
ME AND YOU

Introducing English

Teacher's Guide

Part 1

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 címen.

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

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
1 WHAT'S YOUR NAME?	<ul style="list-style-type: none"> ■ 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 	<p>Cardboard (appr. 6x4 cms) and a safety pin per L, 1.2 Recording: What's your name?, 1.8 Recording: Goodbye song</p>
2 LET'S JUMP	<ul style="list-style-type: none"> ■ 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 	<p>2.1 Recording: Good Morning Song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking</p>
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 	<p>2.1 Recording: Good morning song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking, scissors, glue</p>
4 SIMON SAYS....	<ul style="list-style-type: none"> ■ to involve Ls in varied everyday 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 	<p>Ls' badges, a permanent marker, 4.3 Worksheet: Two little Ladybirds, Simon, the puppet, scissors, glue</p>
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 	<p>5.2 Pictures of monkeys Ls' Progress books, 5.5 Worksheet: Monkeys, scissors, glue</p>

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 ten colours ■ to practise using colours in meaningful contexts 	6.3 Pictures of Feelings, 7.3 Worksheet: Feelings, 10 coloured pencils, scissors, glue
8 I'M A CAT – I'M FAT	<ul style="list-style-type: none"> ■ to learn the 'Green-blue – change places' game ■ to practise the names of 10 colours and read their names ■ to learn an action rhyme about colours ■ to involve Ls in everyday interaction in English 	10 coloured pencils per L, 8.4 Word cards: 10 colours, 8.7 Worksheet: Balloons
9 WE ARE INDIANS	<ul style="list-style-type: none"> ■ to practise reading the names of colours ■ to practise the spelling of colours ■ to learn the 'Ten Little Indians' song 	9.3 Poster: Colours, 9.3 Wordcards:10 colours, 9.4 Worksheet: Wordsearch, 9.4 Key: Wordsearch, 9.5 Pictures of Colour Objects
10 ABRACADABRA	<ul style="list-style-type: none"> ■ to extend the range of everyday interaction in the classroom ■ to practise numbers and action verbs ■ to play the 'Crocodile, Crocodile' game 	9.6 Recording: Ten Little Indians,
11 MY SCHOOL OBJECTS	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn new vocabulary of classroom objects ■ to practise and play with new vocabulary ■ to learn a new song 'Abracadabra' 	A school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils, 11.4 Recording: Abracadabra, 11.7 Worksheet: School Objects, Progress Book
12 CAN YOU DO IT?	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to practise and play with new vocabulary ■ to introduce reading words 	A school book, a ruler, scissors, a crayon, a school bag, a pencil, 12.3 Wordcards: School Objects, Progress Book, the 4-6 other school objects Ls chose to learn in the previous lesson

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
13 WHAT'S YOUR FAVOURITE FOOD?	<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 for sticking worksheets in the progress book 	13.2 Recording: Up and down rap, a bag, scissors, glue, 13.4 Worksheet: Abracadabra for each L, 12.3 Wordcards: School Objects, Progress Book
14 EATING, EATING AND EATING	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to talk about likes and favourites ■ to learn new vocabulary of food items ■ to practise and play with new vocabulary 	14.2 Poster: Favourites, an apple, a banana, a sandwich, a kiwi, an orange, some chocolate, some biscuits, some water, as many small pieces of paper (post-its) as many food items
15 CAN YOU MAKE A SANDWICH?	<ul style="list-style-type: none"> ■ to make Ls motivated by involving them in the making of visuals ■ to practise and play with food vocabulary ■ to learn a new rhyme ■ to learn a new game 	Food items or small pieces of paper (post-its) with pictures of food items from previous lesson, 1 A6 card with the picture of T's favourite food item, 1 A6 size blank card for each L, food cards drawn by Ls, a bowl
16 I CAN MAKE A SANDWICH!	<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 talk about likes and dislikes 	2 sets of food cards (1 set drawn by Ls, 1 set photocopied), an A4 size happy face, an A4 size unhappy face, Progress Book
17 PETS, PETS EVERYWHERE!	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn to say how to make a sandwich ■ to develop rhythmical skills and pronunciation ■ to develop memory by learning a TPR activity 	2 sets of food cards, 17.4 Pictures of Sandwich Items, 17.4 Wordcards: Sandwich Items, Progress book
18 ANIMALS ARE FUN!	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn to say how to make and eat a sandwich ■ to practise and play with new vocabulary ■ to complete a worksheet with one's own drawings 	18.3 Pictures: Making a Sandwich, 18.4 Worksheet: Making a Sandwich for each L, scissors, glue, a roll, a slice of ham, a slice of cheese, a knife, a napkin brought by each L, some butter, some ketchup, a roll, a slice of ham, a slice of cheese, a knife, a napkin brought by T, Progress Book

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
19 SONGBON (1)	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn new vocabulary of animals ■ to practise new vocabulary in a meaningful context ■ to learn to talk about animals ■ to learn to read animal words 	19.2 Pictures of Animals, 19.4 Puzzles, 19.4 Pictures of Funny Animals, 19.4 Recording: Animals, 19.7 Wordcards: Funny Rhymes, 5 envelopes, 19.9 Worksheet: Colouring (for each L), Progress Book
20 SONGBON (2)	<ul style="list-style-type: none"> ■ to revise a song and the Funny Rhymes about animals ■ to develop correct pronunciation ■ to develop Ls' understanding simple texts ■ to improve Ls' writing skills by following a model 	19.4 Pictures of Funny Animals, 19.7 Wordcards: Funny Rhymes, 20.5 Sentence Cards of Funny Rhymes, 20.6 Worksheets, 20.7 Illustrations

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.

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.

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.

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.

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.

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.

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: **1, 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: **1, 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.

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?*

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 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 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.

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.

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.

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.

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.

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.

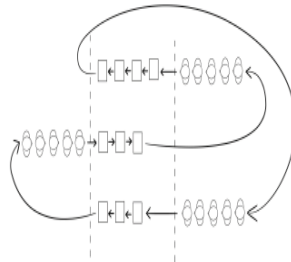
Model the game for Ls. Jump next to the first picture and name it.

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.



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.

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.*

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.

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.

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.

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 index 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 index 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 index 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 index finger on your right hand back on the desk which has the drawing on it)

Come back, Paul. (with flying movements again put the index 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.

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 index fingers on the desk. Draw a simple ladybird pattern on each L's index 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.

STAGE 7	Collecting badges
TIME	3 mins
SKILLS AND COMPETENCIES	Guessing meaning from context
FOCUS	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	Singing a song
IN FOCUS	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 4: SIMON SAYS....

Aims of the lesson:

- to involve 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 instruction. 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	Teaching 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, Good bye, goodbye and have a nice day.

LESSON 5: WHAT AM I LIKE?

Aims of the lesson:

- to involve 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	Playing the 'Pass it on' 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's 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	Playing a listening game
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 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 mins
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 IN FOCUS	Singing a song Introducing yourself
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Sing the song together with 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 ‘Tommy Thumb’ song 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 – 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 – 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's 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 a listening game – 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.*

When Ls feel confident with the vocabulary list the words quickly.

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' 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 7: COLOUR YOUR MONKEY!

Aims of the lesson:

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

Materials and resources: 6.3 Pictures of Feelings, 7.3 Worksheet: Feelings, 10 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 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	10 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	Describing the colours of monkeys
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	Playing the 'Pass it on' game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Repeating expressions
ORGANISATION	Whole class
AIDS AND MATERIALS	10 coloured pencils

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take 10 pencils (red, yellow, green, blue, brown, orange, black, white, pink, grey). 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	10 coloured pencils for each L

ACTIVITIES

Revise action verbs with Ls. Ask Ls to prepare pencils of 10 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 10 colours.

STAGE 7	Playing a guessing game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions
ORGANISATION	Pair work
AIDS AND MATERIALS	10 coloured pencils for each L

ACTIVITIES

Put all your 10 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?*

Ls: *Yellow. Etc.*

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

Play the game in pairs. Ask Ls to use their own pencils for the game.

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 8: CAN YOU READ THE COLOURS?

Aims of the lesson:

- to learn the 'Green-blue – change places' game
- to practise the names of 10 colours and read their names
- to learn an action rhyme about colours
- to involve sin everyday interaction in English

Materials and resources: 10 coloured pencils per L, 8.4 Word cards: 10 colours, 8.7 Worksheet: Balloons

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	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	A coloured pencil per L

ACTIVITIES

Ask Ls to take one coloured 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 3	Playing a guessing game in pairs
TIME	9 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking a simple question Guessing
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	10 coloured pencils per L

ACTIVITIES

Play a guessing game in pairs.

Put all your 10 pencils in a bag (red, yellow, green, blue, brown, orange, black, white, pink, grey). 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 4 Introducing reading – colours

TIME 5 mins

SKILLS AND COMPETENCIES Reading words
IN FOCUS Matching objects to word cards

ORGANISATION Whole class

AIDS AND MATERIALS 8.4 Word cards: 10 Colours

ACTIVITIES

Ask Ls to sit on the floor. Make sure all Ls look at 8.4 Word cards: 10 Colours from the right direction for reading. Pick up the red pencil. Name it and put it on the floor. Repeat this with all the other pencils. Show the word card 'red' to Ls and read the word aloud. Ask Ls to repeat the word. Ask Ls to match the word card up with the correct pencil. Repeat this with all 10 word cards and pencils.

STAGE 5	Practising reading, reading games – colours
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding rules of language games Reading wordcards
ORGANISATION	Whole class
AIDS AND MATERIALS	8.4 Word cards: 10 colours

ACTIVITIES

Practise reading words of colours through short reading activities.

What a mess!

Ask Ls to close their eyes. Pick up 8.4 Word cards: 10 colours and shuffle them. Put them on the floor again. Ask Ls to open their eyes and rearrange the word cards in the correct order again. Point to the word cards one by one and ask Ls to read the words for checking.

What's missing?

Ask Ls to close their eyes. Remove one word card. Ask Ls to open their eyes and guess which word card is missing. Ls name it. If they are right, put the word card back. Repeat this process but later remove 2-3 word cards at the same time.

Quick flash

Collect all word cards one by one.

T: *Give me the 'yellow' word card.*

Take all 8.4 Word cards: 10 colours in your hand. Do not show them to Ls. Take one of the word cards and quickly turn it over. Encourage Ls to recognize and say the word aloud.

Repeat it with other words, too.

Slow reveal

Take all the 8.4 Word cards: 10 colours in your hand and hide them behind a piece of cardboard paper/book/etc. Start pulling the word card out slowly from behind the cardboard paper. Ask Ls to guess which word it can be.

STAGE 6 Learning an action rhyme about colours

TIME 5 mins

SKILLS AND COMPETENCIES Understanding a rhyme
IN FOCUS Performing an action rhyme

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Say the rhyme and show the actions. Invite Ls to join in. Repeat it 2-3 times.

One, two (count on your fingers)

Red and blue

Up and down (raise your hands high and quickly squat)

Yellow and brown

Left and right (raise your left hand and then your right)

Black and white

Dirty and clean (show your hands as if they were dirty, then show your palms as if they were clean)

Orange and green.

STAGE 7	Singing the 'Goodbye' song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	8.7 Worksheet: Balloons

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Homework: Ask Ls to colour 8.7 Worksheet: Balloons. Colouring the balloons according to the labels.

LESSON 9: WE ARE INDIANS

Aims of the lesson:

- to practise reading the names of colours
- to practise their spelling
- to learn the 'Ten little Indians' song

Materials and resources: 9.3 Poster: Colours, 9.3 Wordcards: 10 colours, 9.4 Worksheet: Wordsearch, 9.4 Key: Wordsearch, 9.5. Pictures of Colour Objects, 9.6 Recording: Ten Little Indians, 9.6 Pictures of Indians

STAGE 1	Singing the 'Good morning' song, revising the colour rhyme
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Performing an action rhyme
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song together with the Ls. Revise the rhyme from previous lesson.

STAGE 2	Checking homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about your work
ORGANISATION	Frontal
AIDS AND MATERIALS	-

ACTIVITIES

Ask Ls to describe what colour their balloons are.

STAGE 3	Practising reading – colours
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading words
ORGANISATION	Frontal
AIDS AND MATERIALS	9.3 Poster: Colours, 9.3 Wordcards: 10 colours

ACTIVITIES

Display the 9.3 Poster: Colours on the wall. Point to the colours and revise the names of colours on the poster (red, yellow, green, blue, brown, orange, black, white, pink, grey). Ls label the balloons with 9.3 Wordcards: 10 colours. Read the 10 words aloud. Leave the poster on the wall for later reference.

STAGE 4	Doing a wordsearch puzzle
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Spelling words
ORGANISATION	Pairwork
AIDS AND MATERIALS	9.4 Worksheet: Wordsearch, 9.4 Key: Wordsearch

ACTIVITIES

Arrange Ls in pairs. Show them 9.4 Worksheet: Wordsearch grid and explain how they can find the words in it. Ask Ls to find the 10 colours in the wordsearch. Draw Ls' attention to 9.3 Poster: Colours where they can get help with the spelling of the colours. Use 9.4 Key: Wordsearch for reference.

R		B	R	O	W	N
G	E			R		Y
R		D		A		E
E		P	I	N	K	L
Y				G	W	L
	B	L	U	E	H	O
	L	G			I	W
	A		R	E	T	
	C				E	
	K					N

Copy the grid 9.4 Worksheet: Wordsearch on the board and ask Ls to come out with their copies of the wordsearch and ask them to circle the colours in the large grid for checking one by one. Give feedback to Ls.

STAGE 5	Colouring objects
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Relating pictures to their qualities Colouring pictures Answering simple questions
ORGANISATION	Groupwork
AIDS AND MATERIALS	4 large paper circles, 9.5. Pictures of Colour Objects

ACTIVITIES

Prepare 4 large paper circles and label them red, blue, yellow and green. Arrange Ls to sit in 4 groups. Give each group a circle. Display the 16 black and white pictures on the board 9.5. Pictures of colour objects. Ask Ls to come out and take off the pictures that belong to their colour group. Ask Ls to colour the pictures and stick them onto their large circle. Display all 4 circles and discuss what they can see.

T: Point to the picture of the banana. *Look. It's a banana. What colour is it?*

L1: *Yellow.*

T: *What else is here? Can you say?*

STAGE 6	Teaching numbers 1-10 and the 'Ten little Indians' song
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and acting out a song
ORGANISATION	Whole class
AIDS AND MATERIALS	9.6 Recording: Ten Little Indians, 9.6 Pictures of Indians

ACTIVITIES

Display 9.6 Pictures of Indians. Discuss what you can see in the pictures.

T: *Look. I've got 10 Indians. What colour is this Indian?*

Ls: *blue*

T: *What's he doing?*

Ls: *run*

T: *Yes, he's running. And this one? Look, he's dancing and shouting at the dead body of a buffalo.*

T: *How many Indians can you see? Let's count. One, two, ...*

Play 9.6 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.

*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.*

Set homework: Ask Ls to collect more objects and put them into the four colour groups, colour them and cut them out of paper and bring in the little colour pictures.

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 10: LET'S PLAY WITH THE INDIANS

Aims of the lesson:

- to extend the range of everyday interaction in the classroom
- to practise numbers and action verbs
- to play the 'Crocodile, crocodile' game about colours

Materials and resources: 9.6 Recording: Ten Little Indians, 10.4 Wordcards: Numbers, 9.6 Pictures of Indians, 10.5 Worksheet: Indians, 4 large paper circles from Lesson 9, scissors, glue

STAGE 1	Singing the 'Good morning' song, initiating conversations
TIME	5 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 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 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	Practising numbers and following instructions
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding instructions and carrying out corresponding actions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask and help Ls to stand in smaller groups.

T: *Stand in a group of two. Make a group of three boys/girls. Five children. Form a group.*

Ask Ls to follow the instructions. Make sure the correct number of Ls follow the instructions. Now, add actions to the instructions.

T: *Two boys, clap. Three girls, touch the ground.*

Finish giving instructions with the following sentence:

T: *Ten boys, shout as the Indians.*

STAGE 3	Revising the ‘Ten little Indians’ song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	9.6 Recording: Ten Little Indians

ACTIVITIES

Play 9.6 Recording: Ten Little Indians and ask Ls to join in singing the song and do the actions.

STAGE 4	Reading numbers and labelling the pictures of Indians
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading words, matching pictures up with words
ORGANISATION	Frontal
AIDS AND MATERIALS	10.4 Wordcards: Numbers, 9.6 Pictures of Indians

ACTIVITIES

Ask Ls to stand in front of the board. Put 10.4 Wordcards: Numbers on the board. Name a number and ask Ls to point to the appropriate word without reading it aloud. Confirm their guess by reading out the word and then ask Ls to repeat it after you. Repeat this process with all the numbers. Ask Ls to take the word cards of numbers and label 9.6 Pictures of Indians. (Pictures stay on the wall for later reference.)

STAGE 5	Working in Progress Book
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching pictures up with words
ORGANISATION	Individual
AIDS AND MATERIALS	10.5 Worksheet: Indians, scissors, glue

ACTIVITIES

Give out a copy of 10.5 Worksheet: Indians for each L. Stick the worksheet in their Progress Books.
Ask Ls to match the words to the appropriate pictures of Indians on the worksheet. Ls can use the large pictures for help and checking.

STAGE 6	Checking homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about colours
ORGANISATION	Whole class
AIDS AND MATERIALS	4 large paper circles from Lesson 9

ACTIVITIES

Point to the 4 colour circles from Lesson 9 and revise the colours. Ask questions.

T: *Look at our colour posters. What colour is the apple? Can you say some sentences about the posters?*

Ask Ls to take their pictures and stick them onto the appropriate circle, poster. Then discuss the new objects on the posters. Ask Ls to say sentences about the poster.

Ls: *The crocodile is green.*

STAGE 7	Playing a game with colours ‘Colour crocodile’
TIME	9 mins
SKILLS AND COMPETENCIES IN FOCUS	Saying a rhyme and playing a game together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Draw 2 lines on the floor 2-3 metres from each other. The space between the lines represents a river. Arrange Ls to stand behind one of the lines. Stand between the two lines. Call out a colour and encourage all the Ls to run to the other side. Those Ls who are wearing something in the named colour are safe and can walk across the river. The others must try to get to the other side of the river without being caught. Try to catch a L while they are crossing. If you can catch a L who is not wearing the colour you name, you and the L change places.

Before playing the game, teach the following rhyme to Ls. Say the rhyme with a strong beat (underlined in the text). When playing the game, Ls say the first three lines of the rhyme, while the ‘crocodile’ says the last one.

Crocodile, crocodile, please, may we

Please may we

Cross your river?

‘Yes, if you’re wearing red.’

Play the game several times and introduce it with the rhyme above in each turn.

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 11: MY SCHOOL OBJECTS

Aims of the lesson:

- to involve in everyday interaction in English
- to learn new vocabulary of classroom objects
- to practise and play with new vocabulary
- to learn a new song 'Abracadabra'

Materials and resources: A school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils, 11.4 Recording: Abracadabra, 11.7 Worksheet: School Objects, Progress Book

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.

STAGE 2 Vocabulary teaching – school objects

TIME 10 mins

SKILLS AND COMPETENCIES Understanding vocabulary
IN FOCUS Repeating words

ORGANISATION Whole class

AIDS AND MATERIALS A school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils

ACTIVITIES

Prepare a school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils. Use these objects and the ones that Ls bring for the lesson. Teach the words of about 10 objects. Use the previous 6 words and some others that Ls choose to learn.

Arrange Ls to sit on the floor in a circle. Ask them to open their school bags and take out 2-3 objects. Pick up one object at random from L1 and show it to the others. Name it and encourage Ls to repeat the word.

T: *Look. Lili's got a ruler. It's a ruler. Ruler.*

Ls: *Ruler*

T: *Who's got a ruler? Let me see. Pick it up. Show me your ruler.*

How many rulers are there? Let's count the rulers.

Ls: *One, two, three.*

T: *We've got three rulers.*

T: *Look. Peter's got a nice pencil box. It's a pencil box.*

Ls: *Pencil box*

T: *What colour is it?*

Ls: *Blue and green.*

T: *Who's got a pencil box? Let me see. Pick it up. Show me your pencil box.*

Peter, open your pencil box, please. What's in it?

L1: *A blue pencil, two black pencils, etc. (Help Peter list the objects.)*

Talk about the other school objects Ls have chosen in a similar way.

STAGE 3	Playing the ‘Pass it on’ game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words Concentration Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	A school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils

ACTIVITIES

Ask Ls to stand in a circle and join the circle, too. Take the 10 objects or from the previous step. Pick up the school bag and say:

T: *A school bag.*

Then pass it 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 repeats the whole process. When the school bag comes back to the T, start the game with the next object.

STAGE 4	Teaching the ‘Abracadabra’ song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Counting Answering simple questions
ORGANISATION	Whole class
AIDS AND MATERIALS	A school book, a ruler, scissors, a crayon, a school bag, a pencil, 11.4 Recording: Abracadabra

ACTIVITIES

Ask Ls to sit in a circle. Prepare the 6 objects from Step 2 and display them in front of Ls.

Play 11.4 Recording: Abracadabra and ask Ls to arrange the objects in the correct order according to the song. Listen again and check Ls' answer.

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

T: *How many school books are there in the song? How many rulers are there? Etc.*

Ls guess. If their guess is correct, confirm it. If not, listen to 11.4 Recording again.

Now play 11.4 Recording: Abracadabra again and ask Ls to join in singing the song.

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.

STAGE 5 Playing the 'Hot and cold' game

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Pronouncing words
Keeping to the rules of a game

ORGANISATION Whole class

AIDS AND MATERIALS Any school object from the previous ones

ACTIVITIES

Ask L1 to leave the classroom while the others hide one of the school objects from Step 2 in the classroom. Ask L1 to come in and tell him/her that he/she has to look for a ruler. Ask the others to guide L1 by playing with their voice, saying 'ruler' quietly if L1 is walking away from the ruler or loudly if L1 is moving closer and closer to the object. Play a few rounds.

STAGE 6	Playing the ‘Scissors, Paper, Stone’ game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words Keeping to the rules of a game
ORGANISATION	Pair work
AIDS AND MATERIALS	-

ACTIVITIES

Ls play this game in pairs. Ls stand opposite each other and say the 3 words together ‘scissors, paper, stone’. When saying the last word they both have to show one of the three objects with their hands. The winner is the one whose object is “stronger” than the other one. Clue: Scissors cut paper. Paper wraps the stone. A stone makes the scissors blunt. (To adapt the for this topic, you can use the word ‘ruler’ instead of ‘stone’ for this game.)

STAGE 7	Giving homework and singing the ‘Goodbye’ song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Memory Singing a song
ORGANISATION	Individual work, whole class
AIDS AND MATERIALS	11.7 Worksheet: School Objects

ACTIVITIES

Prepare a copy of 11.7 Worksheet: School Objects for each L. Encourage Ls to ask for the worksheets.

Ls: *Can I have the worksheet, please?*

Ask Ls to stick the worksheet into their Progress Book as homework. Ask Ls to draw some other school objects they learnt this lesson, as well.

Finish the lesson by singing the Goodbye song.

LESSON 12: LET'S READ!

Aims of the lesson:

- to involve in everyday interaction in English
- to practise and play with new vocabulary
- to introduce reading words

Materials and resources: A school book, a ruler, scissors, a crayon, a school bag, a pencil, 12.3 Wordcards: School Objects, Progress Book, the 4-6 other school objects Ls chose to learn in the previous lesson

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.

STAGE 2	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	A school book, a ruler, a pair of scissors, some crayons, a school bag, pencils and 4-6 other objects of Ls' choice

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 following the same process. Repeat the same procedure with all the other school objects while more and more Ls join in the walking.

STAGE 3	Reading words – school objects
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Building associations between realia and written forms of words Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	A school book, a ruler, scissors, a crayon, a school bag, a pencil and 4-6 other school objects of Ls' choice, 12.3 Wordcards: School Objects

ACTIVITIES

Ask Ls to sit on the floor. Make sure all Ls look at the wordcard from the right direction for reading. Put all the 6 school objects on the floor and add those (about 4-6) that Ls chose and learnt in the previous lesson. (10-12 objects altogether) Prepare 12.3 Wordcards for the 6 classroom objects (a school book, a ruler, scissors, a crayon, a school bag, a pencil) and read out the words aloud. Ask Ls to put the wordcards next to the appropriate objects one by one. Then ask Ls which wordcards are missing. Write the missing wordcards quickly in front of Ls. Read out the new words and ask Ls to match them up with the appropriate objects. Point to each 12.3 Wordcard: School Objects and ask Ls to read them out aloud.

STAGE 4	Lip reading
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask Ls to watch your lips. Imitate pronouncing one of the school object words, but do not give any sound. Ask Ls to read your lips and guess the word. The L who can guess it correctly puts the wordcard on the board. Follow the procedure until all the wordcards are put on the board.

STAGE 5	Playing 'BINGO' game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching written and oral forms of words Concentration Copying new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	Progress Book, 12.3 Wordcards: School Objects

ACTIVITIES

Ask Ls to choose 5 words from the list on the board and copy the 5 chosen words in their Progress Books. Call out a word from the original list and ask Ls to cross out that word on their list if they have got it.

T: A ruler. Who has got a ruler on the list? Cross it out. If you have 5 crosses, call out 'BINGO'.

Repeat it with the other words. The winner is the one who crosses out his 5 words first and shouts 'BINGO'.

Play the game again.

STAGE 6	Checking homework
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching pictures and written forms of words Copying new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	Progress Books, 12.3 Wordcards: School Objects

ACTIVITIES

Ask Ls to take their Progress Books and look at the drawings they prepared about the school objects. Ask Ls to label their drawings by copying the words from the board. If any of their words is not on the board, write it up quickly and draw its picture, too.

STAGE 7	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 13: CAN YOU DO IT?

Aims of the lesson:

- to involve nt h everyday interaction in English
- to learn a new game ‘Forfeits’
- to learn a rap
- to introduce an action rhyme for sticking worksheets nt he Progress Book

Materials and resources: 13.2 Recording: Up and down rap, a bag, scissors, glue, 13.4 Worksheet: Abracadabra for each L, 12.3 Wordcards: School Objects, Progress Book

Before the lesson: Make sure that the wordcards of school objects are displayed in the classroom.

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.

STAGE 2	Teaching the ‘Up and down’ rap
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	13.2 Recording: Up and down rap

ACTIVITIES

Ask Ls to stand in a circle. Ask Ls to listen to 13.2 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 ask Ls to join in.

STAGE 3	Playing the ‘Forfeit’ Game
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	A bag

ACTIVITIES

Collect objects from Ls and put them in a bag.

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

L1: *Here it is.*

Take the red pencil from L1 and put it in a bag. Repeat this process with some other objects.

When there are some different school objects in the bag, take out one of them and ask who it belongs to. Ask the owner of the object to do an action to get his/her object back.

T: (look into the bag and pick up one object) *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: (look into the bag and pick up another object) *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 the same way.

STAGE 4 Working in Progress Book

TIME 10 mins

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

ORGANISATION Whole class

AIDS AND MATERIALS Scissors, glue, Progress Book, 13.4 Worksheet: Abracadabra for each L, 12.3 Wordcards: School Objects

ACTIVITIES

Ask Ls to sit at their desks. Prepare all the necessary materials for each L: scissors, glue, Progress Book. Name these necessary materials and ask Ls to repeat the words.

T: *They're scissors. / It's some glue. / It's a Progress Book.*

Hand out 13.4 Worksheet: Abracadabra with the gapped text of the Abracadabra song to each L.

Ask Ls to listen to some instructions carefully and follow them one by one. Follow the instructions together with Ls.

T: *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/glue the pictures into 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.:

Put the rubbish in the dustbin, please.

Put the glue in the box, please.

Put the scissors on the shelf, please.

STAGE 5	Revising the 'Abracadabra' song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for information
ORGANISATION	Whole class
AIDS AND MATERIALS	13.4 Worksheet: Abracadabra, 12.3 Wordcards: School Objects

ACTIVITIES

Sing the song again and ask Ls to follow the text of the song on 13.4 Worksheet: Abracadabra. Ask Ls to write in the missing words. Call Ls' attention to the 12.3 Wordcards: School Objects displayed in the classroom for help.

STAGE 6	Revising the 'Up and down' rap
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Saying a chant
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask Ls to repeat the rap. Ask boys/girls/one boy and one girl/etc. to say it.

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 14: WHAT'S YOUR FAVOURITE FOOD?

Aims of the lesson:

- to involve in everyday interaction in English
- to talk about likes and favourites
- to learn new vocabulary of food items
- to practise and play with new vocabulary

Materials and resources: 14.2 Poster: Favourites, an apple, a banana, a sandwich, a kiwi, an orange, some chocolate, some biscuits, some water, as many small pieces of paper (post-its) as many food items

Before the lesson: Draw the pictures before the lesson or at this stage in front of the Ls.

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.

STAGE 2	Introducing favourites
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Giving relevant responses Using learnt language in a new context Singing and chanting together
ORGANISATION	Whole class
AIDS AND MATERIALS	14.2 Poster: Favourites

ACTIVITIES

Finish mini situations with the following/a similar dialogue:

T: *I like your blue T-shirt. Is it new?*

L1: *Yes.*

T: *Do you like blue?*

L1: *Yes.*

T: *Oh, so blue is your favourite colour.*

L1: *Yes/No.*

T: *My favourite colour is yellow.* (Now go and point to 14.2 Poster.) *Look at this poster. Look at all the colours. This is my favourite colour. It's yellow.*

Ask Ls to come out, look at the 14.2 Poster: Favourites and choose their favourite colour.

T: *Look at the colours. My favourite colour is yellow. Péter, what's your favourite colour? Show me.*

L1/Péter: *(My favourite colour is) blue.*

T: *So you like blue. And you, Zsófi? What's your favourite colour? Etc.*

Talk about Ls' favourite colours.

T: *Whose favourite colour is red?*

Ls: *Zsófi's and Marci's.*

T: *2 children like red. All the boys like green. Nobody likes brown. Etc.*

Discuss the next group of favourites: numbers.

T: *Look at all these numbers. Guess my favourite number. Is it 8? Is it 3?*

Ls: *(Is it) 5? 2?*

T: *Yes. My favourite number is 5. Marci, what's your favourite number?*

L1/Marci: *4.*

T: *So you like number 4. And you, Tomi? What's your favourite number? Etc.*

Talk about Ls' favourite numbers.

T: *Whose favourite number is 4?*

Ls: *Marci's and Anna's. Etc.*

Discuss the next group of favourites: songs and rhymes learnt before.

T: *Look at these pictures. What's this? Which rhyme is this?*

Ls: *Ladybirds.*

T: *Let's say the rhyme about ladybirds.*

Revise a few rhymes and songs Ls choose.

T: *What's your favourite song?*

Ls: *Abracadabra.*

STAGE 3 Introducing new vocabulary – favourite food items

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Guessing meaning from context
Giving relevant responses

ORGANISATION Whole class

AIDS AND MATERIALS 14.2 Poster: Favourites, an apple, a banana, a sandwich, a kiwi, an orange, some chocolate, some biscuits, some water

ACTIVITIES

Point to the next circle on the posters.

T: *Look. No colours, no numbers... What comes here?*

Allow Ls to guess in Hungarian. If necessary help Ls by giving hints.

T: *Something yummy.* (Rub your tummy and show that you are thinking of some food and you like it.)

Prepare some food items (an apple / a banana / a sandwich / a kiwi / an orange / some chocolate / some biscuits / some water), put them into your bag beforehand, get one of them out.

T: *Look, I've got some food. Here is an apple. Hmm, I like it. (Pretend eating it.) Yummy, yummy. This is my favourite fruit. What else have I got? Let's see.*

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 likes.

T: *Do you like apples / chocolate?*

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

STAGE 4 Practising vocabulary – food

TIME 15 mins

SKILLS AND COMPETENCIES
IN FOCUS Pronouncing new words accurately
Listening and responding non-verbally

ORGANISATION Whole class

AIDS AND MATERIALS An apple, a banana, a sandwich, a kiwi, an orange, some chocolate, some biscuits, some water

ACTIVITIES

Displaying food items

Ask Ls to put the food items to different places in the classroom.

T: *Peter, take this apple. Put it on the chair. Kati, take this piece of chocolate. Put it on the desk in the corner. Etc.*

Introducing the activity

Now ask all Ls to listen and go to the food item you name. Say the word and ask Ls to repeat it.

T: *Run to the apple.* (Everybody runs to the apple.) *Apple.*

Ls: *Apple. Etc.*

Go around the classroom with Ls and practise all the food items.

Listening game

Ask Ls to listen and run to the food item you name in the classroom. When Ls get to the food item ask them to name it, too.

T: *Apple.*

Ls: (run to the apple in the classroom) *Apple. Etc.*

Naming the food items

Ask Ls to run around the classroom individually and name the food items when they get to them.

L1: *apple, orange, biscuits, chocolate, etc.*

L2: *orange, sandwich, water, banana, etc.*

Finding the food items

Ask Ls to close their eyes. Change the place of the food items. Ask Ls to open their eyes and run around the classroom again and name the food items when they get to them as in the previous activity.

STAGE 5	Talking about likes
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using learnt language in a new context
ORGANISATION	Whole class
AIDS AND MATERIALS	As many small pieces of paper (post-its) as many food items, 14.2 Poster: Favourites

ACTIVITIES

Prepare as many small pieces of paper (post-its) as many food items you have taught in the lesson. Draw the pictures before the lesson or at this stage in front of Ls.

Ask L1 to come out and put a picture on 14.2 Poster if he/she likes it.

L1: *I like apples. Etc.*

STAGE 6	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 15: EATING IS FUN!

Aims of the lesson:

- to make Ls motivated by involving them in the making of visuals
- to practise and play with food vocabulary
- to learn a new rhyme
- to learn a new game

Materials and resources: Food items or small pieces of paper (post-its) with pictures of food items from previous lesson, one A6 card with the picture of T's favourite food item, one A6 size blank card for each L, food cards drawn by Ls, a bowl

STAGE 1	Singing the 'Good morning' song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song together with Ls.

STAGE 2	Teaching the 'I like coffee' rhyme
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Keeping to the rules of a game Concentrating
ORGANISATION	Whole class
AIDS AND MATERIALS	

ACTIVITIES

Ask Ls to stand in a circle and stretch out their hands in both directions. Ask L1 to put his right hand on L2's left hand who is standing on his right. Now ask L1 to put his left hand under L3's right hand who is standing on L1's left. Ask all Ls to stand like this. Now practise giving a clapping rhythm in a chain. Ask L1 to clap into L2's hand, then ask L2 to clap into L4's hand. Tell Ls to continue clapping in the circle. (magyarázó rajz)

When Ls know how to keep the rhythm with clapping, start saying the rhyme. Make sure you keep to the beat.

T: I like coffee, I like tea

I like you and you like me.

When Ls reach the last beat, ask the last L to pull out his hand quickly so that his partner cannot clap into his hand. If he/she cannot do it, he/she is out. If he/she can, the previous L is out. Start the rhyme again. Ls who are out can start a new circle and play the game separately.

STAGE 3	Revising vocabulary – food
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Using learnt language in a new context
ORGANISATION	Whole class
AIDS AND MATERIALS	Food items or the small pieces of paper (post-its) with pictures of food items from previous lesson

ACTIVITIES

Put the food items or the pictures from the previous lesson in a row on a desk. Choose one.

T: *I like...*

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

STAGE 4	Making food cards
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context and giving relevant responses Pronouncing new words accurately Drawing
ORGANISATION	Whole class, individual
AIDS AND MATERIALS	1 A6 card with the picture of T's favourite food item, 1 A6 size blank card for each L

ACTIVITIES

Prepare 1 A6 size card with your favourite food drawn on. Show it to Ls.

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 item 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: *fagyí*

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	Presenting food cards
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words Presenting work
ORGANISATION	Whole class
AIDS AND MATERIALS	Food cards drawn by Ls

ACTIVITIES

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

L: *This is my favourite food. This is*

Help Ls say the new words.

STAGE 6	Talking about food cards
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context and giving relevant responses Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	Food cards drawn by Ls

ACTIVITIES

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

T: *This is an ice cream. 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	Collecting food cards
TIME	5 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 drawn by Ls, 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/apple.*

T: *Can I have some/one /your apple?*

L1: *Here you are.*

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

T: *Thank you.*

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

STAGE 8	Playing the 'Food train' game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words Playing together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Revise words in a rhythmical marching activity. Call out 2 Ls. Ask them what their favourite food is (what they have drawn on their cards). E.g.:

T: *What's your favourite food?*

L1: *pizza*

L2: *ice cream*

Ask L2 to stand behind L1 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 each other.

L1+L2+T: *Pizza – ice cream, pizza – ice cream.*

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

T: *What's your favourite food?*

L3: *apple*

T: *What's your favourite food?*

L4: *cheese*

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

L1+L2+L3+L4+T: *Pizza – ice cream, pizza – ice cream, apple – cheese, apple – cheese. Soup! Soup! Etc.*

Follow the procedure until each L joins the train.

STAGE 9	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 16: EATING AGAIN!

Aims of the lesson:

- to involve in everyday interaction in English
- to practise and play with new vocabulary
- to learn a new game 'Memory'
- to talk about likes and dislikes

Materials and resources: 2 sets of food cards (1 set drawn by Ls, 1 set photocopied), an A4 size happy face, an A4 size unhappy face, Progress Book

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

Prepare an A4 size happy/unhappy face to illustrate likes and dislikes.

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.

T: *Good morning. How are you, today?*

L1: *I'm fine. And you?* (Encourage L1 to ask T, too.)

T: *I'm fine, thanks.*

T: *How are you?*

L2: *I'm not very well.* (Encourage L2 to respond nonverbally e.g.: by shaking their head.)

T: *Oh, you're not very well. What's the matter?*

L2: *I'm hungry.* (Or let L2 respond in Hungarian, then translate what he says and react accordingly.)

T: *Oh, you're hungry/tired/thirsty. Have a sandwich/a rest/a drink.* (Pretend you are offering a sandwich/some rest/a drink to L2.)

STAGE 2 Revising the 'Food Train' game

TIME 5 mins

SKILLS AND COMPETENCIES
IN FOCUS Pronouncing new words
Playing together

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Play the game and ask Ls to say any food items for joining the train.

STAGE 3	Practising vocabulary
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using previously learnt language Identifying pictures and words
ORGANISATION	Whole class
AIDS AND MATERIALS	2 sets of food cards (1 set drawn by Ls, 1 set photocopied)

ACTIVITIES

Ask Ls to sit in a circle. Show Ls the food cards and elicit the names of food items.
Put the other set of photocopied cards on the floor for Ls to see. Ask Ls to find and ask for their own pictures.
L1: *Can I have the apple, please?*
T: *Here you are. Etc.*
Each L takes his/her own 2 food cards and sits down.

STAGE 4	Colouring food cards
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and chanting together Colouring
ORGANISATION	Individual work
AIDS AND MATERIALS	2 sets of food cards (1 set drawn by Ls, 1 set photocopied), a 7 x 7 grid drawn on the board

ACTIVITIES

Ask Ls to colour the pictures on their 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 in a 7 x 7 grid.

STAGE 5	Playing ‘Memory’ game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Naming pictures Keeping to the rules of a game Cooperating
ORGANISATION	Groupwork
AIDS AND MATERIALS	The grid drawn on the board, 7 pairs of food cards put into the grid

ACTIVITIES

Arrange Ls to sit in two groups in front of the board. Mark the horizontal lines in the grid with red numbers, then mark the vertical lines in the grid with blue numbers. Encourage Ls in one of the groups to call out two numbers to identify a card. E.g.:

Ls: *Red three, blue two.*

Turn the card over. Ask Ls to identify another card. Turn the second card over. If the pictures on the cards match, they are a pair and the group wins a point. If the cards do not match, turn them back and ask the other group to call out the next pair of cards. Play the game. Count the points at the end and announce the winning group.

STAGE 6	Expressing likes and dislikes
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing likes and dislikes
ORGANISATION	Whole class, pairwork
AIDS AND MATERIALS	An A4 size happy face, an A4 size unhappy face, 2 sets of food cards

ACTIVITIES

Ask Ls to sit on the floor in a circle. Collect all the cards and put them on the floor. Take an A4 size happy/unhappy face to illustrate likes and dislikes. Put the two faces in the middle. Pick up some pictures and express your likes and dislikes. Put the pictures under the appropriate headings.

T: *I like pizza. /I don't like bananas.*

Collect the rest of the pictures from the floor and give some to a few Ls. Ask Ls to put their pictures under the relevant heading to express their preferences.

L1: *I like ice cream. I don't like orange juice. Etc.*

STAGE 7	Working in Progress Book
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing likes and dislikes Making illustrations
ORGANISATION	Pairwork, individual work
AIDS AND MATERIALS	Progress Book

ACTIVITIES

Ask Ls to sit at their desks and prepare a chart in their Progress Books about likes and dislikes illustrating with happy/unhappy faces.

Encourage them to draw some food items in the two columns.

As they finish drawing arrange them to work in pairs. Ask them to say what they like and dislike.

L1: *I like*

L2: *I like I don't like*

STAGE 8	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: 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 a sandwich
- to develop rhythmical skills and pronunciation
- to develop memory by learning a TPR activity

Materials and resources: 2 sets of food cards, 17.4 Pictures of Sandwich Items, 17.4 Wordcards: Sandwich Items, Progress book

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.

STAGE 2	Finding your partner
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Responding to simple statements Keeping to the rules of a game
ORGANISATION	Whole class
AIDS AND MATERIALS	Pairs of food cards (enough cards to give one to each L) shuffled

ACTIVITIES

Prepare pairs 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 pair. Demonstrate the activity with L1.

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

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

Ls form pairs and stand in a line facing each other. Ask Ls to say if they like or dislike that food.

L1: *I like apples. / I don't like apples. Etc.*

Collect the cards and hand them out again in a random order. Repeat the game in the same way. If Ls enjoy the activity, repeat it for the third time.

STAGE 3 Introducing a TPR activity – making a sandwich

TIME 5 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 separately to illustrate the meaning. Make sure your actions are simple and clear so Ls can follow the story and 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!

Repeat the story and encourage Ls to join in the actions.

STAGE 4	Teaching vocabulary – food
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying pictures and words Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	17.4 Pictures of Sandwich Items, 17.4 Wordcards: Sandwich Items

ACTIVITIES

Put 17.4 Pictures of Sandwich Items on the board and elicit from Ls what they can see in them.

T: *Here is my sandwich. What's on it?*

Ls: *Cheese/ ketchup/salami/ butter.* (Put the pictures of Sandwich Items on the board one by one.)

T: *What's this?* (Point to the roll.)

Put 17.4 Wordcards: Sandwich Items on the board, too. Ask Ls to match up the words with the pictures. When all the words are under the appropriate pictures, read them out aloud. Ask Ls to repeat the words.

STAGE 5	Playing a game of rhythm with food words
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting Pronouncing new words
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask Ls to sit in a circle on the floor. Teach them to clap a rhythm.

1st beat: slap your legs

2nd beat: clap your hands

3rd beat: click with your right hand fingers

4th beat: click with your left hand fingers

When Ls are confident with keeping the rhythm, add some words to the 3rd and 4th beat.

Say a food item to the 3rd beat and another one to the 4th:

1st beat: slap your legs

2nd beat: clap your hands

3rd beat: click with your right hand fingers – T: *roll*

4th beat: click with your left hand fingers – T: *ketchup*

Then start beating the rhythm again and for the 3rd and 4th beat invite L1 to repeat the 4th beat word on food (e.g.: ketchup) and add a new word to the 4th beat (e.g.: cheese).

1st beat: slap your legs

2nd beat: clap your hands

3rd beat: click with your right hand fingers – L1: *ketchup*

4th beat: click with your left hand fingers – L1: *cheese, etc.*

Then so on.

STAGE 6 Working in Progress Book**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Identifying pictures and words
Making visual interpretation**ORGANISATION** Individual work**AIDS AND MATERIALS** 17.4 Pictures of Sandwich Items, 17.4 Wordcards: Sandwich Items, Progress Book**ACTIVITIES**

Explain to Ls that they are going to prepare a picture dictionary in their Progress Books. Remove the 17.4 Pictures of Sandwich Items from the board. Ask Ls to draw 6 small boxes in their Progress Book and copy the words from 17.4 Wordcards: Sandwich Items under the boxes. Then ask Ls to draw the pictures of the food items in the appropriate box. For checking, put the 17.4 Pictures of Sandwich Items back on the board.

STAGE 7 Revising a game**TIME** 4 mins**SKILLS AND COMPETENCIES
IN FOCUS** Playing together**ORGANISATION** Whole class**AIDS AND MATERIALS** -**ACTIVITIES**

Revise Food Train game or 'I like coffee' rhyme.

STAGE 8 Giving homework and singing the 'Goodbye' song

TIME 1 min

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

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

Ask Ls to bring in some ingredients for making their own sandwich: a roll, a slice of ham, a slice of cheese, a knife for spreading butter and a napkin. Finish the lesson by singing the Goodbye song.

LESSON 18: LET'S MAKE A SANDWICH!

Aims of the lesson:

- to involve in everyday interaction in English
- to learn to say how to make and eat a sandwich
- to practise and play with new vocabulary
- to complete a worksheet with one's own drawings

Materials and resources: 18.3 Pictures: Making a Sandwich, 18.4 Worksheet: Making a Sandwich for each L, scissors, glue, a roll, a slice of ham, a slice of cheese, a knife, a napkin brought by each L, some butter, some ketchup, a roll, a slice of ham, a slice of cheese, a knife, a napkin brought by T, Progress Book

Before the lesson: Bring in some butter, some ketchup, all the other ingredients for your own sandwich.

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.

STAGE 2	Revising the TPR activity
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions in a non-verbal way Recalling phrases using mimes
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Revise the TPR activity of making and eating a sandwich. Ask Ls to stand in a circle. Say the story and Ls do the actions. Encourage Ls to join in saying the story 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 story.

STAGE 3	Introducing the pictures of the TPR story
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying pictures Recalling words using picture prompts
ORGANISATION	Whole class
AIDS AND MATERIALS	18.3 Pictures: Making a Sandwich

ACTIVITIES

Introduce 18.3 Pictures: Making a Sandwich. Put the first two pictures on the board and say the corresponding sentences from the story. Ask Ls to find the next picture of the story and to put it on the board. Elicit the corresponding sentence. Repeat the same procedure with the other pictures to make the story.

When all the 18.3 Pictures: Making a Sandwich are on the board in the correct order, say the whole story sentence by sentence with Ls.

STAGE 4	Working in Progress Book
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Responding non-verbally Drawing and cutting Recalling a story using picture prompts
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	18.4 Worksheet: Making a Sandwich for each L, 18.3 Pictures: Making a Sandwich on the board, scissors, glue, Progress Book

ACTIVITIES

Hand out a 18.4 Worksheet: Making a Sandwich (the pictures of the TPR story except two pictures) to each L. Point to 18.3 Pictures: Making a Sandwich on the board and ask Ls to compare them 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. When they are ready cut out and stick the worksheet into the Progress Book together.

Prepare some scissors and some glue for Ls.

Ask Ls to listen to the instructions carefully and follow them one by one. Do 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/glue the pictures in your Progress Book.

Are you ready?

Revise the story. Ask Ls to look at the pictures in the Progress Book and tell the story again.

STAGE 5	Making a sandwich
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving simple instructions by using previously learnt language Following instructions Responding non-verbally
ORGANISATION	Whole class
AIDS AND MATERIALS	A roll, a slice of ham, a slice of cheese, a knife, a napkin brought by each L, some butter, some ketchup, a roll, a slice of ham, a slice of cheese, a knife, a napkin brought by T

ACTIVITIES

Ask Ls to put all the ingredients on their desks they brought to class. Ask Ls to name all the ingredients one by one. Ask Ls to give the instructions to T for making a sandwich. Then, Ls in pairs give instructions to make their own sandwiches.

Invite Ls to eat their sandwich and say how they liked it.

T: *Was it nice? / Did you like it?*

STAGE 6	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 19: PETS, PETS EVERYWHERE!

Aims of the lesson:

- to involve in everyday interaction in English
- to learn new vocabulary of animals
- to practise new vocabulary in a meaningful context
- to learn to talk about animals
- to learn to read animal words

Materials and resources: 19.2 Pictures of Animals, 19.4 Puzzles, 19.4 Pictures of Funny Animals, 19.4 Recording: Animals, 19.7 Wordcards: Funny Rhymes, 5 envelopes, 19.9 Worksheet: Colouring (for each L), Progress Book

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.

STAGE 2	Teaching new vocabulary – animals
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Comprehension Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	19.2 Pictures of Animals

ACTIVITIES

Teach 5 animals' names (mouse, stork, bear, fox, snake) by:

Slow reveal

Slowly reveal 19.2 Pictures of Animals for Ls one by one. Encourage Ls to guess what they can see. When Ls say the word in Hungarian, give the English word for it.

Ask Ls to repeat the word. Put all 5 19.2 Pictures of Animals on the board.

Acting out the animals

Form a pair of binoculars with your hands and pretend to watch animals in the distance. Encourage Ls to act the animals you name.

T: *I can see some storks.* (Ls act as if they were storks.) / *I can see a mouse over there. And another one there. Oh, so many mice!*

STAGE 3	Teaching the 'Animals' song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	19.2 Pictures of Animals, 19.4 Recording: Animals

ACTIVITIES

Point to the picture of the mouse on the board.

T: *What's this?*

Ls: *(It's a) mouse.*

Start singing the song:

What's this? It's a mouse.

It's a mouse. It's a mouse. It's a mouse.

Repeat this with the other 4 animals (stork, bear, fox, snake). Sing the song again. Encourage Ls to join in.

STAGE 4	Putting puzzles together
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Cooperating
ORGANISATION	Groupwork
AIDS AND MATERIALS	19.4 Puzzles, 19.4 Pictures of Funny Animals

ACTIVITIES

Arrange Ls into 5 groups sitting on the floor. Give each group one from 19.4 Puzzles. When Ls in each group have put their 19.4 Puzzle together, ask how they like the picture on them.

T: *Oh what a funny picture. Do you like it? / Is it funny?* (Allow some time for Ls to respond to the pictures.)

Then ask Ls to move around to have a look at all the funny pictures of 19.4 Puzzles. Use the complete 19.4 Pictures of Funny Animals for checking. Ask Ls to collect the pieces of 19.4 Puzzles and put the Puzzles away.

STAGE 5	Describing funny pictures
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing pictures Recalling previously learnt vocabulary by using picture prompts
ORGANISATION	Whole class
AIDS AND MATERIALS	19.4 Pictures of Funny Animals

ACTIVITIES

Describe 19.4 Pictures of Funny Animals from the board. Ask Ls a few questions, then, say the funny rhyme to close the conversation.

T: *What's this?*

Ls: *A snake.*

T: *What colour is it?*

Ls: *(It's) brown and green.*

T: *What does it have ?*

Ls: *(A) mouse.*

T: Yes. *This is a brown and green snake.*

He's got a mouse on his cake. (Make sure you keep the beat and emphasize the rhyme at the end of the line.)

Repeat the rhyme and encourage Ls to join in with the key words.

T+Ls: *This is a brown and green snake.*

He's got a mouse on his cake.

Repeat this procedure with the other pictures, too:

T+Ls: *This is a black and white stork.*

He's got a green frog on his fork.

This is a black and brown bear.

He's got honey all over his chair.

This is a tiny little mouse.

He hasn't got any cheese in his house.

This is a red and naughty fox.

He's got six chickens in his box.

STAGE 6	Acting out funny animals
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling rhymes Miming
ORGANISATION	Whole class
AIDS AND MATERIALS	19.4 Pictures of Funny Animals

ACTIVITIES

Say one of the rhymes again and act out the key words. Ask Ls to mime your actions.

T: *This is a black and white stork.* (stand on one leg like a stork)

He's got a green frog (jump like a frog) *on his fork.* (form a fork with your fingers)

Now invite Ls to mime the key words and join in saying the funny rhyme. Repeat this procedure with all the other 19.4 Pictures of Funny Animals.

STAGE 7	Reading words
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying written form of words Identifying words and pictures Pronouncing new words
ORGANISATION	Groupwork
AIDS AND MATERIALS	19.7 Wordcards: Funny Rhymes, 5 envelopes, 19.4 Pictures of Funny Animals

ACTIVITIES

Arrange all the 15 pieces of 19.7 Wordcards: Funny Rhymes in 5 envelopes. Put those 3 words which belong to the same 19.4 Picture of Funny Animals into one envelope (snake, mouse, cake / stork, frog, fork / bear, honey, chair / fox, chicken, box / mouse, cheese, house). Ask each group of Ls to open their envelope, read the three 19.7 Wordcards and identify the words with the appropriate 19.4 Picture of Funny Animals. Then ask Ls to label the parts of their Picture of Funny Animals on the board. Ask Ls to stand in front of the board. Point to each word and read it out aloud. Ask Ls to repeat each word.

STAGE 8 Reading and miming**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Meaning-making with the help of miming, gestures
Pronouncing new words**ORGANISATION** Whole class**AIDS AND MATERIALS** 19.7 Wordcards: Funny Rhymes**ACTIVITIES**

Point to one of the 19.7 Wordcards on the board and ask Ls to read the word to themselves and then mime it. Say the word aloud and ask Ls to repeat it. Repeat this with all the words. Leave the labelled pictures displayed in the classroom.

STAGE 9 Working in Progress Book**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Following written instructions**ORGANISATION** Whole class, individual work**AIDS AND MATERIALS** Copies of 19.9 Worksheet: Colouring for each L**ACTIVITIES**

Give each L a 19.9 Worksheet: Colouring to stick in their Progress Books. Then ask Ls to look at the drawings and read the sentences on the worksheet, as well. Now ask Ls to colour the drawings according to the sentences.
Ask Ls to finish colouring for homework.

STAGE 10 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 20: WHAT A FUNNY ANIMAL!

Aims of the lesson:

- to revise a song and the Funny Rhymes about animals
- to develop right pronunciation
- to develop Ls' understanding simple texts
- to improve Ls' writing skills by following a model

Materials and resources: 19.4 Pictures of Funny Animals, 19.7 Wordcards: Funny Rhymes, 20.5 Sentence Cards of Funny Rhymes, 20.6 Worksheets, 20.7 Illustrations

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

ACTIVITIES

Sing the song together with Ls.

STAGE 2	Singing 'What's this?' song
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Start singing the song and encourage Ls to sing along.

STAGE 3	Revising Funny Rhymes
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling the rhymes using mime and pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	19.4 Pictures of Funny Animals

ACTIVITIES

Prepare the 19.4 Pictures of Funny Animals on a desk. Say one of the funny rhymes. Ask Ls to choose the appropriate 19.4 Picture and put it on the board. Repeat this with the other rhymes and pictures.

Ask Ls to join in saying the rhymes and acting out the key words.

STAGE 4	Labelling Funny Pictures
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words accurately Building associations between words, pictures and written forms
ORGANISATION	Whole class
AIDS AND MATERIALS	19.7 Wordcards: Funny Rhymes

ACTIVITIES

Put all the 19.7 Wordcards on the floor and read them out aloud one by one as you put them down. Ask Ls to repeat the words. Ask Ls to label and name the 19.4 Pictures of Funny Animals.

Ls: *It's a house.*

Say the rhymes and act out the key words.

STAGE 5	Reading a text
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Building associations between words, pictures and written forms Using pictures to help memorising the rhymes
ORGANISATION	Whole class
AIDS AND MATERIALS	20.5 Sentence Cards of Funny Rhymes, 19.4 Pictures of Funny Animals

ACTIVITIES

Put the 10 separate, 20.5 Sentence Cards of Funny Rhymes on the board. Say the first sentence of one of the rhymes and wait for Ls to find the appropriate 20.5 Sentence Card with the same sentence on. Ask Ls to put the sentence card under the appropriate 19.4 Picture of Funny Animals. Say the second sentence of the same rhyme and wait again for Ls to put it under the first line to complete the rhyme. Read the rhyme together and point to the words as you read. Follow the same procedure with the other rhymes.

STAGE 6	Reading and drawing some funny rhymes
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from written context Creating visual interpretation
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	20.6 Rhymes

ACTIVITIES

Show Ls three sheets on the board. Help Ls to read 20.6 Rhymes on the sheets and then discuss the key words together. Ask Ls to go back to their desk and draw what they have read.

- 1 *This is a red and blue parrot.
He's got an apple and a carrot.*
- 2 *This is a black and ugly fly.
He's got mosquitoes on his pie.*
- 3 *This is a playful little seal.
He's got my ball and my pencil.*

STAGE 7	Completing a text
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Comparing Eliciting Gap-filling
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	20.7 Worksheet: Rhyme, 20.7 Illustrations of Rhymes

ACTIVITIES

Show Ls some of their drawings of funny animals from the previous step. Then show them the original 20.7 Illustrations of the 20.6 Rhymes to compare. Elicit key words from Ls and label these illustrations. Eg.:

Ls: *parrot/ apple/ carrot*
fly/ mosquitoes/pie
seal/ball/pencil

Now take the labelled illustrations from the board and put each of them on a desk. Put copies of 20.6 Worksheet: Rhyme, with one of the rhymes on each, next to each illustration. Ask Ls to take one copy from each pile and sit down at their desks. While Ls take their seats put the labelled illustrations back on the board. Then ask Ls to fill in the gaps in the rhymes on 20.6 Worksheets. Call Ls' attention to use the board as help.

Monitor and help if needed.

STAGE 8	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.

OPTIONAL

LESSON 21: SONGBON

In the next lesson(s) the aim is to revise some of the previously learnt songs and rhymes and to do some activities in connection with them. Provide some time to play some of the Ls' favourite activities and games, too. For revision use the idea of a SongBon.

SongBon: Prepare one copy from each worksheet that Ls have used during the previous 20 lessons. E.g.: songs, rhymes, raps, poems, etc. Take a nice (chocolate) box, fold each worksheet and put the folded pieces in the box.

ACTIVITIES

SongBon

Start lesson with the Good morning song. Encourage Ls to join in.

Initiate mini-dialogues. Ask Ls to sit in a circle and ask them how they are, etc.

T: *How are you today? Are you happy? Are you hungry? Have a SongBon.*

Introduce the idea of the SongBon and ask L1 to choose one a piece (a folded worksheet) from the box. Open it and see which song/rhyme is written on it. Revise the song/rhyme and do the activity which belongs to the song. After you have finished one activity, ask another L to choose another SongBon from the box and do the activity which belongs to it.

Up and down rap

Say the rap together and act it out.

T+Ls: *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.

Making a sandwich – TPR

Revise the action rhyme and act it out.

T+Ls: *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!

Happy Monkey song

Revise the song. Name 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.

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

L1/Happy Monkey: *Here I am, here I am.*

How do you do?

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

L2/Sleepy Monkey: *Here I am, here I am.*

How do you do?

Activity: Mime and guess

Ask L1 to act out one of the instructions (from 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.

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.

Activity: Run and touch

Put the 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 whose hand is first on the picture. Count to score and announce the winner group.

Ten Little Indians song

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.

Abracadabra song

Revise the song.

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

Activity: Picture dictation

Make a copy of the worksheet for each L. Ask Ls to colour the school objects in picture 1. 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 their pictures, they compare them. Picture 1 on L1's worksheet should be the same as picture 2 on L2's worksheet.