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# BOOKS

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## BOOKS ARE FUN!

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Type of module	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.

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A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- giving and asking for factual information
- engaging in small talk
- using compensation strategies (miming an action)
- writing a simple story or a dialogue
- developing vocabulary

### General, educational skills

- cooperating with others
- awareness of the importance of reading

### EVALUATION

Learners evaluate the lessons and their contribution by filling in an evaluation form in every lesson. The teacher and learners orally evaluate the work completed at the end of the module.

The teacher collects then takes the Evaluation Sheets to every lesson.

### SUGGESTIONS

The teacher's role during the lessons is that of organizer and facilitator. She monitors group- and individual work and provides help when needed. She prepares task sheets and provides learners with materials and stationery.

Basic materials are:

pictures from different magazines, Task Sheets, blackboard, paint brushes and paints, lentils or beans, small cards.

### BACK UP SYSTEMS

[www.makingbooks.com](http://www.makingbooks.com)

<http://familycrafts.about.com>

[www.harperchildrens.com](http://www.harperchildrens.com)

Suggested picture books:

Anthony Browne, *Willy the Wimp* (1984) Walker Books: Hong Kong

David McKee, *Elmer* (1990) Red Fox: London

Julia Donaldson and Axel Scheffler, *The Gruffalo* (1999) Macmillan. Oxford

John Burningham, *Mr Grumpy's Outing* (1970) Penguin Books: London

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Extending learners' vocabulary through brainstorming different genres of written materials</p> <p>Asking and answering questions in a guessing game</p> <p>Developing memory skills</p>	<p>Brainstorming different genres of written texts</p> <p>Playing communication games (guessing, miming etc.)</p> <p>Experimenting with different learning strategies</p>	<p><b>Vocabulary:</b> novel, short story, newspaper, cartoon, recipe, letter, poem etc.</p>	<p>wrapping paper</p> <p>note pads with the following words: novel, poem, newspaper, cartoon (3-4 /each)</p> <p>1.6 Evaluation</p>
2	<p>Enhancing learning strategies (looking for key words) through a matching task</p> <p>Developing cooperation skills by planning and making a picture book in groups</p> <p>Enhancing presentation skills through introducing the book to others</p>	<p>Practicing vocabulary learnt through a matching task</p> <p>Getting familiar with how books are constructed through examining authentic books</p> <p>Making a picture book</p> <p>Presenting the outcome to others</p>	<p><b>Vocabulary:</b> title, author, chapter, introduction, table of contents.</p> <p>Presenting the book: This book is about ... The authors are .... The title of the book is .....</p>	<p>2.1 Matching</p> <p>books of different genres in English,</p> <p>pictures brought by learners</p> <p>crayons, markers, glue, scissors</p> <p>1.6 Evaluation</p>
3	<p>Developing association skills through a game</p> <p>Asking for factual data</p> <p>Summarising findings</p> <p>Developing communication skills through a role play task</p>	<p>Making a survey about reading habits</p> <p>Summarising findings in a written form</p> <p>Developing communication skills through role playing of buying books</p>	<p><b>Structures:</b> Can I help you? I'd like ..., Certainly, Have you got anything on ....? Sorry, we haven't ...How much is this? OK I'll take this etc.</p>	<p>a ball</p> <p>3.2 Survey</p> <p>picture books made by learners in Lesson 2</p> <p>3.4 Role cards</p> <p>1.6 Evaluation</p>

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Developing reading skills</p> <p>Developing study skills through raising awareness of how a story is built up</p> <p>Guessing meaning of unknown words from context</p> <p>Developing reading skills through drama</p>	<p>Reading and listening to a story</p> <p>Practicing learning strategies (guessing meaning of unknown words)</p> <p>Role play</p>	<p><b>Vocabulary:</b> trap, grain, nut, chase, grin, jealous etc.</p>	<p>lentils or beans for the Bingo game</p> <p>4.2 Jigsaw (the story cut into pieces – 4 copies)</p> <p>4.3 Story (one copy/learner)</p> <p>4.4 Guessing monolingual and bilingual dictionaries</p> <p>4.5 Role cards</p> <p>1.6 Evaluation</p>
5	<p>Getting familiar with authentic picture books</p> <p>Developing cooperation and negotiation skills through making a presentation</p> <p>Developing presentation skills</p>	<p>Summarising a picture book</p> <p>Reading in groups</p> <p>Introducing and presenting a book to others</p> <p>Evaluating the module</p>	<p>Possible structures:</p> <p>The author of this book is Anthony Browne. The main character is Willy. Willy wants to be strong, he does not want to be a wimp.</p> <p>I like the part when ....</p>	<p>5.1 My book</p> <p>1.6 Evaluation</p> <p>Suggested picture books:</p> <p>Anthony Browne, <i>Willy the Wimp</i> (1984) Walker Books: Hong Kong</p> <p>David McKee, <i>Elmer</i> (1990) Red Fox: London</p> <p>Julia Donaldson and Axel Scheffler, <i>The Gruffalo</i> (1999) Macmillan. Oxford</p> <p>John Burningham, <i>Mr Grumpy's Outing</i> (1970) Penguin Books: London</p>

# PROCEDURE

## LESSON 1: WHAT DO WE KNOW ABOUT BOOKS?

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to elicit and build on previous knowledge about books</li><li>■ to extend vocabulary about books (different genres of books) and their possible content</li><li>■ to enhance learning strategies</li></ul>
<b>MATERIALS AND RESOURCES</b>	wrapping paper, note pads, 1.6 Evaluation
<b>BEFORE THE LESSON</b>	the following words written on note pads: novel, newspaper, poem, cartoon (3-4 copies each), 1.6 Evaluation
<b>STAGE 1</b>	<b>Warm-up – I spy...</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Activating vocabulary
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. The teacher asks learners to say words which begin with the given letter of the alphabet. She starts the sentence “I spy with my little eye something beginning with ‘A’” and says the word ‘apple’ then another ‘alligator’. S/he invites learners to think of other words starting with the letter ‘A’.
2. When learners can’t come up with more words, s/he starts a new sentence “I spy with my little eye ....” with another letter.

### LEARNERS' ACTIVITIES

1. Learners play a game with the teacher.

**STAGE 2 Brainstorming – What can we read?****TIME** 7 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Activating vocabulary  
Association skills**ORGANISATION** Whole class**AIDS AND MATERIALS** Wrapping paper**TEACHER'S ACTIVITIES**

1. The teacher asks learners to think and write down what genres of books or texts they know, as well as what they can read (signs, recipes etc.). The teacher asks learners to write down all the ideas they can think of. Then s/he invites learners to share their ideas.

Possible words: poem, novel, short story, cartoon, newspaper etc.

2. S/he puts down the ideas in a mind map format.

**LEARNERS' ACTIVITIES**

1. Learners brainstorm as many words as they can, even if they are in Hungarian.

2. They draw a mind map in their exercise-book.

**STAGE 3** Vocabulary practice – Thinking of symbols of words

**TIME** 8 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Memory skills  
Learning strategies

**ORGANISATION** Whole class

**TEACHER'S ACTIVITIES**

1. The teacher asks learners how they usually learn words. With the help of the poster s/he demonstrates how to remember some words by drawing symbols or using imagination.
2. S/he invites learners to draw symbols next to the given words on the poster. The teacher encourages learners to utter some words and visualise an action that goes with them.  
E.g. sitting in a boat – reading a poem
3. The teacher gives some time to learners to experiment with different strategies.

**LEARNERS' ACTIVITIES**

1. Learners tell their class how they usually learn words.
2. Instead of writing down the Hungarian meaning of the word, learners can 'draw' the meaning of it with a symbol, or by saying the word aloud, they can imagine a happening in connection with the word.
3. Learners practise the strategies.

**STAGE 4 Forming groups – What am I?****TIME** 6 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Asking and answering questions  
Guessing**ORGANISATION** Whole class**AIDS AND MATERIALS** Note pads with words (novel, cartoon, poem, newspaper)**TEACHER'S ACTIVITIES**

1. The teacher explains that the aim of the task is to guess what written genre the learners have on their backs by asking questions from others. S/he writes some possible questions on the board.

Possible questions: Am I long or short? Do people read me every day? Can you give me an example?

2. The teacher sticks a note to each learner's back. S/he allows learners to go around the classroom.

3. The teacher asks learners to sit in groups according to their labels.

**LEARNERS' ACTIVITIES**

2. Learners go around, they ask and answer questions. As soon as a learner has guessed right, s/he sits down.

3. Learners form groups.

<b>STAGE 5</b>	<b>Miming – Acting out parts of books</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drama skills Cooperation skills
<b>ORGANISATION</b>	Group work

#### TEACHER'S ACTIVITIES

1. The teacher asks groups to think of a part of a novel or short story etc. and act it out for the others. S/he encourages learners to present short dialogues but the presentation can be silent as well.
2. The teacher gives some time for preparation (5-6 mins) then asks groups to present their chosen part to others.

#### LEARNERS' ACTIVITIES

1. Groups think of a part of a book they would like to act out to others.
2. Groups present their parts and other groups can guess where the part is from.

<b>STAGE 6</b>	<b>Homework, evaluation of the lesson</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion Negotiation skills
<b>ORGANISATION</b>	Group
<b>AIDS AND MATERIALS</b>	1.6 Evaluation

### TEACHER'S ACTIVITIES

1. The teacher explains learners that they will make a very simple picture book about a topic of their own choice.  
S/he asks learners to find partners and decide on a topic they would like to make a picture book about.  
The teacher makes sure everyone has a partner (2-3 learners in one group).
2. S/he asks learners to bring pictures from magazines about that particular topic for next lesson.  
S/he can encourage learners to cooperate with peers with the same interest (e.g. football, dinosaurs, pets etc.).
3. The teacher hands out 1.6 Evaluation and explains the unknown words. S/he asks learners to evaluate the lesson. When finished, s/he collects the evaluation sheets with learners' names on them.

### LEARNERS' ACTIVITIES

1. Learners form groups and negotiate what theme they would like to make a book about and what kind of pictures they will look for.
3. Learners fill in 1.6 Evaluation sheets and hand them in.

## LESSON 2: LET'S MAKE A PICTURE BOOK!

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to practise vocabulary learnt in the previous lesson</li> <li>■ to become get familiar with authentic picture books and how books are built up</li> <li>■ to make a picture book</li> <li>■ to show the book to others</li> </ul>
<b>MATERIALS AND RESOURCES</b>	2.1 Matching, different books: newspapers, short stories in English, paper, crayons, glue, scissors, pictures brought by learners, 1.6 Evaluation
<b>BEFORE THE LESSON</b>	The teacher brings examples on different genres of books to class (possibly in English).
<b>STAGE 1</b>	<b>Warm-up – Matching</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Looking for key words Matching
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	2.1 Matching

### TEACHER'S ACTIVITIES

1. The teacher hands out 2.1 Matching and asks learners to read the titles of different written materials and match them with their possible content.
  
2. While doing the task learners may ask about unknown words. Teacher explains the idea is to find key words which help with matching, instead of understanding every word. (However, s/he can tell the meaning of words if learners insist.)

### LEARNERS' ACTIVITIES/LEARNER ACTIVITIES

1. Learners do 2.1 Matching task.
  
2. Learners try to find the key words.

3. The teacher asks learners to identify the genres of texts, and they check the solution together.      3. Learners check the work.

Solution: A.A. Milne: If people ask me ...

J.K. Rowling: Hermione ...

English Language D.: 1. A wizard ....

Recipe: Mash the boiled .....

Peach soft drink: Ingredients ....

A.A. Milne: 'Of course it is ....'

**STAGE 2** Vocabulary building – Different books

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Identifying different genres  
Activating vocabulary learnt

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Books brought by the teacher

**TEACHER'S ACTIVITIES**

1. The teacher shows the class books and asks learners to identify the genre of the books.
2. S/he shows how the book is built up then draws the cover of a book and writes new words on the board.  
Possible language: title, author, table of content, introduction, chapter etc.

**LEARNERS' ACTIVITIES**

1. Learners guess the genre of the books.
2. Learners take notes in their exercise-books.

<b>STAGE 3</b>	<b>Art – Making a picture book</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Designing a book Planning the parts
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Paper, crayons, glue, scissors, pictures brought by learners

### TEACHER'S ACTIVITIES

1. First the teacher explains to learners (small groups formed in the previous lesson) what kind of picture book they are going to make. S/he explains that this book must have a title, the name of authors and either a collage or an organized series of pictures that learners can stick in the book with some key words under them. S/he shows an easy way of folding a book.

2. S/he asks learners first to plan the process, stick the pictures and finally write the key words. S/he monitors the writing process and provides help where needed. While learners are working she writes some questions on the board in connection with the book.

Possible questions:

*What's the title of the book?*

*Who are the authors?*

*What's the book about?*

Instructions to make a Concertina Book:

Fold on centre line horizontally, then concertina, to make four pages.

3. When learners have finished the teacher asks them to think of how they are going to introduce their books with the help of the questions.

### LEARNERS' ACTIVITIES

1. Groups fold their books.

2. Learners first plan the process then start working.

3. Learners plan how they are going to speak about the book.

**STAGE 4 Presentation – Introducing the picture books, evaluation**

**TIME** 12 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Presentation skills

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Picture books

**TEACHER'S ACTIVITIES**

1. The teacher asks groups to say a few sentences about their books. When they have finished, they stick the picture books on the wall so that everyone could see them.
2. The teacher hands out 1.6 Evaluation and asks learners to evaluate the lesson. S/he collects the sheets.

**LEARNERS' ACTIVITIES**

1. Groups one by one show their picture books to others.
2. Learners evaluate the lesson.

### LESSON 3: READING HABITS

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to make a survey about reading habits</li><li>■ to summarise findings in a written form</li><li>■ to develop communication skills through acting out buying books</li></ul>
<b>MATERIALS AND RESOURCES</b>	a ball, 3.2 Survey, picture books made by learners in Lesson 2, 3.4 Role cards, 1.6 Evaluation
<b>STAGE 1</b>	<b>Warm-up – Association game</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Association skills Activating vocabulary
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	A ball

#### TEACHER'S ACTIVITIES

1. Learners and the teacher sit in a circle if possible. The teacher throws a ball to one learner and says an object very typical of children stories or fairy tales e.g. 'witch'. The learner has to think of another word (it can be a verb as well) which s/he associates with the word 'witch', for example Meg or Oz, broomstick, magic, frog etc. When saying the word the learner throws back the ball to the teacher.
2. If learners have a rich vocabulary, they can go on throwing the ball to each other and come up with more words to 'witch'. The game lasts until learners can't say more words, then the teacher can initiate another turn.  
Possible starting words:  
red coat, honey, king, frog, prince, snow, broomstick, wizard etc.

#### LEARNERS' ACTIVITIES

1. Learners play an association game with the teacher.

<b>STAGE 2</b>	<b>Making a survey</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking and answering questions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.2 Survey

#### TEACHER'S ACTIVITIES

1. The teacher hands out 3.2 Survey and asks learners to interview their classmates and take notes.
2. The teacher asks learners to summarise their findings in their exercise-books. S/he can provide some sample sentences.  
Possible sentences:  
Kati has got about 200 books at home. Laci and Jani don't read magazines. Eva reads 2 books a month.
3. While learners are working, s/he monitors the writing process. When learners have finished, the teacher asks them to read out the most surprising findings.

#### LEARNERS' ACTIVITIES

1. Learners ask and answer questions based on 3.2 Survey.
2. They summarise their findings in their exercise-books.
3. Learners read out their findings.

**STAGE 3 Preparation for a role play task – Buying books**

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Communication skills

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Picture books made by learners in Lesson 2

**TEACHER'S ACTIVITIES**

1. The teacher asks learners how often they go to a library or bookshop. S/he explains to learners that they are going to act out how to buy books.

Possible language: *How often do you go to a library? How often do you buy books?*

2. S/he invites learners to collect the necessary terms and expressions for shopping. S/he writes these on the board.

Possible language: *Can I help you? I'd like ..., Certainly, Have you got anything on ....? Sorry, we haven't ...How much is this? OK I'll take this etc.*

3. The teacher asks learners to rearrange the classroom for 4 shops and hands out the picture books made by learners in Lesson 2 at random.

**LEARNERS' ACTIVITIES**

1. Learners respond to the teacher's questions.

2. Learners collect words and expressions for the situation.

3. Learners make 4 bookshops and place the picture books on the desks.

<b>STAGE 4</b>	<b>Role play: In the bookshop</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Communication skills
<b>AIDS AND MATERIALS</b>	3.4 Role cards

#### TEACHER'S ACTIVITIES

1. The teacher asks 4 learners to be shop assistants and hands out 3.4 Role cards to the rest of the class. S/he encourages them to go shopping and find the books they need according to their role card.
2. The teacher encourages learners to use the given words and expressions and initiate conversation with the shop assistant. Finally, they discuss what learners have bought.

#### LEARNERS' ACTIVITIES

1. Learners get a role card with a given task on it e.g. to buy a book for grandfather. Learners are asked to go to the bookshops and find the most appropriate picture book.

#### VARIATION FOR MORE ADVANCED LEARNERS

<b>DESCRIPTION</b>	The teacher encourages more advanced learners to find out different roles for themselves.
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<b>STAGE 5</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.6 Evaluation

#### **TEACHER'S ACTIVITIES**

1. The teacher hands out 1.6 Evaluation and asks learners to evaluate the lesson.

#### **LEARNERS' ACTIVITIES**

1. Learners fill in 1.6 Evaluation sheet.

## LESSON 4: LET'S LOOK INSIDE THE STORY!

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to become familiar with how a story is built up</li> <li>■ to develop reading skills</li> <li>■ to develop learning strategies (guessing meaning of unknown words)</li> <li>■ to develop reading skills through a role play task</li> </ul>
<b>MATERIALS AND RESOURCES</b>	lentils or beans for the Bingo game, 4.2 Jigsaw (the story cut into pieces – 4 copies), 4.3 Story (one copy/learner), 4.4 Guessing, monolingual and bilingual dictionaries, 4.5 Role cards, 1.6 Evaluation
<b>STAGE 1</b>	<b>Warm up – Bingo</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing Listening
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. The teacher asks learners to come up with words learnt so far and writes them on the board. S/he writes down at least 12 words.
2. S/he asks learners to draw a 3x2 grid and to choose 6 words. S/he gives 6 lentils or beans to each learner and asks them to cover the appropriate square (word) when it is called.
3. The teacher says words from the list one by one. When pupils have a particular word on their grid they cover the square with the lentil or bean. The learner who covers all the words first is the winner.

### LEARNERS' ACTIVITIES

1. Learners list words they have learnt so far. Possible words: novel, short story, poem, author, chapter, introduction, recipe, content, magazine, newspaper, cartoon, title etc.
2. Learners choose 6 words and write them in their grid.
3. They listen to the teacher and when they hear one of the words they cover it with a bean or lentil. The first child to cover each word shouts Bingo!

<b>STAGE 2</b>	<b>Reading practice – Jigsaw</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Ordering
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	4.2 Jigsaw (the story cut into pieces – 4 copies)

#### TEACHER'S ACTIVITIES

1. The teacher asks learners to form 4 groups and hands out 4.2 Jigsaw. S/he asks learners to reorder the story by relying on what they know of the form children's stories (the beginning of a story, the end of a story, link words, first and last sentences of a paragraph etc.).
2. When learners have finished, they discuss what strategies they used while working.

#### LEARNERS' ACTIVITIES

1. Learners form groups then reorder the story of 4.2 Jigsaw.
2. Learners discuss how they carried out the task.

<b>STAGE 3</b>	<b>Reading, answering</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to a story Looking for key words
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	4.3 Story (one copy/learner)

### TEACHER'S ACTIVITIES

1. The teacher hands out 4.3 Story and asks learners to listen to it. S/he reads it out.
2. S/he asks learners to answer the questions. S/he draws attention to the importance of looking for key words in the text. At this stage learners are asked to cope with unknown words and focus on finding the right answer.

Answers:

*The Country Mouse and the City Mouse.*

*nuts and grain*

*brown sugar, dried plums and cheese*

*First he liked it then he changed his mind.*

*A trap is a device (thing) to catch animals for example mice or birds.*

3. The teacher invites learners to guess the meaning of unknown words.

Possible language:

*What does the word "nut" mean? Mice like it. People eat it too. Have you heard of walnut or hazelnut? Etc.*

### VARIATION FOR MORE ADVANCED LEARNERS

<b>AIDS AND MATERIALS</b>	4.3 Story
<b>DESCRIPTION</b>	More advanced learners can ask some more additional questions from the class. E.g. Why does the country mouse prefer living in the country?

### LEARNERS' ACTIVITIES

1. Learners get a copy of the whole story (4.3 Story) and listen to the teacher reading it out.
2. Learners try to find the answers to the questions in the text.
3. Learners can ask the meaning of unknown words. They guess the meanings with the help of the teacher.

<b>STAGE 4</b>	<b>Practice – Guessing meaning from context</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing meaning from context
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	4.4 Guessing, monolingual and bilingual dictionaries

#### TEACHER'S ACTIVITIES

1. The teacher explains to learners that as they read in English, they may come across words they do not understand. As in the previous task, one possible way is to try to guess the meaning from context. S/he hands out 4.4 Guessing and asks learners to have a look at the sentences and say how many they think they could guess right out of the five sentences.
2. The teacher gives some time to learners to read the sentences over then they discuss possible meanings. S/he offers bilingual and monolingual dictionaries if learners cannot agree on the meaning of any words.

#### LEARNERS' ACTIVITIES

1. Learners get 4.4 Guessing and guess how many sentences they think they can understand.
2. Learners check their guesses.

#### VARIATION FOR MORE ADVANCED LEARNERS

<b>AIDS AND MATERIALS</b>	monolingual dictionaries
<b>DESCRIPTION</b>	The teacher gives more advanced learners monolingual dictionaries to check the meaning of difficult words.

<b>STAGE 5</b>	<b>Reading practice – Game</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drama skills Reading out
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.2 Jigsaw (pieces of the story), 4.5 Role cards

#### TEACHER'S ACTIVITIES

1. The teacher hands out 4.2 Jigsaw parts, one paragraph for each learner and asks learners to read them through.
2. The teacher asks learners whether they would like to be 'readers' or 'listeners'. S/he explains that 'readers' will read out their paragraphs following certain instructions, while 'listeners' will guess the reader's task.
3. The teacher hands out 4.5 Role cards (to readers) with different instructions on them. Learners are asked to read as if they were TV presenters, confused, angry, a parent telling you off, happy, funny, a policeman, a lawyer etc. S/he gives some time to rehearse then asks 'readers' to present their part.

#### LEARNERS' ACTIVITIES

1. Learners first read the story silently then they decide whether they would like to read aloud or not.
2. If they are 'readers' they get different roles (4.5 Role cards), such as read as if you were very happy, sad, angry etc. They have a few minutes to rehearse.
3. The 'listeners' guess what the readers' roles are.

#### VARIATION FOR SHY OR RELUCTANT LEARNERS

<b>AIDS AND MATERIALS</b>	4.5 Role cards
<b>DESCRIPTION</b>	The teacher can offer to shy, less able or reluctant learners to read out by giving them the chance to choose the style of their reading e.g. read as if you were very sad or drunk (this gives the opportunity to read slowly).

<b>STAGE 6</b>	<b>Evaluation</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.6 Evaluation

**TEACHER'S ACTIVITIES**

1. The teacher hands out 1.6 Evaluation and asks learners to evaluate the lesson. When learners have finished s/he collects the sheets.

**LEARNERS' ACTIVITIES**

1. Learners get 1.6 Evaluation and fill in the table.

## LESSON 5: SHARED READING

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to become familiar with authentic picture books</li> <li>■ to develop cooperation and negotiation skills through making a presentation</li> <li>■ to introduce and present a picture book to class</li> </ul>
<b>MATERIALS AND RESOURCES</b>	5.1 My book (1 copy/learner), authentic picture books (1/group), 1.6 Evaluation
<b>BEFORE THE LESSON</b>	Suggested picture books: Anthony Browne: <i>Willy the Wimp</i> , David McKee: <i>Elmer</i> , Julia Donaldson and Axel Scheffler: <i>The gruffalo</i> , John Burningham: <i>Mr Grumpy's Outing</i> etc.
<b>STAGE 1</b>	<b>Reading – Looking through the book</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Scanning Writing
<b>ORGANISATION</b>	Group, individual
<b>AIDS AND MATERIALS</b>	5.1 My book, picture books

### TEACHER'S ACTIVITIES

1. The teacher asks learners to form groups of 3-4 and hands out 5.1 My book to each learner. S/he hands out 1 picture book to each group and asks learners to fill the bubbles on their sheet (e.g. author, main characters, the story in key words). S/he asks groups to scan through the story first, to have an idea about its content and characters. S/he tells learners that in the second part of the lesson each group will introduce and present their book to others.
2. The teacher asks learners to help and cooperate with each other.
3. When learners have finished writing, s/he asks them to start reading the picture book together.

### LEARNERS' ACTIVITIES

1. Learners work in groups. First they have a look at the story and fill 5.1 My book.
2. Learners help each other.

<b>STAGE 2</b>	<b>Reading – Working on the book</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Shared reading Guessing unknown words Using the dictionary Cooperation
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Picture books

#### TEACHER'S ACTIVITIES

1. The teacher asks groups read together and discuss the story plot. S/he encourages learners to guess meaning of unknown words and provides help if needed.
2. When learners seem to have finished reading, the teacher asks them to decide how they are going to present the book to others. S/he suggests that groups should negotiate the tasks (introducing the book –authors, characters etc., and reading it out).

#### LEARNERS' ACTIVITIES

1. Groups read together.
2. Learners negotiate and prepare for the presentation.

<b>STAGE 3</b>	<b>Presentation</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation Listening
<b>ORGANISATION</b>	Whole class, group work

### TEACHER'S ACTIVITIES

1. The teacher invites groups one by one to present their books.

Possible language:

*The author of this book is Anthony Browne. The main character is Willy. Willy wants to be strong, he does not want to be a wimp.*

2. The teacher evaluates the presentations with the learners.

Teacher language:

*Group one, do you like the story? Is it easy or difficult to read? I liked how you cooperated during the task, thank you.*

### LEARNERS' ACTIVITIES

1. Learners introduce and present their books.

2. Groups evaluate the presentations.

### VARIATION FOR LEARNERS WHO ARE NOT SO CONFIDENT

<b>DESCRIPTION</b>	The teacher can encourage less confident learners to point at illustrations of the book while their peers are reading to help listeners understand the story.
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<b>STAGE 4</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Whole class, individual
<b>AIDS AND MATERIALS</b>	1.6 Evaluation

**TEACHER'S ACTIVITIES**

1. The teacher hands out 1.6 Evaluation for the last time. S/he asks learners to evaluate the last lesson, then they discuss together (probably in Hungarian) which lesson they enjoyed most, how much they have learnt.

**LEARNERS' ACTIVITIES**

1. Learners evaluate the lesson then the whole module.