
PLAY WITH ENGLISH

Type of modul	Project work
Level	A1+
Target group	12–15-year-old learners
Written by	K. Szabó Ilona, Helen Sherwin

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-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

Szakértők: Faragó Livia, Tartsayné Németh Nóra

Szakmai lektor: Fischer Júlia, Gorszkiné Siró Enikő

Idegen nyelvi lektor: Peter Doherty, Kornél Zathureczky

Alkotószerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

©

Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	This module offers a range of suggestions and ideas for exploring the English language through poetry. It gives Ls a chance to play with the language testing and exploring its limits and their own limits as well. Ls write a variety of poems in class and at home. They will use their poems in various ways in their project (perform them in class, use them on tea-towels/T-shirt designs, collect them in a class anthology etc.).
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to raise Ls awareness of various features of the English language ■ to develop Ls pronunciation skills through performing various poems ■ to enable Ls to write various simple poems ■ to develop Ls abilities to plan, manage and assess a task by providing guidance and opportunities to practise these strategies ■ to develop Ls abilities to give oral presentation of their project ■ to help Ls work in a team
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<ul style="list-style-type: none"> ■ Ls can follow simple written instructions of tasks they have to carry out. ■ Ls can repeat short texts with rhythm. ■ Ls can work co-operatively on planning, monitoring and assessing a task.
LINKS OF THE MODULE	
Cross-curricular links	Hungarian Literature, Music, Dancing, Art
Links with other modules	-

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Reading for specific information by giving practice in reading poems, and instructions on how to carry out tasks
- Writing creatively in various types of poems
- Speaking – delivering short rehearsed text when presenting project/performing poems
- Listening for specific information, e.g. words of similar sound and rhythm pattern

General educational skills

- Understanding how poetry can be utilised in every day life
- Getting to know Ls' own feeling and those of their peers through discussing possible topics for poems and writing poems

EVALUATION

Learners' self-assessment through self-assessment form

SUGGESTIONS

This project requires Ls to understand what poetry is and write simple poems/raps. Help Ls understand what is special about poetry as a mode of language use. Furthermore, encourage them to express their experiences. Encourage them to experiment with the level of language they are at. Be tolerant of 'errors'. Encourage Ls to read out/perform their poems/raps (Ls will need a lot of support in this).

The 'How to write ...?' cards in Lesson 2 and 3 aim to guide and support Ls to write more poems at home. However, use them only if you think they are appropriate. Otherwise, Ls can write poems that they have already practised in class as homework assignments. Leave a few days between Lessons 2, 3 and 4 (especially if you hand out the 'How to write ...?' cards) so that Ls can fine tune their poems and progress with their project.

For this project you need a Project file which is a binder file and all Ls project forms should be kept here. Ls also need a Project work exercise-book for notes

The „Project Questions” wall poster has 10 learner training questions, which guide Ls through the interpreting, planning, monitoring, assessing stages of project work. The poster aims to develop Ls thinking strategies. Use it from time to time during the project until Ls automatically ask themselves the questions on the poster.

BACK UP SYSTEMS

Graham, C.200. *Jazz Chants for Children*. OUP: New York

<http://www.uoregon.edu/~leslieob/pizzez.html>

Sandy Brownjohn (2004) *Does it Have to Rhyme?* Hodder&Stoughton

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Understanding some features of poems</p> <p>Scan-reading for specific information</p> <p>Developing speaking skills through finding lines of poems that rhyme</p> <p>Planning a task effectively</p> <p>Searching for information</p>	<p>Ls summarise what they already know about poems and what they want to know.</p> <p>They read through some poems and find out some features of poems (read and race game).</p> <p>They practise writing a poem.</p> <p>They brainstorm for project ideas..</p> <p>They start planning their project.</p>	<p>Short poems</p> <p>Which poem has.../Find a poem...</p> <p>Words of similar sound – Zoo –few, friend – bed, TV – me, floor – door, book – good</p>	<p>1.1 Self assessment form, 1.2 Poems</p> <p>1.2 Which poem has...?</p> <p>1.3 Find your pair</p> <p>Big sheets of paper (as many as there are project groups)</p> <p>1.5 Project questions wall poster</p> <p>1.5 Planning our project form</p>
2	<p>Developing speaking skills through performing a poem and matching words to rhythm patterns</p> <p>Completing a task as part of a team</p> <p>Fostering creative skills through writing a poem</p>	<p>Ls practise saying a poem as rap.</p> <p>Ls brainstorm for ideas/words/phrases for their own rap and experiment with these matching them to the rhythm pattern of the model poem, then in groups they write a rap following a model and perform it.</p> <p>Ls write more raps at home – optional.</p>	<p>Shopping words – favourite shops, things we buy in shops, differences between Am. and British English – grocery store –supermarket, a quarter after – a quarter past, cookies – biscuits, can – tin</p> <p>Collecting various word categories - name, place, time, things we can do etc., matching these to given rhythm pattern</p>	<p>2.1 Tape (Grandma’s Going to the Grocery Store)</p> <p>Cassette recorder,</p> <p>2.1 Can you feel the rhythm? OHT+ OHP</p> <p>2.2 How to write a rap/Jazz chant,</p> <p>2.4 How to write a ... ?</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Fostering creative skills through writing simple rhyming poems Planning and monitoring tasks effectively Developing co-operative skills	Ls have a tongue twister race, then write a tongue twister in groups and a funny poem (following a model) in pairs. In their project group they monitor their project and plan the next stages of their project. Ls write more raps at home – optional.	Tongue twister – She sells... Rhyming words, words beginning with the same consonant Collecting words that rhyme with „old” and „five”	3.1 She sells sea-shells – OHT+OHP Dictionaries (English-Hungarian) 3.5 How to write ...?
4	Writing free poems Managing a task effectively Presenting the project effectively	Ls in project groups following written instructions and write more poems. Ls complete their project, practise presenting it, and rehearse the 2 poems they want to perform.	Reading instructions Writing free poems – shape poems and haikus Project presentation phrases – We chose this project because..... We wrote poems. They are aboutetc.	1.2 Poems A3 sheets, A4 sheets, colours, scissors, glue, 4.1 How to write...? “Tutorial sign” 1.5 Project questions wall poster
5	Presenting the project Evaluating Ls own learning	Project groups display and present their project, then read and write comments on other groups’ projects. Ls fill in self assessment form.	Revision of expressing likes and reason – I like your poems because they are fun, etc. Areas that need to be improved – the design of the..., the rhymes, etc.	1.1 Self-assessment form, 1.5 Project questions wall poster

PROCEDURE

LESSON 1: WHAT IS POETRY? WHAT IS OUR PROJECT?

Aims of the lesson:

- to familiarise Ls with some features of poems
- to help Ls understand what poems are for
- to practise planning a task effectively
- to develop Ls' ability to work as a group
- to give practice in searching for information

Materials and resources: 1.1 Self assessment form, 1.2 Poems, 1.2 Which poem has...?, 1.3 Find your pair, Big sheets of paper (as many as there are groups), 1.5 Project questions wall poster, 1.5 Planning our project form

STAGE 1	Lead-in – What we already know/what we want to know about poems
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	None
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	1.1 Self assessment form

TEACHER'S ACTIVITIES

1. Tell Ls that this project is going to be about poetry, i.e. they will write poems in English. Elicit a few poems Ls already know, and ask them why they remember them.

NB: For „why” Ls may suggest words in Hungarian. Repeat them back in English, modelling the language for them.

Give a copy of the 1.1. Self-assessment form to each L. Ask them to fill in the ‘*What I know about this topic*’ and the ‘*What I want to know about this topic*’ sections.

NB: Ls can do this in Hungarian. Tell them it is not a problem if they do not know much or do not know what they want to know about the topic, they will soon realise how much they already know.

LEARNERS' ACTIVITIES

1. Ls probably know some nursery rhymes e.g. Five little elephants (monkeys), Teddy bear, teddy bear, In a dark, dark wood etc.

Possible reasons for remembering them: they are funny, rhythm and rhymes help remember them.

Ls fill in the first and second column of the Self-assessment form, they can do this in note form, i.e. write words, phrases or write full sentences or do it in Hungarian.

STAGE 2 Some features of poems – Poems are language play

TIME 10 mins

SKILLS AND COMPETENCIES
IN FOCUS Scan-reading (for specific information)
Identifying some features of poems

ORGANISATION Group work

AIDS AND MATERIALS 1.2 Poems, 1.2 Which poem has...?

TEACHER'S ACTIVITIES

1. Put 1.2 Poems on the walls around the classroom. Tell Ls it is a read and race game. Put one set of the 1.2 Which poem has? cards face down at the front of the classroom. Put Ls into pairs. Ask them to write down numbers 1-10 into their notebook.

On „ready steady go”, the ‘A’ of the pair runs and memorises a question, replaces it, runs back to ‘B,’ tells the question and together they go off looking for the answer in the poems.

When they have the answer they come back to their places and write it down next to the correct number.

Then B runs, memorises the question, replaces it, comes to A, tells the question and together they run to find the answer.

The procedure is repeated until someone has finished.

It is a race. The pair that finishes first, is the winner.

Discuss the answers in whole class.

Solution:

1. A (one, two, three, four etc.), G (sells, sea-shells)
 2. A (grandma’s going to the grocery store, Where’s she going? Etc.)
 3. F (bed – head) C (well – bell)
 4. G („s”)
 5. A
 6. H, I and F
 7. J
 8. C (bang, crash, Diddly dee, da, da, doane ?), etc.)
 9. D and D
 10. A (one, two, three, four), E (200, 50 etc.)
- NB: Leave the poems on the walls until the end of the fourth project lesson.

LEARNERS' ACTIVITIES

1. Ls in pairs carry out what the 1.2 Which poem has ...? card tells them to do. L ‘A’ runs and picks a card, memorises the question, replaces the card and runs back to B tells the question and together they go off and find the answer in the poems. When they have the answer they return to their places and write it down next to the correct number. Then ‘B’ runs, memorises the question, replaces it, comes to A, tells the question and together they run to find the answer. The pair that finishes first is the winner. Ls discuss the answers in whole class.

Ls in pairs check their answers.

STAGE 3 Mingling – Let’s make a poem

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Matching words of similar sound

ORGANISATION Pair work

AIDS AND MATERIALS 1.3 Find your pair

TEACHER’S ACTIVITIES

1. Write on board:

Late last night
I lay in bed
driving buses
in my head

Start snapping your fingers four times, then start saying the poem in a rhythm which is in accord with the finger snapping.

Invite Ls to snap their fingers and to repeat the words with you. Repeat poem a few times (loudly then quietly, slowly and quickly), so that Ls have a feel for the rhythm.

Next, ask Ls: *Which two words have similar sounds?* to establish the rhyme pattern of the poem.

LEARNERS’ ACTIVITIES

1. Ls repeat after T the clicking and the words.

Ls answer:

bed – head, at the end of line 2 and 4

2. Divide Ls into two groups (As and Bs). If there are more than 10 Ls in the class make two groups of As and two groups of Bs. Cut up the poems of 1.3 Find your pair, give one poem of A to each L in group A and one of B to each L in group B.

NB: Make a copy uncut, and keep it for later reference.

Tell Ls that they have to find the missing line(s) of their poem. To do so, As have to repeat the second line, Bs the third and fourth.

NB: Put Ls with stronger speaking abilities into group B.

Give Ls one minute to memorise the lines, remind them to say them in a rhythm to fit the two beats (they can quietly click fingers or tap on the desk).

Tell Ls to stand up, say their line(s) and find their partner. Give a time limit of 2 minutes.

When Ls have found their pair tell them to sit down and dictate the missing line(s) to their partner.

NB: Put the uncut version of 1.3 Find your partner up on the wall, so that Ls can see the variety of poems we can make.

2. Ls make two groups: A and B (or two groups of As and two groups of Bs), read their gapped poems and practise saying their lines: As the second, Bs the third and fourth lines.

Ls stand up, say their line(s) following a rhythm, and find their partner.

Ls sit down with their partner, dictate the missing lines to their partner and write the lines in the gaps.

STAGE 4 Brainstorming – What can we do with our poems?

TIME 12 mins

SKILLS AND COMPETENCIES IN FOCUS Brainstorming for project ideas

ORGANISATION Group work

AIDS AND MATERIALS Big sheets of paper (as many as there are groups)

TEACHER'S ACTIVITIES

1. Remind Ls that in this project they will have to write poems.
Ask: „Where can we see poems?” to elicit suggestions for places where poems can be found in our immediate environment. Write Ls answers on board.
Tell Ls to think about what they can do with the poems they will write.

Put Ls into groups of 3/4, give each groups a big sheet of paper. Tell them to write at the top “Plans for poems” and ask them to write a list of possible ideas for their project.

Give them a time limit of 2 minutes, (go round, monitor and help with ideas/vocabulary), then ask them to put up the posters on the wall.

Get them to run around the classroom reading other posters and adding any ideas they like to their own. Ls in this way share ideas about poem projects.

LEARNERS' ACTIVITIES

1. Ls possible answers:
In advertisements (on buses, at shops etc.), e.g. „Azért van itt er , izom, mert minden nap tejet izom!” on gifts (e.g. on mugs etc.), on food packaging, etc.

Ls in groups of 3/4 write a list of ideas.

Possible ideas:

Class performance (poems can also be performed at school celebrations).

A calendar with poems and illustrations (the school can publish them and sell them at Christmas fairs, or give them to guests as presents).

A tea-towel/T-shirt design with poems and illustrations (If there is a DIY workshop at school, Ls can do the design on computer, and make the tea-towels/ T-shirts (using screen-technique) and sell them to raise money for school, or use them as gifts).

Class anthology (books can be kept on a shelf in the classroom for future reading or sent to other classes Ls have links with).

STAGE 5 Planning – Let's plan our project

TIME 10 mins

SKILLS AND COMPETENCIES
IN FOCUS Planning
Co-operative learning

ORGANISATION Whole class, group work

AIDS AND MATERIALS Project ideas on wall, 1.5 Project questions wall poster, 1.5 Planning our project form

TEACHER'S ACTIVITIES

1. Explain that for this project Ls, in groups of 4 have to do three things:
 1. write and perform 2 poems
 2. write and present 2 remaining poems
 3. choose a project idea (from Step 4)

NB: If Ls choose to make a tea-towel or T-shirt design, they have to make the design only and arrange the poems + illustrations on the drawings (+ Ls have to perform 2 of the poems). If they choose to make a book, they just prepare the pages and the cover and staple them together (+ they have to perform 2 of the poems).

Put Ls into project groups of 4 and ask them to give a name to their group.
Display 1.5 Project questions wall poster and hand out a 1.5 Planning our project form to each project group.

Ask Ls to start planning their project by discussing questions 1-4 on the Project questions wall poster and completing Steps 1, 2 on their 1.5 Planning our project forms.

Reassure Ls that this is just a first plan, with general ideas and things may change.

Collect in 1.5 Planning our project forms and keep them in project file.

For homework ask Ls to search for ideas e.g. for calendar/T-shirt/tea-towel/book designs/decorations.

LEARNERS' ACTIVITIES

1. Ls listen, then make project groups and give themselves a name.

Ls discuss questions 1-4 on the 1.5 Project questions wall poster (*What do we have to do? What do we want to do with our poems? Where can we get information from? Who does what and when?*) and read the instructions and fill in Step 1, 2 of the 1.5 Planning our Project from (*What do we want to do with our poems? Who does what, when etc.*).

LESSON 2: LET'S PLAY WITH THE RHYTHM

Aims of the lesson:

- to help Ls perform a poem
- to help Ls match words to rhythm patterns
- to help Ls write simple poems
- to practice working in a group quietly
- to practice completing a task as part of a team

Materials and resources: 2.1 Tape (Grandma's Going to the Grocery Store), Cassette recorder, 2.1 Can you feel the rhythm? OHT+OHP, 2.2 How to write a rap/jazz chant, 2.4 How to write a ... ?

STAGE 1	Repetition – We can play with the rhythm
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding the rhythm of English Performing a poem (saying it as a rap)
ORGANISATION	Group work
AIDS AND MATERIALS	2.1 Tape (Grandma's Going to the Grocery Store), 2.1 Can you feel the rhythm? OHT+OHP, Cassette recorder

TEACHER'S ACTIVITIES

1. Tell Ls that they will listen to a poem from tape. It is about shopping. Elicit from Ls the name of different kinds of shops, and things they can buy in them. Then ask Ls *'If you go to the supermarket what do you usually buy?'* and write some of Ls' suggestions on board.(?)

Then, write these two questions on board:

Who is going shopping?

What is she going to buy?

Play Tape (Grandma's Going to the Grocery Store) – 1.3, and ask Ls to listen and answer the 2 questions.

Tell Ls it is an American poem. Write on bb:

grocery store

a quarter after

cookies

can

Ask: „*What are these in British English?*” and write Ls' answers on bb:

Supermarket

a quarter past

biscuits

tin

Put 1.3 Can you feel the rhythm? on OHP, play tape again and ask Ls to repeat the poem with the tape, beating/clapping/clicking etc. the rhythm.

LEARNERS' ACTIVITIES

1. Possible places: Tesco, Mammut, Kika, Interspar, West-End, Metro etc.
Things: clothes, shoes, records, CDs etc.
Things that Ls may buy in supermarkets: chocolate, sweets, rolls, Coke, biscuits, fruit. Other possible items: bread, milk, meat, sweets, vegetables – carrots, cabbages, peas, etc.

Ls listen to tape and answer:

Grandma

bread, milk, cookies, peas

Ls suggest British English words.

Ls read text from OHP and repeat poem with the tape beating/clapping/clicking etc. the rhythm.

2. Then say: „*We can make it more fun*” and repeat the following, clicking your fingers:

Feel da beat
 You gotta feel da beat, I say
Feel da beat
 You gotta feel da beat
 I gotta feel da beat
No time fa dat, I say
No time fa dat
How about that!

Repeat once more and ask Ls to join in. To make it more fun, you can click fingers to the underlined words and beat your thighs between the clicks

Repeat this a few times, rhythmically, varying the sound effects and the speed.

Then in whole class perform the poem *Grandma’s going...* Say it as a round, some Ls saying one line the others another, orchestrate it, use mimes. Or some Ls provide sound effects the others talk etc. Play the tape at low volume when groups perform to help Ls with rhythm and pronunciation.

2. Ls listen.

Ls repeat after T, clicking and joining in with the words e.g. “feel da beat” and clicking/beating.

Ls repeat a few times varying the sound effects, e.g. beat rhythm on the desk using both hands alternatively, or some of them might click their tongues, make noises with their mouth etc.) and the speed (beginning slowly and gradually speeding it up)

Ls repeat poem using various sound effects
 Possible ideas for sound effects: beating the desk/, clapping, clicking fingers/ tongue, making various noises with mouth, saying: ‘Feel da beat You gotta feel da beat, I say Feel da beat You gotta feel da beat.’
 Further ideas for performing: Ls split into two or three groups. One says the words as a rap, the other accompanies it with sound effects and movements (they can also say: ‘Feel da beat You gotta feel da beat, I say Feel da beat You gotta feel the beat’), the third does break/hip-hop/disco dance to the rhythm. Or, while one group asks questions the others answer while making the sound effects, etc.

STAGE 2	Modelling – How to write a rap/jazz chant
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming for ideas Matching words of similar rhythm
ORGANISATION	Whole class, group work, pair work
AIDS AND MATERIALS	2.2 How to write a rap/jazz chant

TEACHER'S ACTIVITIES

1. Tell Ls that in this lesson they can write a rap of their own based on the rap they performed in the previous stage. Give each L a copy of 2.2 How to write a rap (tell them not to write anything in the gaps at the moment) and ask them the question: *What's missing from the gaps?*

Write Ls suggestions on board:

Name	place	time (when?)	verb	things we can do
------	-------	--------------	------	------------------

Tell Ls to copy these into their notebook. Tell Ls to think another version and elicit a few ideas from Ls writing them under relevant category (Ls copy these too from bb), e.g.

Zsolti	McDonalds	at 6	do	eat a hamburger drink a coke
Dóri	disco	at 8	go	dance with Peter chat with Marci

Tell Ls: „Now, let's try another version of the poem". Remind them of the rhythm pattern of the poem by chanting the first line + beating the rhythm (4 clicks).

Show them how to fit the words they collected to the rhythm pattern of the poem, give an example saying (and clicking 3):

‘Ági's going to Tesco'

Ask Ls: *Is it good? Why not?*

Next, say (+ beat 4): **‘Ági's going to the big Tesco'** and ask Ls how they feel about this.

Finally suggest the line (+ write on bb): **‘Ági's going to the great big Tesco'** and ask the same question.

Next, ask Ls to suggest a time (when?) and write one example of Ls suggestions on bb, e.g.:

LEARNERS' ACTIVITIES

1. Ls look through gapped poem and suggest ideas/word categories for the gaps, e.g.:
name, place, time, verb, things we can do.

Ls suggest names, e.g. Zsolti, Dori, Marci etc.

and places: e.g. McDonald's, Pizza Hut, Don Peppe, 100 Fts shop, Nokia shop, disco, computer shop, Tesco, Interspar etc., time: at 6, at 8 etc., verb: do, go, things we can do: eat a hamburger, some chips/salad, an ice-cream, drink a coke, dance with Peter, chat with Marci, meet girlfriends/boyfriends, etc.

Ls listen and join in – saying the words, tapping the rhythm.

Ls answer: No, it does not sound right.

Ls answer: It is better, but it still does not really sound right.

Ls answer: It is the best, it sounds the best.

Ls suggest: At ten past 6, at half past 8 etc.

At ten past 6.

For things we can do at places write a bad example – i.e. one that does not fit the rhythm - (for what Zsolti eats and drinks at McDonald's) on bb:

A hamburger
and some chips
some salad
and a coke

Put Ls in pairs and ask them to improve the 4 lines. Remind them that 2 lines should have 4 clicks.

Ls in pairs suggest improvements: e.g.

A **big** double **burger**,
A **huge** plate of **chips**,
A **little** bowl of **salad**
And a **large** cup of **coke**

STAGE 3 Writing/performing after a model – Let's write our rap

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing a rap following a model

ORGANISATION Group work

AIDS AND MATERIALS Brainstormed ideas on board from Stage 2, 2.2 How to write a rap/jazz chant

TEACHER'S ACTIVITIES

1. Put Ls into groups of 3 and tell them to write a rap of their own using the gapped version of Grandma's Going to the Grocery Store (2.2 How to write a rap/Jazz chant).

Give a time limit of 12 minutes. Remind Ls

– to make changes to the words they collected in Stage 2 to fit the rhythm pattern

– plan sound effects (beat, clicks etc.).

Suggest further improvements on brainstormed ideas. We can include rhymes in the “things we can do” section (e.g. if we replace the last line by “a large slice of melon”, the last word: “melon” will sound similar to “salad”). However, do not insist on making rhymes.

Go round, monitor and help if necessary.

After 12 minutes stop the activity and tell Ls to perform their rap. Give them 3 minutes to plan and rehearse it, then each group performs their own rap.

NB: You may want to encourage Ls to use small musical instruments e.g. drums etc. , but only if you feel appropriate.

LEARNERS' ACTIVITIES

1. Ls in groups choose words/ideas from board and write a rap/jazz chant by filling in the gaps. They change the words/ideas to fit the pattern of the rhythm, and, if they want to, try to use rhymes in the last 2 lines of the “things we can do” section.

Ls in group plan the sound effects they want to accompany their rap with after which they rehearse and perform their rap.

STAGE 4 Homework – writing more raps

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading instructions

ORGANISATION Group work, individual work

AIDS AND MATERIALS 2.4 How to write a ... ?

TEACHER'S ACTIVITIES

1. Put Ls into project groups, give out one set of the 2.4 How to write.... ? cards and tell them to skim the information on the cards. Each L in the group has to choose a card and write a rap.

NB: Agree with Ls on time by which they hand in their raps for you to correct. Make sure you have corrected Ls' raps before the next project lesson in order to allow them the chance to rewrite as appropriate.

Give this assignment only if you think it is appropriate. Otherwise, tell Ls to either fine-tune the rap they have written in class or write an other one based on the same model.

LEARNERS' ACTIVITIES

1. Ls in project group read through the 2.4 How to write....? cards and each one chooses a card. Ls take the cards home and write a rap at home. They hand in their raps for T to correct and when they get them back, re-write it if necessary.

Either they fine-tune the rap they have written in class or write an other one based on the same model.

LESSON 3: RHYMING POEMS

Aims of the lesson:

- to give Ls opportunities for experimenting with sounds and writing simple poems
- to enable Ls to plan and monitor tasks more effectively
- to develop Ls' ability to work as a group

Materials and resources: 3.1 She sells sea-shells –OHT+ OHP, Dictionaries (English-Hungarian), 3.5 How to write ...?

STAGE 1	Repetition – How good a tongue twister are you?
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Repeating tongue-twisters
ORGANISATION	Pair work
AIDS AND MATERIALS	3.1 She sells sea-shells – OHT+OHP

TEACHER'S ACTIVITIES

1. Put the tongue twister 3.1 She sells sea-shells on the OHP. Read it aloud and, if necessary, discuss vocabulary with the whole class. Read it again, inviting Ls to join in. Repeat it a few times, beginning slowly and gradually saying it faster. Give Ls one minute to practise it on their own, whispering, mumbling the words to themselves.
Then, put Ls in pairs, and tell them it is a race. Each L can have 3 goes. Their partner has to keep count of the time (using a digital watch or an ordinary watch with a minute hand). Out of the 3 they can choose their best result.
To see who can say it correctly the fastest write on bb:
5 seconds and over: too slow
3-4 seconds: good
2-1: excellent

LEARNER'S ACTIVITIES

1. Ls listen, and discuss unknown words (e.g. sea shore etc.), then they repeat tongue-twister with T, saying it slowly and then fast. Finally, Ls practise saying it by themselves.

Ls in pairs take turns saying the tongue-twister and measuring the time. They say it 3 times and choose their best result.

Ls taking their best result decide what kind of tongue twister they are.

STAGE 2 Writing/reading out – Let’s write a tongue twister

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing a simple tongue-twister
Working as a group

ORGANISATION Group work

AIDS AND MATERIALS Dictionaries (English-Hungarian)

TEACHER’S ACTIVITIES

1. Put Ls into groups of 3. If possible give each group an English-Hungarian Dictionary. Tell each L to take a piece of paper and copy the following from bb:

1. First name (e.g. Mari) at the top

2. What did she/he do?

3. Where?

4. When?

5. Why?

Because-----

Then explain how to write the tongue twister.

Each L writes down their first name (1).

Each L passes their sheet to the person on their right. They write an answer for no. 2 for the paper they just received. The answer must begin with the first sound of the person’s name (e.g. Mari – met a man/married a monkey), then passes the paper again to the person on their right.

Each L writes an answer for 3, again using the same sound that begins the name (e.g. at the market).

LEARNERS’ ACTIVITIES

1. Ls forms groups of 3, each L takes a piece of paper and copy what T writes on bb.

Ls listen to instructions, then begin completing the task: first, writing their first name in gap 1, then passing on their sheet to the person on their right, then filling in second gap, etc. until all gaps have been filled in. Then they create a tongue-twister from the answers, adding more ideas to/changing what they have.

Ls continue doing this until all the blanks on all the papers are filled up (e.g. 4: May 5th, 5: because she was mad). When Ls have their paper back they should use the ideas to make a funny tongue-twister e.g. Mari met a man at the market (in the middle of the day) on May 5th because her mother made her do it/because she was mad/by mistake. They should write this in their notebook.

2. Tell Ls in the same groups to take turns reading aloud their tongue-twister to the other two Ls who listen and suggest improvements. Each based on their peer's suggestions L then improves their tongue-twister.
Tell Ls to copy their improved version onto a piece of paper and draw an illustration of their tongue-twister at home.
2. Ls in groups read aloud and listen to each other's tongue-twister + suggest improvements. Finally, each L re-writes their tongue twister, taking their peer's suggestions into consideration.

VARIATION FOR LS WHO PLAN TO PERFORM THEIR TONGUE-TWISTER AND FOR THOSE WHO HAVE A WELL-DEVELOPED SENSE OF RHYTHM.

AIDS AND MATERIALS	Same as above
DESCRIPTION	Follow procedure as described above, but when Ls write their own tongue-twister, encourage them to write one with a rhythm. Remind them of the rhythm (4 clicks, or the rhythm of „Feel the beat...”). Give an example of how the words can be fitted to the rhythm: Mary met a man at the market at midday in May, ‘cos she wanted to merry him. Then they do as described in Step 2. NB: Encourage Ls to make tongue-twisters that tells a ‘story’, uses lots of tongues-twisting letters, and has a nice rhythm and rhyme pattern.

STAGE 3	Writing after a model – Let’s play with rhymes
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching words of the same or similar sound Writing a simple poem
ORGANISATION	Pair work, group work
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

1. On the board write:

1. Cold
2. Climb

Write on board: old, Mike, told, kite, hold, five

Ask Ls to put them into either category.

Ask Ls how they did it.

Put Ls into two groups A and B.

Ask Ls A to work their way through the alphabet, changing the first letter of "hold", e.g. bold, cold, fold, gold, hold etc., or changing the last letter to "t", e.g.: boat, coat, goat etc.

Tell Bs to collect more words with "kite, five".

Ask Ls to dictate some of their words to you and write them into 1 or 2 on the board.

Show Ls how to arrange the words into 4 lines in order to create a simple, funny poem e.g. about a friend. Choose words from board, and say and write poem on board leaving out gaps for rhymes e.g.:

My best friend's name's(Mike)

His head is like a(kite)

He loves...(sailing boats)

And ...(he) hates(when it is cold)

Discuss with whole class the pattern of the poem and write on board:

- Line 1: ends with the name of the person the poem is about
- Line 2 ends with a word that rhymes with the name in line 1.
- Line 3 and 4 make the poem sound funny (they also rhyme)

Put Ls in pairs again, set them a time limit of 5 minutes and tell them to make their own funny poem about a mutual friend, their teachers, a pop star, a movie star etc., using the words and following the rules on bb.

Stop the activity after 5 minutes, put 2 pairs together. Tell them to swap poems and read each other's poems and suggest improvements.

Finally, pairs improve their own poems according to what's been suggested to them.

LEARNER'S ACTIVITIES

1. Ls write in their notebooks:

1. Cold
2. Climb

Then put the words on board into 1 (old, told, hold) and 2 (Mike, five, kite).

Ls answer: the two sounds "ou" and "ai" helped.

Ls in two groups collect more words. As changing the first letter or the last letter of Bold. Bs collect more words that rhyme with "kite, five". They write the words in their notebook.

Ls in their notebook collect more words with "kite and five".

Ls dictate aloud some of the words they have collected, e.g.:

1: bold, hold, boat, broke, fold, gold etc.

2: Mike, guy, fight, light, kite, five, bye, buy, my, bite, dive, find, hide, kind, etc.

Ls listen and suggest words:

e.g. kite, cold.

Ls listen and help sorting out rules.

Ls in pair choose words that rhyme and create lines around them. To make things more challenging, they should try to create silly poems that tell a story.

2 pairs get together, swap poems, read each other's and suggest improvements. Then they re-write their poems.

STAGE 4 Planning – Checking our project

TIME 4 mins

ORGANISATION Planning and on task monitoring

AIDS AND MATERIALS Group work

1.5 Project questions wall poster, 1.5 Planning our project form

TEACHER'S ACTIVITIES

1. Put Ls into project groups. Put up 1.5 Project questions wall poster and give each L a copy of the 1.5 Planning our project form. Ask the groups to assess how far they got in completing tasks for their project.

Ask Ls to decide what needs to be done next (e.g. which poems they want to use, how many more they need to write etc., what they need for their project etc.) by working through question 5-8 on the Project question wall poster.

LEARNERS' ACTIVITIES

1. Ls in project groups read questions *How can we use the information? Have we got all the information we need? Do we need to change anything? What else do we need?* and change things on their Planning our project form, if they want.

STAGE 5 Homework – writing more poems

TIME 3 mins

ORGANISATION Reading instructions

AIDS AND MATERIALS Group work

3.5 How to write ...?

TEACHER'S ACTIVITIES

1. Put Ls into groups of 3, give out a copy of A, B, C of the 3.5 How to write....? cards to each group and tell them to skim read the information on the cards. Ls in the group have to choose a card and write a poem at home.
NB: Task B is easy, A and C are more challenging both linguistically and conceptually. Groups decide who wants to do what, but you can guide less confident Ls towards card B.
Agree with Ls on time by which they hand in their poems for you to correct. Make sure you have corrected Ls' poems before the next project lesson to allow them to re-write as appropriate.
Give this homework only if you think appropriate. Otherwise, tell Ls to either fine-tune the tongue-twister/funny poem they have written in class or write an other one (card B).
Tell Ls to think about the design of their project.

LEARNERS' ACTIVITIES

1. Ls in groups of 3 read through the 3.5 How to write....? cards and each one chooses a card. Ls take the cards home and write a poem at home. They hand in their poems for T to correct and when they get them back, re-write it as appropriate.

Or they fine-tune the tongue-twister/funny poem they have written in class or write an other one using the instructions on card B.

LESSON 4: NON-RHYTHMIC, NON-RHYMING POEMS

Aims of the lesson:

- to give Ls chances to experiment with free poems
- to help Ls to manage their tasks more effectively
- to help Ls present their projects

Materials and resources: 1.2 Poems, A3 sheets, A4 sheets, colours, scissors, glue, 4.1 How to write ...?, “Tutorial sign”, 1.5 Project questions wall poster

STAGE 1	Writing free poems – Let’s play with lines and shapes
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Following written instructions Writing haiku and shape poems Working together as a group
ORGANISATION	Group work, Individual work, Pair work
AIDS AND MATERIALS	4.1 How to write ...?, “Tutorial sign”

TEACHER’S ACTIVITIES

1. Put Ls into project groups. Tell them that they will write more poems in this lesson and they will work on their own. Tell groups to stand up and read poems H, I and J on the wall (displayed on the first lesson). Give a copy of 4.1 How to write ...? A and B to each group. Tell them to read the instructions carefully. Discuss possible problems with the whole class.

Then, explain that Ls can either choose one of the tasks or complete both. They can also decide how they want to write their poems: individually, in pairs or in whole group.

Tell them they can get 2 kinds of help:

- From you – if they need help with their poem they can call you.
- From each other - they will read each other’s poems and suggest improvements.

LEARNERS’ ACTIVITIES

1. Project groups stand up and read poems H, I and J on the wall. Project groups, read through tasks A and B, clarify problems if necessary.

Ls listen, then groups organise the task, i.e. decide which one they want to do and how they want to work.

2. Groups decide what they want to do and how they want to do it.

Allow 12 minutes for Ls to work on this. Then tell them to swap poems (if Ls work individually or in pairs this can be done within their project group, if they work as a group, two groups swap poems), and read each others' poems and suggest improvements.

2. Ls start writing their poems individually, in pairs or in groups (sharing the task cards as appropriate). They ask T for help if necessary.

Finally they swap poems within their group or with an other group and read each other's poems + suggest improvements + re-write as appropriate.

VARIATION IF YOU WANT TO FOSTER LEARNER TRAINING STRATEGIES.

AIDS AND MATERIALS As above + "Tutorial" sign

DESCRIPTION Follow procedure as described above. When project groups begin to work on the task(s) do not go round monitoring. Instead, offer help in the form of "Tutorial" and explain what it means (Ls should be familiar with this from last year project work):

- You will put out a sign "Tutorial" on your desk to show that learners can come for help.
- You can only see one L or pairs of Ls at a time (if Ls work in groups, one L should represent the whole group).
- Ls have to sign up on board, only 3 names on the board at one time, and they have to wait for their turn in their seats. When one learner finishes, they wipe their name off the bb and a new learner can sign up.

Ls sign up and have tutorials for 12 minutes. Then proceed as described in Step 2.

STAGE 2 **Putting it together – Displaying/rehearsing the poems**

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Displaying information
Co-operative learning
Rehearsing poems

ORGANISATION Project groups

AIDS AND MATERIALS A3 sheets, A4 sheet, colours, scissors, glue

TEACHER'S ACTIVITIES

1. Tell Ls to prepare their project. Give out the A3 sheets, glue, colours etc. if Ls need them.

If Ls have decided to make a class anthology of poems they arrange the pages of the book + design a cover with title, authors, illustration.

If Ls use A3 sheets for their project tell them to leave space at the bottom. This is for comments from the other groups. At bottom left corner they should write: *Things I like about this project*, and at bottom right: *Things to improve*. If they are not using A3 size sheets they have to put an A4 size sheet next to their project for the same purpose.

While groups work go round, monitor and help.

2. Tell groups to practise performing their poems. Put each group in separate corners of the classroom and tell them to work quietly.

LEARNERS' ACTIVITIES

1. Ls get into project groups, decide what they need to do and divide the task among themselves. They start putting their project together, preparing the design, arranging the poems+illustrations, or make the pages of the book+the cover etc. They leave space at the bottom of A3 size sheet or put an A4 size sheet next to their project for comments.

2. Groups practise performing their poems.

STAGE 3 Oral practice – Getting ready for our presentation

TIME 5 mins

SKILLS AND COMPETENCIES
IN FOCUS Presentation skills – practising short rehearsed texts

ORGANISATION Project groups

AIDS AND MATERIALS 1.5 Project questions wall poster

TEACHER'S ACTIVITIES

1. Put up 1.5 Project questions wall poster. Ask Ls, in their project groups, to think about question 9 on the Project questions wall poster (*How should we present out poems?*) and give them a little time to discuss how they want to present their projects. To help groups write key phrases on board:

Our project is a

We chose this project because

We wrote poems.

They are about

You can read the poems later/hear our poems now.

We chose to perform.

For homework assignment, ask Ls to finalise everything they need for the project presentation.

Remind Ls to let you know if they need anything for their performance before the next project lesson.

LEARNERS' ACTIVITIES

1. Ls in their project groups plan (decide who is going to say what, using ideas from the bb) and practise their project presentation.

Ls discuss what needs to be done before the next project lesson.

LESSON 5: PROJECT PRESENTATION – ASSESSMENT

Aims of the lesson:

- to enable Ls to present their project effectively
- to enable Ls to evaluate their own learning more effectively

Materials and resources: 1.1 Self-assessment form, 1.5 Project questions wall poster

STAGE 1	Finalising project – Getting everything ready for the presentation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	None
ORGANISATION	Project groups
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. Tell each project group to finish their projects and put them up on the walls around the classroom.

LEARNERS' ACTIVITIES

1. Ls do what they need to finish their project and put them up on the walls around the classroom. They make sure they leave space at the bottom of A3 sheet or put a piece of paper next to their book for comment from their peers.

STAGE 2	Presentation – Presentation of end of project product
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Performing poems Speaking – presentation
ORGANISATION	Project groups
AIDS AND MATERIALS	Projects displayed

TEACHER'S ACTIVITIES

1. Tell each project group to present their project, using the structure/phrases they rehearsed in lesson 4. Groups do their performance after they have presented their project.

LEARNER'S ACTIVITIES

1. Groups take turns in presenting their project and performing poems. They listen to their peers' presentation and ask questions if they want to.

STAGE 3	Reading – What others have written
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information
ORGANISATION	Individual
AIDS AND MATERIALS	Ls' projects

TEACHER'S ACTIVITIES

1. Tell Ls to go round and read each other's poems + write their comment at the bottom/on separate sheet. Encourage Ls to comment on the performances too.

Write a few phrases on bb to help them with the language:

I like the design of your T-shirt/tea-towel/book...

the shape

the ideas

the rhymes of the poem(s).....

I liked the performance

etc.

because it's funny (it looks like a.....)

they're interesting (with lots of funny noises/movements)

it was strange

unusual

etc.

For which areas things may be improved write suggestions on board:

the design, the shape of poems, the title, the rhymes, the sound effects of poems, the body gestures of the performers etc.

LEARNERS' ACTIVITIES

1. Ls listen, then go round and write their comments on each other's projects: things they like, areas they think need to be improved.

STAGE 4 Evaluation – Filling in self-assessment forms

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Self-assessment

ORGANISATION Individual work

AIDS AND MATERIALS 1.5 Project questions wall poster, 1.1 Self-assessment form

TEACHER'S ACTIVITIES

1. Give positive oral feedback to the whole group.

Tell Ls they are going to answer question 10 on 1.5 Project questions wall poster (*What I have learnt*). Hand out 1.1 Self-assessment form and tell Ls to fill in the third column and the *In this project I liked.... I didn't like* sections below the table.

Collect in forms for project file.

NB: If possible leave projects on walls, books on shelves for a while, then put them in project file for future reference.

LEARNERS' ACTIVITIES

1. Ls complete the third column of Self-assessment form + write down two things they liked and two things they did not like about this project.