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# THE THREE LITTLE PIGS

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Story-based lessons

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Teacher's Guide

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Part 2

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Target group 9–10-year-old learners

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

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

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

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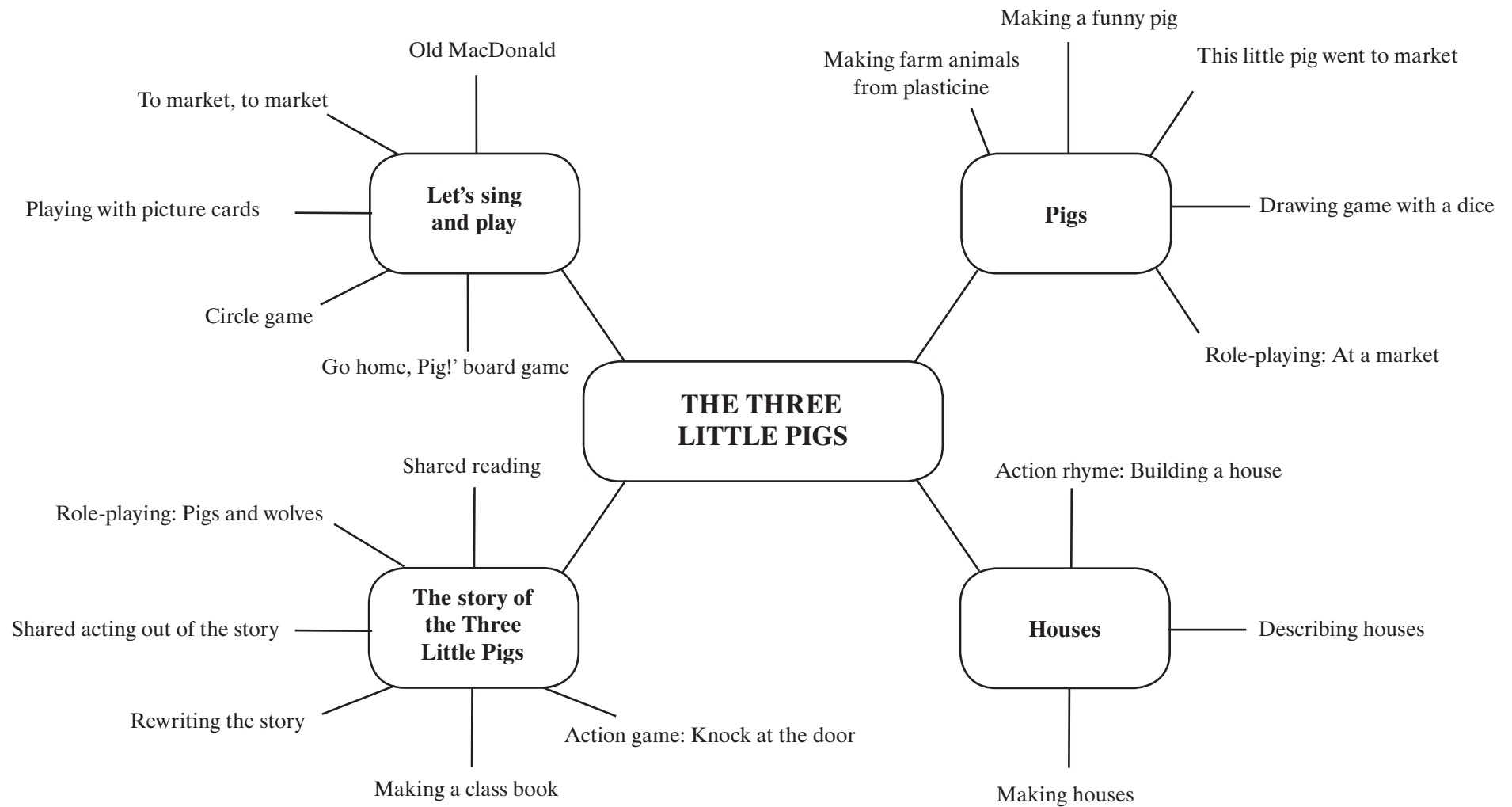
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# MAP OF TEACHING MATERIAL FOR SKILLS DEVELOPMENT IN ENGLISH FOR 9–10-YEAR-OLD LEARNERS

LESSONS	AIMS OF THE LESSON	MATERIALS AND RESOURCES
1 LET'S GO TO THE FARM!	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to learn new vocabulary of farm animals and their food</li> <li>■ to practise and play with new vocabulary</li> <li>■ to make Ls motivated by involving them in making visuals</li> </ul>	1.1 Recording, 1.2 Recording: Sounds of Animals, 1.3 Poster of a Farm, plasticine, a variety of animal songs
2 WHAT DO FARM ANIMALS EAT?	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to practise and play with new vocabulary</li> <li>■ to learn reading out new vocabulary</li> <li>■ to learn a song about animals</li> </ul>	Plasticine animals made by Ls, 1.3 Poster of a Farm, 2.5 Wordcards: Farm Animals and their Food, 3-5 different numbers cards enough for each L, 2.8 Worksheet: Busy Farm
3 ANIMALS ON THE FARM	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to practise new vocabulary in a meaningful context</li> <li>■ to practise and play with new vocabulary</li> <li>■ to practise reading out new vocabulary</li> </ul>	1.3 Poster of a Farm, 2.5 Wordcards: Farm Animals and their Food, 3.5 Worksheet: On the Farm, 3.6 Pictures of Animals
4 PIGS ON THE FARM	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to learn to talk about animals</li> <li>■ to learn to talk about pigs</li> <li>■ to practise and play with new vocabulary</li> </ul>	3 x 5 photocopied picture cards with animals from 3.6 Pictures of Animals, number cards from 1-10 for each group, 4.4 Poster of Body parts of a Pig, 4.6 Wordcards: Body parts of a Pig
5 WE KNOW A LOT ABOUT PIGS	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to learn a new rhyme 'This little pig went to market'</li> <li>■ to talk about pigs</li> <li>■ to practise reading new vocabulary</li> </ul>	4.4 Poster of Body parts of a Pig, number cards from 1-6, 3 dice, 3 sheets of paper, wordcards prepared by T, 5.8 Worksheet: Gapped text, Progress Book

LESSONS	AIMS OF THE LESSON	MATERIALS AND RESOURCES
6 LET'S READ A STORY ABOUT PIGS!	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to learn to tell how to build a house</li> <li>■ to involve Ls in reading a story about pigs</li> <li>■ to talk about houses</li> </ul>	6.2 Pictures of Pigs, 6.3 Pictures of Building Materials, 6.4 The Three Little Pigs story book, 3 large house-shaped sheets of wrapping paper, blutack or sellotape
7 PIGS, PIGS EVERYWHERE	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to learn and act out an action rhyme</li> <li>■ to involve Ls in reading a story about pigs</li> <li>■ to talk about houses</li> <li>■ to role-play parts from the story</li> </ul>	3 wrapping paper houses, felttips, 6.4 The Three Little Pigs story book
8 PIGGY GAMES	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to practise and play with story vocabulary</li> <li>■ to practise and act out a story</li> </ul>	3 wrapping paper houses, 8.5 Worksheet: Story Vocabulary, 8.6 Worksheet: 'This little pig went to market' and 'To market, to market'
9 LET'S WRITE A STORY!	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to make Ls motivated by involving them in writing a new story</li> <li>■ to develop Ls' creativity in writing</li> <li>■ to make Ls motivated by involving them in illustrating a new story</li> </ul>	A piece of paper for each group for drawing, 6.4 The Three Little Pigs story book, 9.4 Cover page, Blu-Tack, 9.4 Pages of the Class Book, coloured pencils, crayons, pencils
10 THIS IS OUR STORY!	<ul style="list-style-type: none"> <li>■ to involve Ls in everyday interaction in English</li> <li>■ to practise the story</li> <li>■ to involve Ls in reading their story</li> <li>■ to play a boardgame in pairs</li> </ul>	Pieces of chalk, pages of the class book with masks on the text on each page, 14 slips with the text of each page, string /ribbon for tying the class book together, cover page, a game board, 10.5 Counter and a dice for each pair

# PROCEDURE

## LESSON 1: LET'S GO TO THE FARM!

### Aims of the lesson:

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

**Materials and resources:** 1.1 Recording: Good morning song, 1.2 Recording: Sounds of Animals, 1.3 Poster of a Farm, plasticine, a variety of animal songs

<b>STAGE 1</b>	<b>Singing the 'Good morning' song, initiating conversations</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song together Guessing meaning from context Giving relevant responses
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.1 Recording: Good morning song

### ACTIVITIES

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

**STAGE 2 Identifying farm animals from their sounds**

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Identifying sounds of pets

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 1.2 Recording: Sounds of Animals

**ACTIVITIES**

Ask Ls to listen to 1.2 Recording: Sounds of Animals and recognise the 7 animals they are going to hear from their sounds. The animals are: pig, cow, horse, sheep, cat, dog, duck.

**STAGE 3 Where are the animals?**

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Eliciting ideas  
Drawing conclusions

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 1.3 Poster of a Farm

**ACTIVITIES**

Put 1.3 Poster of a Farm on a desk and ask Ls to look at it carefully. Ask Ls what is strange in it?

T: *Where are the cows? Can you see a cat? A dog? Can you see anything strange? What is it?*

Encourage Ls to give answers in their mother tongue. Then summarize it:

T: *Yes, you are right. The animals have all gone.*

Ask Ls to guess which animals are missing from the farm.

T: *Look at the animals' food. Which animal eats grass/bones/fish/meat/everything? Which animals are missing?*

T: *Yes, a pig, a cow, a horse, a sheep, a cat, a dog and a duck.*

<b>STAGE 4</b>	<b>Making farm animals from plasticine</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creating visual interpretation
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	Plasticine, a variety of animal songs

#### ACTIVITIES

When Ls have named all the missing animals suggest making these animals from plasticine.

Ask Ls to choose an animal from the previous list, take some plasticine and make the chosen animal. Make sure all 7 above mentioned animals are made. While Ls work, monitor and name the plasticine animals. Ask Ls to repeat the words after you.

While they work play Old MacDonald or other animal songs.

<b>STAGE 5</b>	<b>Teaching new vocabulary – animals</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Pronouncing new words accurately Memorising Using previously learnt language in a new context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Plasticine animals made by Ls

#### ACTIVITIES

When Ls are ready, ask them to collect all the animals on a desk. Ask Ls to gather around that desk, too and talk about the animals.

T: *What a nice dog! How many dogs are there? Let's count them.*

*1, 2,.. . Whose cat is it? Point to a pig. Show me the ducks. Let's count the sheep: 1 sheep, 2 sheep, 3 sheep, etc. I like your cow. It's lovely. Etc.*

Then point to the animals one by one and name them. Ask Ls to repeat the words.

T: *Which animal is pink/ brown/black/...? Which is the biggest/smallest animal? Which animals have got two/four legs? Which is your favourite farm animal?*

<b>STAGE 6</b>	<b>Miming the animals</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Using gestures and sounds to help memorising
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### ACTIVITIES

Ask Ls to sit at their desks. Mime one of the 7 animals and ask Ls to guess which animal it is. The L who could guess the animal correctly comes out to mime another animal.

After a few rounds, make the sound of one of the 7 animals. Let Ls guess the animals again. Follow the procedure described above.

After a few rounds arrange Ls in pairs and ask them to follow the same procedures as before.

<b>STAGE 7</b>	<b>Singing the ‘Goodbye’ song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.7 Recording: Goodbye song

#### ACTIVITIES

Finish the lesson by singing the Goodbye song.

## LESSON 2: WHAT DO FARM ANIMALS EAT?

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to practise and play with new vocabulary
- to learn reading out new vocabulary
- to learn a song about animals

**Materials and resources:** Plasticine animals made by Ls, 1.3 Poster of a Farm, 2.5 Wordcards: Farm Animals and their Food, 3-5 different numbers cards enough for each L, 2.8 Worksheet: Busy Farm

**Before the lesson:** Bring the plasticine animals that Ls made in the previous lesson to the class. Get some animal songs ready, Old MacDonald, Baa Baa, Black Sheep, Mary had a little lamb and/or others. Prepare 3-5 different numbers cards enough for each L for playing 'Animal salad'.

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

### Activities

Sing the song together with Ls.

Start the lesson with a few mini situations.

<b>STAGE 2</b>	<b>Revising vocabulary – animals</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing meaning from context Giving relevant responses
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Plasticine animals made by Ls

### ACTIVITIES

Ask Ls to come to T's desk and take their plasticine animal(s) they made in the previous lesson.

T: *Whose is this cow?*

L: *(It's) mine.*

T: *Is it your cat, Tamás?*

L: *Yes.*

T: *Here you are.*

L: *Thank you. Etc.*

Ask Ls to put their animals on a desk according to your instructions.

T: *Put a cow on the desk. Put down the animals that have got four legs. If you have a pink animal put it on the desk. Etc.*

<b>STAGE 3</b>	<b>Singing the 'Old MacDonald' song</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song together Miming
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Plasticine animals made by Ls

## ACTIVITIES

Ask Ls to listen to the ‘Old MacDonald’ song and while they are listening to it, point to the animal they can hear about in the song. Play the song again and encourage Ls to join in singing and acting. Suggest that they sing the song with other verses featuring the animals they have got. Encourage them to add some miming, too.

<b>STAGE 4</b>	<b>Matching animals and their food</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES</b>	Matching
<b>IN FOCUS</b>	Pronouncing new words accurately
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.3 Poster of a Farm, plasticine animals made by Ls

## ACTIVITIES

Put 1.3 Poster of a Farm on the desk. Show Ls the farm and ask them to look at the food and places drawn on it.

T: *Look at the animals’ food. Which animal eats hay/grass/bones/fish/meat/ everything?*

T: *Yes, a horse/a cow/a dog/a cat/a pig.*

Then, ask Ls to find the same farm animals among the plasticine ones and match them up with the food items on 1.3 Poster of a Farm. Help Ls say sentences while they put the figures of the animals on the poster next to their food.

T+Ls: *A horse eats hay. A cow eats grass. Etc.*

Animals and food pictures: pig – everything (different food items), cow – grass, horse – hay, sheep – grass, cat – meat, fish, milk, dog – bones, meat, duck – corn.

<b>STAGE 5</b>	<b>Reading out words</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES</b>	Building association among words
<b>IN FOCUS</b>	Pictures and written forms
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.5 Wordcards: Farm Animals and their Food

## ACTIVITIES

Show Ls 2.5 Wordcards: Farm Animals and their Food. Do not read them out aloud. Ask Ls to match 2.5 Wordcards to farm animals and their food on 1.3 Poster. For checking, read out the words together with Ls.

<b>STAGE 6</b>	<b>Silly or correct?</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying written forms of words Pronouncing new words accurately
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.5 Wordcards: Farm Animals and their Food

## ACTIVITIES

Ask Ls to collect all 2.5 Wordcards: Farm Animals and their Food from the 1.3 Poster of a Farm and put them on the floor in two heaps face down. Then, ask them to sit in a circle on the floor around the cards. Take one card from both heaps, show the cards to Ls. E.g.: Duck – hay. Then say a sentence with the words on the cards.

T: *A duck eats hay.*

Tell Ls to clap if the sentence is correct. Tell Ls to make some noise showing that they do not like the sentence. If it is not correct Encourage Ls to take the T's role.

<b>STAGE 7</b>	<b>Playing 'Animal salad'</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening and responding non-verbally Concentration Memory
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3-5 different numbers cards enough for each L

## ACTIVITIES

Hand out 3-5 different number cards to Ls. Each L has a number.

T: *There are 2 pigs on the farm. There are 4 cows on the farm.* Ls with numbers 'two'/'four' change places.

Option: Memory game

Recall sentences from the game. Help Ls by asking questions.

T: *How many cows are there on the farm?*

Ls: *There are 4 cows on the farm.*

### STAGE 8 Counting the animals

**TIME** 7 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Cooperation  
Counting in English

**ORGANISATION** Pair work, whole class

**AIDS AND MATERIALS** 2.8 Worksheet: Busy Farm, a variety of animals songs

## ACTIVITIES

Ask Ls to sit at their desks. Arrange them in pairs. Then give each pair a copy of 2.7 Worksheet: Busy Farm. Ask the pairs to find the animals on the worksheet and count how many animals there are.

Check together.

T: *How many cows/dogs/cats/ducks/horses/pigs/sheep are there on the farm?*

Ls: *3/2/.....*

While Ls do the counting, play songs about animals e.g.: 'Baa Baa, Black Sheep', 'Mary had a little lamb'.

**STAGE 9** Singing the 'Goodbye' song

**TIME** -

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

**ORGANISATION** Whole class

**AIDS AND MATERIALS** -

### ACTIVITIES

Finish the lesson by singing the Goodbye song.

### LESSON 3: ANIMALS ON THE FARM

#### Aims of the lesson:

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

**Materials and resources:** 1.3 Poster of a Farm, 2.5 Wordcards: Farm Animals and their Food, plasticine animals made by Ls, 3.5 Worksheet: On the Farm, 3.6 Pictures of Animals

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

#### ACTIVITIES

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

<b>STAGE 2</b>	<b>Revising food vocabulary</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying Pronouncing new words accurately
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.3 Poster of a Farm

### ACTIVITIES

Ask Ls to stand around 1.3 Poster of a Farm. Point to the pictures of the food items that the farm animals eat. Ask Ls to name the food items.

Ls: *meat/bones/ grass/etc.*

Then extend it in the following way:

T: *Yes, a cat eats meat/a dog eats bones/a cow eats grass/ etc.*

Ask Ls to repeat the sentences.

<b>STAGE 3</b>	<b>Reading animal and food words</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying written forms of words Using learnt language in a new context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.5 Wordcards: Farm Animals and their Food

## ACTIVITIES

Quick reveal

Ask Ls to sit at their desks and read 2.5 Wordcards: Farm Animals and their Food as you show them. Take the cards one by one and show them for a short time flashing them with a very fast movement.

Matching animals and food words.

Shuffle all 2.5 Wordcards: Farm Animals and their Food and give one card to each L. Ask Ls to read their word, memorise it, then put the card away. Then ask Ls to get up and find their matching pair by walking and repeating their word. Matching pairs are: dog – bone, cat – milk, duck – corn, horse – hay, sheep – grass, cow – grass, pig – everything.

Putting a sentence together

Ask Ls with a matching pair to say a sentence, e.g.: A pig eats everything.

<b>STAGE 4</b>	<b>Role-playing: At a market</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Plasticine animals made by Ls, 1.3 Poster of a Farm

## ACTIVITIES

Tell Ls that you are going to buy and sell animals. Ask Ls to take the farm animals they made from plasticine in Lesson 1. Then go to Ls one by one and ask for the farm animals they have in their hand.

T/trader: *Can I have a cow, please?*

L1: *Here you are.*

T: *Can I have these pigs, please? Etc.*

Put all the animals you bought on a desk / the market. Now ask Ls to come to the market and buy animals for their farm.

L1: *Can I have a cow, please?*

T: *Here you are.*

L2: *Can I have two pigs, please? Etc.*

Ls put the animals they bought back on 1.3 Poster of a Farm. When all the animals are collected on the farm start counting the animals. E.g.:

T: *How many animals / cows / birds / big animals /... are there on the farm?*

Ls: *There are 6 animals / cows / ... on the farm. Etc.*

At the end of the activity play 'To market, to market' song for Ls. Encourage them to sing along with the tape.

To market, to market to buy a fat pig  
Home again, home again, jiggety-jig  
To market, to market to buy a fat hog  
Home again, home again, jiggety-jig

<b>STAGE 5</b>	<b>Working in Progress Book</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Comparing Making visual interpretation
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	3.5 Worksheet: On the Farm

### ACTIVITIES

Give each L a copy of 3.5 Worksheet: On the Farm to stick in their Progress Books. Then ask Ls to look at the picture on the worksheet and see what is missing from the farm. Ask Ls to draw the missing parts, i.e. the food that the animals are eating.

<b>STAGE 6</b>	Playing with picture cards
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening and responding non-verbally Concentration Using new vocabulary in a new context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.6 Pictures of Animals

### ACTIVITIES

Arrange Ls to sit in a circle. Give out one 3.6 Pictures of Animals to each L.

Round 1

T: *I can hear some cows.*

Ls (with the picture of a cow): *Mooo.*

Swap cards and repeat it a few times.

Round 2

T: *There are 5 horses on the farm.*

5 Ls with pictures of a horse stand up and sit down quickly. Etc.

Round 3

T: *Horses, stand up.*

Ls with pictures of a horse stand up.

T: *How many horses are there on the farm?*

Rest of the group describes.

Ls: *There are 5 horses on the farm. Etc.*

<b>STAGE 7</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### **ACTIVITIES**

Finish the lesson by singing the Goodbye song.

## LESSON 4: PIGS ON THE FARM

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn to talk about animals
- to learn to talk about pigs
- to practise and play with new vocabulary

**Materials and resources:** 3 x 5 photocopied picture cards with animals from 3.6 Pictures of Animals, number cards from 1-10 for each group, 4.4 Poster of Body parts of a Pig, 4.6 Wordcards: Body parts of a Pig

**Before the lesson:** Make three copies of each picture from 3.6 Pictures of Animals. Prepare three sets of number cards with numbers from 1-10.

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

### ACTIVITIES

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

<b>STAGE 2</b>	<b>Playing with picture cards</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Cooperation Recalling learnt phrases using key words
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	3 x 5 photocopied picture cards with animals from 3.6 Pictures of Animals, number cards from 1-10 for each group

### ACTIVITIES

Arrange Ls into 3 groups and ask them to sit on the floor in 3 circles. Give each group 5 picture cards with animals from 3.7 Pictures of Animals and 10 cards with numbers from 1-10. Ask groups to put the cards on the floor in two separate piles. Go to one of the groups, pick up one card from both piles and say a sentence with the two words. E.g.:

T: *4 – picture of a horse. There are 4 horses on the farm.*

After demonstrating the task ask one L from each group to pick up one card from both piles and say a sentence using both words. Make sure Ls in each group take turns and everybody can say one sentence.

<b>STAGE 3</b>	<b>Talking about farm animals</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing meaning from context Answering simple questions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	

## ACTIVITIES

Ask simple questions from Ls.

T: *Which is your favourite farm animal? Which farm animal is brown? Which farm animal eats grass? Etc.*

Elicit 'pig' from Ls with the last few questions.

T: *Which farm animal has got short legs? Which farm animal is pink? Which farm animal eats everything? Which farm animal has got a curly tail? Which farm animal has got small black eyes? Etc.*

<b>STAGE 4</b>	<b>Making a pig puzzle</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES</b>	Recalling visual memory
<b>IN FOCUS</b>	Pronouncing new words accurately
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.4 Poster of Body parts of a Pig

## ACTIVITIES

Put 4.4 Poster of Body parts of a Pig on the board with only the body of the pig and name it.

T: *This is the fat body of a pig.*

Give Ls the other parts of the pig's body and ask them to put the animal together. Name each body part as Ls put them on the board.

T: *a fat body/ a curly tail/ short legs/ a flat snout/ small ears/ black eyes.*

Point to each part of the pig's body, name them and ask Ls to repeat the names of the body parts.

<b>STAGE 5</b>	<b>Making a funny pig</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Naming pictures Pronouncing new words Using learnt language in a new context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.4 Poster of Body parts of a Pig

#### ACTIVITIES

Take off all parts of the pig from the poster except the pig's body and its head.

Blindfold L1 and give him/her one part of the pig's body. Ask other Ls to name the part of the body that L1 has got. Ask L1 to put that body part on the appropriate part of the pig if he/she can. The different body parts may be put in the wrong place which makes the game funny.

<b>STAGE 6</b>	<b>Labelling the pig poster</b>
<b>TIME</b>	4 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying written forms of words Matching words and pictures
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.6 Wordcards: Body parts of a Pig

#### ACTIVITIES

Put all 4.6 Wordcards: Body parts of a Pig on the board. Do not read the words out aloud.

Ask Ls to match the words up with the pig's body parts. When all the cards are on the poster, read them aloud. Ask Ls to repeat the words after the T.

T/Ls: *a curly tail, a fat body, short legs, a flat snout, small ears, black eyes*

<b>STAGE 7</b>	<b>What's missing?</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Memory
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.6 Wordcards: Body parts of a Pig

#### ACTIVITIES

Ask Ls to close their eyes. Remove one wordcard, ask Ls to open their eyes and guess which word is missing. Repeat this process a few times.

<b>STAGE 8</b>	<b>Describing a pig</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Describing Recalling previously learnt vocabulary using pictures
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.4 Poster of Body parts of a Pig

#### ACTIVITIES

Describe the pig and elicit the words from Ls. While describing the pig, point to the appropriate body parts to help Ls guess the words.

T: *This is a pig. It's pink/big/fat. It's got four short legs. It's got a curly tail. It's got small black eyes. It eats everything. Etc.*

<b>STAGE 9</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### **ACTIVITIES**

Finish the lesson by singing the Goodbye song.

## LESSON 5: WE KNOW A LOT ABOUT PIGS

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn a new rhyme ‘This little pig went to market’
- to talk about pigs
- to practise reading new vocabulary

**Materials and resources:** 4.4 Poster of Body parts of a Pig, number cards from 1-6, 3 dice, 3 sheets of paper, wordcards prepared by T, 5.8 Worksheet: Gapped text, Progress Book

**Before the lesson:** Write the missing words from the description of a pig on wordcards and put the wordcards on the board. Draw a big pig on the board and write the text of the description of a pig into it (see Stage 5.6).

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

### ACTIVITIES

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

<b>STAGE 2</b>	<b>Teaching ‘This little pig went to market’ rhyme</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Saying a rhyme and acting out together
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### ACTIVITIES

Introduce the rhyme and show Ls how to play with the fingers. Invite Ls to join in.

T: *This little pig went to market*  
*This little pig stayed at home*  
*This little pig had roast beef*  
*This little pig had none*  
*This little pig cried wee wee wee*  
*All the way home* (tickling)

<b>STAGE 3</b>	<b>Practising vocabulary</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Naming pictures
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.4 Poster of Body parts of a Pig

#### ACTIVITIES

Show each body part of the pig on 4.5 Poster of Body parts of a Pig and ask Ls to name them. Ask Ls to put the pig together.

<b>STAGE 4</b>	<b>Drawing game with a dice</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Playing together Cooperating Listening and responding non-verbally
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Number cards from 1-6, 3 dice, 3 sheets of paper

#### ACTIVITIES

Put number cards from 1-6 to the different body parts of the pig except its body. List the words on the board and write the numbers next to them.

Arrange Ls in groups of 3. Give each group a dice.

Ask Ls to draw the pig's fat body on a sheet of paper. Ask Ls to throw the dice one by one in their groups and draw one part of the pig's body according to the number on the dice.

6 – a head, 5 – short legs, 4 – small ears, 3 – a curly tail, 2 – a flat snout, 1 – black eyes.

The winner is the one whose pig is ready first.

<b>STAGE 5</b>	<b>Describing your pig</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Using learnt language in a new context Describing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Pig drawings from previous step

## ACTIVITIES

Put some of the body parts to make a pig on the board and model the description.

T: *This pig has got/hasn't got a curly tail.*

Then ask Ls to show and describe their pigs together in their group while other Ls listen. Display each picture on the board.

Ls: *This pig has got/hasn't got a curly tail.*

<b>STAGE 6</b>	<b>Gap-filling</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Recalling learnt language Pronouncing words
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Wordcards prepared by T, drawing of a pig on the board for writing sentences in it

## ACTIVITIES

Ask Ls to look at the board and read a short text about pigs. Ask them to find which words are missing from it. Before the lesson write the missing words on wordcards and put the wordcards on the board for help. Ask Ls to fill in the gaps with the wordcards.

Text: This is a pig. It's pink, big and fat. It's got four short legs. It's got a curly tail. It's got small black eyes. It eats everything.

For checking, read the text sentence by sentence and ask Ls to repeat the sentences.

<b>STAGE 7</b>	<b>Practising reading</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Following instructions Reading out aloud
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Drawing of a pig on the board with a description of a pig

## ACTIVITIES

Ask Ls to read the text aloud in different ways. E.g. ask the boys and girls to read separately or ask Ls to read the text out loudly, happily, angrily, etc.

<b>STAGE 8</b>	<b>Working in Progress Book</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Memory Writing words accurately
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	5.8 Worksheet: Gapped text, Progress Books, description of a pig

## ACTIVITIES

Give Ls copies of 5.8 Worksheet: Gapped text. Ask them to stick 5.8 Worksheet: Gapped text into their Progress Books and then fill it in. Leave the complete text on the board for Ls to help.

For checking, ask Ls to read the text on the board.

<b>STAGE 9</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Finish the lesson by singing the Goodbye song.

## LESSON 6: LET'S READ A STORY ABOUT PIGS!

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn to tell people how to build a house
- to involve Ls in reading a story about pigs
- to talk about houses

**Materials and resources:** 6.2 Pictures of Pigs, 6.3 Pictures of Building Materials, 6.4 The Three Little Pigs story book, 3 large house- shaped sheets of wrapping paper, Blu-Tack or sellotape

**Before the lesson:** Cut out 3 large house shapes from wrapping paper. Put together the pages of 6.4 The Three Little Pigs story book.

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

### ACTIVITIES

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

<b>STAGE 2</b>	<b>Talking about pigs around us</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Collecting and sharing ideas Describing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.2 Pictures of Pigs

#### ACTIVITIES

Ask Ls what sort of pigs they know. Show a 6.2 Pictures of Pigs and elicit different pig characters. Give help by showing other pictures, too. Accept Ls' responses in Hungarian.

*T: Look. Who's this? This is Piglet. Who are his friends? Where did you see him? Do you know any other famous pigs?*

*Let's describe each pig. What are they like? Etc.*

Finish talking about famous pigs by recognizing the three little pigs from the story of the Three Little Pigs.

<b>STAGE 3</b>	<b>Introducing the story</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Talking about memories of a story Describing pictures
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.2 Pictures of Pigs, 6.3 Pictures of Building Materials

#### ACTIVITIES

Start talking about the three pigs.

*T: Where do the three little pigs live? Do they live together in one house? What are their houses made of?*

Show the pictures of the building materials and name them.

*T: Can you remember the story of the three little pigs? What is it about?*

Accept Ls' responses in the mother tongue.

<b>STAGE 4</b>	<b>Shared reading</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding a story by listening to it and using pictures Repeating words Memorising
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.4 The Three Little Pigs story book

#### ACTIVITIES

Arrange Ls to sit on the floor. Make sure each L can see the book properly for reading.  
Read the story out aloud and invite Ls to join in in the repetitive parts. Discuss some details of each picture.

T: For example: (Pages 8-9) *What's this house made of? Do you like this house? Is it strong? Is it stronger than the house made of straw? Who lives here? Is the wolf still hungry? What does the wolf want? Where does the little pig run? Etc.*

<b>STAGE 5</b>	<b>Teaching an action rhyme: Building a house</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Miming Using miming to help memorising a rhyme
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Discuss how to build a house in the mother tongue.

T: *What kind of a house would you build? How do you build a house? Show me.*

Ask Ls to mime some actions.

Introduce the action rhyme and do the actions. Ask Ls to mime the actions.

T: *Saw some wood.*

*Hit a nail with a hammer.*

*Mix the concrete.*

*Lay the bricks.*

*Build the walls.*

*Put on the roof.*

Repeat the action game and ask Ls to join in saying the words, too.

### STAGE 6

**TIME** 10 mins

**SKILLS AND COMPETENCIES** Making visual interpretation

**IN FOCUS** Describing

**ORGANISATION** Whole class, group work

**AIDS AND MATERIALS** 3 large house-shaped sheets of wrapping paper

## ACTIVITIES

Prepare 3 large sheets of paper with a house shape. Arrange Ls into 3 groups. Ask Ls to draw the 3 different types of houses with some crayons.

T: *Let's make the houses for the three pigs. This is the first pig's house. What is it made of?*

*How many windows are there? Where is the door? Where is the chimney? What colour is it?*

*Please, Group 1, draw a house of straw.*

Discuss the features of the other two houses and then ask Ls to draw the houses.

Monitor and name the parts of the houses as Ls are drawing them. **Rajz**

<b>STAGE 7</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### **ACTIVITIES**

Finish the lesson by singing the Goodbye song.

## LESSON 7: PIGS, PIGS EVERYWHERE

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to learn and act out an action rhyme
- to involve Ls in reading a story about pigs
- to talk about houses
- to role-play parts from the story

**Materials and resources:** 3 wrapping paper houses, felttips, 6.4 The Three Little Pigs story book

**Before the lesson:** Cover some details of the illustrations on each page of the story book with post-it notes.

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

### ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations.

<b>STAGE 2</b>	<b>Revising the rhyme ‘This little pig went to market’</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Using gestures to help memorising a rhyme
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

### ACTIVITIES

Invite Ls to join in saying the rhyme and doing the actions.

<b>STAGE 3</b>	<b>Describing the three houses</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Recalling learnt vocabulary Guessing meaning from context Answering simple questions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3 tables, 3 wrapping paper houses, felttips

## ACTIVITIES

Display the three types of houses on tables turned at their sides or stick the posters on the edge of the tables. Arrange Ls to sit in front of the houses.

Revise what the houses are made of.

T: *Look at this house. What's it made of?*

Ls: *Straw.*

T: *Who lives in this house?*

Ls: *The first little pig.*

Name the parts of the houses one by one: window / door / chimney / roof / wall. Ask Ls to point to the different parts. Then write the words one by one on the board.

Read the words and ask Ls to repeat them.

T: *What has the first little pig's house got? (Point to the window.) What's this?*

Ls: *A window.*

Repeat the same with the other houses, too.

Then ask Ls to label their own houses on their posters.

Ask each group to talk about their houses.

T: *How many windows are there on the house of straw?*

Ls: *(There are) two (windows).*

**STAGE 4** **Playing an action game: Knock at the door.**

**TIME** 5 mins

**SKILLS AND COMPETENCIES** Miming

**IN FOCUS** Using miming to help memorising phrases

Listening and responding non-verbally

**ORGANISATION** Whole class

**AIDS AND MATERIALS** -

## ACTIVITIES

Ask Ls to pretend they are wolves who want to get into the house. Say the sentences and do the actions. Ask Ls to mime the actions.

T: *Knock at the door.*

*Look through the window.*

*Climb up the wall.*

*Walk on the roof.*

*Climb up the chimney.*

*Jump down!*

Now repeat the action game and ask Ls to join in saying and miming the actions.

<b>STAGE 5</b>	<b>Shared reading</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Naming pictures Understanding a story by listening to it
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.4 The Three Little Pigs story book

## ACTIVITIES

Before reading 6.4 The Three Little Pigs story book, cover some details of the illustrations on each page. E.g.: a window on the house, the chimney, the little pig, the leg of the wolf, etc. Arrange Ls to sit in a semicircle. First, discuss what detail is missing on each page and then read the part of the story out aloud.

<b>STAGE 6</b>	<b>Role-playing: pigs and wolves</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Following instructions Role-playing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3 tables, 3 wrapping paper houses

## ACTIVITIES

Arrange Ls in two groups: pigs and wolves. Explain to Ls that the wolves want to get into the house. Ask all the pigs to stand behind the first pig's house. Ask the wolves to stand in front of it. Role-play this situation.

T: *Wolves. Knock at the door. Say: 'Little pig, little pig. Let me come in.'*

Ls /wolves: *'Little pig, little pig. Let me come in.'*

T: *Pigs. Answer: 'No, no. Not by the hair of my chinny chin chin.'*

Ls/pigs: *'No, no. Not by the hair of my chinny chin chin.'*

T: *Wolves, reply to the pigs: 'Then I'll huff and I'll puff and I'll blow your house down.'*

Ls /wolves: *'Then I'll huff and I'll puff and I'll blow your house down.'*

Repeat this and do another mini role-play with the following instructions from the action game: Look through the window. / Climb up the chimney. You can act out the role-play at one of the houses or you can move from house to house.

<b>STAGE 7</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Finish the lesson by singing the Goodbye song.

## LESSON 8: PIGGY GAMES

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to practise and play with story vocabulary
- to practise and act out a story

**Materials and resources:** 3 wrapping paper houses, 8.5 Worksheet: Story Vocabulary, 8.6 Worksheet: ‘This little pig went to market’ and ‘To market, to market’

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

### ACTIVITIES

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

<b>STAGE 2</b>	<b>Playing ‘The Big bad Wolf says...’ game</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Keeping the rules of a game Concentration
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Give instructions to Ls from the two action games and ask them to act out only if the Big Bad Wolf says them (just like in Simon says...). Help Ls with miming.

T: *Knock at the door. The Big Bad Wolf says: Look through the window. /Climb up the wall. / Walk on the roof. / Climb up the chimney. / Jump down! / Saw some wood. / Hit the nail with a hammer. / Mix the concrete. / Lay the bricks. / Build the walls. / Put on the roof.*

<b>STAGE 3</b>	<b>Playing the ‘Circle’ game</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Keeping to the rules of a game Recalling learnt text in a new context
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Arrange Ls to stand in a circle and hold hands. Choose two Ls. Ask L1 to be the pig and stand in the middle of the circle. Ask L2 to be the wolf and stand outside the circle. Ask Ls standing in the circle to sing Old MacDonald song. Ask the wolf to walk around outside the circle. When Ls finish the first verse of the song ask the wolf to stop and talk to the pig in the middle.

L2 /wolf: *'Little pig, little pig. Let me come in.'*

Ask the pig to reply.

L1 /pig: *'No, no. Not by the hair of my chinny chin chin.'*

L2 /wolf: *'Then I'll huff and I'll puff and I'll blow your house down.'*

Tell the pig to get out of the circle while the wolf is trying to catch the pig. When the pig gets out of the circle he has to run around the circle outside twice. After the pig runs around the circle twice, he has to join the circle at the same place where he got out. The wolf has to chase and catch the pig. If the wolf can catch the pig, the pig takes the role of the wolf. Choose a new pig and play the game again.

<b>STAGE 4</b>	<b>Shared acting out of the story</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Cooperation Acting out Following instructions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3 tables, 3 wrapping paper houses

### ACTIVITIES

Arrange Ls to sit in a circle in front of the three houses. Explain that you are going to act out the story together. Start telling the story and choose L1 for the first pig's role. While telling the story, act like a director of a play and help Ls to play their roles by using gestures and giving instructions if needed.

T: *This is the story of the Three Little Pigs and the Big Bad Wolf.* (Point to the first house.) *The first pig built a house of straw.* (Invite L1 to come to the house of straw and pretend to build it.) *Build a house of straw. Etc.*

Play the story again with different Ls in the roles.

<b>STAGE 5</b>	<b>Practising vocabulary</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sorting out words Building association between words, pictures and written forms of words
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	8.5 Worksheet: Story Vocabulary

## ACTIVITIES

Arrange Ls to sit at their desks. Hand out 8.5 Worksheets: Story Vocabulary and ask Ls to match the words and expressions to the pig, the wolf and the house.

Key:

Pig: a curly tail, a flat snout, a fat body

Wolf: long legs, a long black tail, a long nose

House: window, door, wall, chimney, roof

Check Ls' work.

T: *What has the wolf got? Etc.*

<b>STAGE 6</b>	<b>Working in Progress Book</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Working neatly
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	8.6 Worksheet: A Rhyme and a Song

## ACTIVITIES

Hand out 8.6 Worksheet: 'This little pig went to market' and 'To market, to market'. Ask Ls to stick their worksheet into their Progress Book.

If there is some time, ask Ls to colour the pictures and say the rhymes.

<b>STAGE 7</b>	<b>Singing the Goodbye song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### **ACTIVITIES**

Finish the lesson by singing the Goodbye song.

## LESSON 9: LET'S WRITE A STORY!

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to make Ls motivated by involving them in writing a new story
- to develop Ls' creativity in writing
- to make Ls motivated by involving them in illustrating a new story and making a class book

**Materials and resources:** A piece of paper for each group for drawing, 6.4 The Three Little Pigs story book, 9.4 Cover page, Blu-Tack, 9.4 Pages of the Class Book, coloured pencils, crayons, pencils

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

### ACTIVITIES

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

<b>STAGE 2</b>	<b>Revising vocabulary with ‘Run and draw’ game</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Cooperation Building association between pictures and written forms of words Making visual interpretation Guessing
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	A piece of paper for each group for drawing

#### ACTIVITIES

Arrange Ls in groups of 4. Give each group a piece of paper and a pencil. Ask one L from each group to come in front. Show them one word from the story of the ‘Three Little Pigs’. Ask the 4 Ls to read the word, memorize it and go back to their groups and draw the word. The group that guesses the word first gets a point. Repeat the procedure so that all Ls are involved in drawing.

Some key vocabulary items: pig, wolf, house, straw, wood, brick, fire.

<b>STAGE 3</b>	<b>Revising the story of ‘The Three Little Pigs’</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying pictures Sequencing Recalling a story using picture prompts
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	6.4 The Three Little Pigs story book

#### ACTIVITIES

Shuffle the pages of 6.4 The Three Little Pigs story book and give them out to Ls. Ask them to put the pages in order on the board. Check the order by reading out the story. Invite Ls to join in story-telling.

<b>STAGE 4</b>	<b>Choosing new characters for the class book</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Eliciting Sharing ideas Creativity Recalling a story using picture prompts
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	9.4 Cover page, blutack, 9.4 Pages of the Class Book

#### ACTIVITIES

Ask Ls to sit in a circle and tell them that they are going to make a class book together. Show them 9.4 Cover page with a gapped title ‘The Three Little..... and the Big Bad ....’ and without any pictures. Elicit possible characters for the story. If there are more possible ideas, let Ls vote for the preferred characters. Write the names of the chosen characters into the title and display the cover page on the board.

Now, give Ls one page of 9.4 Pages of the Class Book with a gapped text on. Ask Ls to look at the texts on their pages and at the pages of 6.4 The Three Little Pigs story book on the board. Ask Ls to find the corresponding page on the board and stand under it. Check the order by telling the story with the new characters. Ask Ls to join in telling the story.

<b>STAGE 5</b>	<b>Rewriting the story</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creativity Making illustrations Copying new words accurately
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	9.4 Pages of the Class Book, coloured pencils, crayons, pencils

### ACTIVITIES

Ask Ls to sit down and tell them that they are rewriting the ‘Story of the Three Little Pigs’. Explain that they are going to draw the pictures of the new story. Ask them to draw and colour the picture on their page and complete the text as well. Monitor and help Ls with spelling the missing words and comment on their work.

<b>STAGE 6</b>	<b>Making a Class Book</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sequencing Reading out a story together
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	9,4 Pages of the Class Book

### ACTIVITIES

Ask Ls to finish drawing and put the pages on the board in the correct order. Look at all the pages and read through the story. Invite Ls to join in reading the story.

<b>STAGE 7</b>	<b>Singing the ‘Goodbye’ song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

### ACTIVITIES

Finish the lesson by singing the Goodbye song.

## LESSON 10: THIS IS OUR STORY!

### Aims of the lesson:

- to involve Ls in everyday interaction in English
- to practise the story
- to involve Ls in reading their story
- to play a boardgame in pairs

**Materials and resources:** Pieces of chalk, 9.4 Pages of the Class Book with masks on the text on each page, 14 slips with the text of each page, string/ribbon for tying the Class Book together, 9.4 Cover page, a game board, 10.5 Counter and a dice for each pair

**Before the lesson:** Draw a big snake on the board and write words from the story of the Three Little Pigs in the body of the snake. Leave no space between the words. Words in the snake: wolf/house/brick/huff/fire/chinny/hungry/wood/pig/story/little/built/straw/come/hair/puff. Hide the text of the new story on each page by putting a slip of paper on it. Copy the texts on each page on separate slips of paper.

Put all the pictures of the story on the wall all around the classroom in a random order. Type out the text of the class story.

Make holes on each page of the class book so that it can be turned into a real book. Get two pieces of string / ribbon to tie the pages together.

Prepare the board for the game. Use an A/3 sheet for the board and make a copy for each pair. Make a small picture of a pig for each pair.

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

### ACTIVITIES

Sing the song together with Ls.

Start the lesson with a few mini situations.

<b>STAGE 2</b>	<b>Identifying words in a ‘word snake’</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying written forms of words
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Wordsnake drawn on the board, pieces of chalk

### ACTIVITIES

Arrange Ls to stand in front of the board. Show Ls the drawing of a snake on the board. Ask Ls to identify words and separate each word in the snake by a line. Give a piece of chalk to L1 and ask him/her to divide the first two words. Then ask him/her to pass the chalk on to L2. Go on until all the words are divided. Ask Ls to read out all the words together.

<b>STAGE 3</b>	<b>Practising the story</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening and responding non-verbally Matching written forms and meaning
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	9.5 Pictures of Class Book (with masks on the text on each page) put on the walls, 14 slips with the text of each page

### ACTIVITIES

Ask Ls to listen to T reading the new story page by page and go to the relevant pictures on the walls that T put on before the lesson. Now, give the 14 slips with the text of each page of the Class Book to Ls. Ask them to go and match up the text with the pictures on the wall and stay there. When everybody is ready, ask Ls to check their work by taking the masks off the pages of the story. Then, ask them to read aloud the story page by page in the correct order.

<b>STAGE 4</b>	<b>Reading the Class Book</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Building association between words, pictures and written forms Recalling a story using picture prompts
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	9.4 Pages of the Class Book, string /ribbon for tying the pages of the Class Book together, 9.4 Cover page

#### ACTIVITIES

Give each L one page from the story of the Class Book. Start reading the story page by page. After reading the text of the first page, ask the L with the first page to put his/her page on your desk. Read the second page of the story and ask the L with the second page to put his/her page next to the first one. Follow the same procedure until all the pages of the book are put together. Take the string/ribbon and tie the pages together. Now ask Ls to sit down in a circle and read the book together.

<b>STAGE 5</b>	<b>Playing a board game in pairs: Go home, Pig!</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Keeping to the rules of a game Recalling learnt vocabulary Cooperation
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Game board, 10.5 Counter, a dice for each pair

## ACTIVITIES

Put Ls into pairs and give each pair a game board, 10.5 Counter (10.5 Counter, i.e. a picture of a pig with a sack on his back) and a dice. Ask Ls to put the counter in the middle of the board. Both Ls need to move the same counter. Ask each L to choose which house (home) they want to build that is to be reached in the game. The aim of the game is to reach one of the houses. The L who can move the counter into his/her house first is the winner. Ls throw the dice to decide who starts the game. The L who throws the higher number can start the game. He/she throws the dice and moves the pig towards his/her home. L2 throws the dice and moves the same pig in the other direction towards his/her home. Ls take turns in throwing the dice and moving the counter in different directions, always towards their own house and further from the other L's house. Ls have to say the numbers and count in English.

<b>STAGE 6</b>	<b>Singing the 'Goodbye' song</b>
<b>TIME</b>	-
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

## ACTIVITIES

Finish the lesson by singing the Goodbye song.