
KIDS AND TEACHERS

‘Kids teach a lesson’

Type of modul	Story-time
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	Story-time
DESCRIPTION OF MODULE	In this module some good and bad human characteristics will be considered by learners, they will have the opportunity to discuss moral issues and read, rewrite and act out poems about kids and teachers.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> To encourage cooperation in the groups To enhance creativity To develop self-esteem To support tolerance and understanding To appreciate each other's work To discuss moral issues To learn new vocabulary To use English as the means of communication To develop speaking, reading, listening and writing skills To develop fluency To enjoy humour
TIMEFRAME	5 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	Learners can <ul style="list-style-type: none"> ■ use simple structures (is/are; have/has got; can, like/s) ■ understand basic vocabulary of school, people, human characteristic features, etc.
LINKS OF THE MODULE	
Cross-curricular links	<ul style="list-style-type: none"> ■ Literature ■ Music ■ Art and crafts ■ People and Society ■ Drama

Links with other modules	<ul style="list-style-type: none"> ■ Cats, cats, cats ■ Girls in songs
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ developing the four language skills ■ writing and sharing poems ■ improving drama techniques ■ presenting work carried out by the learners ■ carrying out self- and peer-evaluation
General educational skills	<ul style="list-style-type: none"> ■ appreciating authentic pieces of literature in English ■ co-operating and working together to play games and to complete tasks in small groups independently ■ discussing moral issues ■ valuing each others' pieces of writing
EVALUATION	<p>Formative and summative evaluation:</p> <ul style="list-style-type: none"> ■ learners self-evaluate their progress orally ■ learners evaluate their own and each other's work (story versions, illustrations, new poems) ■ teacher and learners evaluate work carried out (story versions, story ending, illustrations, new poem)
SUGGESTIONS	<p>The teachers' role during the lessons is that of a poem-reader, organizer and facilitator. Poems are very important in holistic development. A. Ahlberg is a very popular children's writer nowadays in the UK, so these poems offer an intercultural experience for young Hungarian learners since they can read and enjoy the same literature as their British counterparts do. Humour as well as moral issues is in focus all through the module so the teacher's sense of humour, open attitude towards the learners and their problems, tolerance and the classes' relaxed working atmosphere are all necessary features. Successful implementation of these authentic materials is supported by cooperative work forms and a wide variety of activity types ranging from playing traditional children's games to creative writing.</p>
BACK UP SYSTEMS	<p>See Materials for suggested literature and materials</p> <p>Main source: Allan Ahlberg (1991) <i>Heard it in the playground</i>. Puffin Books, Penguin Group: London, England</p>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> ■ developing reading skills by reading the poem and guessing missing lines ■ improving drama skills by performing the poem ■ developing meaning-making skills by reading the poem ■ improving creativity by creative translation ■ integrating music, drama and literature by making music to accompany the performance 	<ul style="list-style-type: none"> ■ playing traditional children’s games ■ reading a poem ■ doing different reading tasks 	<ul style="list-style-type: none"> ■ text of the poem 	<ul style="list-style-type: none"> ■ OHP ■ OHT: 1.3 Book cover ■ board and chalk ■ 1.3 Gapped text of the poem ■ 1.3 Poem ■ paper, pen, exercise book ■ any books with collection of games T can find in the library ■ dictionaries
2	<ul style="list-style-type: none"> ■ developing speaking skills by carrying out a survey and guessing ■ improving reading skills by reading a poem ■ developing writing skills by rewriting the poem, writing a diary ■ making illustrations to the poem ■ developing meaning-making by reading and understanding the poem ■ having a competition 	<ul style="list-style-type: none"> ■ reading a poem ■ talking about everyday activities ■ making a survey ■ rewriting the poem ■ making illustrations 	<ul style="list-style-type: none"> ■ everyday activities ■ text of the poem 	<ul style="list-style-type: none"> ■ paper, exercise book, pen ■ coloured pencils, felt tip pens ■ copies of 2.3 Poem ■ dictionaries

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<ul style="list-style-type: none"> ■ developing speaking skills by brainstorming, guessing and discussion ■ improving listening skills by listening to a poem read out by the teacher ■ developing writing skills by writing an opposite poem ■ discussing moral issues ■ developing cooperation by working in groups or pairs ■ improving drama skills by acting out the poem 	<ul style="list-style-type: none"> ■ playing ■ making questions ■ reading a poem ■ writing a contrasting poem 	<ul style="list-style-type: none"> ■ simple questions ■ spelling ■ text of the poem 	<ul style="list-style-type: none"> ■ board and chalk ■ copies of 3.3 Poem ■ paper and pen ■ exercise book ■ dictionaries ■ list of questions (made during the lesson)
4	<ul style="list-style-type: none"> ■ developing Ls' sense of humour ■ developing speaking skills by brainstorming, comparing each other's ideas and discussion ■ improving reading skills and meaning-making by reading and translating the poem ■ enhancing critical thinking by discussions ■ developing writing skills by rewriting the poem ■ extending Ls' intercultural awareness ■ developing creativity and cooperation by project work 	<ul style="list-style-type: none"> ■ singing a song ■ reading a poem ■ talking about 'punishment' ■ creating a new song ■ making a poster 	<ul style="list-style-type: none"> ■ text of the song ■ text of the poem 	<ul style="list-style-type: none"> ■ big sheets of paper (card board) ■ coloured pencils, crayons, felt tip - pens, blutack ■ board and chalk ■ copies of 4.3 Poem ■ paper and pen ■ exercise book ■ dictionaries ■ cassette with any version of the 'Drunken sailor' song)

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<ul style="list-style-type: none"> ■ developing drama skills by acting out the poems ■ developing creative writing by creating a new poem with the help models ■ developing creativity and cooperation by working on the poems ■ enjoying and appreciating each other's poems ■ evaluating the work done in the module ■ enhancing learner autonomy by self-evaluation 	<ul style="list-style-type: none"> ■ reading out poems ■ acting out poems ■ writing new versions ■ evaluating 	<ul style="list-style-type: none"> ■ text of the poems, songs 	<ul style="list-style-type: none"> ■ copies of 1.3 Poem, 2.3 Poem, 3.3 Poem, 4.3 Poem ■ paper and pen

PROCEDURE

LESSON 1: HIDE-AND-SEEK

Aims of the lesson:

- to develop Ls' reading skills by reading the poem and guessing missing lines
- to improve drama skills by performing the poem
- to develop Ls' meaning-making skills by reading the poem
- to improve Ls' creativity by creative translation
- to integrate music, drama and literature by making music to accompany the performance

Materials and resources:

OHP, OHT: 1.3 Book cover, board and chalk, 1.3 Gapped text of the poem, 1.3 Poem, paper, pen, exercise book, any books with collection of games T can find in the library), dictionaries

Before the lesson:

Classroom arrangement:

STAGE 1	Warmer - Hide-and-seeK
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Speaking Playing a game Following rules Counting
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Invite Ls to play this traditional children's game in a special way and explain how to play it in detail. Use a counting rhyme to choose It, blindfold him/ her, and then ask It to count in English while the others hide. When It finishes counting, tell all the others to stop moving and stay where they are. Tell It to start asking questions, like these:

Are you behind the door?, Are you under the teacher's table?,

Is there anybody under Tom's desk?, etc.

When It finds two or three Ls, they can choose another It by saying the counting rhyme again.

(N.B. If it is easy to arrange, choose to play this game outside the classroom e.g. in the corridor or in the school yard in the usual way.)

LEARNERS' ACTIVITIES

1. Ls use counting rhymes and play the game a few times. They use counting rhymes to choose It (the one who is blindfolded).

E.g.: *Eeny, meeny, miny, mo,*

catch a tiger by the toe.

If it squeals, let it go.

Eeny, meeny, min,y mo.

Apples, peaches, pears and plums,

tell me when your birthday comes.

(e.g.: March)

(January, February, March)

STAGE 2 Pre-reading task – Did you like it?

TIME 5 min

SKILLS AND COMPETENCIES
IN FOCUS

Brainstorming
Speaking
Reflecting
Memory
Imagination

ORGANISATION Whole class

AIDS AND MATERIALS Board and chalk

TEACHER'S ACTIVITIES

1. Ask everyone to reflect on the activity, how it went, how they felt and what it was like. Tell Ls that they can reflect in Hungarian, as well. Write the words and phrases on the board.

LEARNERS' ACTIVITIES

1. Ls (go back to the classroom if they were out in the yard or in the corridor and) reflect on the game and their feelings (in English or in Hungarian). They brainstorm words characterising the process and the style of the game, their ideas and feelings. E.g.: *eyes shut, quiet, counting, coming, everyone's hiding..*

STAGE 3	Reading a poem – Guess and read
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Guessing Silent reading Meaning-making Imagination Creativity Reading out expressively Drama skills
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Book cover, OHP, OHT, 1.3 Gapped text of the poem, 1.3 Poem, exercise book, pen

TEACHER'S ACTIVITIES

1. Show A. Ahlberg's book cover (1.3 Book cover) to Ls and tell them that they are going to read some of the poems from the book in this module. Tell them that these poems are very popular among British schoolchildren. Ask the class to guess the topic of the poems, rhymes and songs by looking at the book cover. (This book is about school, kids and teachers.)
2. Then put on the OHT with 1.3 Gapped text of the poem. Five lines are missing, (the ones with the counting but Ls do not know it). Encourage Ls to read through the gapped poem and guess the missing lines. After a while give hints to help or refer to the previously compiled list on the board. (Counting is the essential feature of the game, so it must be in the poem too.) Invite Ls to guess the counting lines, asking them to write down their suggestions for the missing lines in their exercise books.
3. Hand out 1.3 Poem to each L and ask them to check their guesses. Help with new words.
4. Invite Ls to read out the whole poem several times loudly and expressively, together, in groups (boys and girl), in roles, by lines, silently and slowly, faster and more loudly with raising tension in the voice, etc. Then ask Ls to reflect on the different "performances".

LEARNERS' ACTIVITIES

1. Ls listen to T's explanation and look at 1.3 Book cover. They find out that the poems should be about children and teachers.
2. Ls read the gapped poem silently and try to guess the missing lines. Soon they realise that counting is the main element in the hide-and-seek game so it definitely should be in the poem as well. They offer ideas on the way or process of the counting then write down their own ideas in their exercise books. E.g.: *1 2 3 4 5* or *10 20 30 40 50* or *100 99 98 97 96*.
3. Ls read through the whole 1.3 Poem handed out by T and check their guesses. They ask for T's explanation with any unknown words and phrases.
4. Then Ls read out the poem loudly several times and read it expressively, together, in groups, by lines, silently, etc. After reading they reflect on each other's "performance".

STAGE 4	Post-reading activities – Let’s have a performance!
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Cooperation Creativity Designing Rehearsing Performing
ORGANISATION	Pair work or group work
AIDS AND MATERIALS	Self-made musical instruments, keys, pens, 1.3 Poem

TEACHER’S ACTIVITIES

1. Invite Ls to work in pairs or in groups and create a performance around the poem. (This is project work.) Encourage Ls to be creative both with the use of musical instruments and the music composed, e.g. using keys, pencils, etc.

LEARNERS’ ACTIVITIES

1. Ls rehearse in pairs or in groups and perform the poem in front of the class. They think of visual and audio effects to accompany their performance.

VARIATION	Be a poet!
AIDS AND MATERIALS	Paper and pen, 1.3 Poem
DESCRIPTION	Invite Ls to work in pairs and create a poetic translation of the poem, i.e. not word by word. Monitor the work and offer help if needed. Then encourage the pairs to volunteer to read out their work and give ideas on how to display the poems.

STAGE 5	Follow-up activities – Number games
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Playing a game Cooperating and competing Following rules Interacting Open attitude
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Introduce other games that focus on numbers and counting and invite Ls to play. E.g. *Twenty questions* (a guessing game when the teacher thinks of a word, s/he tells Ls to ask yes-no questions in order to guess the word. They can ask up to 20 questions.) or *Fizz-buzz* (everyone stands in a circle and they count taking turns but instead of saying the numbers 3, 6, 9, 12, etc. and 5, 10, 15, etc. they should use the words *Fizz* and *Buzz*. Anyone who makes a mistake is out).

LEARNERS' ACTIVITIES

1. Learners play the games.

VARIATION Collecting and comparing games

AIDS AND MATERIALS Any books on games

DESCRIPTION Invite Ls to think of different children's games played in Hungary or in other countries : word games, playground games, party games, circle dances, hiding games, skipping rope and jumping games, chasing games, pen and paper games. Introduce some games that British and American children play (use books on games, internet sites offering games). Ask Ls to compare the games and see whether there are any similarities between them.

LESSON 2: THINGS I HAVE BEEN DOING LATELY

Aims of the lesson:

- to develop speaking skills by carrying out a survey and guessing
- to improve reading skills by reading a poem
- to develop writing skills by rewriting the poem, writing a diary
- to make illustrations to the poem
- to develop meaning-making by reading and understanding the poem
- to have a competition

Materials needed:

paper, exercise-book, pen, coloured pencils, felt tip pens, copies of 2.3 Poem, dictionaries

STAGE 1	Warmer - A guessing game
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Asking questions Competing Empathy Confidence building Interacting Guessing Pronunciation
ORGANISATION	Whole class and group work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

- 1 Ask Ls to form and work in groups. Tell them that they will have a group competition. Encourage them to guess the things T has been doing lately.

LEARNERS' ACTIVITIES

1. Ls form groups. The groups take turns to guess the things T has been doing lately by asking yes-no questions. They can either use whole sentences or use – ing phrases such as:
“drinking coffee?”, *“driving a car?”* *“playing cards?”*
 Each group counts its scores i.e. “yes” answers from T.

STAGE 2	Pre-reading task – Listing things
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Self-esteem Study skills Listing Reflecting Vocabulary building Memory Imagination
ORGANISATION	Individual, then pair work, group work
AIDS AND MATERIALS	Exercise-book, pen

TEACHER'S ACTIVITIES

1. Ask Ls to think of the things *they* have been doing lately and make a list. Encourage them to think freely and creatively and collect all the activities they have been involved in lately.

LEARNERS' ACTIVITIES

1. Ls work on their lists first individually then share their ideas, first with their partners then in groups of 4. They can add to their lists. E.g.: *eating ice cream, having a bath, going to school, playing football, doing homework, feeding my cat, helping mum*, etc.

STAGE 3	Reading the poem – Let's compare ourselves
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Checking Reading comprehension Guessing unknown words Dictionary skills Comparing Decision making
ORGANISATION	Individual work, whole class
AIDS AND MATERIALS	Copies of 2.3 Poem, dictionaries

TEACHER'S ACTIVITIES

1. Hand out copies of 2.3 Poem to each L and encourage them to read it silently and understand the things the author mentions he has been doing lately. Invite Ls to discuss the poem (unknown words, message). Ask Ls to look at the illustrations and match them with the lines. (There are only some drawings, not all lines have illustrations.)
2. Ask Ls to tick the items on the list in 2.3 Poem they have also been doing lately.

LEARNERS' ACTIVITIES

1. Ls read the poem and notice that the author is the same age as they are ('being very nearly ten'). They compare this list in the poem with their own lists and check whether there are any matches between the author's and their own items. They attempt to understand all the mentioned activities looking at the drawings and consulting the dictionary if necessary. They discuss their findings.
2. Ls read 2.3 Poem again and tick the activities they also have been doing lately themselves.

STAGE 4	Post-reading activities – Making a survey
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Study skills Pronunciation Interacting Note taking Asking and answering questions Reporting Surveying
ORGANISATION	Individual work (pair work)
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Ask Ls to carry out a survey among the others asking about the listed things they and the author have done lately and find people who have done certain things. (It is up to T to decide whether the questions are asked in the form of whole sentences such as 'Have you been reading a magazine?' or using the shorter phrase with proper intonation 'Reading a magazine?')
2. Ask Ls to report on their findings.

LEARNERS' ACTIVITIES

1. Ls select a few items from their own lists and from the poem as well. They walk around and ask others if they have done those particular things lately. E.g.: 'Reading a magazine?', 'Playing basketball at school?', 'Doing the washing up?', 'Taking a dog for a walk?' 'Going to the cinema?' etc.
2. Ls report on their findings. E.g.: *Peter and I have been playing chess. The poet and Joe have been walking their dog.*

STAGE 5	Follow-up activities – Write your own poem
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Creativity Cooperation Open attitude Process writing Drafting Imagination
ORGANISATION	Group work
AIDS AND MATERIALS	Paper and pen

TEACHER'S ACTIVITIES

1. Ask Ls to find some friends who have done at least one similar thing lately, form groups of three or four with them and work on a personalised version of the poem. Monitor the activity.

LEARNERS' ACTIVITIES

1. Ls form groups of three or four with others who have done at least one similar thing lately. In groups they rewrite the poem. The first line is: *Things we have been doing lately...*

VARIATION	Illustrate the poem
AIDS AND MATERIALS	Paper, coloured pencils, felt tip pens
DESCRIPTION	Ask everyone to find some friends who have done at least one similar thing lately, form groups of three or four with them and draw illustrations for the poem. The drawings can be used later for a matching activity such as match the pictures with the lines of the poem.

VARIATION	Write a diary
AIDS AND MATERIALS	Paper and pen, board, chalk
DESCRIPTION	Ask everyone to find some friends who have done at least one similar thing lately, form groups of three or four with them and write the author's diary based upon the information found in the poem. Offer models to use and monitor group work.

LESSON 3: WHO'S YOUR FAVOURITE IN THIS CLASS, MISS?

Aims of the lesson:

- to develop speaking skills by brainstorming, guessing and discussion
- to improve listening skills by listening to a poem read out by the teacher
- to develop writing skills by writing an opposite poem
- to discuss moral issues
- to develop cooperation by working in groups or pairs
- to improve drama skills by acting out the poem

Materials needed:

board and chalk, copies of 3.3 Poem, paper and pen, exercise-book, dictionaries, list of questions (made during the lesson)

STAGE 1	Warmer - Hangman
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Guessing Spelling
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk

TEACHER'S ACTIVITIES

1. Invite Ls to play Hangman to guess the topic of the lesson. (The equivalent of the Hungarian 'akasztófa' spelling game)

LEARNERS' ACTIVITIES

1. Ls ask questions to guess the word.
L1: *Is there a letter 'e' in the word?*
Ls find out the topic of the lesson, the word is: QUESTIONS.

STAGE 2	Pre-task – Questions at school
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming Asking questions Reflection Critical thinking Empathy
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	Board, chalk, exercise-book

TEACHER'S ACTIVITIES

1. Invite Ls to tell T who asks questions at school. E.g.: *Who asks questions at school? Ts or Ls? Who asks more questions? How often do you ask questions at school?*
Probably, the answer will be that it is Ts who do the questioning. Then ask: *What do Ts ask? Can you collect some questions they ask?*
Write the questions on the board.
2. Invite Ls to make another list of questions, this time those typical of what they ask.

LEARNERS' ACTIVITIES

1. Ls respond to T's questions. They probably say that Ts tend to ask more questions. Then they brainstorm typical questions Ts most often ask such as:
"What's your name?"
"Who has broken the window?"
"Who has no mistakes?"
"How do you spell it?" etc.
2. Ls work in groups and collect the typical questions they ask.

STAGE 3	Listening to the poem – A very important question
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Predicting Listening Checking Reading Selecting Understanding
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk, 3.3 Poem

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to read out a poem focusing on one crucial question that Ls often want to know. Before that ask Ls to predict this most important question and write the ideas on the board. Then read out the poem supporting understanding with intonation, body language, different voices, etc. Finally hand out copies of 3.3 Poem for Ls to read.

LEARNERS' ACTIVITIES

1. Ls predict the main question of the poem by brainstorming. Then they listen to T's reading out the poem. They listen carefully to check their predictions. Finally they read the text of 3.3 Poem, too.

STAGE 4	Follow-up activities – Favourites
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Interacting Giving opinions Arguing Turn taking Evaluating values Understanding different viewpoints
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Ask Ls what they think of favouritism and encourage a discussion.

LEARNERS' ACTIVITIES

1. Ls give their opinions concerning the issue of favouritism in their mother tongue if necessary.

VARIATION	Let's perform
AIDS AND MATERIALS	3.3 Poem
DESCRIPTION	Invite Ls to act out the poem in pairs or in small groups.

VARIATION	An opposite poem
AIDS AND MATERIALS	3.3 Poem, list of questions, paper and pen
DESCRIPTION	Ask Ls to write another poem focusing on typical questions Ts tend to ask.

LESSON 4: THE GRUMPY TEACHER

Aims of the lesson:

- to develop Ls' sense of humour
- to develop speaking skills by brainstorming punishments, comparing each other's ideas and discussion
- to improve reading skills and meaning-making by reading and translating the poem
- to enhance critical thinking by discussions
- to develop writing skills by rewriting the poem
- to extend Ls' intercultural awareness
- to develop creativity and cooperation by project work

Materials needed:

big sheets of paper (card board), coloured pencils, crayons, felt tip pens, Blu-Tack, board and chalk, copies of 4.3 Poem, paper and pen, exercise-book, dictionaries, any version of the 'Drunken sailor' song

STAGE 1	Warmer – What shall we do with the drunken sailor?
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Memory, Intercultural item Singing Humming
ORGANISATION	Whole class
AIDS AND MATERIALS	None, or tape recorder and cassette (any version of the song)

TEACHER'S ACTIVITIES

1. Invite Ls to sing the well-known traditional shanty: What shall we do with the drunken sailor? (Everyone knows the refrain or at least the tune of it: "Baj van a részeg tengerésszel (3x)... minden áldott este")

LEARNERS' ACTIVITIES

1. Ls sing the song either in English or in Hungarian or hum the tune of it.
 - 4.1 Words of the song:
What shall we do with the drunken sailor?
What shall we do with the drunken sailor?
What shall we do with the drunken sailor early in the morning?
Way-hay and up she rises, way-hay and up she rises
Way-hay and up she rises early in the morning.

Put him in the long boat till he is sober,
Put him in the long boat till he is sober,
Put him in the long boat till he is sober early in the morning.
Way-hay and up she rises, way-hay and up she rises
Way-hay and up she rises early in the morning.

STAGE 2	Pre-reading tasks – Punishment
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Interacting Analysing Discussing Critical thinking Self-esteem Evaluation Imagination Creativity
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	None, or board, chalk, exercise-book, pen, 4.1 Words of the song

TEACHER'S ACTIVITIES

- Elicit the content of the song.
E.g.: *Who is the main character in this song? Is he a nice sailor? What's the problem with him?*
There are pieces of advice included in the song i.e. what should be done with the drunken sailor. E.g.: *Put him in the long boat till he's sober.*
Elicit the meaning of the refrain, too:
What shall we do... (i.e. when he is "bad")?
- Offer the idea of the "bad pupil". Encourage Ls to collect "punishment" ideas for the bad pupil.
- Offer the idea of the "bad teacher". Encourage Ls to collect the characteristic features of a bad teacher and brainstorm some "punishment" ideas for him or her.

LEARNERS' ACTIVITIES

- Ls talk about the song.
- Ls brainstorm "punishment" ideas for the "bad pupil".
- Ls work in groups and collect adjectives describing the "bad teacher" (e.g. grumpy, unjust, cruel, strict, etc.) and brainstorm relevant "punishment" ideas.
E.g.: *Eat only bread and butter. Play hide-and-seek with the children. Correct 100 compositions every night. Get up at 3 in the morning. Do a maths test every morning.*

STAGE 3	Reading the poem – The Grumpy Teacher
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Meaning-making Understanding new words and expressions from context Sense of humour Singing Translating Cooperation
ORGANISATION	Individual, pair work, whole class
AIDS AND MATERIALS	Copies of 4.3 Poem, dictionaries

TEACHER'S ACTIVITIES

1. Tell Ls that they will read a poem about a bad (grumpy) teacher and the punishment ideas his Ls have found out for him. (The original poem talks about a male teacher. At later stages of the lesson the pronouns may be changed from “him” to “her” since in the Hungarian context Ts are usually female.) Encourage Ls to make sense of 4.3 Poem first alone, then in pairs. Finally, invite Ls to read and translate 4.3 Poem together and sing the refrains. Explain intercultural issues as well, such as the figure of “Derek Drew”. (Derek Drew is a typical naughty, difficult- to- handle child, who always has great ideas about how to make mischief, get into difficult situations, etc.)

LEARNERS' ACTIVITIES

1. Ls read 4.3 Poem and try to understand the “punishment ideas” first individually, then with a partner. Finally, they read it out stanza by stanza, and translate it while singing the refrains. They use a dictionary if necessary.

STAGE 4	Post-reading tasks – The best ways of punishment
TIME	5 min
SKILLS AND COMPETENCIES IN FOCUS	Comparing Reading Discussing Selecting Evaluating Creativity
ORGANISATION	Whole class
AIDS AND MATERIALS	4.3 Poem, exercise-book, pen

TEACHER'S ACTIVITIES

1. Ask Ls to compare their ideas collected previously in the lesson at Stage 3 with the ideas offered in 4.3 Poem. Who had and what was the most creative idea to “punish” the grumpy teacher? Invite Ls to realise ‘the best’ punishment according to the author by looking at the text and the illustration of 4.3 Poem. For the solution see Ls’ activities.

LEARNERS' ACTIVITIES

1. Ls discuss the ideas and select the most creative, most relevant punishment for the grumpy T. They also realise the ‘best’ idea according to the author which is included at the end of the poem. *‘Bring her back alive to be a classroom teacher, early in the morning’* which is supposed to be a more cruel punishment than leaving the poor T in the jungle to be eaten up by ants.

STAGE 5	Follow-up activities – Grumpy kids and teachers: Singing the song
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Singing Having fun Sense of humour Confidence building Self-esteem
ORGANISATION	Whole class
AIDS AND MATERIALS	Copies of 4.3 Poem

TEACHER'S ACTIVITIES

1. Get Ls sing the song “What shall we do with the grumpy teacher?” (using the tune of the ‘Drunken sailor’ song). Encourage Ls to sing both the female and the male versions of the poem i.e. singing ‘her’ instead of ‘him’, ‘Miss’ instead of ‘Sir’ and vice versa. Sing along with Ls to demonstrate your sense of humour. Ls can talk about the different situations in Hungary and in the UK as to the number of female and male Ts in schools.

LEARNERS' ACTIVITIES

1. Ls sing and enjoy the song. They sing about a female or a male grumpy T changing the pronouns (*‘him’* and *‘her’*) and the words *‘Miss’* and *‘Sir’* in the poem.

VARIATION	Making a poster
AIDS AND MATERIALS	Big sheets of paper, crayons, Blu-Tack, felt tip pens, 4.3 Poem
DESCRIPTION	Invite Ls to work in groups and make a poster inspired by the poem. Give out the materials and monitor the process of project work. Encourage the groups to concentrate more on the message of the poster instead of the quality of drawing; however, they can work on their posters after the lesson if some groups want to. Before finishing the lesson encourage the groups to introduce their posters and help display the products for everyone to see.
VARIATION	Writing a new version
AIDS AND MATERIALS	Paper and pen, dictionaries, 4.3 Poem
DESCRIPTION	Ask Ls to rewrite the poem with the title: “ <i>What shall we do with the naughty pupil?</i> ”

LESSON 5: POETRY CLUB

Aims of the lesson:

- to develop drama skills by acting out the poems
- to develop creative writing by creating a new poem with the help models
- to develop creativity and cooperation by working on the poems
- to enjoy and appreciate each other's poems
- to evaluate the work done in the module
- to enhance learner autonomy by self-evaluation

Materials needed: copies of 1.3 Poem, 2.3 Poem, 3.3 Poem, 4.3 Poem, paper and pen

STAGE 1	Warmer - Our favourites
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Selecting Evaluation Attitude Drama skills Personalisation
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	Copies of 1.3 Poem, 2.3 Poem, 3.3 Poem, 4.3 Poem

TEACHER'S ACTIVITIES

Invite a few volunteers to select their favourite poem (out of the four they have learnt together during this module) in front of the class. Then ask all the others to join one of the four groups to recite, sing or act out their own favourites (preferably) by heart.

LEARNERS' ACTIVITIES

Ls choose their favourite poem by A. Ahlberg and sing, recite or act it out in their 'favourites' groups.

STAGE 2	Writing poetry – Our poems
TIME	15 min
SKILLS AND COMPETENCIES IN FOCUS	Creative writing Using different techniques Cooperation Imagination
ORGANISATION	Pair work, group work
AIDS AND MATERIALS	Copies of 1.3 Poem, 2.3 Poem, 3.3 Poem, 4.3 Poem, paper and pen

TEACHER'S ACTIVITIES

Tell Ls that they will create a poetry book. Suggests different ways of writing the poems. These “poetry writing techniques” can be characterised by the four poems learnt previously (1.3, 2.3, 3.3, 4.3 Poems). Ask Ls to work in groups or in pairs and write poems about ‘schooling’ in one of the following ways:

A - using numbers, days of the week, months, letters of the alphabet as middle lines (see 1.3 Poem)

B - using phrases in –ing forms (see 2.3 Poem)

C - using questions mainly (see 3.3 Poem)

D - rewriting a well-known song or poem (see 4.3 Poem);

Suggest making the plan of the task.

Monitor the work, give help if necessary. Correct mistakes during the drafting stage of the writing process.

LEARNERS' ACTIVITIES

Ls create poems according to the following plan:

- they make small groups or pairs
- they choose which type of poem they will write
- in their groups they collect phrases about the topic according to the given criteria for the poem
- they order the phrases, try to find a good lay-out and a good sequence for the phrases
- they make the final version of their poems

STAGE 3	Performance – Sharing the poems
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Sharing own work Enjoying poems Open attitude Evaluation Appreciating each other’s work
ORGANISATION	Whole class
AIDS AND MATERIALS	Self-generated poems

TEACHER’S ACTIVITIES

Invite Ls to sit around as in a ‘poetry-reading club’ and share their poems with the rest of the class. Ask Ls to reflect on the poems they heard. Collect the poems and put them together into a folder and start (or continue) a ‘Class Poetry Book’.
N.B.: As in the case of all creative writing tasks, T should appreciate all the efforts done by Ls in order to build their self-confidence in using English in a creative way.

LEARNERS’ ACTIVITIES

Ls come together and read out their poems. They listen carefully and evaluate and praise each other’s poems. E.g. by positive comments (preferably in English, mirroring the teacher’s way of praising), or by simply clapping or with a standing ovation. The appreciation of peers is very important since it builds Ls’ self-esteem, personal development and supports their sense of achievement.

STAGE 4	Feedback and evaluation – Opinions
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Self-esteem Self-evaluation Learner autonomy Confidence building Reflection
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Ask Ls to stay in the circle. Invite them to reflect on the whole module, the work they have done, the poems, their performances and Ls' own creative work in this module.
2. Suggest making an evaluation list, a list for the "tops" and the "bottoms":
the top poem or song (from among the four)
the top self-made poem or song-version
the top task
the top illustration
the funniest topic in the poems
the best discussion during the five lessons
the top performance
and THE OPPOSITE of everything...
Write the results on the board.

LEARNERS' ACTIVITIES

1. Ls give feedback to each other and T concerning the work, the poems, the activities, the things they have learnt during the module.
2. Together with their T they make up a "*top list*" and another list for the "*bottoms*". (See an example in Teacher's activities.) They discuss and vote for the different categories.