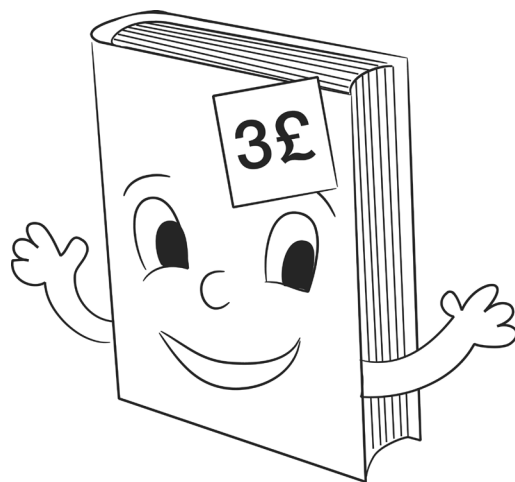

BOOKS

A collection of topic-based activities



Target group	9-10-year-old learners
Language level	A1-
Written by	Csonka Ágnes, Dávid Judit

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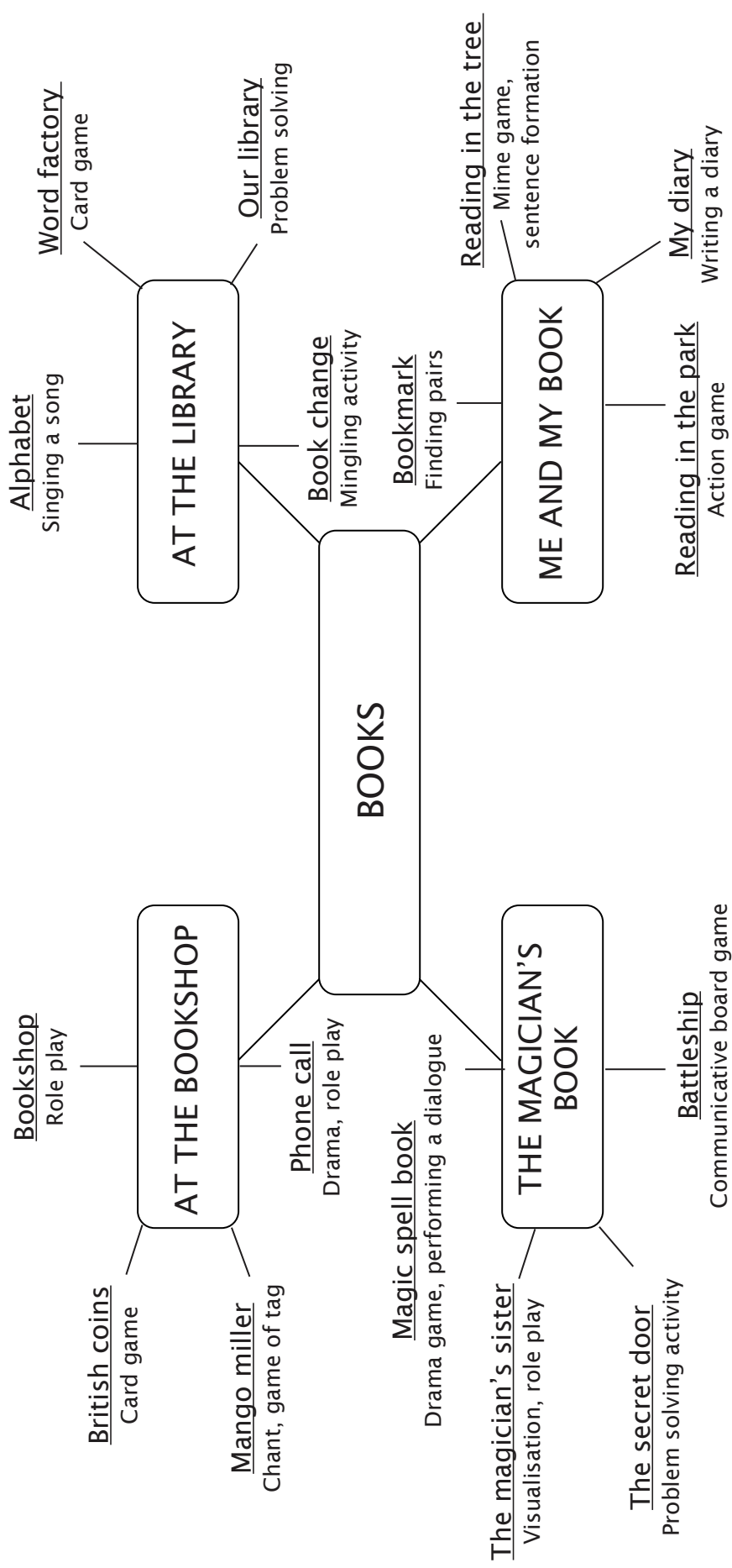
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NAME AND TYPE OF ACTIVITY	Bookshop – role play
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Acting out dialogues ■ Asking questions and giving answers ■ Cultural awareness (foreign currency)
MINIMUM LANGUAGE REQUIRED	Pound, penny, Good afternoon, Have you got...?, Thank you, Here you are, How much is it? It's.... , numbers 1-100, pounds Happy.... Day! This is for you. (Extension 2) Names of products in various shops (Variation)
ORGANISATION	Whole class, pair work
MATERIALS	Books brought to class by Ls, labels for prices,
CROSS-CURRICULAR LINKS	Culture

Description

Before the lesson:

Ask Ls to bring in books they like.

Arrange the books Ls bring somewhere in the room to create a bookshop. Stand around the books and ask Ls what they think the books are about.

T: Have we got a book on animals?

L1: Yes, this (is on birds).

T: Do you like it?

L1: Yes.

Elicit the topics of the other books, as well. Encourage Ls to say: *This is my book. It's about cars...* Ask Ls how much they think each book cost. Ls estimate prices. Ask them to write labels with prices in pounds (GBP), say them in English, and put them onto the books. Ask each L about the price of his/her book:

T: How much is this book?

L2: 2 pounds 50 p.

Tell Ls you want to go to the bookshop to buy a book for your friend's birthday. Discuss who you can find in a bookshop in Hungarian eg. shop assistant, customers. Act out a dialogue in the bookshop. Take the role of a customer and choose a L to be the shop-assistant. Help him/her with the language.

T: Good afternoon.

L1: Good afternoon.

T: Have you got books on ...?

L1.: Yes, here you are.

T: How much is it?

L1: £3.20.

T: (I'll have it) Thanks. Here you are...

Then, change roles and act out the dialogue with another L. Next, choose two Ls to act out the conversation, again. Make pairs. One L takes the role of the shop assistant, the other takes the role of the customer. They act out the dialogue.

BOOKS ■ AT THE BOOKSHOP

Variation for Ls who are confident in using the vocabulary of buildings and toys

Discuss what other shops Ls can buy presents for a friend in (toy shop, sports shop, stationery, florist...).

Elicit goods they can buy in these shops. Prepare price labels for the items. Act out a role play with them:

L1: Good afternoon.

L2 Good afternoon.

L1: Have you got ...?

L2: Yes, here you are.

L1: How much is it?

L2: £3.20.

L1: (I'll have it) Thanks. Here you are.....

Extension 1

This activity can be preceded by a phone call role-play. See activity: PHONE CALL-.....

Extension 2

Brainstorm ideas on what occasions (name day, birthday, Valentine's Day, Christmas) Ls can give a present to a friend. Act out the situation:

L1: This is for you, congratulations / Merry Christmas / Happy Valentine's Day...

L2: Thank you.

NAME AND TYPE OF ACTIVITY	British coins – card game
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Saying prices accurately ■ Cultural awareness: British coins and notes ■ Keeping the rules when playing a game with a partner
MINIMUM LANGUAGE REQUIRED	How much is it? Pound, four pounds, Numbers 1-20
ORGANISATION	Frontal, small groups
MATERIALS	One set of 19 cards per group of three (app. 8 cm x 6 cm), an envelope for each group to put the sets of cards into it
CROSS-CURRICULAR LINKS	Maths Culture

Description

Before the lesson:

Make cards for the game. Each group of three needs 19 cards, 9 of them make pairs and the extra one is the unlucky card. On one card of a pair there is the cover of a book with the price tag on it (£3), on the other card there are the pictures of some coins showing the price of the book.



Bring realia or photocopies of British coins and bank notes in class and introduce them: 1 pound, 2 pounds, 5 pounds, 10 pounds. Practice their pronunciation. Show Ls 2 or 3 coins and ask them:

T: How much money is it? (□□□)Ls have to add up the coins and say the sum:

L1: 5 pounds.

Repeat this again until Ls are confident in saying the prices correctly.

Divide Ls into groups of three. Hand out one set of cards to each group. One set contains 19 cards (9 pairs and an unlucky card). Introduce the rules which are similar to the Hungarian card game Fekete Péter: Ask Ls to shuffle the cards and distribute among Ls in the group so that two Ls in the group get 6 and one L gets 7 cards. L1 pulls one card from L2 sitting on his left and if he/she has got a pair, he/she says the price of the book indicated on the cards

BOOKS ■ AT THE BOOKSHOP

and puts the pair down. The aim of the game is to collect pairs and get rid of all of them by putting them down. Ls can recognize pairs of cards by reading price labels on the book covers and matching them with the sum of coins or notes on other cards. The game is over when only the unlucky card is in a L's hand. The L who has the unlucky one at the end of the game is the loser even if he/she has the most pairs.

Monitor and help Ls if needed.

Variation for using the cards for another game

Take out the unlucky cards from all the packs, divide Ls into groups of four and play a memory game with the cards. Spread the cards on the desk upside down. Ls take turns clockwise to turn over 2 cards at a time, say the prices they can see on them (the price label on a book cover on one card and the sum of coins and notes on the other card). If Ls make a pair, they can keep them. The one who has the most pairs at the end of the game is the winner.

Extension

Put Ls in groups of 3. Ask Ls to separate the cards into two piles: cards with books and cards with coins or notes on them. Put the pile of cards with the coins on them on the desk faced down. The other pile of cards is not needed in the game.

Ask L1 to reveal the top card for a second, cover it again and ask the other Ls:

L1: How much is it? Ls have to remember and say the amount of money on it.

L2: £4.

L3: £3.

L1 : Yes, £ 3.



The one who guesses right gets the card. The winner is who has the most cards at the end of the game. Ls take turns to flash the cards. Set a time limit for playing the game and then announce the winner.

NAME AND TYPE OF ACTIVITY	Mango Miller – chant, game of tag
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Pronouncing new words accurately <input type="checkbox"/> Asking simple questions <input type="checkbox"/> Understanding a poem and chanting in time <input type="checkbox"/> Playing a game of tag
MINIMUM LANGUAGE REQUIRED	Bookshop, shelves, small, big, new, old, thick, thin, Have you got ...?, the text of the rhyme Mango Miller’s Little Bookshop
ORGANISATION	Whole class, pair work (Extension),
MATERIALS	A small book , a big book, a thin book, a thick book, an old book, a new book, a tiny book, word cards - to teach the adjectives, a scarf for blindfolding, 6 word cards with the adjectives per L
CROSS-CURRICULAR LINKS	Literature and Culture

Description

Before the activity:

Prepare word cards of adjectives indicating the meaning of the words by the letter type. eg: a wordcard for ‘small’ with small letters. Introduce the adjectives with the help of these cards. Teach the Mango Miller chant. (see below)

Ask Ls to bring in books of different size and features (a small book , a big book, a thin book, a thick book, an old book, a new book, a tiny book, wordcards).

Ask Ls to form a circle and put the books into the middle. Show the word cards and read them. The letter types help to understand the meaning. Ls have to match word cards to books.

Practise the adjectives. After learning the adjectives tell Ls that you are in a bookshop now. Elicit ideas on what can be found in a bookshop, e.g. books, shelves or a lady. Say that the lady is called Mango Miller here. Choose three books from the middle and give them to three Ls who don’t stand next to each other.

Describe the three books.

T: This book is thin. Zoli, take it please.

T: This is big. Hold it, please, Mónika.

T: Look, this one is tiny. Géza, this is for you.

Choose a L to be Mango and tell him/her to stand in the middle of the circle. Tell the other Ls that Mango has a problem. Every night mice steal the books. Ask Ls to pass the books you previously gave them to the others one by one. (this way they pretend that they are the mice and that’s how they steal the books) Blindfold Mango’s eyes. It’s night. Start saying the chant.

*In Mango Miller’s little bookshop
 There are many shelves,
 There are many many books
 On those many shelves.*

*Small book, **big book**,
 Thin book, **thick book**,
 Old book, new book ,and
 Very, very tiny ones
 For ladybirds and ants.*

Encourage Ls to join you in saying the rhyme while passing the books on. At the end of the chant tell the Ls to stop passing the books on and hide them behind their backs. Take off the blindfold . Encourage Mango to ask for a book.

BOOKS ■ AT THE BOOKSHOP

L1 (M): *Pisti, have you got the tiny book?*

L2: *Yes.*

Now it's a game of tag. L2 starts running around outside the circle. Mango has to catch him/her. If L1 can catch him/her, they change places. L2 is Mango now. Repeat the chant and play the same game.

L2 (M): *Zita, have you got the big book?*

L3: *No.*

L2: *Zsófi, have you got..?*

So, Mango keeps asking for the book until she gets the answer 'yes' and then she starts chasing the L who has the book she was asking about.

Variation for Ls who are confident in reading out new words

Instead of the books Ls have to pass the word cards. When Ls stop passing the cards at the end of the chant, they just hold the cards, so Mango can see who has a card but can't see the adjective on it.

Extension

Ask Ls to make word cards of the 7 adjectives indicating the meaning of the words by the letter type. Make pairs and ask Ls to play a memory game. Both Ls have 7 cards with the same adjectives. Ls face all the cards upside down and mix them. L1 turns up two cards at the same time and calls them out. If both cards have the same word on them eg. big-big, L1 has to say a simple sentence with them eg. *Elephants are big*. If his/her sentence is correct, he/she can keep the cards. The winner is who has more cards. Before playing the game elicit ideas for objects that the adjectives can describe eg. small spider, long hair, tiny ant...

The rhyme:

Mango Miller's Little Bookshop

In Mango Miller's little bookshop

There are many shelves,

There are many many books

On those many shelves.

*Small book, **big book,***

*Thin book, **thick book,***

Old book, new book, and

Very, very tiny ones

For ladybirds and ants.

NAME AND TYPE OF ACTIVITY	Phone call – role play, drama
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Acting out a scene <input type="checkbox"/> Performing a conversation <input type="checkbox"/> Learning how to cooperate <input type="checkbox"/> Cultural awareness
MINIMUM LANGUAGE REQUIRED	Hello, Happy birthday! Bye, Do you like ..? grandma, Let's go to the bookshop. I want to give you...Thank you. Good idea.
ORGANISATION	Whole class, pair work
MATERIALS	–
CROSS-CURRICULAR LINKS	Games

Description

Tell Ls that you have a birthday and show them a book you got as a birthday present.

T: Look, this is my birthday present. I've got my birthday today.

Ask Ls for book titles they got for their birthday.

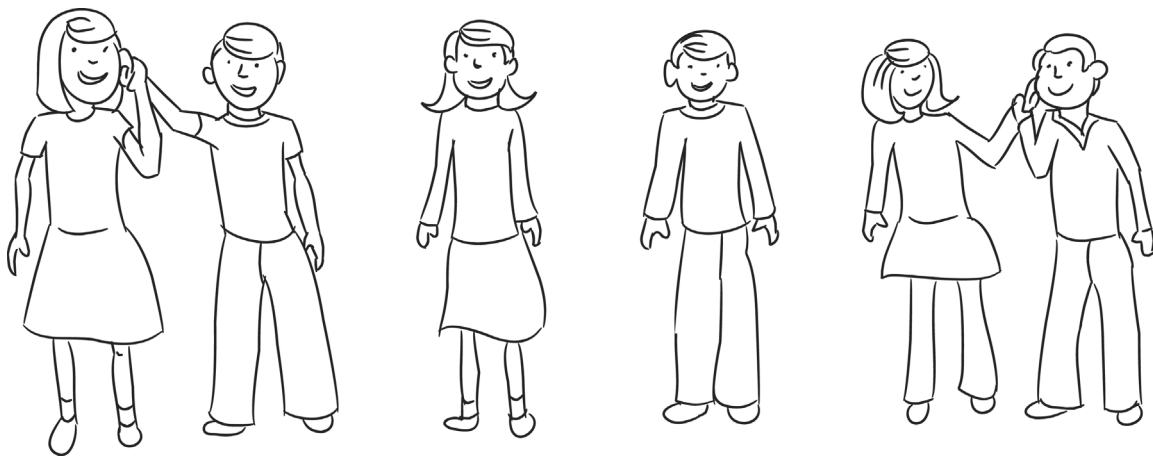
T: Have you ever got a book for your birthday? Support meaning with gestures.

L1: Yes.

T: What was it? What was its title? Point to the title of the book in your hand.

L1: Harry Potter.

Choose L1 and tell the class that L1 has got a birthday today. Tell Ls that Grandma calls him/her on the phone on that occasion. Ask Ls to stand in a line-they represent the phone line between the two people talking.



Grandma (T) and grandchild (L1) put the palm of the neighbouring Ls to their ears as receivers. When grandma or the grandchild says something, Ls have to pass on the message loudly to the next L. This way the message gets through the 'line' from the speaker to the listener on the phone.

T: Ring, ring!!!

L1: Hello. L2: Hello. L3: Hello.....the message goes on and on from L to L.

T: Hello, it's Grandma. Happy birthday! Ls pass on the message until it reaches L1.

L1: Hello. Thanks. Help L1 with the answers if needed.

T: I want to give you a book for your birthday. Do you like books?

L1: Yes, (I do).

T: Great. Let's go to a bookshop this afternoon.

BOOKS ■ AT THE BOOKSHOP

L1: Good idea. Thank you, Grandma.

T: Ok. Bye.

Practise the dialogue again. This time, ask two Ls to take the roles of grandma and grandchild, as well. Then, make pairs and ask Ls to act out the scene on their own, holding their hands miming a receiver.

Variation 1 for Ls who are not so confident in using the structures of the dialogues.

Instead of the dialogue above, use a simplified version. You can also adapt it to other holidays eg: Name day.

Eg:

L1: Hello. L2: Hello. L3: Hello.....the message goes on and on from L to L.

T: Hello, it's Grandma. Happy birthday!

L1: Hello. Thanks.

T: Do you like books?

L1: Yes.

T: Great. Let's go to a bookshop.

L1: Thank you, Grandma.

T: Ok. Bye.

Extension

Ask Ls to act out how Grandma gives the book to her grandchild.

L1: Happy birthday, Peti! This is for you!

L2: Thank you, Grandma!

NAME AND TYPE OF ACTIVITY	Alphabet – singing a song
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Using letter cards to help to remember the text of a song ■ Listening and sequencing cards ■ Singing a song ■ Spelling words (Extension)
MINIMUM LANGUAGE REQUIRED	The English alphabet, The Alphabet Song (to the tune of the song: <i>Hull a pelyhes..</i>)
ORGANISATION	Frontal, individual, groups (Extension)
MATERIALS	Alphabet cards per group
CROSS-CURRICULAR LINKS	Music

Description

Take a pile of cards with the letters of the alphabet. Do not show the letters to Ls and ask them to guess what is on the cards. Hold one card up.

T: What is on this card?

L1: (An) animal?

T: No.

L2: A pencil?

T: No, not a pencil...

Go on answering Ls' guesses, finally show the cards to them:

Ls: Letters.

Ask Ls to say some English letters.

Ask L1 to come to you, and choose two cards from the pile faced down and name them. Help him/her if needed.

Then, tell him/her to keep the cards. Go through all the letters of the ABC involving other Ls in saying the letters.

Next, ask Ls to form a circle and sit down.

Ask Ls if they know any song about the letters of the ABC. Sing the Alphabet Song to the tune of the song: *Hull a pelyhes* very slowly.

T: Let's sing the Alphabet Song. Hold up your letter if you can hear it. Zoli, if you hear 'B' hold it up like this .

When Ls are confident in holding their cards up in real time, take a book. Tell Ls that you will play a game and ask them to follow the instructions. Open the book.

T: Look. The book is open. When I open it, please sing the song loudly. Close the book.

T: When I close it, please stop singing, just hum the tune.

Tell Ls to hold up their cards even if they are only humming the song. Open and close the book quite often. Ls either sing or hum the tune.

Ls: (singing the alphabet song) - the book is open: A,B, C, D, E, F,G - Close the book- (Ls are humming) hmm-hmm-hmm-hmm-hmm...-Open the book- M, N, O, P...

When Ls are confident in singing and humming the song, ask them to swap their cards and sing the song again.

Variation for Ls who are not confident in singing the alphabet song

Ask Ls to choose two letters that are next to each other in the English alphabet. Tell Ls to sing the alphabet song and stand in an order according to the English ABC while they are singing,. Play the game while opening and closing the book with Ls sitting in abc order first. When Ls are confident about playing the game, swap their cards.

Extension

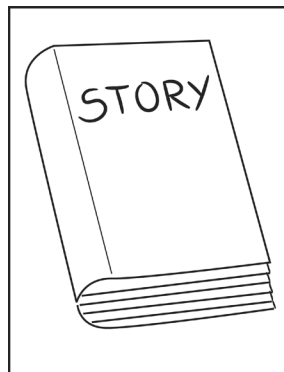
Tell Ls to keep their cards and put them into groups of eight. One group has 16 letter cards. Ask Ls to compile as many words as they can from their letters. Give a time limit and check the words of the groups. The winner is the group that has more words spelt correctly.

NAME AND TYPE OF ACTIVITY	Word factory – card game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Spelling words ■ Building association between the written form of a letter and its sound ■ Matching words to their spellings (Extension) ■ Singing a song
MINIMUM LANGUAGE REQUIRED	The letters of the English alphabet, bookmark, glasses, picture, page, paper, story
ORGANISATION	Pair work
MATERIALS	Two sets of 24 letter cards (all the letters of the English alphabet on cards sized app. 3 cm x 4 cm), each set contains two additional cards with a picture of a book and a word on its cover page
CROSS-CURRICULAR LINKS	Literature and Culture

Description

Before the lesson:

Prepare two sets of cards for each pair of Ls. One set contains each letter of the alphabet on separate cards and 2 additional cards. On both additional cards there is a picture of a book and a short word written on its cover page eg. story, bookshelf, bookmark.



Revise the English alphabet. (For revising it, you might use Activity: ALPHABET SONG)

Tell Ls they will play a card game in pairs. Put Ls in pairs. Give two sets of cards to each pair. Tell the pairs of Ls to shuffle all the cards (2 sets+4 extra cards) Model the game with a pair.

Tell Ls to deal the cards between the 2 players. Ask Ls to put their cards upside down in front of them. Ask L1 and L2 to turn over a card at the same time. Ask them to say the letters that can be seen on their cards as quick as possible.

L1: G

L2: K

T: Are they the same? G and G or K and K?

L1,2: No.

T: OK, then leave them like this, faced up and go on. Turn up another card. 1,2,3, now! Put them here on the card you turned up previously. Support words with gestures and movements.

L1: F

L2: F

T: Great! Now the two letters are the same. Read the letter very fast.

BOOKS ■ AT THE LIBRARY

Tell Ls that the game is a competition. The player who reads the letter first correctly can have all of the cards facing up and put them aside. If one L picks up one of the extra cards with a book and a word on its cover page, both Ls have to look at all the letters they have collected so far and try to compile the word on the card out of them. Ls can use only their cards.

L1: E (L1 has turned up a letter card)

L2: STORY. (L2 has turned up an other letter card)

T: Now, look at your cards. Have you got the letters of the word STORY?

L2: No, I haven't got letter R.

L1: Yes, I have.

T (to L1): Put the word down and spell it.

L1: S,T,O,R,Y

If L1 manages to compile the word on the cover page of the book from his/her letter cards, he/she wins all the cards facing up including the cards L2 has collected. When all cards of the original sets are played, Ls try to make up as many words with their cards as they can. The L who has more words is the winner. Monitor and help Ls with spelling if needed.

Variation 1 for Ls who are not confident in spelling words

Write some short words familiar to Ls on the board as prompts to use when making up words with letter cards at the end of the game.

Variation 2 for Ls who need practice in spelling other vocabulary

Instead of words in connection with books, write vocabulary of other topic areas on the additional cards eg. numbers: one, two, three...

Extension

When the word building game is over, ask Ls to leave their words on the desk. Ask L1 to spell a word on the desk and L2 to spot it and say it loudly.

BOOKS ■ AT THE LIBRARY

NAME AND TYPE OF ACTIVITY	Our library – problem solving
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding a sequence of instructions ■ Organizing book titles in an alphabetical order ■ Creating visual interpretations of ideas (organizing layout, - designing a poster etc) ■ Learning how to cooperate
MINIMUM LANGUAGE REQUIRED	The English alphabet
ORGANISATION	Frontal work Group work
MATERIALS	Books, paper cards (appr.10 cm X 5cm) one for each book to write the name of the titles and authors on, 24 paper cards (app. 4cm x 10 cm) for the letters of the alphabet, coloured pens, crayons, empty bookshelves, lists of the book titles, a big piece of wrapping paper (A1 size), ruler, Blu-Tack, a box, Word cards (famous couples)
CROSS-CURRICULAR LINKS	Literature

Description

Before the lesson:

Ask Ls to bring English books (if they have any at home) to class a few days before the lesson T needs to make photocopies of the list of titles, (T should also bring in some English storybooks or easy readers) class. All titles should be included in the list, which is photocopied for each group.

Revise the English alphabet with Ls.

Talk about libraries. Ask questions and elicit responses from Ls:

T: Is there a library at school? How many books are there in a library? Have you ever been to a library? Do you go to the Hungarian libraries? What libraries do you know etc. Elicit answers from Ls.

Ls: (There is a /are) chairs, tables, books,(shelves), a lady, (supply the word librarian if necessary).

Show labels, catalogue cards to Ls and teach the words in English. Revise the English alphabet again if needed.

Organize Ls into three groups. Tell Ls that you will make a library together.

T: We are going to make a library with these books here in our classroom.

Put Ls into 3 groups. Each group will have a job to do for the library.

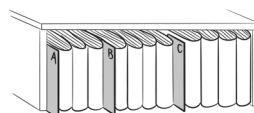
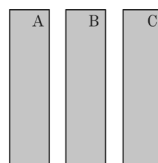
Group 1 will make ABC cards

Group 2 will put the books in alphabetical order

Group 3 will make a big chart to show the borrowing system.

Give group 1 pieces of thick paper, coloured pens or crayons.

T: You are Group 1. Write the letters of the ABC one by one on these paper card, one letter onto one card. This is a long piece of paper. (Hold it horizontally.) Write the letters on its right side.



BOOKS ■ AT THE LIBRARY

(Hold the card up and point to where the letter should be drawn.) Write a letter with a pencil first, then you can colour it with crayons or pens.

Ask Ls in Group 2 to arrange the books into alphabetical order and put them in the correct order on the bookshelf.

T: You are Group 2. Here are the books. Put the titles in ABC order. What's the first letter of the ABC?

L1: A

T: That's right. Can you see a book title with letter A as its first letter?

L2: Yes, Ant's Party.

T: Good. This is the first book in our library. Look at the first letters of the other titles, but if the first word is THE, A or AN, start with the next word. What's the second letter of the ABC? Put all the books on that bookshelf

Ask Ls in Group 3 to make a big chart to show who borrows the books. Give Ls a big piece of A1 size wrapping paper, paper cards (appr. 10 cm x 5 cm), a list of the books, a ruler, pens and a box for holding the cards. Ask them to draw a chart with only one line with the names of Ls on the horizontal axis. (Tell Ls that the names should be as long as the length of the book cards, app. 10 cm). Tell Ls to make cards with the titles of the books on them. When a L borrows a book, the card for the book will be stuck (with Blu-Tack) on the chart under that L's name.

Peti	Évi	Mari	Gábor	Luca	Kati
Tom Sawyer	Snow White				

T: You are Group 3. Write everybody's names in the class next to each other on this big piece of paper. Use a ruler, underline the names, and draw lines between the names. Draw a chart with one line only like this. (Draw the chart on the board.) Here are some cards and a list of our books. Write the books' titles and writers on these cards. If you borrow a book, we stick the card of the book under your name. When you have finished, put the cards in this box.

Ask Ls in Group 1 to put their ABC cards on the bookshelf between the books to the correct places. Ls in Group 2 can help them.

Variation for Ls who needs more help from the teacher

Instead of working in groups, each L makes one or more letter cards (using the English alphabet). Make the A1 sized chart with the Ls' names yourself before the lesson and bring it to class. Ask Ls to make a card for their books. Ls should write the title and the author's name of the book on a card. Each L makes a card for his/her book. This will be stuck under the name of the person who has borrowed the book. Arrange the books into alphabetical order together with the Ls on a shelf.

Extension

Role play- (see activity OUR LIBRARY on the topic web)

Ask Ls to borrow a book. One L takes the role of the librarian (or T can choose the librarian), and give the books to the others and stick the book cards on the chart to the right place. Ls can borrow books in the breaks and in the afternoons. Don't forget to praise the librarians.

L1 Have you got the book Winnie the Witch?

L: Yes, here you are. Stick the book card under your name. (On the A1 sheet)

L1 O.K. Thank you. Goodbye.

L2: Goodbye.

BOOKS ■ AT THE LIBRARY

NAME AND TYPE OF ACTIVITY	Book change – mingling activity
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Acting out micro-dialogues <input type="checkbox"/> Pronouncing book titles accurately <input type="checkbox"/> Asking and answering in real time
MINIMUM LANGUAGE REQUIRED	Have you got...? No, sorry. Yes, here you are. I've got... He's got/She's got, Peti has got (Variation)
ORGANISATION	Whole class, chain
MATERIALS	Books Ls bring to class
CROSS-CURRICULAR LINKS	Literature and Culture

Description

Before the lesson:

Ask Ls to bring a children's book/s to class. (preferably in English).

Arrange Ls into a circle, and put the books into the middle. Talk about the books.

T: What have you got Laci?

L1: 101 Dalmatians.

T: Is it about dogs?

L1: Yes, little dogs.

T: And you, Lili? Can I see your book, please?

L2: Yes.

T: Oh is this.....? Do you like it?...

Ask Ls to say the title of their books. Write them on the board. Practise saying the titles. Ask Ls to hold their own books and stand up. Introduce the dialogue:

T: Tomi, have you got Vuk?(T reads out a title from the board)

L1: Yes.

T: Give it to me and I'll give you mine. (They exchange books)

L1: Yes, here you are.

T: Thanks, Tomi. Laura, have you got Lulu, the cat?

L2: No, sorry.

T: Have you got?

Go on asking some Ls about which books they have got. Then, ask two Ls to act out the dialogue. Make pairs and let Ls practise the dialogue. When Ls are confident in using the language, ask them to mingle in class and have similar conversations with their classmates. Ask Ls not to show their books to the others. The titles of books on the board will help Ls to make guesses when asking.

Now, introduce the game element of the activity. When a L1 asks L2 if he/she has a certain book and the answer is 'yes' Ls **must** change books.

L1: Have you got...?

L2: Yes. Here you are.

L1: Thank you, here you are. (L1 and L2 exchange their books.)

In this way each L has got one book at a time and the books go from L to L. Give a time limit for the conversations to take place. At the end of the game, ask Ls to sit down in a circle and discuss what they have got in their hands and who the book belongs to.

T: What have you got?

L1: I have got Volcanoes. What have you got?

L2: I have got....

BOOKS ■ ME AND MY BOOK

T: Whose is it?

L2. I think this is Peti's book.

T: Do you like it?

L2. Yes, I like it.

Variation – for Ls who are not wild at all

When Ls sit down in a circle at the end of the game, ask L1 to tell you which book she/he has got. Then, ask L2 to repeat what L1 has got and then add the information on the book he/she has got. Everybody has to repeat the previous sentences in the chain before adding his/her new part. (The chain sentence gets longer with each new L.)

L: Peti has got..., Dóri has got... and I've got...

Extension

You can arrange a real library in the class where Ls can borrow books. See OUR LIBRARY activity.

NAME AND TYPE OF ACTIVITY	Bookmark – finding pairs
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Exchanging personal information <input type="checkbox"/> Listening to match speakers and bookmarks <input type="checkbox"/> Cultural awareness
MINIMUM LANGUAGE REQUIRED	My favourite book is...She is..., He is..., It is... What's your favourite book?
ORGANISATION	Frontal work Round
MATERIALS	A book Ls bring to class L, 20cm x 5cm thick paper for each L, a puppet
CROSS-CURRICULAR LINKS	Literature and Culture

Description

Before the lesson:

Bring in a puppet and a book as the puppet's favourite book. Ask Ls to bring in one of their favourite books (even if they are in Hungarian).

Show Ls a puppet. Talk to it and answer on the puppet's voice:

T: Hello, what's your name?

Puppet (P): My name is Lizzy.

T: What's your favourite book?

P: My favourite book is: Winnie the Witch. (The puppet shows the book.)

Ask L1 to take the role of the puppet, give him/her the puppet and the book Winnie the Witch. Act out the dialogue with L1. Then, ask two other Ls to take up the role of the puppet and the teacher and act out the dialogue. Help Ls with language use.

L2: What's your favourite book?

L3:(with the puppet): My favourite book is Winnie the Witch.

Ask Ls to turn to their classmates sitting next to them, ask the same question and listen to his/her answer about his/her favourite book.

Hand out a piece of thick paper for each L (app. 20 cm x 5cm). Show Ls that it will be a bookmark for their books. Ask them to write the title of the book on the bookmark and to draw a picture of a character from the book on it without colouring it.

While Ls are drawing their bookmarks, monitor and talk to Ls

T: What's this? Who's this in this picture?

L1: It's a... /She's Hermione. '

When Ls finish drawing, collect the bookmarks. Mix the bookmarks and spread them on the ground. Ask Ls to squat down in a circle around the bookmarks and have a look at the titles. Help Ls read and pronounce the English titles if there are any. Collect the bookmarks again and hand them out to Ls at random. Tell Ls to hold their bookmarks in their hands, walk around the classroom and ask other Ls what favourite book they have brought with them. Ls have to find the owner of the bookmark they are holding and pass it over.

L1: What's your favourite book?

L2: My favourite book is Pöttöm Panna. Look. What's your favourite book?

L1: It isHere you are /I'm sorry. I have got

L2: Here you are./Bye.

Tell Ls that they can colour their own bookmarks only if

- they find the owner of the bookmark they are holding and
- they get their own bookmarks back.

BOOKS ■ ME AND MY BOOK

Also, ask them to introduce the character of their favourite books to the L who they got it from.

L1: Who is she?

L2: She is Luke.

This game can be played more than once without colouring: collect the bookmarks, mix the bookmarks and hand them out to Ls at random again.

Variation for Ls who don't know the interrogative structure yet

Ask Ls to introduce their favourite books without asking questions from each other.

L1: My favourite book is...

L2: My favourite book is...

If L1 has the L2's bookmark, they swap bookmarks.

L1: Here you are.

L2: Thank you. Here you are.

Extension

Have Ls sit down in a circle around you. Ask them to introduce their partner's bookmark and the drawing on the bookmark. Introduce ...'s structure if needed.

L1: Marci's favourite book is Harry Potter. This is Hermione.

Play a memory game with Ls. Ask them to name all the other Ls and their favourite books that they can remember.

L1: Kati's favourite book is..., Peti's favourite book is...

NAME AND TYPE OF ACTIVITY	Reading in the tree – mime game, sentence formation
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Acting out a situation <input type="checkbox"/> Compiling sentences from word clues <input type="checkbox"/> Playing a guessing game
MINIMUM LANGUAGE REQUIRED	On, in, under, behind, over, in front of, bus, bed, rainbow, cinema, tree, bike, You are reading...I'm reading (Variation1) on the bus, in the bed, in the rain, in PE lesson, in a tree, on a bike, You're (on the bus)(Variation 2).
ORGANISATION	Whole class, pair work
MATERIALS	Dice, one per pair of Ls
CROSS-CURRICULAR LINKS	–

Description

Put six prepositions of places (under, behind, in, on, over, in front of) and six nouns on the board in two columns. The aim of the activity is to combine two expressions by throwing dice and miming that someone reads a book there. The others have to guess the situation.

1 on	1 the bus
2 in	2 the bed
3 under	3 a rainbow
4 behind	4 the cinema
5 over	5 a tree
6 in front of	6 a bike

Take one of the dice, throw it, say the number, point to the number on the board, and read the corresponding word/phrase from the first column on the board. Then throw it again, follow the same procedure and read off the phrase in the second column. Then, mime the sentence by combining the phrases from the two columns.

T: one- three. On and a rainbow. Point to the two expressions on the board and mime reading.

T: What am I doing? Mime a rainbow with your hands and mime reading on it.

L1: You are reading on a rainbow.

Ask L1 to throw twice, find the two items on the board and mime a sentence with them. The other Ls try to guess where L1 is reading a book. Accept funny sentences, as well. Help Ls with language.

Variation 1 for Ls who like drawing

Ask Ls to draw a picture into their exercise books of a really funny combination . Arrange Ls into pairs. Ask Ls to say their sentences eg.

L1: I'm reading under the bed.

L2: I'm reading in front of the bus.

Ask Ls to continue the game in pairs. They throw the dice twice, and say sentences. Ask them to play the game until one of them throws the previous combination. The L who throws it first, is the winner.

Variation 2 for Ls who need to practise the use of prepositions of place

Put six prompts on the board.

- on the bus
- in the bed
- in the rain
- in PE lesson
- in a tree
- on a bike

BOOKS ■ ME AND MY BOOK

Show Ls a book, open it, and mime reading.

T: *What am I doing?* Elicit the answer

L1: *You're reading.* Then, mime reading a book in one of the places on the board eg. pretend that you're reading a book on the bus. Point to the board and ask Ls to guess where you are.

T: *Where am I?*

L1: *In the tree?*

T: *No, I'm not.*

L2: *(You are) on the bus.*

T: *That's right.*

Ask the L who guessed correctly to come in front, think of another place from the board and mime that he /she's reading a book there. Other Ls guess. Let Ls play the guessing game for some time.

Make pairs and ask Ls to play this game in pairs.

T: *Now, do it in pairs.* Encourage Ls to ask and answer in English

Stop the game and ask Ls to look at the places on the board again. Elicit what other activities Ls could do at the different locations. You can put some expressions on the board. Then, throw the dice:

T: *Four.* Point to the expression on the board

T: In PE lesson Mime an action eg. running. Ask Ls to guess what you are doing.

L2: *(You are) running (in a PE lesson).*

Extension

Tell Ls to choose a funny sentence and give them time to practise how to act it out to the others. One of the Ls mimes the action, while the other mimes the circumstances. Eg. L1 mimes a bike, L2 mimes reading on it while riding it. Let Ls sit in a circle and ask the pairs one by one to perform their situation. The others have to guess.

NAME AND TYPE OF ACTIVITY	My diary – writing a diary
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding a sequence of instructions ■ Understanding simple instructions performing the - corresponding actions ■ Writing a simple text about a weekly routine ■ Making illustrations to a self-written text
MINIMUM LANGUAGE REQUIRED	Days of the week, action verbs, Do you...? Yes, I do/ No, I don't Simple present statements (Extension)
ORGANISATION	Frontal Individual
MATERIALS	A diary for demonstration – a handmade book with drawings about actions on each page and sentences describing the drawings, A4 sheet optionally coloured, scissors, coloured pencils (for making a book), glue for each L (Variation 2) Word cards of the days of the week
CROSS-CURRICULAR LINKS	Art and Crafts

Description

Before the activity:

Introduce or revise the pronunciation and the spelling of the days of the week and the actions.
Bring a diary to class for demonstration.

Show your diary to Ls. Ask them what they can see in it and what information they normally find in a diary. Elicit words from Ls and collect their ideas on the board. Put down the names of days and activities.

L1: *Monday... Tuesday..., Wednesday...* Write the days of the week on the board.

go to school, ride my bike, read a book, go swimming...

Tell Ls they will make their own diaries. Ask Ls some questions about their daily routines.

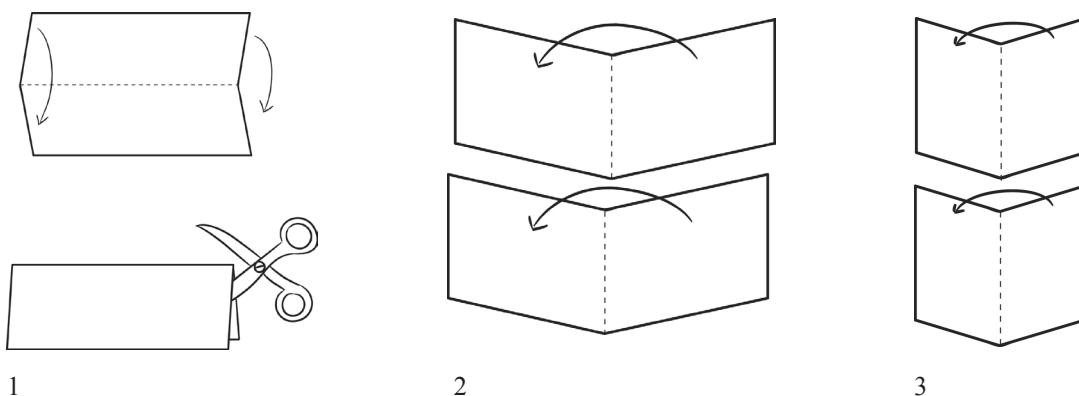
T: *Do you go swimming? Stand up if you go swimming.* Ls who go swimming stand up.

T: *When do you go swimming?*

L1: *(I go swimming) on Tuesday.* Write the whole sentence onto the board.

Listen to some Ls talking about their week. Write a wide collection of the activities Ls mention on the board. Eg. *On Tuesday I play basketball, On Sunday I visit my grandma, On Friday I ride my bike.*

Give Ls a sheet of paper. Show and tell them the steps of folding a book. Do the action step by step and help Ls if needed.



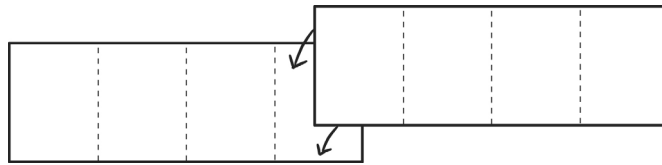
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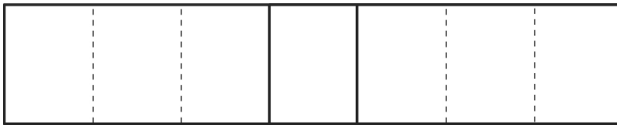
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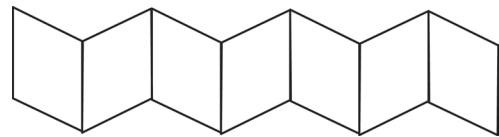
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T: Fold your paper into half horizontally like this. Then cut it into two along the folded line like this. Now you have two strips of paper. Fold both of them into half from the left to the right like this. Then fold them into half again. Now open both pieces of paper. Can you see the four little parts on them? Now hold your sheets horizontally like this. Fold them in a zigzag way. Take your glue and stick your two strips together like this. So that 1-1 rectangles cover each other. Now you have a long strip of paper. Fold it in a zigzag way. This will be your diary.

When the diaries are ready, show Ls that each diary has a cover page and seven pages for each day of the week and they are going to write a sentence about each day eg. *I play tennis on Tuesday.* and draw an illustration for it.

T: This is the cover page. Draw a nice picture about your favourite day and colour it.

T: The second page is for Monday...the last page is for Sunday.

Ask Ls to write the name of the day on each page and write a sentence about what they do that day. Monitor, and help Ls with language.

When the diaries are ready, ask Ls not to show their diaries to the others. Tell them to walk around, ask the other Ls and find someone in class who does the same thing on the same day as he/she does and write their names on the relevant page.

L1: Do you ride a bike on Monday? /What do you do on Monday?

L2: Yes, (I do.)/I ride a bike.

Ask L1 to write L2's name on the page for Monday.

Variation 1 for Ls who are not familiar with the spelling of the days of the week

Give Ls printed stripes of paper with the necessary sentence pattern: On Monday I... Ask Ls to stick these stripes in their diaries and complete the sentences. Draw their attention to the expressions on the board.

Variation 2 for Ls who need practice on other topics

The idea of the book can be adapted to any other topic area eg. family. Ls can describe their families on the pages.

L1: This is my grandma.

Ask Ls to put these sentences down in their diaries and make illustrations. Some other optional topics can be: In my classroom, My favourite food, Clothes I wear...

Extension

Collect all the diaries, pick one and read it out to Ls but transforming it into the 3rd person singular. Ask Ls to guess who the owner is. Next, a volunteer can read out sentences from a diary while the other Ls guess who it belongs to. Help him/her to use the 3rd person singular form.

T: He/she plays the piano on Monday; he/she goes dancing on Tuesday.... Who is she?

NAME AND TYPE OF ACTIVITY	Reading in the park – action game
TIME	25 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding simple instructions performing the corresponding actions ■ Giving and following simple instructions ■ Recognizing the connections between instructions, actions and pictures ■ Rewriting a short action story (Extension)
MINIMUM LANGUAGE REQUIRED	Colours
ORGANISATION	Whole class, small groups
MATERIALS	<p>5 picture cards of different colour (red, yellow, blue, green, pink) cut into pieces, the pictures show the following actions</p> <p>Picture no1: <i>Put your book in your bag.</i> – on red A4 size paper,</p> <p>Picture no2: <i>Go to the park.</i> – on yellow paper</p> <p>Picture no3: <i>Take your book.</i> – on green paper</p> <p>Picture no4: <i>Open it.</i> – on pink paper</p> <p>Picture no5: <i>Oh, the wind!</i> (the wind blows the book away.) – on blue paper</p> <p>5 sheets of white paper, 5 glue sticks</p>
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Copy each picture on a different coloured sheet. The colours will be used to organize groups for later phases of the activity. Cut the pictures into the same number of pieces as there are Ls. Make sure that there are about the same number of the pieces from each colour. Hide them in the classroom.

Tell Ls to go around the classroom and find the coloured pieces. Then, ask them to say the colour of their pieces and find Ls with picture pieces of the same colour. They will make one group. Give each group a white sheet of paper and glue. Ask each group to put their picture pieces together and stick them on a white sheet of paper to make a picture. When Ls are ready, ask them to listen to you and hold up their pictures when they hear the action they can see in their pictures.

T: Put your book into your bag. (L1 holds up the corresponding picture)

T: Go to the park. (L2 holds up the corresponding picture)

T: Take out your book. (L3 holds up the corresponding picture)

T: Open it. (L4 holds up the corresponding picture)

T: Oh! The wind! (L5 holds up the corresponding picture)

Say and mime the TPR. Ask Ls to hold up the picture of their group and join in miming the actions:

T: Put your book into your bag. (L1 holds up the corresponding picture and the other Ls mime opening a bag and putting a book in it.)

Go to the park. (Mime walking.)

Take out your book. (Mime opening the bag and taking out a book.)

Open it. (Mime opening a book.)

Oh! The wind! (Turn your palms up and look up with a surprised expression on your face.) Now, ask Ls to repeat all the sentences but mime that part of the story only that they have got in their picture. Teach the action game to everybody. Practise it by saying the sentences in different ways or moods: quickly or slowly, sadly, angrily...

Put Ls to groups again. In groups, ask Ls to take turns to say one sentence of the action story while the others repeat and mime it. If the L says the sentence slowly, Ls in the group should say and mime it slowly, too. If the L1 says it quickly, the others have to say and mime it quickly, as well.

Model the activity with a group.

BOOKS ■ ME AND MY BOOK

Variation for Ls working individually

Stick the five pictures at random on the walls. Ask Ls to stand in a circle. Say the action rhyme line by line and tell Ls to look around and point to the correspondent pictures. Repeat the action story again and ask Ls to run to the picture of the sentence they can hear and mime the action in front of the picture. Make a circle again, say and act out the story together with Ls.

Extension

Ask Ls to change an element/some elements in the action game . *eg: Put your Teddy bear into your bag/ Oh! A spider!* Mix groups. Ask Ls to perform this new version of the story in their new groups.

NAME AND TYPE OF ACTIVITY	Magic spell book – drama game, performing a dialogue
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding simple instructions performing the corresponding actions ■ Practicing numbers from 1-10 ■ Keeping the rules when playing a game with a partner
MINIMUM LANGUAGE REQUIRED	Numbers, What do you want? Here you are, Thank you, naming objects
ORGANISATION	Whole class, individual, pair work (Extension)
MATERIALS	A hat or a cap for each L, an A4 sized sheet for each L, pictures of a doll, a car, a ball, a train, a plane, a Teddy Bear all in a hat for the T, a mini book for demonstration with one drawing of a toy on each page and a magic spell for that toy written under the picture (A magic spell contains: <i>Abracadabra</i> , a combination of three numbers and the name of a toy two times: <i>Abracadabra, 1,5,4, a doll, a doll!</i>)
CROSS-CURRICULAR LINKS	–

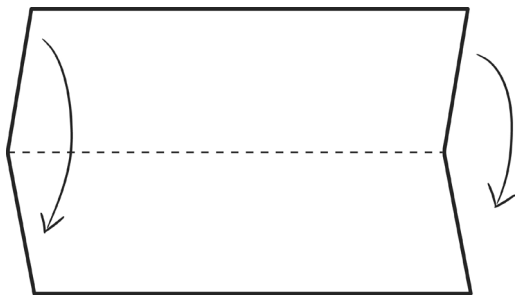
Description

Before the lesson:

Ask Ls to bring their hats or caps in class. Bring in a ‘magic hat’ for yourself, a mini book with pictures of objects (doll, car, ball, train, plane, Teddy Bear) in it and a magic spell in the mini book that are written under the pictures. eg. under the picture of a doll: Abracadabra 3, 5, 6 or under the picture of a train: Abracadabra 9, 2, 1

Put the pictures of objects in the hat.

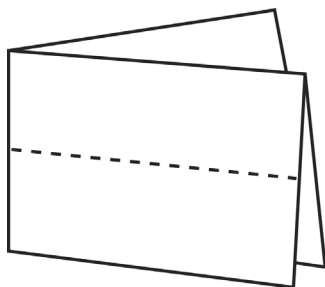
Give each L an A4 sheet of paper. Show and tell them the steps of folding a mini book. Do the actions step by step.



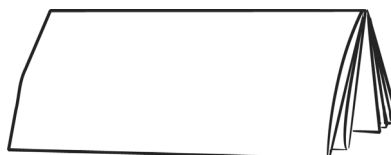
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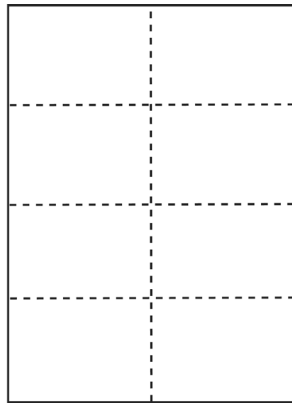
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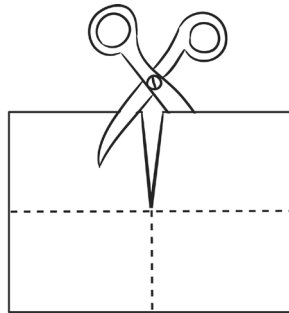
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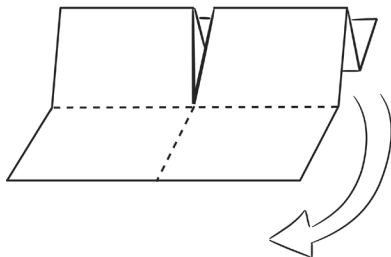
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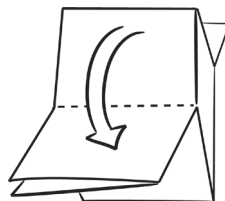
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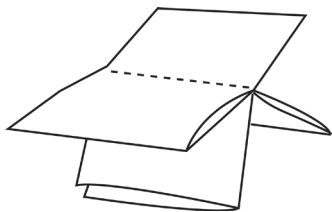
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T: Fold your paper into half like this. Then fold it into half again. If you have finished, fold it into half again. Now open your piece of paper. Can you see the eight little parts? Now hold your sheet vertically like this. Fold it into half from the top to the bottom. Take your scissors and cut your paper like this. Be careful, start cutting at the middle of the long side (of the rectangle), and stop cutting in the middle of the sheet. Now open the sheet again, hold it horizontally like this and fold it into half from the top to the bottom. Push the two ends of the sheet to make a cross like this. Fold it into a mini book. Now your mini book is ready.

Tell Ls that you are a magician. Show Ls a hat and your previously made mini book. Open the mini book and point to an object. 'Conjure' that object from your hat by saying the magic spell: Abracadabra, a combination of three numbers and a word (twice) and draw a circle in the air with your right hand.

T: Abracadabra 1, 5, 4, a ball, a ball. Pull out the picture of a ball from your hat.

Ask L1 to come to you and choose a wish from the book.

T: What do you want?

L1: A car, (please).

T: All right. (Check the magic spell.) Abracadabra 1, 9, 5, a car, a car.(Take the picture of the car out of the hat) Here you are.

L1: Thank you.

BOOKS ■ THE MAGICIAN'S BOOK

Ask Ls to choose some objects they can name. Instruct them to draw their objects on each page of their empty magic books, and write a combination of three numbers under the picture on that page as a magic spell. Show your book to Ls to get the idea.



When Ls are ready, put them in pairs and tell them to make magic together. L1 can make a wish from L2's book. Model the dialogue.

L1: What do you want?

L2: A doll, (please).

L1: Abracadabra, 3, 0, 4, a doll, a doll. Here you are. Tell L1 to pull out an imaginary doll from his/her hat and mime handing it to L2.

L2: Oh, thank you!

Ask Ls to do magic and grant each other's wishes in pairs. Give a time limit. At the end of the game discuss what they have.

L1: I've got a train, a plane...

Variation for Ls who have time to draw pictures as well

Ask Ls to come up with ideas on what they would like to conjure eg. a basketball, spiderman and draw these into their empty magic books and on cards as well. While performing magic Ls pull out the drawings from the hat.

Extension

Make pairs and instruct them to swap their magic spell books. Ask Ls to say a magic spell from their partner's book, but only the number combination while hiding the pictures of the book.

L1: Abracadabra 3, 5, 7, and L2 has to guess the item the magic spell performs.

L2: It's the doll.

The L who remembers more objects the magic spells refer to in his/her own magic book, is the winner.

NAME AND TYPE OF ACTIVITY	The magician's sister – visualisation, role-play
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding a story ■ Listening for specific information (Variation) ■ Using and expressing imagination ■ Giving out and accepting a present in a polite way
MINIMUM LANGUAGE REQUIRED	Mum, dad, grandpa, grandma, sister, brother, body parts, she is/he is, he/she has got...., short, long, hair, present (Extension)
ORGANISATION	Whole class, group work
MATERIALS	An A4 sheet per L A copy of <i>Winnie the Witch</i> book for the T or a picture of a witch
CROSS-CURRICULAR LINKS	Art and Crafts

Description

(This activity can be followed by reading the storybook *Winnie the Witch*.)

Ask Ls to sit around in a circle. Hold the picture of a witch in your hand. (If Ls have read the storybook about *Winnie the Witch*, hold the book.) Point to the picture of Winnie and say:

T: This is (Winnie). Is she a doctor?

L1: No, she's a witch.

T: How old, do you think she is here?

L2: She's forty (years old).

T: What does she look like? Has she got long hair or short?

L3:...

Discuss Ls' ideas, ask them to close their eyes

T: Winnie has a birthday. Her family comes to her house. Her Mum and Dad arrive. Can you see them? They say: "Hello Winnie. Happy birthday. This is for you." Her Mum and Dad give Winnie a present. Winnie says: "Thank you! What a nice present!" Grandpa and Grandma arrive: "My dear Winnie. Happy birthday. This is yours." Winnie opens their present. "Oh, it's beautiful Thank you." she says. The sisters and brothers are here. "Hi, Winnie! Happy birthday! This is for you." Winnie takes their present and says: "Yippee! Wonderful! Thanks!" They sit down at a table. They are very happy. Open your eyes.

Ask Ls about what they could 'see' with their eyes closed. Elicit words and expressions from them. Help Ls with questions:

T: What did you see? Has Mum got long hair or short?

L1: (She has got) long hair.

T: What colour are her eyes?

L2: (Her eyes are) red.

Go on asking Ls about the details of the scene eg. What each of the family looks like.

Organize groups of 7. Each group forms Winnie's family. Ask Ls to choose a role from the family: mum, dad, grandpa, grandma, sister and brother. Give each L an empty A4 size paper and ask them to draw a present they want to give to Winnie. The drawing must be big and show only one present. The L who takes Winnie's role draws a cake she wants for her birthday.

When the drawings are ready, ask Ls to act out the situation when the guests arrive and have dinner. Ls give their presents to Winnie.

L1: Hi, Winnie! Happy birthday! This is for you.

L2 (Winnie): Oh, What a nice box (the picture on the card). It's very kind of you.

Variation for groups that are familiar only with the vocabulary of the family members

After storytelling and the imagination phase of the activity, ask Ls what family members they heard.

T: Who are in Winnie's family?

L1: Mum.

T: Great. And who else?

L2: Dad and grandpa.

Go on until all family members are mentioned.

Then, give each L an A4 sheet of paper and ask him/her to draw the birthday party. Ask Ls to present their drawings by introducing the characters of the story.

L1: This is Winnie's brother...

Extension

Show them how to make a mini book (see activity 'MINIBOOK' on the topic web) and ask them to draw Winnie's family members on each page and write some sentences about the character eg. *This is Mixi. She is Winnie's sister.*

She has got long blue hair, purple eyes and a big mouth.

NAME AND TYPE OF ACTIVITY	The secret book – problem solving activity
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Problem solving <input type="checkbox"/> Reading and understanding a text <input type="checkbox"/> Saying a rhyme (Extension1)
MINIMUM LANGUAGE REQUIRED	On the right, on the left, next to, above, under, between, colours, bookshelf
ORGANISATION	Whole class, Individual Pair work (Extension2)
MATERIALS	9 A4 sheets of paper of different colours with book covers on them. Sentences of a problem solving activity cut up and put on separate slips of paper, a magic wand (a wooden stick with a paper star on it), a packet of salty sticks (ropi), a CD player, music for CD
CROSS-CURRICULAR LINKS	Maths

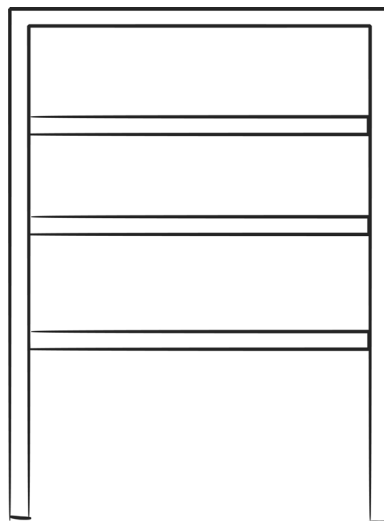
Description

Before the lesson:

Prepare 9 A4 sheets of different colours with book covers on them.(titles of books are not important). Practise prepositions with Ls. Hide the ‘magic wand somewhere near the board.

The activity:

Draw 3 lines onto the board and tell Ls that these are 3 shelves in a magician’s room.



Tell them that it is not only a bookshelf but a secret door as well, which they can open if they solve a problem. The problem is that the magician left his books in a mess on the table. Show them the coloured sheets of papers as books (there is a picture of a cover page of a book on each sheet). If Ls put these books back onto the shelves into their right places, the door will open. Ls can only know where to put each book if they read and solve the activity written by the magician.

T: This is a magician’s bookshelf. It’s not only a bookshelf, but a door. We can’t open it now. Do you want to open it?

Ls: Yes.

BOOKS ■ THE MAGICIAN'S BOOK

T: You need magic for that. Here are the books. Show them the sheets of 9 different colours each depicting a book. Here's a magic riddle – imagine, the magician wrote it! If we read this riddle we will know where to put these books. Help me to put them back into their right place on the shelf. There are three books on each shelf. If you can find the right place for the books the door opens. What do you think is behind the door? Let Ls guess.

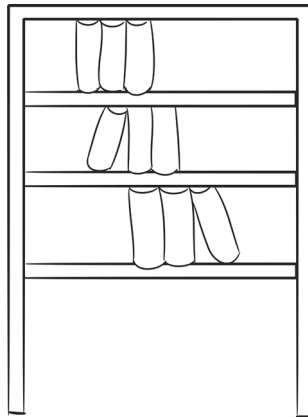
L1: (There is) a room.

L2: (There is) a magic garden.

Give the colour sheets to 9 Ls. Cut the text of the riddle into sentences, give each of them to 7 Ls and tell them to read them out loud. Ask the other Ls to help tell the right place of each book. If it is too difficult, help Ls to put one book to the right place first.

T: Who has got the red book? Come here and put it on the top shelf on the left.

The pink book is on the middle shelf, on the right next to the green. There's a blue book above the green book. The orange book is between the purple and the black book. The purple book is under the brown book. The brown book is on the middle shelf. The purple book is on the left. The red book is next to the blue book on the left. The yellow book is on the right on the top.



The solution:

*RED, BLUE, YELLOW
BROWN, GREEN, PINK
PURPLE, ORANGE, BLACK*

When Ls solve the problem solving activity 'the magic door/ shelf opens' – mime opening the shelves (or open the board if possible) as a door and take out the 'magic wand' hidden somewhere near the board.

T: Now, the magic door can open! Look! What's behind the door?

L1: A magic stick! Show it to Ls and ask them to repeat the word.

Variation for Ls who can't read

Read the text of the problem sentence by sentence and ask Ls to put the books (coloured sheets depicting pictures of books) on the board to the right place on the shelves.

Extension

Bring a box in class with ropi in it and use the 'big stick' wand behind the door shelf to make little student magic wands appear from the box. Ask Ls to form a circle, pass on the box and the big magic wand to beat any kind of music from a CD player. Pause the music and the L who has the big wand and the box in the hand that moment can conjure an own little magic wand by saying the magic spell. So while saying the magic spell the L makes circles with the big magic stick in his/her hand. At the end of the magic spell the L takes one salty stick. Pause the music 3-4 times, do the same then hand out the salty sticks to every L.

L1: Abracadabra, blue frogs, red snakes, witches' socks, my magic stick hops. (After saying the magic spell, L1 takes out one ropi and passes the box and the big wand on to the next L.)

L2: Abracadabra...

Extension 2:

Ask Ls to play a mime game in pairs using the ropi as magic wands.

L1: Abracadabra, 1,2,3, you are a lion... L2 mimes a lion.

NAME AND TYPE OF ACTIVITY	Battleship – communicative board game
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Forming sentences based on picture clues ■ Exchanging information ■ Understanding the rules of a game ■ Keeping the rules when playing a game with a partner
MINIMUM LANGUAGE REQUIRED	Colours, classroom objects (door, table, chair, schoolbag), Prepositions of Place (in, on, under, behind, in front of) the Simple Present Tense/positive statements Simple Present Tense, Questions (Variation)
ORGANISATION	Frontal work, pair work
MATERIALS	<u>Battlefield grids</u> worksheets for each L with two battleship grids on them, the charts have the pictures of four books on the vertical axis, and pictures of objects with a spot drawn in, on, under, behind and in front of them) on the horizontal axis (see the attached picture), coloured pencils, a book
CROSS-CURRICULAR LINKS	Maths and Science

Description

Before the lesson:

Draw two Battlefield grids on an A5 sheet under each other marked 1 and 2 and make a photocopy for each L.

Draw two battlefields on the board of the same type that Ls have on their worksheets. (The battlefield is a grid that has the pictures of four books with their cover page on the vertical axis, and pictures of objects with a spot drawn on, in, under, behind and in front of them on the horizontal axis to show the following meanings: in the schoolbag, on the table, under the board, behind the chair, in front of the door)

Hand out the photocopies of the battlefields and ask Ls to pick their coloured pencils and colour the books on the vertical axis according to your instructions.

T: (Point to the first book in the vertical column.) *Colour the first book red.* Help Ls by colouring the first book red on the board on one of the grid.

Go on with the other books on the grid.




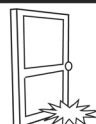





Introduce the rules of the board game. Show Ls how to refer to a point of the battlefield by saying a sentence.

T: *Red book – in front of the door/The red book is in front of the door.* Show where the square is in the grid.

Ask Ls to place three ships on battlefield 1. Tell them to draw a ship of one cross, an other ship of two crosses, and a third ship of three crosses in the grid by placing crosses vertically or horizontally next to each other. There should be space (an empty square) between two ships vertically, horizontally and diagonally as well. Tell Ls not to show their ships to each other. Ask them to guess where the ships of their partners are by calling the coordinates of a square in the grid. To do this, Ls need to read the colour of the book from the vertical axis, and a preposition with a piece of furniture from the horizontal axis. Give an example and refer to the grid on the board.

T: *The red book is in the bag.*

A possible arrangement of the ships:

L1					
	X	X	X		
					
		X		X	
		X			

Introduce the game by instructing a pair of Ls in front of the board. First, play the game frontally on the board. (The two Ls can't see each other's grid.)

T: *Gábor and Évi, draw three ships on your battlefield A. Draw 1 ship with 1 cross, 1 ship with 2 crosses and 1 ship with 3 crosses.*

T (to L1): *Gábor, say a sentence to Évi.*

L1: *The red book is under the chair.*

T (Point to the correspondent square of the battlefield on the board.): *Évi, look at your Battlefield 1, have you got a cross there?*

L2: *No.*

T (to L1): *Gábor, cross out this square on your Battlefield 2 because Évi has no ship there. Évi, it's your turn. Guess where Gábor's ships are.*

L2: *The red book is in the bag.*

T (to L1): *Look at your Battlefield 1. Is there a cross here?*

L1: *Yes.*

T (to L2): *Now, Évi draw a tick on that square in your Battlefield 2.*

When Ls understand how to play the game, ask them to play it in pairs and take turns in asking and answering about the places of their ships. Tell Ls to use Grid 2 to sign where their partners have () or haven't got (X) a ship.

They have to tell each other if one of their ships has sunk:

L1: *(The ship with)two crosses sank.*

The L who makes all the other's ships sink first is the winner.

Make pairs and ask Ls to play the game.

Variation for Ls who are able to ask and answer questions without help

Play the game using the Simple Present Tense in the interrogative form.

L1: *Is the red book under the table?*

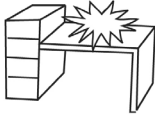


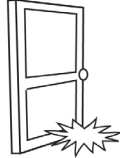





Extension

Ask Ls to report back on the location of their partner's ships by saying sentences.

L: *Pisti has got a red book on the table, and a yellow book under the chair.*

Battlefield grids

1

L1					
					
					
					
					

2

L1	