up and show it to class.

LEARNERS' ACTIVITIES

1. Ls guess what they see in the picture.
mountain, lake, river, water, hammer, axe, nails, spade, string
2. Ls play a memory game. Ls are asked to play the T's part.
3. Ls are asked to memorise the order of pictures.

STAGE 4	Creating the island
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Cooperating Planning Creating visual interpretations of ideas
ORGANISATION	Group work
AIDS AND MATERIALS	Colourful string or yarn, envelope, 3 big map formats cut out of cardboard paper (white), yoghurt pots, blue paper (origami paper), crepe paper (black and brown), markers, crayons, glue

TEACHER'S ACTIVITIES

1. Put small pieces of string or yarn of three colours in an envelope. Make as many as the number of your class. Ask Ls to pull out one piece from the envelope. Ask Ls to form groups according to their colours.
2. Hand out the base of the islands to the three groups. Every group gets one. Ask Ls to plan mountains, rivers and one lake on their islands.
Encourage Ls to use the materials they have. Ask Ls to share work to be ready on time.

LEARNERS' ACTIVITIES

1. Ls form three groups.
2. Groups get the base of their map. They are asked to plan rivers, mountains and lone lake on the island. Ls can place these things wherever they want. From yoghurt pots Ls can build mountains if they cover them with crepe paper or colour them with markers. From blue crepe paper they stick a lake and rivers on the island.

STAGE 5	Presentation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Introducing islands
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Encourage Ls to introduce their islands to others by using either the 'we have got' form or 'there is ... there are ...' forms.

LEARNERS' ACTIVITIES

1. Ls show their islands to other groups with sentences like:
e.g. This is the island. We have got 2 rivers, here. They are long. This is a lake. It is very big. We have got three mountains.

VARIATION FOR LESS CONFIDENT LS

AIDS AND MATERIALS –

DESCRIPTION Write some words and phrases on the board Ls can use while talking about the island. e.g. *There is , There are, This is, We have got*

LESSON 2: BUILDING A HOUSE AND SENDING AN S.O.S. MESSAGE

AIMS OF THE LESSON

- to listen to the second part of the story
- to learn how to ask for something through a game
- to cut out and make houses
- to write an S.O.S. message

MATERIALS AND RESOURCES

2.1 Picture cards – Story Two, 2.2 Picture cards – Tools, 2.3 Pattern of the house, crayons and markers, glue, 2.4 Matching, paper

Before the lesson: Copy and cut out 2.2 Picture cards (6 pictures)/group. Make one copy of 2.3 /L.

Classroom arrangement: Arrange the classroom for group work.

STAGE 1 **Warmer – Story**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to a story
Understanding meaning supported by visual aids

ORGANISATION Whole class

AIDS AND MATERIALS 2.1 Picture cards – Story Two

TEACHER'S ACTIVITIES

1. Ask Ls to listen to how the story of the shipwrecked people continues. Create the same arrangement as last time. Show up 2.1 Picture cards – Story Two while telling the story. Revise the vocabulary learnt last time by asking Ls what they see in each picture.

LEARNERS' ACTIVITIES

1. Ls listen to T's story. They actively take part in the storytelling by responding to T's questions and commenting.
He is eating, a hammer, string, a saw etc.

(Show up picture 5) *The people on the island are shipwrecked. It is their first night on the island. They are sleeping. They are very cold. They get up early (picture 6) and start building houses. What are the people doing? Yes, this man is eating, this woman is collecting the pieces of the ship. What else can you see in the picture? What's this? Yes, a hammer, string, nails, axe, spade. Can you show me the mountains in the picture? Look, some people are building a house. What are these people doing? Yes, they are writing something. What are they writing? A letter? Yes, they are writing an S.O.S. message. What has this man got in his hand? A bottle. They are going to put the letter in the bottle.*

STAGE 2	Collecting pieces for building
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking for something Revising vocabulary learnt
ORGANISATION	Group work
AIDS AND MATERIALS	2.2 Picture cards – Tools

TEACHER'S ACTIVITIES

1. Ask Ls to form their project group. Before starting the task, hold up each card of 2.2 Picture cards – Tools and ask Ls to say what they see in the pictures. Shuffle the cards and give each group 6 cards. Explain to Ls their task is to collect one of each piece of objects and give others the ones they have more of. Ask Ls to go to other groups and ask for what they need. Write the possible way of asking on the board.

Can you give me ...?

I'm sorry, I can't. or Yes, here you are.

2. Monitor the task.

LEARNERS' ACTIVITIES

1. Ls name the pictures: *string, hammer, saw, spade, nails, axe*

2. Ls go to other groups and ask:

Can you give me an axe?

Yes. Can you give me a hammer?

I'm sorry, I can't or Yes, here you are.

3. When groups have collected everything, ask Ls to say what objects they have. Ask them to use the 'we have got' form.
3. Ls say sentences like:
We have got an axe, a hammer etc...

VARIATION FOR THE WHOLE CLASS

AIDS AND MATERIALS	–
DESCRIPTION	This task can be more exciting if Ls have to collect the things in a certain period of time because they wouldn't have the same amount of things. However, if Ls hurry, the quality of language can be lost.

STAGE 3	Building the houses
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Art and craft Planning
ORGANISATION	Group work
AIDS AND MATERIALS	2.3 Pattern of the house, crayons and markers, glue

TEACHER'S ACTIVITIES

- Each L gets a pattern of a house (2.3). Ask Ls to cut out the pattern of the house and fold it. Encourage Ls to colour their houses and decide where they would like to place them on the island. Ask Ls to stick the houses on the island.

LEARNERS' ACTIVITIES

- Ls fold their houses and colour them. They decide where it would be ideal to place them on the island. Ls stick their houses on the island.

STAGE 4	S.O.S. message
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching pictures of different context with written messages
ORGANISATION	Individual and group
AIDS AND MATERIALS	2.4 Matching

TEACHER'S ACTIVITIES

1. Hand out one copy of 2.4 Matching to each L. Ask Ls to read the S.O.S. messages and connect them with the appropriate picture.
2. Ask groups to discuss the solutions.
3. Check the solution together as a class. Ask Ls to read out the messages.

LEARNERS' ACTIVITIES

1. Ls read the messages and connect them with the appropriate picture.
2. Ls in groups discuss their solutions.
3. Ls check the solution.

STAGE 5 **Writing an S.O.S. message**

TIME 9 mins

SKILLS AND COMPETENCIES IN FOCUS Drawing and writing an S.O.S. message

ORGANISATION Group work

AIDS AND MATERIALS Paper

TEACHER'S ACTIVITIES

1. Invite groups to write an S.O.S message. Ask groups to draw the situation they are in and describe the island.
2. Monitor the writing and drawing process and provide help.

LEARNERS' ACTIVITIES

1. Ls in groups draw and write an S.O.S. message. For example:
*We are on an island. We have got houses. There are big mountains on the island.
Help!*
2. Ls ask help from T if they do not know a word.

VARIATION FOR LESS CONFIDENT LS

AIDS AND MATERIALS –

DESCRIPTION You can write sentences like: We are ..., There are ..., We have got ..., on the board.

STAGE 6	Presentation
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about the end products of the lesson Describing places and houses Reading out the letter
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask groups to invite others to their tables and show their islands. Encourage groups to speak about their island (mountains, rivers, houses, lake). Support the presentations with your questions if it is needed.
What have you got on your island?
How many houses have you got?
What colour are your houses?
2. When one group finishes the presentation of the island, ask the group to show and read out their S.O.S. message. Praise the group for their work and move on to another group's table.

STAGE 7	Homework
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	–
ORGANISATION	Individual
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to bring small animals or Kinder Egg animal figures for next lesson.

LEARNERS' ACTIVITIES

1. Groups show their islands to others.
We have got two mountains and a river here. We have got three houses. They are black and blue and red.
2. Each group presents their island then read out and show their S.O.S. message.

LEARNERS' ACTIVITIES

LESSON 3: LET'S GO FOR A HUNT!!

AIMS OF THE LESSON

- to listen to the new part of the story
- to develop Ls' vocabulary (animals, fruits and plants)
- to design an imaginary animal and describe it
- to place animals on the island and speak about them

MATERIALS AND RESOURCES

3.1 Picture cards – Story Three, 3.2 Picture cards – Fruits and animals, 3.3 Footprints, 3.4 Animal Battleship, a sheet of wrapping paper, A5 sheets of paper, Blu-Tack

Before the lesson: Cut out 3.2 Picture cards.

Classroom arrangement: Arrange the classroom for group work.

STAGE 1 **Warmer – Story**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to a story
Understanding meaning supported by visual aids

ORGANISATION Whole class

AIDS AND MATERIALS 3.1 Picture cards – Story Three

TEACHER'S ACTIVITIES

1. Arrange the classroom for story telling as usual. Hold up picture 7.

The people on the island have got houses. They threw the S.O.S. message into the sea (imitate the action). They are waiting for a ship, to come. They are waiting for help. Look. The people haven't got any food. No bread, no pizza, no spaghetti. They haven't got any food. They are hungry (imitate it). Hold up picture 8. The people go hunting animals. What animals can you see in this picture? Yes, snakes, monkeys, gorillas, colourful birds, parrots. What colour are they? Are snakes dangerous? Yes, they are. Look, there is a parrot here. Is it dangerous? No, it isn't. Oh no! A crocodile. Is it dangerous? Yes, very, very dangerous. What are these? They are rats. Do you like rats? Are rats dangerous? Hold up picture 9. People collect fruits and mushrooms and berries. What fruits do you know? This is a mango tree and this is a banana tree. There are mushrooms here. Can you eat them? No, you mustn't eat them. There are berries here. What colour are they? Yes, red and black. Can you eat these black berries? No, you mustn't. Can you eat these red berries? Yes, you can. So, the people have got some red berries, bananas, mangos. They are not hungry now. What do people hunt? We'll see later...

LEARNERS' ACTIVITIES

1. Ls listen and actively take part in story telling. They may come up with words like: snakes, monkeys, birds, banana, black, red, yes you can etc.

STAGE 2 **Vocabulary practice – Grouping animals and fruits**

TIME 8 mins

SKILLS AND
COMPETENCIES IN FOCUS Practising new words
Giving permission and prohibition

ORGANISATION Whole class

AIDS AND MATERIALS 3.2 Picture cards – Fruits and animals

TEACHER'S ACTIVITIES

1. Write 'I can eat' and 'I mustn't eat' on the blackboard. Show up the first card of 2.2 Picture cards – Fruits and mushrooms and ask Ls:
What's this? Can you eat it? Ask one L to go to the board and stick the picture under either 'can' or 'mustn't'. Encourage Ls to say sentences. Do the same with all the cards showing fruits, mushrooms, berries.
2. Now write on the blackboard the words 'dangerous' and 'not dangerous'. Follow the same steps as before, encourage Ls to say sentences.
What's this? Is it dangerous?
3. When all the pictures are on the board, ask Ls to follow your instructions. Give instructions in connection with the pictures e.g.
Tell me two dangerous animals, Kati.
Which animal is long and very dangerous?
Tell me something you mustn't eat.
Show me an animal which is green and brown and very dangerous.
What can you eat?
What mustn't you eat?
What's this? This animal lives in the sea. It is very dangerous. etc.

LEARNERS' ACTIVITIES

1. Ls respond to T's questions and one of them sticks the picture under 'can' or 'mustn't'. They are asked to say a sentence with the picture.
I mustn't eat this mushroom or I can eat bananas.
2. Ls do a similar task with animals. They can say sentences like:
This crocodile is dangerous. The rats are dangerous. The parrots are not dangerous.
3. Ls follow T's instructions and answer questions.

STAGE 3 **Footprints of animals**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS
Practising new vocabulary
Connecting
Guessing

ORGANISATION Individual

AIDS AND MATERIALS 3.3 Footprints

TEACHER'S ACTIVITIES

1. Hand out 3.3 Footprints and ask Ls to guess and connect animals with their footprints.
2. Check the solutions together.
Solution: 3–A (monkey/gorilla), 1–B (bird), 4–C (rat), 2–D (crocodile), 5–E (wild rabbit)

LEARNERS' ACTIVITIES

1. Ls connect animals with their footprints.
2. Ls check their work.

STAGE 4 **Game – Animal Battleship**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Practising numbers the alphabet and new vocabulary through a game

ORGANISATION Pair work

AIDS AND MATERIALS 3.4 Animal Battleship

TEACHER'S ACTIVITIES

1. Hand out 3.4 Animal Battleship to Ls. Revise saying the first 5 letters of the alphabet and numbers.
2. Ask Ls to write down what animals they have managed to shoot.

The rules of the game: Ask Ls to draw 2 crocodiles, 2 monkeys and 2 rats anywhere they like on the grid, but the animals are not allowed to touch each other. The children should not let anybody see where they draw their animals. Ask Ls to draw only the head of the animal.

Children play in pairs. Each person must try to find out where his or her partner's animals are, using the number/alphabet references. For example, Child A might say *B:3*. Child B looks for the row B and then 3 where these two points meet on the grid. If Child B does not have anything in this square he or she says *missed*, if he or she has, says *shot*.

LEARNERS' ACTIVITIES

1. Ls play an Animal Battleship with their pairs. They use the letters of the alphabet and numbers to find the location.
2. When they succeed in hunting an animal, they write down the name of the animal on their sheets.

STAGE 5 **Picture dictation – Creating an imaginary animal together**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Following instructions by drawing

ORGANISATION Whole class

AIDS AND MATERIALS A sheet of wrapping paper, A5 sheets of paper

TEACHER'S ACTIVITIES

1. Tell Ls you are going to draw imaginary animals. Hand out A5 sheets of paper to each L. Take the sheet of wrapping paper and fold the top and put it on T's desk. The folded part is at the bottom. Ask Ls to do the same with their own paper. Draw a head on the folded part. Ask Ls at their places to do the same. Indicate clearly where the neck starts and ask Ls to do the same. This part of the neck should be seen when you fold the paper again but the head should not (just the beginning of the neck). When everyone has drawn the head ask Ls to fold then pass on their sheets. Ask a L who is sitting next to you to come to the desk and follow the second instruction. Take part in the drawing by getting one Ls' sheet. Whenever Ls have finished one phase they pass on their sheets. The idea is to make Ls draw parts of the body by following instructions and they will see the end products only at the end of drawing when they open the folded parts.

Instructions: *Draw a big head, two big eyes, two horns* (explain with body language), *two long ears and a trunk*. (Fold the head.) *Draw a long neck*. (Fold the neck part, indicate where the neck ends.) *Draw a big body, long black fur*. (Fold the part.) *Draw four legs, big feet, a long tail*. Open the sheet and see what creature Ls have created.

2. Open the sheets and see what you have created as a class. Have a look at the poster as well. Ask Ls to keep the sheets they have in their hands. Write the new words (fur, trunk, horn) on the poster sheet and ask Ls to do the same on their own sheet. Ask Ls to describe the poster animal.

e.g. It has got a big head. It has got black fur.

LEARNERS' ACTIVITIES

1. Ls draw an imaginary animal by following T's instructions.

2. Ls say sentences about the animal.

It has got a big head. It has got two eyes. It has got two horns.

VARIATION FOR GROUP WORK

AIDS AND MATERIALS 3 sheets of wrapping paper

DESCRIPTION If you have a big class, you can ask groups to do the same task. When groups have finished drawing they can show their animals to others.

STAGE 6 **Animals on the island**

TIME 7 mins

SKILLS AND
COMPETENCIES IN FOCUS Vocabulary practice

ORGANISATION Group work

AIDS AND MATERIALS Small animals Ls have brought to class

TEACHER'S ACTIVITIES

1. Ask Ls to place their animals on their island. Encourage Ls to say sentences when they show their group what animals they have brought.

LEARNERS' ACTIVITIES

1. Ls put their animals on the island and say sentences about them. e.g.
This is a crocodile. It is very dangerous. This is a monkey. It isn't dangerous. It has got a long tail.

LESSON 4: SIGNS

AIMS OF THE LESSON

- to listen to the story
- to identify signs with their meaning
- to follow instructions in a treasure hunt
- to design and plan a ship

MATERIALS AND RESOURCES

4.1 Picture cards – Story Four, 4.2 Signs, 3.2 Picture cards – Fruits and animals, 7–8 envelopes (half the number as your class), 7–8 cards with the sentence ‘Well done’, cards with signs (6 turn left and turn right, 3 go straight on), markers and crayons

Before the lesson: Think over before the lesson how you are going to arrange the classroom for 4.4.

Classroom arrangement See above

STAGE 1 **Story – Signs and treasure hunt**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to a story

ORGANISATION Whole class

AIDS AND MATERIALS 4.1 Picture cards – Story Four

TEACHER'S ACTIVITIES

1. Hold up picture 10 from 4.1 Picture cards – Story Four. *One day, the people go hunting and collecting mushrooms, berries, bananas and mangoes. They find signs on trees, in the grass. Can you see any other signs? Yes, there is a sign here. What's this? Yes, this is a stream. Water comes out of the rocks. Can you drink it? Yes, you can, it is very clean. Look, there is another sign here among stones. What sign is this? Yes, snakes. Are snakes dangerous? Yes, they are. People see a sign on a tree, what does it mean? Follow the route. Then in the background you can see another one, turn left. The people start following the signs. Hold up picture 11. Here you can see the map how people go on the route. First they turn right, then go straight on, then turn ... Which direction do they turn? Yes, they turn left. They cross another river and they see a big cave. Show up picture 12. Here we are in the cave. Look, there is a treasure chest in the cave. The people open the chest and find a message in it. They read the message: You can go away from this island if you build a ship. The people go back to their houses and start building a ship.*

LEARNERS' ACTIVITIES

1. Ls follow the story and actively take part in story telling.

STAGE 2 **Vocabulary development – Signs**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Guessing meanings of signs

ORGANISATION Individual

AIDS AND MATERIALS 4.2 Signs

TEACHER'S ACTIVITIES

1. Hand out a copy of 4.2 Signs to each L. Ask Ls to match the signs with their possible meanings. In the second part of the task ask Ls to think of signs for the given meanings.

LEARNERS' ACTIVITIES

1. Ls connect signs with their possible meanings. They plan signs for given meanings.

2. Check the first part of the task together. Explain to Ls that the signs planned will be used later in the lesson.

What's this sign for?

Yes, water.

Solution: 1-B, 2-C, 3-D, 4-E, 5-A.

2. Ls check the solution together.

3. While Ls are working on the task start the preparation of stage 4 Treasure Hunt game (see instructions there).

STAGE 3	TPR – Simon says
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Practising new vocabulary by following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Play Simon says with your class. Ask Ls to follow your instructions when you start the sentence by Simon says and stand straight when you don't. The instructions you can give:
Simon says stand up. Sit down. Turn left. Turn right. Go straight on. Jump over a stream. Run. etc.

LEARNERS' ACTIVITIES

1. Ls play a Simon says game with T.

STAGE 4 **Game – Treasure hunt**

TIME 12 mins

SKILLS AND
COMPETENCIES IN FOCUS Understanding and following signs
Vocabulary practice

ORGANISATION Pair work

AIDS AND MATERIALS 3.2 Picture cards – Fruits and animals, 7–8 envelopes (half the number of children in class), cards with signs (6 turn left and turn right, 3 go straight on) , 7–8 ‘Well done’ sentences on paper

TEACHER’S ACTIVITIES

1. Prepare 9 cards with signs (turn left, turn right, go straight on). Place 3.2 Picture cards – Fruits and animals to different places in the classroom. Put cards with signs on them on the floor. Make sure you make more possible routes and routes pass the picture cards. It would be ideal to plan this task before the lesson to decide where to put the signs and animals. Place as many envelopes as the number of pairs in the classroom in different places. Put the sentence ‘Well done’ into each envelope. The envelopes will symbolize the found treasure at the end of the route.
2. Ask Ls to find a pair they would like to go on a Treasure Hunt with. Ask pairs to follow the routes and as they are walking in the classroom to comment on the pictures they see. Tell Ls they need to speak about at least 6 cards /pair to get to the envelope (to find the treasure).
3. When Ls have finished the task ask them to join their groups.

LEARNERS’ ACTIVITIES

1. Ls listen to T’s explanation about the dates of festivals.
2. Ls in pairs start following the routes and comment on the pictures.
Look, a monkey. It is not dangerous. Mushroom. You mustn’t eat it. Turn left. A crocodile. It’s very dangerous. Run.
3. Ls join their groups.

VARIATION FOR THE WHOLE CLASS

AIDS AND MATERIALS same

DESCRIPTION This task would be best to be played outside. If the weather is hot enough the whole lesson can take place outside.

STAGE 5 Drawing treasure hunt routes on the island

TIME 9 mins

SKILLS AND COMPETENCIES IN FOCUS Planning, designing

ORGANISATION Group work

AIDS AND MATERIALS Markers, crayons

TEACHER'S ACTIVITIES

1. Encourage Ls to plan a Treasure hunt on their maps. Explain to Ls that other groups will try out their routes so they have to plan very thoroughly. Ask Ls to draw signs, and instructions. Explain to Ls they can make others' task more difficult if there are several routes and they build traps for others e.g. routes with danger sign or you mustn't go sign.

LEARNERS' ACTIVITIES

1. Ls plan a Treasure Hunt game for the others using the instructions and signs learnt. They are free to draw and write on the island. Ls are encouraged to use the signs from 4.2 task to make traps for others.

STAGE 6 Presentation – Treasure Hunt Routes

TIME 6 mins

SKILLS AND COMPETENCIES IN FOCUS Following instructions
Peer correction

ORGANISATION Group work

AIDS AND MATERIALS Islands

TEACHER'S ACTIVITIES

1. Ask groups to leave their islands on their tables and let others try them out. Tell Ls to follow and comment the instructions others have made.

LEARNERS' ACTIVITIES

1. Groups leave their islands on their tables and visit other group's islands to try out their routes.

2. Monitor the process so that Ls speak English not just rush over the routes. When groups have finished you can ask which Treasure hunt they have found to be the most interesting.

2. Ls are asked to speak English and comment on the signs.

We start here. Go straight on. No, no, it's dangerous. OK then turn right. Water. River. Cross the river. etc.

STAGE 7	Planning a ship
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning and designing
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to plan their ship and discuss how they can make one.
2. Allow Ls to speak Hungarian.
3. Ask Ls to make a model ship at home.

LEARNERS' ACTIVITIES

1. Ls plan a ship and decide what materials they need.

LESSON 5: ROW YOUR BOAT

AIMS OF THE LESSON

- to listen to the end of the story
- to present the islands
- to find solutions on a task sheet
- to evaluate the project and work

MATERIALS AND RESOURCES

5.1 Picture cards – Story Five, 5.2 Rhyme, 5.5 Evaluation form

Classroom arrangement: Arrange the classroom for group work.

STAGE 1 **Warmer –Story Five**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Listening to a story
Responding to questions

ORGANISATION Whole class

AIDS AND MATERIALS 5.1 Picture Cards – Story Five

TEACHER'S ACTIVITIES

1. Hold up picture 13 from 1.5 Picture cards – Story Five and ask Ls to listen to the end of the story of shipwrecked people.

The people on the island are building a ship. They are working very hard. Look, this man has got a hammer in his hand and what about that one? Yes, he has got some nails. This woman has got ropes in her hand. They are building the ship. (You can ask some more questions about colours, the background, houses etc.)

Show up picture 14. *Look, all the people are on the ship. The weather is nice, the sun is shining. They are very happy. Far, far away they can see a big cruiser. Hurray! They have survived!*

LEARNERS' ACTIVITIES

1. Ls listen to the end of the story.

STAGE 2 **Learning a Rhyme**

TIME 7 mins

SKILLS AND
COMPETENCIES IN FOCUS Learning a rhyme
Gap filling

ORGANISATION Individual

AIDS AND MATERIALS 5.2 Rhyme

TEACHER'S ACTIVITIES

1. Hand out a copy of 5.2 Rhyme to each L. Ask Ls to try to fill the gaps with the appropriate words following the rhythm and the rhyme.
2. Help with unknown words such as night, went or were. Ask Ls first to fill the gaps they are very sure about, then try others'. Check the solution together by reading out the rhyme, pause a little before each gap so that Ls could say the words. Chant the rhyme together and then in groups.

*We were on an island,
but we survived.
Dangerous animals,
dangerous nights.
We went hunting,
crocodiles and rats,
Went on a Treasure Hunt,
Turned right and left.*

LEARNERS' ACTIVITIES

1. Ls get a copy of the rhyme and are asked to try to fill the gaps with the given words.
2. They chant the rhyme together as a class then in groups.

STAGE 3	Preparing for the presentation
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about the project
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to imagine that they have survived the shipwreck and now they are at a press conference and tell others how they lived on the island.

2. Ask Ls to share the work and decide who is going to speak about different parts of the project. Collect ideas what they can talk about.

Mountains, rivers on the island – There is, there are ...

Houses – number of houses, colours etc.

S.O.S. message – showing and reading it out.

Animals, fruits on the island – animals, fruits, dangerous, can, mustn't.

Treasure Hunt – routes and signs on the map, directions.

The ship – showing it and telling the rhyme.

LEARNERS' ACTIVITIES

1. Ls prepare for the presentation.

2. Ls decide who is going to speak about different topics of the project. They can ask help from T if they need it.

STAGE 4	Presentations
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about the end product
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to sit around one of the islands and ask the group who made the island to introduce what they have got on the island.
2. Help with questions if Ls find it difficult to talk about their own islands. Make sure everyone says something. At the end of each presentation give a round of applause.

LEARNERS' ACTIVITIES

1. Ls listen to each other's presentation. Ls can use structures like:
We have got a big mountain and two rivers. We have got four houses. They are red and green and blue. This is an S.O.S. message. (L reads out). We have got 2 monkeys and one lion on the island. The lion is dangerous. The monkey is not dangerous. We have got elephants. This is the route. You go straight on, turn left then right. You mustn't go on this route. This is our ship. (The group chants the rhyme.)

VARIATION FOR LESS CONFIDENT LS

AIDS AND MATERIALS	–
DESCRIPTION	Ask Ls who do not want to speak or are not confident enough to follow their peers' presentation to point at the things they are talking about.
STAGE 5	Evaluation
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Self and group evaluation
ORGANISATION	Individual and group
AIDS AND MATERIALS	5.5 Evaluation form

TEACHER'S ACTIVITIES

1. Hand out 5.5 Evaluation form to each L. Help Ls with understanding the statements. Do the evaluation together. Read out the first statement and ask Ls to write 3 happy faces if they are satisfied or think something was really good, two faces if they think it was OK, a sad face if they did not like or have negative feelings about the statement.
2. Discuss the results in Hungarian. Ask Ls' opinion about the project, their contribution etc.

LEARNERS' ACTIVITIES

1. Ls fill in the evaluation form.
2. Ls tell their opinions about the project and their own contribution to its success.