
ME AND US

Introducing English

Teacher's Guide

Part 1

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| Target group | 6–8-year-old learners |
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| Written by | Faragó Lívía, Kuti Zsuzsa, Szepesi Judit |
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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.

Szakmai vezető: Kuti Zsuzsa

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

Szakmai lektor: dr. Morvai Edit

Idegen nyelvi lektor: dr. Zalán Péter

Alkotó szerkesztő: Tarajossy Zsuzsa

Grafika: © DIÓ Stúdió

Hangfelvételek: © Phoenix Stúdió

Felelős szerkesztő: Burom Márton

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Szerzők: Kuszman Nóra, Némethné Gálvölgyi Mária, Sárvári Tünde

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MAP OF TEACHING MATERIAL FOR SKILLS DEVELOPMENT IN ENGLISH FOR 6–8-YEAR-OLD LEARNERS

| LESSONS | AIM OF THE LESSONS | MATERIALS AND RESOURCES |
|------------------------|--|---|
| 1 WHAT'S YOUR NAME? | <ul style="list-style-type: none"> ■ to get to know each other ■ to introduce yourself and ask about the others' names ■ to make a badge ■ to learn the 'What's your name?' and 'Goodbye' song | Cardboard (appr. 6x4 cms) and a safety pin per L, 1.2 Recording: What's your name?, 1.8 Recording: Goodbye Song |
| 2 LET'S JUMP | <ul style="list-style-type: none"> ■ to establish classroom routines: 'Good morning song', 'Goodbye song' ■ to involve Ls in every day interaction in English ■ to learn new vocabulary of action verbs ■ to learn the 'Blindfolded game' ■ to learn the 'Walking, walking' action song | 2.1 Recording: Good Morning Song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking |
| 3 TWO LITTLE LADYBIRDS | <ul style="list-style-type: none"> ■ to create a safe learning environment ■ to expose learners to more interactions in English ■ to learn the 'Fruit salad' game ■ to learn the 'Two little ladybirds' action rhyme ■ to start working in Progress Books | 3.1 Evaluation sheets; Blu-Tack |
| 4 SIMON SAYS.... | <ul style="list-style-type: none"> ■ to involve Ls in varied every day interaction in English ■ to revise the 'Two little ladybirds' song and stick its text in Ls' Progress Books ■ to learn the 'Simon says' game ■ to learn the 'Tommy Thumb' song | Ls' badges, a permanent marker, 4.3 Worksheet: Two little Ladybirds, Simon, the puppet, scissors, glue |
| 5 WHAT AM I LIKE? | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn a rhyme ■ to learn adjectives describing people and emotions ■ to play a guessing game in pairs | 5.2 Pictures of monkeys Ls' Progress books, 5.5 Worksheet: Monkeys, scissors, glue |

| LESSONS | AIM OF THE LESSONS | MATERIALS AND RESOURCES |
|------------------------|--|---|
| 6 I'M TIRED AND HUNGRY | <ul style="list-style-type: none"> ■ to sing the 'Tommy Thumb' song in a new context ■ to learn new vocabulary of feelings ■ to practise and play with new vocabulary | 5.2 Pictures of monkeys, two sets of 6.3 Pictures of feelings |
| 7 COLOUR YOUR MONKEY! | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn the 'Four corners' game ■ to learn the names of six colours ■ to practise using colours in meaningful contexts | 6.3 Pictures of feelings, 7.3 Worksheet: feelings, 6 coloured pencils, scissors, glue |
| 8 I'M A CAT – I'M FAT | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn the 'Green-blue – change places' game ■ to practise the names of six colours ■ to learn the 'I'm a cat. I'm fat.' poem | 6 coloured pencils per L, 8.5 Poster: I'm a cat, 8.6 Worksheet: I'm a cat, scissors, glue |
| 9 WE ARE INDIANS | <ul style="list-style-type: none"> ■ to learn numbers from 1 to 10 ■ to practise numbers in different contexts ■ to learn the 'Ten little Indians' song ■ to play the 'Chinese whispers' game | 8.5 Poster: I'm a cat, 9.5 Recording: Ten little Indians, 9.6 Worksheet: Indians, Progress Book, Progress Book, scissors, glue |
| 10 ABRACADABRA | <ul style="list-style-type: none"> ■ to extend the range of everyday interaction in the classroom ■ to practise numbers in different contexts ■ to learn new vocabulary of classroom objects ■ to learn the 'Abracadabra' song | 9.5 Recording: Ten little Indians, 10.5 Recording: Abracadabra |
| 11 MY SCHOOL OBJECTS | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn a new game 'Hot and Cold' ■ to practise and play with new vocabulary ■ to play a guessing game in pairs | School book, ruler, scissors, crayon, school bag, pencil, 11.4 Worksheet: Abracadabra, 10.5 Recording: Abracadabra, Progress Books, scissors and glue enough for each L |

| LESSONS | AIM OF THE LESSONS | MATERIALS AND RESOURCES |
|--------------------------------|---|---|
| 12 CAN YOU DO IT? | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn a new game ‘Forfeits’ ■ to learn a rap ■ to introduce an action rhyme to use it for sticking worksheets in the progress book | <p>12.3 Recording: Up and down rap, a bag, 12.5 Worksheet: Up and down rap, scissors, some glue for each L, Progress Books</p> |
| 13 WHAT’S YOUR FAVOURITE FOOD? | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn new vocabulary of food items ■ to practise and play with new vocabulary ■ to make Ls motivated by involving them in making visuals | <p>Some food items, e.g.: a banana, a kiwi, an apple, an orange, some chocolate, a sandwich, etc., 1 A6 size card with a drawing of a food item, blank A6 size cards for each L, Food cards prepared by Ls on the A6 size cards, a bowl</p> |
| 14 EATING, EATING AND EATING | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to practise and play with new vocabulary ■ to learn a new game ‘Memory’ ■ to practise giving instructions by revising the rap | <p>12.3 Recording: Up and down rap, 2 sets of Food cards (one prepared by Ls, one photocopied), 7 colour cards, 7 number cards (or more according to the number of Ls), a hat, Blu-Tack</p> |
| 15 CAN YOU MAKE A SANDWICH? | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn to tell how to make and eat a sandwich ■ to learn a new game ‘Chain Train’ ■ to practise and play with new vocabulary | <p>Food cards from previous lesson</p> |
| 16 I CAN MAKE A SANDWICH! | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to revise language of making and eating a sandwich ■ to practise and play with new vocabulary ■ to complete the worksheet with own drawings | <p>16.2 Pictures of Making a Sandwich, 16.4 Worksheet: Making a Sandwich, scissors, glue for each L, Progress Books</p> |
| 17 PETS, PETS EVERYWHERE! | <ul style="list-style-type: none"> ■ to learn new vocabulary of animals ■ to practise and play with new vocabulary ■ to practise new vocabulary in a meaningful context ■ to involve Ls in everyday interaction in English ■ to learn a new song ‘Animals’ | <p>Soft animals that Ls brought to class, 17.6 Recording: Animals song</p> |

| LESSONS | AIM OF THE LESSONS | MATERIALS AND RESOURCES |
|---------------------|--|---|
| 18 ANIMALS ARE FUN! | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to practise and play with new vocabulary ■ to practise new vocabulary in a meaningful context | Soft animals that Ls brought to previous class, tape recorder, cassette with some music for the game, a bag, 18.5 Worksheet: Animals, scissors and some glue |
| 19 SONGBON (1) | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to revise the 'Happy monkey' song, the 'Up and down' rap and 'Making a sandwich' action rhyme ■ to play a 'Guessing game', a 'Memory game' and a 'Run and touch' game | A nice (chocolate) box, one copy of 12.5 Worksheet: Up and down rap, one copy of 16.4 Worksheet: Making a Sandwich, one copy of 7.3 Worksheet: Monkey Feelings, 5.2 Pictures of Monkeys |
| 20 SONGBON (2) | <ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to revise the 'Ten Little Indians' and the 'Abracadabra' songs ■ to play a 'Back scratching' game ■ to practise numbers and colours in different contexts | One copy of 9.6 Worksheet: Indians, one copy of 11.4 Worksheet: Abracadabra, 20.3 Worksheet: School Objects, a list of all previously learnt songs, rhymes, games and other activities |

PROCEDURE

LESSON 1: WHAT'S YOUR NAME?

Aims of the lesson:

- to get to know each other
- to introduce yourself and ask about the others' names
- to make a badge
- to learn the 'What's your name?' and 'Goodbye song' songs

Materials and resources: Cardboard (appr. 6x4 cms) and a safety pin per L, 1.2 Recording: What's your name?, 1.8 Recording: Goodbye Song

Before the lesson: Prepare a name badge for yourself. Write your name on it and draw some pictures that say something about you. E.g. a dog if you have a dog or you like dogs. Prepare a piece of blank cardboard for a name badge with a safety pin for each L.

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|---|--|
| STAGE 1 | Introducing yourself |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | T's name badge |

ACTIVITIES

Introduce yourself to Ls and show your name badge.

T: *Hello. I'm Kati. What's your name?*

Help Ls understand the question by offering possible answers.

T: *Laci? Gábor?*

L1: *Marci.*

T: *Hello, Marci. Nice to meet you.*

Repeat this process with all Ls.

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| STAGE 2 | Singing the ‘What’s your name?’ song |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Giving relevant responses Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 1.2 Recording: What’s your name? |

ACTIVITIES

Introduce the song What’s your name? (You and Me, OUP).
 Start singing the song or play 1.2 Recording: What’s your name?.
 Stop at the end of the first line:
 T: *What’s your name, what’s your name?*
 Go to L1 and encourage him/her to say his/her name.
 L1: *I’m Mark.*
 Go on singing and elicit L2’s response at the end of the next line.
 T: *What’s your name, what’s your name?*
 L2: *I’m Kati.*
 Go on singing and ask L3:
 T: *What’s your name, what’s your name?*
 L2: *I’m Zsolt.*
 Greet all 3 Ls, wave your hand and sing:
 T: *Hello Mark, hello Kati, hello Zsolt.*
 Sing the song again and involve other Ls in responding.

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| STAGE 3 | Making a name badge |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Creativity |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | Pieces of cardboard, safety pins, coloured pencils |

ACTIVITIES

Take the blank name badges with safety pins.

Point to your name badge and read your name aloud from it.

T: *Look. This is my badge. This is my name: I'm Judit. Let's make a badge.*

Give learners the pieces of cardboard and invite them to make a badge.

T: *Look, here is your piece of cardboard. Write your name on it.*

Go round and help Ls with writing.

T: *Now, let's decorate it.*

Ls colour and decorate their name badges with the pictures of some objects.

When Ls are ready, help them pin their badges onto their clothes.

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| STAGE 4 | Revising the 'What's your name?' song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song ‘What’s your name?’ again. Include Ls’ names in the song and ask Ls to point to their badges when they respond.

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| STAGE 5 | Playing a circle game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Asking questions Answering questions Keeping and following the rules of a game |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | - |

ACTIVITIES

Arrange Ls into two circles: an inner and an outer circle. Join the circle yourself. Help Ls to face each other in the two circles and start a conversation with the L standing opposite you in the other circle:

T: *Hello. What’s your name?*

L1: *Hello. I’m Marci. What’s your name?*

T: *I’m Judit.*

Ask Ls to carry out a similar conversation with their partners opposite them.

Then, ask Ls in the inner circle to move one step to the right so that they face a new L in the outer circle. Now, ask Ls to repeat the mini-dialogue above. Repeat the procedure several times.

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| STAGE 6 | Playing an action game |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ask Ls to sit down.

Show the action to help Ls to understand the meaning. Ls sit down. Then, ask L1 to come out.

T: **L, 2 3, **Peter** come to **me**.**

Say this with a strong beat on the bold syllables to give the sentence a rhythm. Stress the beat by clapping hands, as well. L1 comes out.

T: *Peter, jump.* (Model jumping and ask L1 to imitate you.)

Point to the other Ls.

T: *Now, stand up and jump.* (Model jumping and encourage all Ls to jump.)

T: *Stop, sit down, please. Thank you Peter. Go and sit down.*

Choose another L from the group.

T: **L, 2 3, **Kati** come to **me**.**

T: *Kati, hop.* (Encourage Kati to show the action.)

Repeat the procedure with the following actions: walk, hop, run, turn around. If there are some confident Ls in class, ask them to give instructions to the others.

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| STAGE 7 | Collecting badges |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Responding non-verbally |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | Badges |

ACTIVITIES

Collect badges from Ls. Walk around and help removing badges from Ls' clothes.

T: *Can I have your badge, please?*

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|---|-----------------------------------|
| STAGE 8 | Singing the 'Goodbye' song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 1.8 Recording: Goodbye Song |

ACTIVITIES

Introduce 1.8 Recording: Goodbye Song that you will sing together with the Ls at the end of each English lesson in the future.

Goodbye, goodbye, It's so sad to say, Good bye, goodbye and have a nice day.

LESSON 2: LET'S JUMP

Aims of the lesson:

- to establish classroom routines: 'Good morning song', 'Goodbye song'
- to involve Ls in everyday interaction in English
- to learn new vocabulary of action verbs
- to learn the 'Blindfolded game'
- to learn the 'Walking, walking' action song

Materials and resources: 2.1 Recording: Good morning song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking

Before the lesson: Prepare badges from Lesson 1 in a box. Get a scarf ready.

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| STAGE 1 | Singing the 'Good morning' song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Greeting each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 2.1 Recording: Good Morning Song |

ACTIVITIES

Introduce 2.1 Recording: Good Morning Song that you will sing together with the Ls at the beginning of each English lesson.

Good morning, good morning, It's so nice to say, Good morning, good morning and have a nice day.

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| STAGE 2 | Handing out badges |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Interacting |
| ORGANISATION | Whole class, individual work |
| AIDS AND MATERIALS | Ls' name badges from Lesson 1 |

ACTIVITIES

Point to the badges from last lesson. Take your own badge and model a dialogue.

T: *Whose is this badge? It's mine.* (Put the badge on your clothes.)

T: *Whose is this badge?*

L1: *It's mine.* (Help Ls to respond by giving a model.)

T: *Here you are.*

L1: *Thank you.* (Help Ls to respond by giving a model.)

T: *You're welcome.*

Help to put the badges on Ls' clothes.

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|---|---------------------------------------|
| STAGE 3 | Playing the 'Blindfolded game' |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Acting out a simple dialogue |
| ORGANISATION | Whole class, pairwork |
| AIDS AND MATERIALS | A scarf |

ACTIVITIES

Ask Ls to stand in a circle. Ask L1 to stand in the middle of the circle and blindfold him/her. The rest of the group starts singing the ‘What’s your name’ song and is walking around. When the song finishes, Ls in the circle stop. L1 points to another L in the circle and asks:

L1: *What’s your name?*

L2: (changes his/her voice and say somebody else’s name) *I’m Kati.*

L1: (guesses who the child can be) *Ildi.*

L2: *Yes/No.*

If L1 guesses correctly they change places. If not, L1 can have a new guess.

Play the game again a few times so that several Ls have a chance to be blindfolded.

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| STAGE 4 | Revising instructions |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Giving non-verbal responses to instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Give instructions for Ls to follow.

T: *Jump. Hop. Run. Turn around. Walk. Sit down. Stand up. Stop. Come here. Listen.*

Ls listen and do the actions. Next, invite some confident Ls to give instructions to the others.

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| STAGE 5 | Teaching new vocabulary-action verbs |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Keeping the rules of a game |
| ORGANISATION | Individual work |
| AIDS AND MATERIALS | 2.5 Pictures of Actions |

ACTIVITIES

Show 2.5 Pictures of Actions to Ls one by one and ask them to act out the movements illustrated on them.

Show the pictures again, say the instructions and let Ls do the actions.

Next, show the pictures again and elicit the instructions from the Ls.

Arrange Ls to stand in three lines. 3-5 Ls can stand in each line. Make 3 groups from the pictures and put the 3-3-4 pictures on the floor in front of each line of Ls.

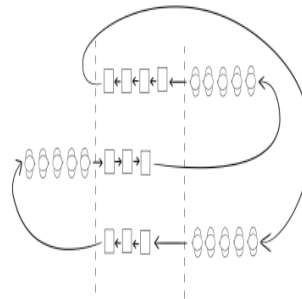
Model the game for Ls. Jump next to the first picture and name it.

T: *Sit down.*

Then jump to the next picture and say the instruction on it.

T: *Turn around.*

Go on jumping next to all the pictures one by one until you have named all of them. See for the direction of Ls' movement between the lines.



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| STAGE 6 | Singing the ‘Walking, walking’ song |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing and moving around |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 2.6 Recording: Walking, walking |

ACTIVITIES

Introduce the song 2.6 Recording: Walking, walking and do the actions together with the Ls.

Walking, walking, walking, walking. Hop, hop, hop. Hop, hop, hop. Running, running, running. Running, running, running. Now, let’s stop. Now, let’s stop.

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| STAGE 7 | Collecting badges |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Interacting |
| ORGANISATION | Individual work |
| AIDS AND MATERIALS | Ls’ badges |

ACTIVITIES

Walk around and help remove the badges from Ls. Walk around and help removing badges from Ls’ clothes.

T: *Can I have your badge, please?*

L: *Here you are*

T: *Thank you.*

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|---|--|
| STAGE 8 | Singing the 'Goodbye' song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Saying goodbye to each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Goodbye, goodbye, It's so sad to say, Good bye, goodbye and have a nice day.

LESSON 3: TWO LITTLE LADYBIRDS

Aims of the lesson:

- to create a safe learning environment
- to expose learners to more interactions in English
- to learn the ‘Fruit salad’ game
- to learn the ‘Two little ladybirds’ action rhyme
- to start working in Progress Books

Materials and resources: Ls’ badges, permanent marker, 3.6 Worksheet: What’s your name?, 2.6 Recording: Walking, walking, 1.8 Recording: Goodbye Song, scissors, glue

Before the lesson: Arrange the chairs in a circle.

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| STAGE 1 | Singing the ‘Good morning’ song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Greeting each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song with the Ls.

Good morning, good morning, It’s so nice to say, Good morning, good morning and have a nice day.

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|---|--|
| STAGE 2 | Handing out badges |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Interacting |
| ORGANISATION | Whole class, individual work |
| AIDS AND MATERIALS | Badges from Lesson 1 |

ACTIVITIES

Take your own badge and model a dialogue. Encourage Ls to respond.

T: *Whose is this badge? It's mine.* (Put the badge on your clothes.)

T: *Whose is this badge?*

L1: *It's mine.* (Help Ls to respond by giving a model.)

T: *Here you are.*

L1: *Thank you.* (Help Ls to respond by giving a model.)

T: *You're welcome.*

Help to put the badges on Ls' clothes.

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| STAGE 3 | Playing the 'Fruit salad' game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Practicing vocabulary Understanding and keeping rules of a game Co-operation |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ls sit in on their chairs in a circle. Stand in the middle of the circle. Call out two names and ask the two Ls to change places.

Repeat this a few times with different names and new words: boys, girls, everybody.

T: *Boys, change places.* (All the boys change places.)

T: *Girls, change places.* (All the girls change places.)

T: *Everybody change places.* (Everybody changes places.)

When Ls are clear about the rules of the game, call out two names and try to sit down on one of their chairs before they sit down.

The L with no chair to sit on stays in the middle of the circle and calls out two names and tries to sit on one of the chairs.

The L without a chair can start the new round of the game. Encourage Ls to use words: boys, girls, and everybody, too.

STAGE 4 Teaching the 'Two Little Ladybirds' rhyme

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding meaning from context

ORGANISATION Whole class

AIDS AND MATERIALS Permanent marker

ACTIVITIES

Ask Ls to stand around your desk. Before teaching this rhyme, draw two ladybirds on your pointer fingers. Introduce the rhyme and do the actions.

The full text is:

Two little ladybirds sitting on a wall. One named Peter, the other named Paul. Fly away, Peter, Fly away, Paul. Come back, Peter. Come back, Paul.

Text with the movements:

Two little ladybirds sitting on a wall. (Beat the rhythm with your pointer fingers on the desk with both hands.)

One named Peter. The other named Paul. (Do 2 beats and introduce Peter and Paul, one for each pointer finger.)

Fly away, Peter. (With flying movements change your fingers on your right hand and put the middle finger back on the desk which has no drawing on it.)

Fly away, Paul. (With flying movements change your fingers on your left hand and put the middle finger back on the desk which has no drawing on it.)

Come back, Peter. (With flying movements again and put the pointer finger on your right hand back on the desk which has the drawing on it.)

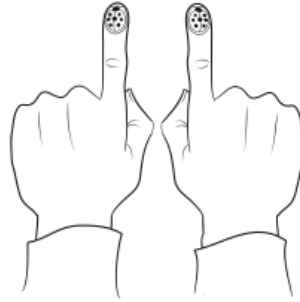
Come back, Paul. (With flying movements again put the pointer finger on your left hand back on the desk which has the drawing on it.)

Ask Ls how the ladybirds could fly away. Allow them to respond in Hungarian.

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| STAGE 5 | Acting out the ‘Two little ladybirds’ rhyme |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Saying and acting out a rhyme |
| ORGANISATION | Whole class, individual |
| AIDS AND MATERIALS | Permanent marker |

ACTIVITIES

Ask Ls to put their pointer fingers on the desk. Draw a simple ladybird pattern on each L's pointer fingers with a permanent marker.



Repeat the rhyme and ask Ls to do the actions. Then repeat it again and ask Ls to join in saying the rhyme.

STAGE 6 Working in Progress Book

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Singing songs
Sticking and colouring pictures

ORGANISATION Individual work

AIDS AND MATERIALS 3.6 Worksheet: What's your name?, 2.6 Recording: Walking, walking, 1.8 Recording: Goodbye Song, scissors, glue

ACTIVITIES

Prepare a copy of 3.6 Worksheet: What's your name? for each L. Ask Ls to take their progress books and stick App. 3.1 onto the first page. Ls colour the pictures. While they are colouring, revise songs 2.6 Recording: Walking, walking and 1.8 Recording: Goodbye Song from the previous lessons.

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| STAGE 7 | Collecting badges |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Interacting |
| ORGANISATION | Individual work |
| AIDS AND MATERIALS | Ls' badges |

ACTIVITIES

Walk around and help to remove the badges from Ls. Walk around and help removing badges from Ls' clothes.

T: *Can I have your badge, please?*

L: *Here you are*

T: *Thank you.*

| | |
|---|--|
| STAGE 8 | Singing the 'Goodbye' song |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Saying goodbye to each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Goodbye, goodbye, It's so sad to say, Goodbye, goodbye and have a nice day.

LESSON 4: SIMON SAYS....

Aims of the lesson:

- to involve Ls in varied everyday interaction in English
- to revise the ‘Two little ladybirds’ rhyme and stick its text in Ls’ Progress Books
- to learn the ‘Simon says’ game
- to learn the ‘Tommy Thumb’ song

Materials and resources: Ls’ badges, a permanent marker, 4.3 Worksheet: Two little Ladybirds, Simon, the puppet, scissors, glue

| | |
|---|---|
| STAGE 1 | Singing the ‘Good morning’ song, playing a guessing game with badges |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Greeting each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Ls’ badges |

ACTIVITIES

Sing the song with the Ls.

Play a guessing game with badges.

T: *Whose badge is this?* (T pulls out badges from a bag.)

Ls guess: *Kati’s?*

T: *No, it’s not hers. /Yes, it’s hers. It’s Kati’s.*

After a few questions, Ls take the T’s role.

Give Ls their own badges. When everybody has his/her own badge, ask Ls to stick them on a large sheet of paper.

Label the poster: Class 1a. Discuss a few things about the poster and use some new words like colours and numbers.

T: *How many children are there? How many boys/girls are there? Whose badge is red/blue? What colour is Peter’s badge?* (Do not worry if Ls do not understand everything but emphasize meaning by gestures and mime.)

| | |
|---|--|
| STAGE 2 | Revising the ‘Two little ladybirds’ rhyme |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Saying and acting out a rhyme |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Permanent marker |

ACTIVITIES

Revise rhyme Two little ladybirds. Draw spots to indicate ladybirds on Ls’ fingers like you did in the previous lesson.

Say the rhyme and encourage Ls to do the actions and to join in saying the rhyme.

Two little ladybirds sitting on a wall. One named Peter, the other named Paul. Fly away, Peter. Fly away, Paul. Come back, Peter. Come back, Paul.

Now ask the boys/girls only to repeat the rhyme.

| | |
|---|---|
| STAGE 3 | Working in Progress book |
| TIME | 7 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Sticking and colouring neatly |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | 4.3 Worksheet: Two little Ladybirds, scissors, glue |

ACTIVITIES

Prepare a copy of 4.3 Worksheet: Two little Ladybirds for each L. Ask Ls to take their Progress Books and stick it in it. Ask Ls to colour the pictures.

| | |
|---|--------------------------------------|
| STAGE 4 | Playing the ‘Simon says’ game |
| TIME | 12 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Simon, the puppet |

ACTIVITIES

Revise instructions. Ls do the actions.

T: *Close your progress book. Put the glue away. Put your pencils away. Now stand up.*

Introduce Simon, the puppet and explain Ls that Simon is going to give them instructions.

T/Simon: *Listen. Sit down. Stand up. Run. Jump. Etc.*

Ls carry out the actions. Ask L1 to take the puppet and the T’s role at the same time.

Introduce the ‘Simon says...’ game.

Ask 2 Ls to come to the front. L1 takes Simon. L1 (Simon, the puppet) gives instructions to the T. Follow L1’s instructions.

Now ask L2 to give you instructions. Do not follow what L2 says.

Take the puppet from L1 and explain that Ls do the actions only if Simon says it.

T: *Listen. Do the actions when Simon says it. (Point to the puppet.) Don’t do the actions when it’s not Simon. (Hide the puppet behind your back.)*

Show the puppet and say.

T: *Simon says jump.* (Encourage Ls to do the action and repeat this with other action verbs.)

Now hide the puppet and say.

T: *Jump.* (Show Ls not to do the action. Repeat this with a few verbs and make sure that Ls do not follow the instructions.)

Now play Simon says game. Take out and hide the puppet occasionally when giving instructions to Ls to follow. Ls follow when it is appropriate.

| | |
|---|---------------------------------------|
| STAGE 5 | Singing the ‘Tommy Thumb’ song |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing and acting out a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Introduce the Tommy Thumb song. Sing the song. Show your hand to the Ls and act out the song.
Tommy Thumb, Tommy Thumb. Where are you? (Hold up your hand with your palm facing you. Stretch out your fingers.)
Here I am, here I am. (Move your thumb.)
 How do you do? (Reply saying ‘how do you do’ as if you were talking to your thumb.)
 Repeat the procedure above with all five fingers. (Peter Pointer, Middle Finger, Ruby Ring, Little Finger)
Tommy Thumb, Tommy Thumb. Where are you?
Here I am, here I am.
 How do you do?
 Repeat the song and ask Ls to do the actions and join in singing the song.

| | |
|---|--|
| STAGE 6 | Singing the ‘Goodbye’ song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Saying goodbye to each other |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.
Goodbye, goodbye, It’s so sad to say, Goodbye, goodbye and have a nice day.

LESSON 5: WHAT AM I LIKE?

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn a rhyme
- to learn adjectives describing people and emotions
- to play a guessing game in pairs

Materials and resources: 5.2 Pictures of monkeys, Ls' Progress books, 5.5 Worksheet: Monkeys, a puppet, scissors, glue

Before the lesson: Get Simon, the puppet, ready.

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song, introducing a poem |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Expressing meaning with actions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the Good morning song with the Ls.

Introduce the poem: 'I'm big'. Ask Ls to stand in a circle. Say the poem and mime the words.

T: *I'm big – I'm small*

I'm short – I'm tall

I'm happy – I'm sad

I'm good – I'm bad

Repeat the poem rhyme, ask Ls to mime the words and join in saying it.

| | |
|---|--|
| STAGE 2 | Practising vocabulary of the poem |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Concentration Repeating words |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys |

ACTIVITIES

Practise words from the poem.

T: *You're big*. Ls mime the word.

T: *You're tall*. Ls show they are tall.

Prepare 5.2 Pictures of monkeys: a big monkey, a small monkey, short monkey, a tall monkey, a happy monkey, a sad monkey, a good monkey, a bad monkey

Introduce all the 8 pictures one by one. Show the pictures and name them.

T: *A big monkey*

Ls: (repeat the words) *A big monkey etc.*

| | |
|---|---|
| STAGE 3 | Practising vocabulary of the poem, playing a circle game |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing words |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys |

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take one picture and name it.

T: *a big monkey*

Then pass the picture to L1 on your right and ask him/her to repeat the expression.

L1: *a big monkey*

Then, ask L1 to pass on the picture to L2 standing on L1' right. L2 repeats the expression. Then, L2 passes the picture on to L3 etc.

When the picture comes back to you, start the game with a new picture. With large classes arrange Ls to stand in two lines and do the same game with two pictures simultaneously.

| | |
|---|---|
| STAGE 4 | Running to the pictures |
| TIME | 2 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding meaning and giving non-verbal responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys |

ACTIVITIES

Introduce a 'Listen and do' game. Put the 5.2 Pictures of monkeys on the classroom wall. Give instructions and let Ls run to the appropriate pictures.

T: *Run to the happy monkey. Hop to the tall monkey. Jump to the sad monkey.*

Leave the pictures on the wall for other activities.

| | |
|---|---|
| STAGE 5 | Working in Progress Book |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Sticking pictures |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | Progress Book, 5.5 Worksheet: Monkeys, scissors, glue |

ACTIVITIES

Give out 5.5 Worksheet: Monkeys to each L. Ask them to stick the small pictures into their progress books.

| | |
|---|---|
| STAGE 6 | Playing a guessing game |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing Practising vocabulary and intonation Interacting |
| ORGANISATION | Pair work |
| AIDS AND MATERIALS | Progress Book |

ACTIVITIES

Ask Ls to take the 8 monkey pictures off the wall.

T: *Peter, take off the happy monkey. / Zsófi, take off the big monkey. Etc.*

Take one picture and put it on the board face down. Encourage Ls to guess which monkey is in the picture.

Ls: *A happy monkey?*

T: *No.*

Form pairs. Ask L1 to come to the front and bring his Progress Book. Take L2's Progress Book. Choose one picture from among the 8 showing the monkeys.

Encourage L1 to find out which monkey you have chosen.

L1: *A big monkey?*

T: *No.*

L1: *A happy monkey?*

T: *Yes.*

Change roles and act out the dialogue again with L1.

Now, put Ls in pairs and ask them to play the guessing game. Make sure they also change roles.

| | |
|---|--|
| STAGE 7 | Playing the ‘Simon says’ game |
| TIME | 5 min |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding and following instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Simon, the puppet |

ACTIVITIES

Take Simon, the puppet, and give instructions as you did in the previous lesson.

T: *Simon says run. Stand up. Etc.* Use new vocabulary, too.

T: *Simon says be happy/sad/tall/ etc.*

| | |
|---|-----------------------------------|
| STAGE 8 | Singing the ‘Goodbye’ song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 6: I'M TIRED AND HUNGRY

Aims of the lesson:

- to sing the 'Tommy Thumb' song in a new context
- to learn new vocabulary of feelings
- to practise and play with new vocabulary

Materials and resources: 5.2 Pictures of Monkeys, two sets of 6.3 Pictures of Feelings

| | |
|--------------------------------|---|
| STAGE 1 | Singing the 'Good morning' song, revising vocabulary |
| TIME | 6 mins |
| SKILLS AND COMPETENCIES | Singing a song |
| IN FOCUS | Introducing yourself |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys |

ACTIVITIES

Sing the song together with the Ls.

Choose 4 pictures of monkeys from 5.2 Pictures of Monkeys for each L. Put the monkey pictures on the floor. Ask Ls to come out and take one picture and sit in a circle. Revise words by asking the Ls.

T: *Who are you?*

L1: *(I'm a) happy monkey.*

T: *Hello. It's so nice to see you.*

| | |
|---|--|
| STAGE 2 | Singing the song 'Tommy Thumb' with new words |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Using learnt language in a new context Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys |

ACTIVITIES

Start singing the song with one of the 4 chosen monkeys in it. While singing, ask Ls who have got the picture of the monkey in the song to stand up and to reply to the T's question.

T: *Happy Monkey, Happy Monkey. Where are you?*

Ls: *Here I am, here I am.* (Ls with happy monkey pictures stand up and reply. Then they sit down again.)

T: *How do you do?*

(Repeat with the rest of the class.)

Collect pictures, shuffle them and hand them out again. Repeat the song with Ls in new roles.

| | |
|---|---|
| STAGE 3 | Teaching new vocabulary – adjectives of feelings |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing new words Memory |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6.3 Pictures of Feelings |

ACTIVITIES

Teach the vocabulary of feelings: fine, sleepy, angry, hungry, tired, thirsty, happy and sad.

Introduce words using 6.3 Pictures of Feelings. Put pictures of monkeys in a bag. Pull them out one by one and encourage

Ls to guess what the monkey is like in Hungarian.

Ls: *álmos*

T: *sleepy*

Ls: *sleepy*

T: *a sleepy monkey* (Put picture on board.)

Ls: (repeat after T) *a sleepy monkey*

T: *a sleepy monkey* (Put picture on board.)

Ls: (repeat after T) *a sleepy monkey*

Go through all the pictures and new vocabulary in a similar way.

| | |
|---|---|
| STAGE 4 | Practising new vocabulary – adjectives of feelings |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing words |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6.3 Pictures of Feelings |

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take one picture from 6.3 Pictures of Feelings and name it.

T: *a sleepy monkey*

Then pass the picture to L1 on your right and ask L1 to repeat the word.

L1: *a sleepy monkey*

Then, ask L1 to pass on the picture to L2 standing on L1' right. L2 repeats the expression. Then, L2 passes the picture on to L3 etc.

When the picture comes back to you, start the game with a new picture.

| | |
|---|--|
| STAGE 5 | Playing with new vocabulary, ordering pictures |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Naming pictures Listening and responding non-verbally |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | 2 copies of the set of 6.3 Pictures of Feelings |

ACTIVITIES

Prepare two sets of pictures. Put the two sets of pictures in two different places in the classroom. Arrange Ls to stand in two groups around the two sets of pictures. List the words one by one and ask Ls to arrange the pictures in the given order.

T: *Look at the pictures. What have you got?*

Ls: *A sleepy monkey, a sad monkey etc.*

T: *Now pick up the sleepy monkey. Put it down. That's number 1. Pick up the tired monkey. Put it next to the sleepy monkey. That's number 2. Etc.*

Make sure you check both groups' work continuously and give feedback immediately.

T: *Now listen. Put the pictures in order. Number 1: a sad monkey, number 2: a tired monkey, number 3: a thirsty monkey, etc.*

Now check the order by asking Ls to name the pictures.

T: *Number 1?*

Ls: *A sad monkey.*

T: (praise Ls' work) *Correct./Excellent./Great./Okay./Oops. Are you sure this is OK?*

| | |
|---|------------------------------------|
| STAGE 6 | Singing the 'Goodbye' songs |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 7: COLOUR YOUR MONKEY!

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn the 'Four corners' game
- to learn the names of six colours
- to practise using colours in meaningful contexts

Materials and resources: 6.3 Pictures of Feelings, 7.3 Worksheet: feelings, 6 coloured pencils, scissors, glue

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song, introducing a dialogue |
| TIME | 6 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Asking and responding to simple questions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6.3 Pictures of Feelings |

ACTIVITIES

Sing the song together with the Ls. Initiate a small dialogue. Ask Ls to sit in a circle. Use 6.3 Pictures of Feelings from the previous lesson to introduce a dialogue.

T: *How are you today? Are you happy today?* (Hold up the picture of the happy monkey.)

L1: *Yes.*

T: *How are you today? Are you sleepy?* (Hold up the picture of the sleepy monkey)

L2: *No.*

T: *How are you? Are you tired?* (Hold up the relevant picture.) Etc.

Encourage Ls to respond with short answers or body language.

| | |
|---|--|
| STAGE 2 | Playing the 'Four corners' game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Practising vocabulary while playing a game |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6.3 Pictures of Feelings |

ACTIVITIES

Choose 4 pictures of 6.3 Pictures of Feelings (sleepy, happy, sad, tired) and put each of them in four different places e.g. corners in the classroom. Ask L1 to come out and turn his back to the group. Ask the other Ls to go to one of the four corners and stand around the picture there. Ask L1:

T: *Hello. How are you?*

L1: *I'm happy.*

Ls listen to L1 and if they stand in the 'happy corner' where the picture of the happy monkey has been put, they are out of the game and they need to sit down. Ls in the other 3 places stay in the game. Start another round. Ask L2 to come out and repeat the process. The winner is the one who stays in the game the longest.

| | |
|---|---|
| STAGE 3 | Working in Progress Book |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Understanding new vocabulary Colouring |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | 7.3 Worksheet: Feelings, 6 coloured pencils, scissors, glue |

ACTIVITIES

Prepare a copy of 7.3 Worksheet: feelings for each L. Ask Ls to take their progress books and stick it in.

Prepare 6 coloured pencils (red, yellow, green, blue, brown, orange) on your desk. Pick up the red one and say:

T: *Let's colour the monkeys. Take your red pencil. Colour the happy monkey red.* Wait until every L picks up their red pencil.

Demonstrate the task. Monitor and comment on Ls' work.

T: *What a nice red monkey. Your monkey looks great. Etc.* Go on colouring the 6 monkeys with different colours. Use your pencils to show the pictures for Ls.

STAGE 4 Reflecting on the use of colours

TIME 3 mins

SKILLS AND COMPETENCIES
IN FOCUS Repeating words

ORGANISATION Whole class

AIDS AND MATERIALS Progress Book, 7.3 Worksheet: Feelings

ACTIVITIES

Pick up a Progress Book and describe the monkeys. Encourage Ls to repeat the colours.

T: *Look. The happy monkey is red. It's red. Red.*

Ls: *Red. Etc.*

STAGE 5 Practising new vocabulary, playing a circle game

TIME 5 mins

SKILLS AND COMPETENCIES
IN FOCUS Repeating expressions

ORGANISATION Whole class

AIDS AND MATERIALS 6 coloured pencils

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take 6 pencils (red, yellow, green, blue, brown, orange). Pick up a red pencil and say:

T: *a red pencil*

Then pass the pencil to L1 on your right and ask L1 to repeat the word.

L1: *a red pencil*

Then ask L1 to pass on the pencil to L2 standing on L1's right side. L2 repeats the expression.

L2: *a red pencil*

When the pencil comes back to you, start the game with a pencil of a different colour. Do the same with all the colours.

| | |
|---|--|
| STAGE 6 | Playing an action game with colours |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions and responding non-verbally |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6 coloured pencils for each L |

ACTIVITIES

Revise action verbs with Ls. Ask Ls to prepare pencils of 6 different colours and pick one up. Give instructions.

T: *Jump if you've got a blue pencil.* (Ls carry out the actions.)

T: *Hop if you've got a green pencil.* (Ls holding a green pencil hop.)

T: *Now put down your pencil and take another one.* (Go on playing the game with all the 6 colours.)

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 8: I'M A CAT – I'M FAT

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn the 'Green-blue – change places' game
- to practise the names of six colours
- to learn the 'I'm a cat. I'm fat.' poem

Materials and resources: 6 coloured pencils per L, 8.5 Poster: I'm a cat, 8.6 Worksheet: I'm a cat, scissors, glue

Before the lesson: Arrange the chairs into a circle for the lesson.

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song, talking about feelings |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Asking and responding to simple questions Initiating a conversation |
| ORGANISATION | Whole class, pair work |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with the Ls. Initiate a small dialogue using the phrases from the previous lesson. Ask Ls to sit in a circle.

T: *How are you today? Are you happy today?*

L1: *Yes, I am.*

T: *How are you today?*

L2: *Tired.*

Encourage Ls to respond with short answers e.g.: *Yes, (I am)./No, (I'm not).*

Ask Ls to stand up and encourage them to ask each other.

L1: *How are you today?*

L2: *(I'm) fine./ I'm happy. And you? / How are you today?*

L1: *I'm fine, thank you. (L1 asks another L.) Are you sleepy?*

L3: *No, I'm not. And you? Etc.*

| | |
|---|--------------------------|
| STAGE 2 | Revising colours |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6 coloured pencils per L |

ACTIVITIES

Ask Ls to take out 6 coloured pencils.

T: *Take a red pencil.* (Demonstrate it by showing your red pencil.)

T: *Pick up your green pencil. Now pick up your blue pencil.*

Call out colours as fast as Ls can follow.

| | |
|---|--|
| STAGE 3 | Playing the ‘Green-blue – change places’ game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Saying colours Following the rules of a game |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 6 coloured pencils per L |

ACTIVITIES

Ask Ls to take one pencil and sit in a circle. Take a pencil as well and stand in the middle of the circle. Call out colours one by one and ask Ls to raise their pencils.

Now start the game. Call out 2 colours and ask Ls who have pencils of those colours to change places. Join the game and try to take one of their seats before they sit down. The L whose seat is taken stands in the middle of the circle and calls out the next two colours. This time Ls with pencils of the two new colours change places. The L in the middle sits down and another L stays without a seat. Repeat this a few times with different colours. Call out ‘Colours’ and encourage all the Ls to change places.

STAGE 4 Playing a guessing game in pairs

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Asking a simple question
Guessing

ORGANISATION Whole class, pair work

AIDS AND MATERIALS 6 coloured pencils per L

ACTIVITIES

Play a guessing game in pairs.

Put all your 6 pencils in a bag. Take one out and hide it behind your back. Ask Ls to guess which pencil you have got.

T: *What colour is this pencil? Guess. Red? Blue?*

L1: *Green.*

T: *No, it's not green. What colour is it?*

L2: *Yellow.*

T: *Yes. You're right. It's a yellow pencil.*

When Ls understand the game ask L3 to hide a pencil and encourage him/her to ask you.

L3: *What colour is it?*

T: *Green.*

L3: *No.*

T: *Red.*

L3: *Yes.*

Now arrange Ls in pairs and ask them to play the guessing game. Make sure they change roles.

| | |
|---|---|
| STAGE 5 | Introducing the 'I'm a cat. I'm fat.' poem |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding a poem using picture clues Responding to questions verbally Saying the poem |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 8.5 Poster: I'm a cat |

ACTIVITIES

Introduce the poem with illustrations. Ask Ls to stand around 8.5 Poster: I'm a cat. Discuss what can be seen in the poster.

T: *Look. What's this?* (Point to the picture of the cat on the poster.)

Ls: *(macska) Cat.*

T: *Yes. It's a cat. You're a cat. Show me. Mime it.* (Encourage Ls to act out the cat.)

T: *Look. This man is fat. Very fat.* (Show that you are fat.)

Ls: *Fat.*

T: *Show me you're fat.*

T: *Are you fat? No, you aren't. You're thin. Etc.*

Introduce the poem with the help of the poster. Read out the poem while pointing to the pictures on the poster.

I'm a cat. I'm fat.

I'm a pin. I'm thin.

I'm short. I'm tall.

I'm big. I'm small.

I'm dirty. I'm clean.

I'm yellow. I'm green.

Repeat the poem and encourage Ls to say it with you.

Now, repeat the poem again and act out the words as before. Encourage Ls to join in. Repeat it 2-3 times. Change your voice or the pace of your chanting when you are saying the rhyme.

| | |
|---|--|
| STAGE 6 | Working in Progress Book |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Sticking |
| ORGANISATION | Individual |
| AIDS AND MATERIALS | 8.6 Worksheet: I'm a cat, scissors, glue |

ACTIVITIES

Prepare a copy of 8.6 Worksheet: I'm a cat for each L. Ask Ls to stick it into their Progress Books.

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 9: WE ARE INDIANS

Aims of the lesson:

- to learn numbers from 1 to 10
- to practise numbers in different contexts
- to learn the ‘Ten little Indians’ song
- to play the ‘Chinese whispers’ game

Materials and resources: 8.5 Poster: I’m a cat, 9.5 Recording: Ten little Indians, 9.6 Worksheet: Indians, Progress Book, scissors, glue

| | |
|---|---|
| STAGE 1 | Singing the ‘Good morning’ song, revising the poem ‘I’m a cat’ |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Saying a poem |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 8.5 Poster: I’m a cat |

ACTIVITIES

Sing the song together with the Ls. Revise the poem from the previous lesson.
Point to 8.5 Poster: I’m a cat and say the poem. Repeat it and act out the words.

| | |
|---|---|
| STAGE 2 | Teaching numbers 1-10 |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding numbers in English Repeating new words |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Call Ls one by one and ask them to stand at the front. Count each time how many children are standing together.

T: *Peter, come here. One boy. How many? One.* (Encourage Ls to repeat you.)

Ls: *One.*

T: *Mark, come here. Two boys. How many? Two.*

Ls: *Two. Etc.*

Follow the procedure to cover all the numbers up to 10.

| | |
|---|--|
| STAGE 3 | Practising numbers |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language and giving non-verbal responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ask and help Ls to stand in smaller groups.

T: *Two boys/girls.* (Ls need to stand in pairs.)

T: *Three boys/girls.* (Ls need to stand in groups of three.)

T: *Five children.* (Five Ls get together.)

| | |
|---|---|
| STAGE 4 | Playing an action game with numbers |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Concentration Co-operation Understanding the language |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Say instructions and ask Ls to follow them. Make sure the correct number of Ls follow the instructions.

T: *Two boys, clap.* (Only two boys should clap their hands.)

The difficulty of this activity for children is to stop doing the actions if they can see that more Ls are doing than expected. This activity needs co-operation in the group.

T: *Three girls, touch the ground. Etc.* Finish the game by saying:

T: *Ten boys, shout as the Indians.* (last instruction)

| | |
|---|---|
| STAGE 5 | Learning the ‘Ten little Indians’ song |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing and acting out a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 9.5 Recording: Ten little Indians |

ACTIVITIES

Play 9.5 Recording: Ten little Indians and ask Ls to listen to the song. Ask Ls to follow the numbers on their fingers.

Choose 10 boys and ask them to stand in a line. Give each L a number from 1 to 10. Now ask Ls to listen to the song and squat when they hear their numbers. Play the song again and ask Ls to stand up again when they hear their numbers.

Repeat the procedure with 10 other Ls and ask the rest of the group to join in singing the song and in shouting like the Indians do.

Lyrics of the song:

*One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.*

*Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.*

STAGE 6 Sticking and colouring a worksheet in the Progress Book

TIME 10 mins

SKILLS AND COMPETENCIES Following instructions and colouring accordingly
IN FOCUS Giving short answers to questions

ORGANISATION Individual

AIDS AND MATERIALS 9.6 Worksheet: Indians, Progress Book, scissors, glue

ACTIVITIES

Prepare a copy of 9.6 Worksheet: Indians for each L. Ask Ls to take their progress book and stick it in it.

Give instructions for colouring the Indians.

T: *Colour 3 Indians green.* (Ls colour the pictures.) Monitor and comment on Ls' work.

T: *How many green Indians have you got?*

L1: *Three.*

| | |
|---|--|
| STAGE 7 | Playing the ‘Chinese whispers’ game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Saying numbers Playing a game together |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | - |

ACTIVITIES

Form two groups in class. Ask the two groups to stand in two lines. Stand behind the lines and ask L1 from one of the groups to come to you. Whisper a number into L1’s ears and ask him to go back to his group and pass on the word whispering it into the next L’s ears. Help L1 to understand the process by using body language. Tell Ls to pass on the word in their line very quietly. Ask the last L in the line to show the number he/she could hear on his/her fingers. When Ls have understood the game, play the whispering game with both groups in parallel. The aim is to pass on the words correctly. The game can be played as a competition between the two groups. The group the last L of which shows the correct number on his/her fingers is the winner and gets one point. Repeat the game several times.

| | |
|---|-----------------------------------|
| STAGE 8 | Singing the ‘Goodbye’ song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 10: ABRACADABRA

Aims of the lesson:

- to extend the range of everyday interaction in the classroom
- to practise numbers in different contexts
- to learn new vocabulary of classroom objects
- to learn the 'Abracadabra' song

Materials and resources: 9.5 Recording: Ten little Indians, 10.5 Recording: Abracadabra

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning' song, initiating conversations |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Guessing meaning from context and giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with the Ls.

Ask Ls some questions about how they feel. Encourage them to respond in their preferred ways. Accept non-verbal responses, too. React to their replies and help creating a real situation and emphasize meaning.

T: *How are you today? Are you tired?*

L1: *Yes, (I am).*

T: *Have a rest.* (Show L1 how to sit more comfortably and show him/her to put his/her head down on the desk for a short time.)

T: *How are you today?*

L2: *Fine, thank you.*

T: *Are you thirsty?*

L3: *Yes, (I am).*

T: *Go and have some water.* (Allow L3 to drink some water.)

T: *Are you cold?*

L3: *Yes, (I am).*

T: *Shall I close the window?*

L3: *Yes, please.*

T: *Okay. Just a minute.* (Close the window.)

Invite Ls to initiate conversations, like this.

From now on, start each lesson with a few mini situations like the ones above. Vary your questions and make sure you include some new phrases and questions and create new situations.

| | |
|---|--|
| STAGE 2 | Revising numbers, singing the ‘Ten little Indians’ song |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 9.5 Recording: Ten little Indians |

ACTIVITIES

Play the recording and ask Ls to join in singing the song and do the actions.

| | |
|---|---|
| STAGE 3 | Practising numbers, playing a game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Concentration Keeping to the rules of a game |
| ORGANISATION | Whole class, group work |
| AIDS AND MATERIALS | - |

ACTIVITIES

Introduce the game 'Press my hand'.

Ask Ls to stand in a line with the T in the middle of the line. Ask everybody to hold hands. Hold the hands of the two Ls on your left and right and press them 3 times at the same time. Ask these two Ls to pass on the pressing to the next Ls in their directions. They have to press their peer's hand as many times as their hands were pressed. Ask the last L in each line to say how many times his/her hand was pressed. Practise playing the game several times. When Ls understand the game, play the game as a competition. The group, where the last L of which can say the number first, is the winner.

| | |
|---|--|
| STAGE 4 | Teaching new vocabulary – classroom objects, playing a game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding vocabulary Repeating words |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Classroom objects |

ACTIVITIES

Prepare the following classroom objects and cover them with a blanket: school book, ruler, scissors, crayon, school bag, pencil.

Ask Ls to sit in a circle and start introducing these objects one by one in the following way.

Ask L1 to put his hand under the blanket and pull out one object.

T: *Abracadabra! It's a (wait for some time).... school bag.*

Ls: (repeat each word) *a school bag*

Now ask L2 to do the same with the next object.

T: *Abracadabra! It's a (wait for some time).... crayon.*

Ls: (repeat each word) *a crayon*

Follow this procedure to introduce new vocabulary.

Pass it on. Game – Ask Ls to stand in a circle and join the circle yourself. Take the 6 objects. Pick up the school bag and say:

T: *a school bag*

Then pass it on to L1 on your right and ask L1 to repeat the word.

L1: *a school bag*

Then ask L1 to pass on the school bag to L2. L2 says the word. When the school bag gets back to the T, start the game with the next object until you cover all the 6 of them

| | |
|---|--|
| STAGE 5 | Teaching the 'Abracadabra' song |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Counting Answering simple questions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 10.5 Recording: Abracadabra |

ACTIVITIES

Ask Ls to sit in a circle. Prepare the 6 classroom objects around you. Play 10.5 Recording: Abracadabra and ask Ls to arrange the objects in the correct order according to the song. Listen again and check Ls' answers.

Then, add some more pieces of the five classroom objects ready to make sure there are 5 pieces from all of them: 5 school books, 5 rulers, etc.

Put them in front of the Ls.

Ask Ls to listen to the song again and to identify how many objects there are in the song.

T: *Look. We've got 5 school books here. How many are there in the song?* Ls guess. If their guess is correct, confirm it. If not, express your doubts, leave the question open.

T: *Look. I've got some crayons. How many are there in the song?* Ask questions about all the objects.

Listen to the song again and check Ls' guesses. Ask Ls to name the objects.

T: *How many school books are there?*

Ls: 5.

Now, play the recording and ask Ls to join in singing the song.

Ask Ls to sit in a circle. Now hand out the objects to 5 different Ls. Sing the song again without the tape this time and ask Ls with the relevant classroom objects to respond.

T+Ls: *Abracadabra abracadee.*

L1: *I've got five school books. Look at me.*

T+Ls: *Abracadabra abracadee.*

L2: *I've got four rulers. Look at me.*

T+Ls: *Abracadabra abracadee.*

L3: *I've got three scissors. Look at me.*

T+Ls: *Abracadabra abracadee.*

L4: *I've got two crayons. Look at me.*

T+Ls: *Abracadabra abracadee.*

L5: *I've got one school bag. Look at me.*

STAGE 6 Singing the 'Goodbye' song

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Singing a song

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 11: MY SCHOOL OBJECTS

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn a new game 'Hot and Cold'
- to practise and play with new vocabulary
- to play a guessing game in pairs

Materials and resources: school book, ruler, scissors, crayon, school bag, pencil, 11.4 Worksheet: Abracadabra, 10.5 Recording: Abracadabra, Progress Books

Before the lesson: Arrange the chairs into a circle for the lesson. Get some scissors and glue prepared, enough for each L.

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning' song, initiating conversations |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together Guessing meaning from context Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations. E.g.:

T: *How are you? Are you sleepy?*

L1: *Yes, (I am).*

T: *Have a rest.* (Show L1 how to sit more comfortably and show him how to put his head down for a short time.)

| | |
|---|--|
| STAGE 2 | Playing 'Hot and Cold' game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing meaning from context Giving relevant responses Keeping to the rules of a game |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Ruler (or any other classroom object) |

ACTIVITIES

Ask L1 to leave the classroom. Ls hide one of the classroom objects in the classroom. Ask L1 to come in and tell him that he/she has to look for a ruler. Ask Ls to guide L1 by playing with their voice, saying 'ruler' quietly if L1 is walking away from the ruler or loudly if L1 is going closer and closer to the object. Play a few rounds.

| | |
|---|--|
| STAGE 3 | Walking and singing along |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song and playing a game together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | School book, ruler, scissors, crayon, school bag, pencil |

ACTIVITIES

Ask Ls to sit in a circle. Give the first object, a school book to L1 and ask him/her to pass it on. Ask Ls to sing Abracadabra song while T walks around the circle. When the first line of the song finishes, the L with the school book gets up and joins T walking around the circle. Give a ruler to one of the Ls and start singing the next line. Follow the same process while more and more Ls join in the walking.

| | |
|---|--|
| STAGE 4 | Working in Progress Book |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Listening and responding non-verbally Making illustrations |
| ORGANISATION | Whole class Individual |
| AIDS AND MATERIALS | 11.4 Worksheet: Abracadabra for each L, 10.5 Recording: Abracadabra, Progress Book |

ACTIVITIES

Give each L a copy of 11.4 Worksheet: Abracadabra. Ask Ls to stick it into their progress book. Then ask them to illustrate the song. Ask Ls to draw 5 school books, 4 rulers, etc. in black and white. Do the same on the board.

Then give instructions for Ls for colouring the objects.

T: *Colour the school books green. Colour the rulers yellow.*

Monitor and check Ls' work.

T: *What colour are the rulers? /What's yellow?*

Play 10.5 Recording: Abracadabra for Ls while they are drawing.

| | |
|---|---|
| STAGE 5 | Playing a guessing game in pairs |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Asking and answering simple questions Keeping to the rules of a game |
| ORGANISATION | Pairwork |
| AIDS AND MATERIALS | Progress Books |

ACTIVITIES

Arrange Ls to sit in pairs. Ask one of the Ls from each pair to mark one of the illustrations in his/her progress book and hide it. Encourage the other L to guess which illustration is marked. Demonstrate the game with 2 Ls. Make sure Ls change roles.

L2: *Three scissors?*

L1: *No.*

L2: *Four rulers?*

L1: *Yes. Four rulers.*

| | |
|---|-----------------------------------|
| STAGE 6 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 12: CAN YOU DO IT?

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn a new game 'Forfeits'
- to learn a rap
- to introduce an action rhyme to use it for sticking worksheets in the progress book

Materials and resources: 12.3 Recording: Up and down rap, a bag, 12.5 Worksheet: Rap for each L, scissors, some glue for each L, Progress Books

Before the lesson: Arrange the chairs into a circle for the lesson. Get some scissors and glue, enough for each L, prepared. Take a bag for the class.

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning song', initiating conversations |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together Guessing meaning from context Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations. E.g.:

T: *How are you today?*

L2: *Fine, thank you.*

T: *Are you thirsty?*

L2: *Yes, (I am).*

T: *Go and have some water.* (Allow L2 to drink some water.)

T: *How are you today?*

L2: *Fine, thank you.*

T: *Are you hungry?*

L2: *Yes, (I am).*

T: *Have you got a sandwich? Take it and have a bite or two.*

STAGE 2 Revising instructions

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Giving non-verbal responses to instructions

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Give instructions for Ls to follow.

T: *Jump. Hop. Run. Turn around. Walk. Sit down. Stand up. Stop. Come here. Listen.*

STAGE 3 Teaching the 'Up and down' rap

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding and following instructions

ORGANISATION Whole class

AIDS AND MATERIALS 12.3 Recording: Up and down rap

ACTIVITIES

Ask Ls to stand in a circle, listen to 12.3 Recording: Up and down rap and do the actions.

Up and down. Turn around.

Up and down. Touch the ground.

Up and down. Hop, hop, hop.

Up and down. Stop, stop, stop.

Right and left. Shake your head.

Right and left. Touch your leg.

Right and left. Stamp, stamp, stamp.

Right and left. Clap, clap clap.

Repeat this 2-3 times and encourage Ls to join in.

STAGE 4 Playing 'Forfeits' game

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS
Guessing meaning from context and giving relevant responses
Recalling learnt vocabulary

ORGANISATION Whole class

AIDS AND MATERIALS Bag

ACTIVITIES

Collect objects from Ls and put them in a bag.

T: *Give me your red pencil, Tom.*

L1: *Here it is.*

T: (Put the red pencil in a bag.)

Etc.

Take out one object and ask who it belongs to. Ask the owner of the object to do an action to get his/her object back.

T: *Whose is this red pencil?*

L1: *It's mine.*

T: *Okay.*

T+Ls: *Listen to me. 1 2 3. Hop and you'll be free.*

T: *Whose is this ruler?*

L1: *It's mine.*

T: *Okay.*

Elicit instructions from Ls. Use the phrases from the Rap above or from previous lessons. Help Ls with miming.

T+Ls: *Listen to me. 1 2 3*

..... *and you'll be free.*

Give back all the objects in the same way.

STAGE 5 Working in Progress Book

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Repeating and pronouncing words
Listening and responding non-verbally

ORGANISATION -

AIDS AND MATERIALS 12.5 Worksheet: Up and down rap, scissors, some glue for each L, Progress Books

ACTIVITIES

Ask Ls to sit at their desks and take their progress books. Prepare all the necessary objects for each L (scissors, glue). Name the objects one by one and ask Ls to repeat the words.

T: *They're scissors. / It's some glue. / It's a progress book.*

Hand out 12.5 Worksheet: Up and down rap with text and illustrations of the rap to each L.

Ask Ls to listen to the Instructions' Rhyme carefully and follow the instructions one by one. Help by doing all the actions together with Ls.

T: **Instructions' Rhyme**

Pick up the worksheet.

Pick up the scissors.

Cut out the text and the pictures.

Put down the scissors.

Open your progress book.

*Pick up some glue.
 pread some glue on the pictures.
 tick the pictures in your progress book.
 Are you ready?*

Go around and monitor the activity. Help if it is needed. Ask Ls to tidy up. Use the following phrases, e.g.:

T: Put the rubbish in the dustbin, please.

Put the glue in the box, please.

Put the scissors on the shelf, please.

| | |
|---|---|
| STAGE 6 | Revising the rap |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding and following instructions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 12.5 Worksheet: U and down rap (in Progress Books), 12.3 Recording: Up and down rap |

ACTIVITIES

Say the rap again and ask Ls to follow the text of the rap by pointing to the picture prompts on their worksheet in their progress book. Ask Ls to stand in a circle, listen and do the actions. Repeat this with boys/girls only, with one boy and one girl, etc.

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the ‘Goodbye’ song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

LESSON 13: WHAT'S YOUR FAVOURITE FOOD?

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn new vocabulary of food items
- to practise and play with new vocabulary
- to make Ls motivated by involving them in the making of visuals

Materials and resources: Some food items, e.g.: a banana, a kiwi, an apple, an orange, some chocolate, a sandwich, etc., 1 A6 size card with a drawing of a food item, blank A6 size cards for each L, Food cards prepared by Ls on the A6 size cards, a bowl

Before the lesson: Prepare the food items mentioned in **Materials and resources** into your bag.

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning' song, initiating conversations |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together Guessing meaning from context Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Some food items (e.g.: a banana, a kiwi, an apple, an orange, some chocolate, a sandwich, etc.) |

ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations. Finish with the following dialogue:

T: *I'm so hungry. Have you got something to eat?*

Encourage Ls to respond. Give help by asking them:

T: *Have you got a banana/sandwich/ a kiwi/ an apple/an orange/some chocolate?*

Prepare some food items in your bag beforehand and get one of them out.

T: *Look, I've got a*

Pretend that you are eating it.

T: *Hmmm, yummy, yummy. This is my favourite fruit. What else have I got?*

Repeat the previous process with each of the food items one by one. Hold up the food items one by one again and ask Ls about their preferences.

T: *Do you like?*

Encourage Ls to respond with yes or no, but accept non-verbal answers, as well.

| | |
|---|---|
| STAGE 2 | Playing ‘Stand up if ...’ game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Concentration |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food items |

ACTIVITIES

Ask learners to follow your instructions.

T: *Stand up if you like...../Stand up if you don't like ...*

Use gestures to emphasize meaning. Use the food items from the previous activity and instructions from earlier lessons. E.g.: *Jump if you like .../Turn around.../Stamp*

| | |
|---|---|
| STAGE 3 | Talking about Ls'preferences |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Talking about oneself following a model |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food items |

ACTIVITIES

Put the food items in a row on a desk and choose one.

T: *I like*

Now ask Ls to come out one by one and do the same.

STAGE 4 Drawing pictures of favourite food items**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Guessing meaning from context and giving relevant responses
Repeating words
Drawing**ORGANISATION** Whole class**AIDS AND MATERIALS** 1 A6 size card with a drawing of a food item, blank A6 size cards for each L**ACTIVITIES**

Prepare a card (A6 size) showing your favourite food. Hold it up.

T: *This is my favourite food. It's salad. What's your favourite food?*

Encourage Ls to come up with their own favourites. Help with new vocabulary.

T: *Let's make cards.*

Prepare a piece of A6 size paper for each L and give them out. Ask Ls to draw their favourite food items in black and white (it is important to keep the pictures black and white as they need to be photocopied later for the Memory game). Let Ls draw while you monitor and help.

T: *What's this?*

L: (*fagyi*)

Let Ls say the name of the food in Hungarian (if needed) and give them the English equivalent. Ask each L to repeat the word after you.

STAGE 5 Introducing food cards**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Presenting own work
Pronouncing words**ORGANISATION** Whole class**AIDS AND MATERIALS** Food cards prepared by Ls

ACTIVITIES

Ask Ls to sit in a circle and introduce their favourite food cards.

L: *I like ...*

Help Ls say the new words.

| | |
|---|--|
| STAGE 6 | Practising expressing ownership |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Memory Pronouncing new vocabulary |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food cards |

ACTIVITIES

Collect all the cards and shuffle them. Choose one and ask.

T: *This is Whose favourite is this?*

Ls: *Zsolt.*

Extend the utterance.

T: *Yes, it's Zsolt's.*

Go on asking Ls and encourage responses: *'It's's.*

| | |
|---|---|
| STAGE 7 | Practising new words while playing a game |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Practising new vocabulary Using previously learnt language Understanding and responding to simple questions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food cards, a bowl |

ACTIVITIES

Prepare a bowl and collect the cards in the following way.

T: *I'm very hungry. What have you got?*

L1: *Orange juice.*

T: *Can I have some?*

L1: *Here you are.*

L1 puts the card of the orange juice into the bowl.

T: *Thank you.*

Repeat the procedure. Ls offer their food items one by one and put the picture cards into the bowl.

| | |
|---|-----------------------------------|
| STAGE 8 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 14: EATING, EATING AND EATING

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to practise and play with new vocabulary
- to learn a new game ‘Memory’
- to practise giving instructions by revising the Rap

Materials and resources: 12.3 Recording: Rap, 2 sets of Food cards (one prepared by Ls, one photocopied), 7 colour cards, 7 number cards (or more according to the number of Ls), a hat, Blu-Tack

Before the lesson: Photocopy all the cards from previous lesson to make two sets of identical cards and cover the back side of each with a piece of cardboard paper to make it stiff and appropriate for playing a memory game. Separate them into 2 sets.

| | |
|---|--|
| STAGE 1 | Singing the ‘Good morning’ song, initiating conversations |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language and giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations.

STAGE 2 Revising the 'Up and down' rap**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Saying a chant**ORGANISATION** Whole class**AIDS AND MATERIALS** 12.3 Recording: Up and down rap**ACTIVITIES**

Ask Ls to stand in a circle, listen to 12.3 Recording: Up and down rap and do the actions. Repeat the rap several times and let Ls enjoy the movement.

STAGE 3 Practising vocabulary**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Repeating words
Following instructions
Giving non-verbal responses**ORGANISATION** Whole class**AIDS AND MATERIALS** 2 sets of Food cards (one prepared by Ls, one photocopied), Blu-Tack

ACTIVITIES

Show Ls one of the food cards they made in the previous lesson. Name the food item on it and ask Ls to repeat the word. Then, ask L1 to come out, take the card and stick it on the wall anywhere in the classroom. (Use Blu-Tack for that.)

T: *Zsolt, come here, put the card on the wall.*

Repeat the process with each word. When all the cards are on the wall, give Ls instructions.

T: *Run to/Walk to/Jump to/Point to/ Turn to/ Girls go to/Boys go to.. .*

Ls carry out the instructions. Confident Ls can take the T's role and give instructions.

Ask Ls to come together. Then, go to your Food card.

T: *I like*

Then, take it off the wall. Encourage Ls to do the same with their own Food cards. When all the cards are collected, display the other set on a desk for Ls to see. Ask Ls to find the pairs of their cards in the other set. Ls take the 2 Food cards and sit down.

| | |
|---|---|
| STAGE 4 | Colouring |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Colouring Listening to songs and rhymes and singing and saying them together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 2 sets of Food cards |

ACTIVITIES

Ask Ls to colour both Food cards. While they are colouring revise the learnt songs and rhymes by inviting them to join in singing and saying the words. When Ls finish colouring, collect all the Food cards and put about 7 pairs of them on the board face down in a random order.

| | |
|---|---|
| STAGE 5 | Playing a Memory game |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Keeping to the rules of a game Identifying words and pictures Cooperation |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | 7 colour cards, 7 number cards (or more according to the number of Ls), a hat |

ACTIVITIES

Before the lesson prepare 7 colour cards and 7 number cards (if Ls do not know the numbers yet, use picture codes, e.g.: one spot, two spots, ... on a card). Make 2 groups by putting the 14 colour and number cards into a hat and let each L pull one out. Ls with number cards make one group and Ls with colour cards make the other. (If there are more than 14 Ls in the group, put some more number or colour cards in the hat so that all Ls can have a card).

Ask the two groups to sit down in front of the board. Collect the 14 cards from Ls.

Put a colour or a number card next to each Food card. L1 from the first group calls out two words. These words can be 2 numbers, 2 colours or a number and a colour. E.g.:

L1: *three – five/ brown – pink/ brown – two.*

Turn over the two called Food cards and see if they match (e.g.: ice cream – pizza). If they do, the group can keep the pair. If not, place the cards back to their original places on the board face down. It is the other group's turn now. Follow this process until the last pair of cards is collected. Make sure that in each turn there is a different L who calls out the words. Encourage Ls to discuss which colour or number to choose. The winner is the group with more pairs of cards.

| | |
|---|-----------------------------------|
| STAGE 6 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 15: CAN YOU MAKE A SANDWICH?

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn to tell people how to make and eat a sandwich
- to learn a new game 'Chain Train'
- to practise and play with new vocabulary

Materials and resources: Food cards from previous lesson

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song, initiating conversations |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.
Start the lesson with a few mini situations.

| | |
|---|--|
| STAGE 2 | Revising food vocabulary |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Revising food words Comprehending on one line language Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food cards from previous lesson |

ACTIVITIES

Prepare the Food cards from previous lessons and put them on the board.

T: *Are you hungry, Lilla?*

L1: *Yes (I am).*

Choose a card from the board, offer it to L1.

T: *Have some*

L1: *Thank you.*

T: *You're welcome.*

Repeat the process with some other Ls and Food cards. Confident Ls can take over the T's role.

| | |
|---|--|
| STAGE 3 | Revising food vocabulary, playing 'Pass it on' game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing words Concentration Memory |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food cards |

ACTIVITIES

Ask Ls to stand in a circle. Take a Food card, name it and pass it on to L1 on your right. Ask L1 to repeat the word and pass it on to L2, etc. When the first card is at the third L on the way through the circle, start passing on a new card the same way. If Ls feel confident about naming the food items, speed up the game by sending more cards around. 3-5 cards can go around in the circle simultaneously.

| | |
|---|---|
| STAGE 4 | Making a sandwich – a TPR activity |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding new vocabulary Following instructions Responding non-verbally |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ask Ls to sit down in a circle.

T: *Are you hungry? Let's make a sandwich.*

Introduce the following TPR activity about making a sandwich. Say the steps of the activity one by one and do the actions to illustrate the meaning.

Repeat it and encourage Ls to join in the actions.

T: *Pick up a roll.*

Cut it in half.

Spread some butter on the roll.

Put a piece of salami on it.

Put a piece of cheese on it.

Now pick up the ketchup.

Squeeze the ketchup.

Put the top on.

Hold your sandwich.

Open your mouth.

Bite.

Oh no, my T-shirt!

| | |
|---|--|
| STAGE 5 | Finding your partner |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Responding to simple statements Keeping the rules of a game |
| ORGANISATION | Whole class, pairwork |
| AIDS AND MATERIALS | 2 sets of Food cards |

ACTIVITIES

Prepare the 2 sets of Food cards, one card for each L. Give the cards out to Ls in a random order. Ask Ls to walk around and find their matching card. Demonstrate the activity with one L.

T: (*I'm hungry.*) *An apple, please.*

L1: (*Sorry,*) *no apple.* / *Yes, (I've got) an apple.*

When Ls have found their matching card ask them to stand in a line facing their partners. Ask Ls to say if they like or dislike the food item on their cards.

L1 (with the card of an apple): *I like apples.*

L2 (with the card of a kiwi): *I don't like apples.*

Collect the cards and hand them out again in a random order. Repeat the game the same way and at the end ask Ls to say if they like the food they've got or not. (If Ls enjoy the activity, repeat it for the third time.)

| | |
|---|--|
| STAGE 6 | Playing 'Chain train' game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Chanting Keeping the rhythm by moving to it Revising food vocabulary |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Food cards |

ACTIVITIES

Revise words in a rhythmical, marching activity. Call out 2 Ls. Ask them what their favourite food is (what they drew on their cards in the previous lesson). E.g.:

T: *What's your favourite food, Peti?*

L1: *Pizza.*

T: *What's your favourite food, Tomi?*

L2: *Ice cream.*

Ask these two Ls to stand behind each other to make a 'train'. Join the train as a third person. Start marching and say the two words for the beat. Encourage all the Ls to say the words along with the others.

Ls+T: *Pizza – ice cream, pizza – ice cream.*

Now stop the train by calling out 'Soup! Soup!' pretending that you pull the emergency handle. Exaggerate with the words e.g.: Soooooop! Soooooop! Then ask the next 2 Ls to join the train.

T: *What's your favourite food?*

L3: (L1 looks at his/her Food card and says e.g.): *Apple.*

T: *What's your favourite food?*

L4: *Cheese.*

Ask these two Ls to join the train. Start marching again and say the words from the beginning for the beat.

Ls+T: *Pizza – ice cream, pizza – ice cream, apple – cheese, apple – cheese. Soup! Soup! Etc.*

Follow the procedure until each L joins the train.

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 16: I CAN MAKE A SANDWICH!

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to revise language of making and eating a sandwich
- to practise and play with new vocabulary
- to complete the worksheet with one's own drawings

Materials and resources: 16.2 Pictures of Making a Sandwich, 16.4 Worksheet: Making a Sandwich, scissors, glue for each L, Progress Books

Before the lesson: Get some scissors and glue, enough for each L, prepared.

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning' song, revising TPR |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together Understanding meaning Responding non-verbally |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

Revise TPR activity, making and eating a sandwich. Ask Ls to stand in a circle. Say the steps of the activity and Ls do the actions. Encourage Ls to join in saying the words, as well.

Show some of the actions separately, e.g.: act out how to spread butter on the roll and elicit the corresponding sentence. 'Spread the butter on the roll.' Repeat this with a few other actions from the TPR activity.

| | |
|---|---|
| STAGE 2 | Introducing pictures of ‘Making a sandwich’ activity |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Identifying pictures Recalling words using picture prompts |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 16.2 Pictures: Making a Sandwich |

ACTIVITIES

Put the first two pictures from 16.2 Pictures of Making a sandwich on the board and say the corresponding sentences from the TPR activity. Ask Ls to find the next picture of the story and to put it on the board. Elicit the corresponding sentence, too. Repeat the same procedure with all the other pictures to make the story. When all the 16.2 Pictures: Making a sandwich are on the board in the correct order, say the whole story sentence by sentence with Ls. Practise vocabulary by naming some food items, e.g.: cheese, roll, etc. and asking Ls to find them in the pictures.

| | |
|---|---|
| STAGE 3 | Playing ‘Chain train’ game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing new words Playing together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ask Ls to stand behind each other to make a train. Ask the first two Ls in the train to name their favourite food items (that they drew on their Food card). Encourage all the Ls to say the words along with the others. Now start marching with Ls and ask them to say the two food items for the beat

Ls+T: *Pizza – ice cream, pizza – ice cream.*

Now stop the train by calling out ‘Soup! Soup!’ pretending that you pull the emergency handle. Exaggerate with the words e.g.: Soooooop! Soooooop!

Ask the next two Ls in the train to name their favourite food items. Start marching again and say all the words from the beginning for the beat.

Ls+T: *Pizza – ice cream, pizza – ice cream, apple – cheese, apple – cheese. Soup! Soup! Etc.*

Follow the procedure until each L can say his/her favourite food item.

| | |
|--------------------------------|--|
| STAGE 4 | Working in Progress Book |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES | Following instructions |
| IN FOCUS | Responding non-verbally Drawing and cutting Identifying language and visual aids |
| ORGANISATION | Whole class Individual |
| AIDS AND MATERIALS | 16.4 Worksheet: Making a Sandwich, 16.2 Pictures: Making a Sandwich, scissors, glue for each L, Progress Books |

ACTIVITIES

Hand out 16.4 Worksheet: Making a sandwich (the pictures of the TPR story except two pictures) to each L. Point to 16.2 Pictures of Making a sandwich on the board and ask Ls to compare these pictures with their own copy.

T: *What's missing?*

Invite Ls to show the missing pictures on the board. Ask Ls to recall the sentences from the story.

Ask Ls to draw the 2 missing pictures for the story. While Ls are drawing prepare some scissors and some glue for them.

When they are ready with drawing ask them to cut out and stick the worksheet into their progress book by listening to the Instructions' Rhyme carefully and following its instructions one by one. Help by doing all the actions together with Ls.

T: *Pick up the worksheet.*
Pick up the scissors.
Cut out the pictures.
Put down the scissors.
Open your progress book.
Pick up some glue.
Spread some glue on the pictures.
Stick the pictures in your progress book.
Are you ready?

Now revise the TPR activity of ‘Making a sandwich’. Ask Ls to look at the pictures in their progress book and tell the story again.

| | |
|--------------------------------|-------------------------|
| STAGE 5 | Tidying up |
| TIME | 4 mins |
| SKILLS AND COMPETENCIES | Following instructions |
| IN FOCUS | Responding non-verbally |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

After cutting and pasting there might be a mess in the classroom. Look around and express your feelings about the mess. Show that you are not happy and you do not like it. Ask Ls to tidy up. Say the following action rhyme and do the actions.

T: *Look around. What a mess!*
Bits and pieces on your desk.
Rubbish in the dustbin,
Glue in the box,
Scissors on the shelf
Or I'll be cross!

| | |
|---|------------------------|
| STAGE 6 | Giving homework |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | - |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Ask Ls to bring in their favourite soft animal for the next lesson.
Encourage Ls to bring in different ones.

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the 'Goodbye' song |
| TIME | - |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 17: PETS, PETS EVERYWHERE!

Aims of the lesson:

- to learn new vocabulary of animals
- to practise and play with new vocabulary
- to practise new vocabulary in a meaningful context
- to involve Ls in everyday interaction in English
- to learn a new song 'Animals'

Materials and resources: Soft animals that Ls brought to class, 17.6 Recording: Animals

Before the lesson: Arrange the chairs into a circle for the lesson.

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

| | |
|---|--|
| STAGE 2 | Grouping animals |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language and giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to class |

ACTIVITIES

Ask Ls to sit in a circle and hold the soft animals they brought to class.

T: *Oh, you've got a dinosaur. I like it. Put it here. Who else has got a dinosaur? Let's put them all here. And here is a lion. What a nice lion. Put it over here, please. Who else has got a lion? Etc.*

Ask Ls to put the animals into different groups. Now initiate a small dialogue about the different groups of animals. E.g.:

T: *Look. We've got a lot of bears. Let's count them. How many bears are there?*

Ls: 5.

Talk about the different features of each group of animals. Introduce new vocabulary if necessary. E.g.:

T: *Look at the rabbits. What colour are they? They are white and brown.*

T: *Look. This is a small rabbit. And this is big. What's its name?*

| | |
|---|--|
| STAGE 3 | Practising new vocabulary – 'Pass it on' game and a guessing game |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Pronouncing words accurately Recalling learnt vocabulary |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to class |

ACTIVITIES

Take one soft animal from each group, name it and pass it on to L1 on your right. Ask L1 to repeat the word and pass it on to L2, etc.

Repeat this procedure with one animal from each group. When all the chosen animals went around, collect them.

Then put these animals in a line in front of the Ls. Ask Ls to name each animal again.

Ask Ls to close their eyes. Hide one of the animals. Ask Ls to open their eyes and guess which animal is missing.

T: *What's missing? A rabbit? A bear? Etc.*

Repeat the game a few times.

| | |
|---|---|
| STAGE 4 | Playing with the soft animals |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding and giving relevant responses Following instructions non-verbally Associating animals and their characteristics |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to class |

ACTIVITIES

Give back each animal to Ls.

T: *Whose is this bear?*

L1: *It's mine.*

T: *Here you are.*

L1: *Thank you.*

T: *You're welcome. Etc.*

Practise instructions. Ask Ls to hold their animals and follow the instructions as if they were the animals.

T: *Rabbits, jump. (Ls with rabbits jump.) Dinosaurs, go to the window. Bears, point to a schoolbag. Etc.*

T: *Stand up if you are green. Turn around if you are small. Etc.*

Finish this game with the following:

T: *Oh, that's enough. We're tired and hungry. Let's sit down and have a bite.*

| | |
|---|---|
| STAGE 5 | Role-playing: talking to animals about their likes and dislikes |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding and giving relevant responses Asking and answering questions |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to class |

ACTIVITIES

Prepare the Food cards from the previous lessons. Pick up your soft animal and show that your animal is hungry and choose the picture of a food item your soft animal/you like/s.

T: *Hmmm. I'm hungry.* (Pick up the picture of the pancakes.) *I like pancakes.* (Turn to L1 one who is holding a rabbit and initiate a dialogue.) *Do you like pancakes, Rabbit?*

L1: *Yes, (I do).*

T: *Here you are. Have some. What about you, Tiger? Do YOU like pancakes?*

L2: *No, (I don't).*

T: *What do you like?*

L2: *Chocolate.*

T: *Oh, chocolate. I like that, too. Look.* (Pick up the picture of the chocolate.) *I've got some chocolate here. Take it.*

L2: *Thank you. Etc.*

Discuss what the animals like or do not like in the same way.

| | |
|---|--|
| STAGE 6 | Singing the 'Animals' song |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Using learnt vocabulary |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 17.6 Recording: Animals, Soft animals that Ls brought to class |

ACTIVITIES

Listen to 17.6 Recording: Animals and show the animals (cat, dog, etc.) as they appear in the song.

Animals' song

What's this? It's a cat.

It's a cat. It's a cat. It's a cat.

Dog, etc.

Now sing it again and invite Ls to join in. When they are confident with the words, extend the song to including the names of Ls' soft animals. Try to sing as many verses as many animals there are in the classroom.

| | |
|---|-----------------------------------|
| STAGE 7 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 18: ANIMALS ARE FUN!

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to practise and play with new vocabulary
- to practise new vocabulary in a meaningful context

Materials and resources: Soft animals that Ls brought to previous class, tape recorder, cassette with some music for the game, a bag, 18.5 Worksheet: Animals, scissors and some glue

Before the lesson: Arrange the chairs into a circle for the lesson. Get some scissors and glue, enough for each L, prepared. Take a bag for the class.

| | |
|---|---|
| STAGE 1 | Singing the ‘Good morning’ song, initiating conversations |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language and giving relevant responses Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.
Start the lesson with a few mini situations.

| | |
|---|---|
| STAGE 2 | Playing 'Pass the animal' game |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Repeating and pronouncing words Concentration Asking and answering questions Keeping the rules of a game |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to previous class, tape recorder, cassette with some music for the game |

ACTIVITIES

Ask Ls to sit in a circle. Introduce a situation. Take an animal and act out this situation while talking to the soft animal.

T: *Hmmm. This sandwich was really nice. Rabbit, are you hungry?*

T/Rabbit: *Yes.*

T: *Would you like a sandwich?*

T/Rabbit: *Yes, please.*

T: *Here you are.*

T/Rabbit: *Thank you. It's yummy.*

Model this dialogue with a L holding a soft animal.

Ask Ls to stay seated. Now take two soft animals and pass them around in the circle in the opposite directions. Start playing some music and ask Ls to pass the two animals around. When the music stops the two Ls with the two animals start talking.

L1: *Tiger, are you hungry?*

L2: *Yes.*

L1: *Would you like a sandwich?*

L2: *Yes, please.*

L1: *Here you are.*

L2: *Thank you. It's yummy.*

When the two Ls finish the dialogue start the music again and ask Ls to pass on the animals.

After a few rounds encourage Ls to offer different food items.

| | |
|---|--|
| STAGE 3 | Revising 'Animals' song |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together Identifying words and objects |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to previous class |

ACTIVITIES

Prepare soft animals again for singing the 'Animals' song. Encourage Ls to sing along. Show the animals (cat, dog, etc.) as they appear in the song.

Animals' song

What's this? It's a cat.

It's a cat. It's a cat. It's a cat.

What's this? It's a dog.

It's a dog. It's a dog. It's a dog. Etc.

| | |
|---|---|
| STAGE 4 | Playing a guessing game |
| TIME | 5 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Guessing Practising vocabulary and intonation Interacting |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Soft animals that Ls brought to previous class, a bag |

ACTIVITIES

Collect the soft animals in a big bag.

T: *Can I have your rabbit, please?*

L1: *Here you are.*

T: *Thank you. Etc.*

When all the animals are collected put your hand in the bag, grab one animal, but don't take it out. Ask Ls to guess which animal you are holding.

T: *What's this?*

Ls: *It's a cat/dog/bear. Etc.*

The L who guesses the animal correctly can come out and choose the next animal.

| | |
|---|--|
| STAGE 5 | Working in Progress Book |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Following instructions Responding non-verbally Drawing and cutting |
| ORGANISATION | Whole class, individual |
| AIDS AND MATERIALS | 18.5 Worksheet: Animals, scissors and some glue |

ACTIVITIES

Hand out 18.5 Worksheet: Animals with the text of the 'Animals' song to each L. Prepare some scissors and some glue for Ls and say the Instructions' Rhyme. Ask Ls to follow the instructions as they are in the rhyme.

Instructions' Rhyme

Pick up the worksheet.

Pick up the scissors.

Cut out the text and the pictures.

Put down the scissors.

Open your progress book.

Pick up some glue.

Spread some glue on the pictures.

Stick the pictures in your progress book.

Are you ready?

When Ls finished sticking the worksheet into their Progress Book, call their attention to the uncompleted drawings of animals in the text. Ask Ls what is missing. Then ask Ls to complete the drawings in the text.

STAGE 6 Singing the 'Goodbye' song

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Singing a song together

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 19: SONGBON (1)

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to revise the song 'Happy monkey', the 'Rap' and the action rhyme 'Making a sandwich'
- to play a 'Guessing game', a 'Memory game' and a 'Run and touch' game

Note: In the next two lessons use the idea of 'SongBon' for revising some of the previously learnt songs and rhymes. Do some activities in connection with them. Invite Ls to have a nice 'SongBon' (similar to a delicious piece of chocolate 'bonbon'). Allow some time to play some of the Ls' favourite activities and games, too, at the end of Lesson 20.

Materials and resources: A nice (chocolate) box, one copy of 12.5 Worksheet: Up and down rap, one copy of 16.4 Worksheet: Making a Sandwich, one copy of 7.3 Worksheet: Monkey Feelings, 5.2 Pictures of Monkeys

Before the lesson: Prepare one copy from each worksheet that are mentioned in **Materials and resources**. Fold each worksheet and put the folded worksheets in a nice (chocolate) box.

| | |
|---|--|
| STAGE 1 | Singing the 'Good morning' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.

| | |
|---|--|
| STAGE 2 | Initiating mini dialogues, introducing ‘SongBon’ |
| TIME | 8 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Understanding language and giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | A nice box, 1 copy of 12.5 Worksheet: Rap, 1 copy of 16.4 Worksheet: Making a Sandwich, 1 copy of 7.3 Worksheet: Monkey Feelings |

ACTIVITIES

Tell Ls to sit in a circle and ask them how they are, etc.

T: *How are you today? Are you happy? Are you thirsty? Etc.*

Finish with the following dialogue:

T: *Are you hungry? Have a SongBon.*

Explain to the Ls what a ‘SongBon’ is:

Ask L1 to choose one SongBon (a folded worksheet). Open it and see which song/rhyme is written on it. Revise the song/rhyme together with Ls and then ask them to do the activity which belongs to it. After you have finished the activity, ask another L to choose another SongBon from the box and do the activity which belongs to it.

| | |
|---|---|
| STAGE 3 | Revising the ‘Up and down’ rap |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Chanting Following instructions Recalling acting out some instructions Identifying instructions with words |
| ORGANISATION | Whole class, pairwork |
| AIDS AND MATERIALS | 1 folded copy of 12.5 Worksheet: Up and down rap put in the box |

ACTIVITIES

Say the rap together with Ls and act it out.

Up and down. Turn around.

Up and down. Touch the ground.

Up and down. Hop, hop, hop.

Up and down. Stop, stop, stop.

Right and left. Shake your head.

Right and left. Touch your leg.

Right and left. Stamp, stamp, stamp.

Right and left. Clap, clap, clap.

Activity: Guessing game

Ask L1 to act out one of the instructions of the Rap. Encourage other Ls to guess and name the action. The L who can name the action correctly can come out and do the following action. Then ask Ls to do the same in pairs.

| | |
|---|--|
| STAGE 4 | Revising 'Making a sandwich', TPR activity |
| TIME | 14 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Chanting and acting Identifying words and pictures Cooperation Keeping to the rules of a game |
| ORGANISATION | Whole class, group work |
| AIDS AND MATERIALS | 1 folded copy of 16.4 Worksheet: Making a Sandwich put in the box, two sets of Food item cards used previously |

ACTIVITIES

Revise the action rhyme and act it out.

Pick up a roll.

Cut it in half.

Spread some butter on the roll.

Put a piece of salami on it.

Put a piece of cheese on it.

Now pick up the ketchup.

Squeeze the ketchup.

Put the top on.

Hold your sandwich.

Open your mouth.

Bite.

Oh no, my T-shirt!

Activity: Memory game

Prepare the two sets of food item cards you have used previously. Revise the vocabulary items from the cards. Arrange Ls in two groups and give each group some pairs of picture cards to play a Memory game. Ask the two groups to swap cards and allow Ls to play the Memory game again.

| | |
|---|--|
| STAGE 5 | Revising the ‘Happy Monkey’ song |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Identifying pictures and words Using learnt language in a new context Concentration Keeping the rules of a game |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | 5.2 Pictures of Monkeys, 1 folded copy of 7.3 Worksheet: Monkey Feelings put in the box |

ACTIVITIES

First revise the song with Ls. Then give different names to Ls according to the song, e.g.: happy monkey, sleepy monkey, etc. Ask Ls to hide in the classroom and call them out as the song goes.

Happy Monkey, Happy Monkey. Where are you?

Here I am, here I am.

How do you do?

Happy Monkey, Happy Monkey. Where are you?

Here I am, here I am.

How do you do?

Activity: Run and touch

Put 5.2 Pictures of Monkeys on the board. Arrange Ls into two groups. Ask them to stand behind each other in two lines. Give a number to each L in each group. The first Ls in both groups are number one, etc. Name a monkey on the board and call out a number.

T: *I can see a happy monkey. Number 5.*

The fifth Ls from both groups run to the board, find the correct picture and touch it. The winner is the one whose hand is first on the picture. Count to score and announce the winning group.

| | |
|---|-----------------------------------|
| STAGE 6 | Singing the 'Goodbye' song |
| TIME | 1 min |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song together |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 20: SONGBON (2)

Aims of the lesson:

- to involve Ls in everyday interaction in English
- to revise 'Ten Little Indians' and 'Abracadabra' songs
- to play a 'Back scratching' game
- to practise numbers and colours in different contexts

Materials and resources: 1 copy of 9.6 Worksheet: Indians, 1 copy of 11.4 Worksheet: Abracadabra, 20.3 Worksheet: School Objects, a list of all previously learnt songs, rhymes, games and other activities

Before the lesson: Prepare one copy from each worksheet that is mentioned in **Materials and resources**. Fold each worksheet and put the folded worksheets in the box you used in the previous lesson.

Prepare a list of all previously learnt songs, rhymes, games and other activities for Ls to choose their favourite one from.

| | |
|---|---|
| STAGE 1 | Singing the 'Good morning' song, initiating conversations |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Understanding language Giving relevant responses |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | - |

ACTIVITIES

Sing the song together with Ls.
Start the lesson with a few mini situations.

| | |
|---|--|
| STAGE 2 | Revising ‘Ten Little Indians’ song |
| TIME | 10 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Singing a song Playing a game in pairs |
| ORGANISATION | Whole class Pairwork |
| AIDS AND MATERIALS | 1 folded copy of 9.6 Worksheet: Indians put in the box |

ACTIVITIES

Listen to the song, sing along and act it out.

*One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.*

*Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.*

Activity: Back scratching

Arrange Ls to stand in pairs. Ask L1 to turn his back to L2. Ask L2 to scratch a number on L1’s back. Encourage L1 to guess which number it can be. Then ask Ls to change roles.

| | |
|---|---|
| STAGE 3 | Revising 'Abracadabra' song |
| TIME | 25 mins |
| SKILLS AND COMPETENCIES IN FOCUS | - |
| ORGANISATION | Whole class, pairwork |
| AIDS AND MATERIALS | 1 folded copy of 11.4 Worksheet: Abracadabra put in the box, 20.3 Worksheet: School Objects |

ACTIVITIES

Abracadabra abracadee
I've got five school books. Look at me.
Abracadabra abracadee
I've got four rulers. Look at me.
Abracadabra abracadee
I've got three scissors. Look at me.
Abracadabra abracadee
I've got two crayons. Look at me.
Abracadabra abracadee
I've got one school bag. Look at me.

Activity: Picture dictation

Make a copy of 20.3 Worksheet: School Objects for each L. Ask Ls to colour the school objects in picture 1 on 20.3 Worksheet. When Ls are ready, arrange them in pairs. Ask L1 to describe picture 1 on his/her worksheet to L2. L2 colours the school objects in picture 2 according to L1's description.

L1: *(I've got) three yellow rulers.*

Ls take turns in dictating. When they finish colouring the pictures, they compare them. Picture 1 on L1's worksheet should be the same as picture 2 on L2's worksheet and vice versa.

STAGE 4 Choosing the favourites

TIME 6 mins

**SKILLS AND COMPETENCIES
IN FOCUS** -

ORGANISATION Whole class

AIDS AND MATERIALS A list of all previously learnt songs, rhymes, games and other activities (for T)

ACTIVITIES

For the remaining time let Ls do any of the games or songs they liked.

STAGE 5 Singing the 'Goodbye' song

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Singing a song together

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Finish the lesson by singing the Goodbye song.