

---

# LEISURE

---

## LET'S HAVE FUN!

---

Type of module	Creative Communication
Level	A1
Target group	10–13-year-old learners
Written by	Kiss Natália, Páli Éva

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

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

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

Szakmai vezető: Kuti Zsuzsa

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

Szakértő: Enyedi Ágnes

Szakmai lektor: Fischer Júlia

Idegen nyelvi lektor: Peter Doherty, Debbie Goretity

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Lindner Zsuzsa, Mészárosné Boros Valéria, Poór Zsuzsánna

**Educatio Kht. 2008**

## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- enabling learners to express feelings evoked by music and literature through simple sentences
- developing vocabulary through games and challenging tasks
- developing presentation skills by engaging in short talks

### General, educational skills

- sharing work
- cooperating with others for a common purpose
- negotiating tasks
- using non-verbal strategies

### EVALUATION

Learners have a chance to make their own portfolios of work by collecting the written tasks (poem, composition etc.). At the end of each lesson learners can evaluate both the lesson and their own contribution to the success of the learning process with the help of an Evaluation sheet.

### SUGGESTIONS

The teacher's role during the lessons is that of organizer and facilitator. She monitors group- and individual work and provides help when needed.

The teacher should make learners aware of the importance of listening to others and the value of cooperation. The teacher takes 1.4 Evaluation sheets to every lesson.

Materials needed:

photocopiable sheets, board, CD player, pictures of different free time activities, three sentences on three separate sheets of paper (see 3.2 Task), a ball, the following music on CD: Satie *Gymnopedie*, Borodin *Polovetsian*, Grieg *Last Spring*, Bach *Toccatina and Fugue in D minor*

### BACK UP SYSTEMS

F. Brooks, A. Claybourne, et al. (2004) *Gyermekenciklopédia*. Tioti Kft.  
Lolka és Bolka *Világatlasza* (2000) Pécs: Alexandra Kiadó.  
R. MacAndrews (2006) *Window on Britain*. Oxford: OUP



LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Developing memory skills through a game</p> <p>Expressing feelings evoked by music and a poem</p> <p>Enriching creative writing skills through writing a poem</p> <p>Developing cooperation skills</p>	<p>Playing a memory game</p> <p>Listening to music, expressing feelings</p> <p>Reading a poem</p> <p>Writing a poem</p> <p>Creating a musical instrument</p>	<p><b>Vocabulary:</b>  <i>wish, dream, hope, wonder, miracle etc.</i></p> <p><b>Structures:</b>  <i>For me, the colour of the first piece of music is grey.</i>  <i>It is sad music.</i>  <i>I could imagine a very sad girl.</i></p>	<p>CD-player</p> <p>4.4 Poem</p> <p>1.4 Evaluation</p> <p>Satie <i>Gymnopedie</i>, Borodin <i>Polovetsian</i>, Grieg <i>Last Spring</i>, Bach <i>Toccatas and Fugue in D minor</i></p>
5	<p>Exercising communication skills through a game</p> <p>Developing evaluation skills through making a portfolio</p>	<p>Playing 'Human Bingo'</p> <p>Revising items learnt with a board game</p> <p>Making a portfolio</p> <p>Evaluating the work done</p>	<p><b>Vocabulary:</b>  <i>flying kites, remote control car, rocking horse, skating etc.</i></p> <p><b>Structures:</b>  <i>Do you like..?</i>  <i>Did you like ...?</i>  <i>Did you have ....?</i></p>	<p>folders brought by learners</p> <p>5.1 Bingo</p> <p>5.2 Games</p> <p>5.3 Board game</p> <p>1.4 Evaluation</p> <p>works done by learners in previous lessons</p> <p>a dice/pair of learners</p>

# PROCEDURE

## LESSON 1: WHAT IS LEISURE FOR YOU?

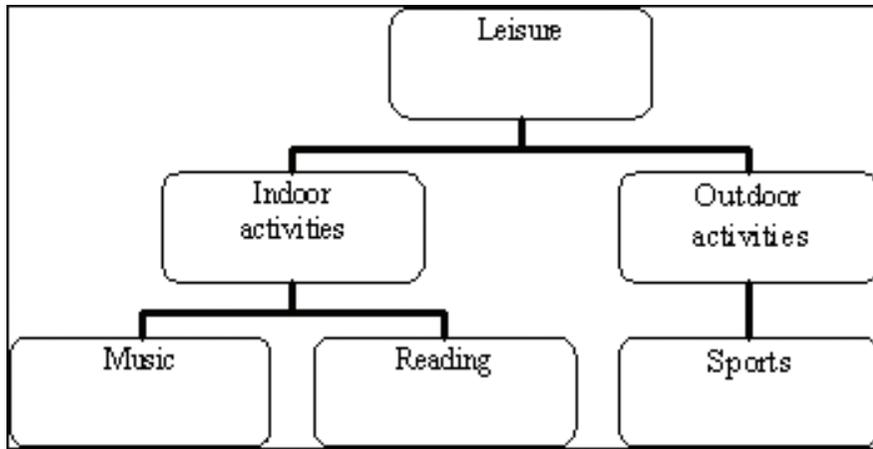
<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to develop vocabulary through making a poster</li><li>■ to express likes and dislikes</li><li>■ to practice taking notes</li><li>■ to enable learners to summarise findings in a written form</li></ul>
<b>MATERIALS AND RESOURCES</b>	pictures of different free time activities, wrapping paper, a ball, 1.3 Survey, 1.4 Evaluation, 1.5 Homework
<b>BEFORE THE LESSON</b>	The teacher brings in class some pictures of different free time activities.
<b>STAGE 1</b>	<b>Brainstorming – Leisure activities</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Activating vocabulary Collecting words
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Pictures of different free time activities, wrapping paper

### TEACHER'S ACTIVITIES

1. The teacher shows some pictures and asks learners to name the activities.
2. S/he divides the class into pairs who collect either outdoor or indoor activities. In the meantime s/he writes headings on a poster in a mind map format. Possible format:

### LEARNERS' ACTIVITIES

1. Learners name the activities shown in pictures.
2. Learners work in pairs and collect names of free time activities.



3. When learners have finished collecting words, the teacher asks pairs to share their words with the whole class and write a few words on the poster.
3. Pairs write their words on the poster.
4. Finally, the teacher points at words on the poster and tells learners that they are going to deal with these activities in the next few lessons.  
E.g. hobbies, sports, games, music, reading and writing poems etc.

<b>STAGE 2</b>	<b>Vocabulary building – Games</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Association skills Memory
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	A ball

### TEACHER'S ACTIVITIES

1. The teacher arranges learners in a circle, possibly sitting on the floor. S/he throws a ball to a learner and says a word e.g. water. The learner has to think of a free time activity this word evokes in his or her mind, for example fishing, swimming, sailing, painting etc. To make the task more difficult learners can think of key words themselves and throw the ball to each other.

Possible prompt words can be:

*ball, brush, guitar, car, training shoes, fish, dice, camera etc.*

2. The teacher initiates another game. S/he says a sentence ' I like fishing.' and throws the ball to a learner. The learner is asked to substitute 'She likes fishing' and to add 'I like playing football.' The game goes on like this until someone forgets the order. Learners can be encouraged to help each other by miming the action.

### LEARNERS' ACTIVITIES

1. Learners play an association game.

2. Learners play a memory game.

<b>STAGE 3</b>	<b>Communication practice – Classroom survey</b>
<b>TIME</b>	17 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking and answering questions Note taking Summarizing information in written form
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.3 Survey

### TEACHER'S ACTIVITIES

1. The teacher hands out 1.3 Survey and asks each learners to interview at least two others. S/he also asks learners to write the answers in the chart.
2. When learners have finished, s/he gives small pieces of paper to each child and asks them to write a few sentences about the two learners they talked to. The teacher goes around the classroom and provides help where it is needed or can write some sample sentences on the board. S/he asks learners not to mention the learner's name in their writing.  
Possible sentences:  
*She likes watching TV.*  
*Her favourite programme is the Activity Show.*  
*Her favourite film is Shrek.*  
*Her hobby is playing tennis.*
3. When learners have finished, the teacher collects the pieces and reads them out one by one. If there are volunteers they can read the notes out. The teacher asks learners to guess who the person is.

### LEARNERS' ACTIVITIES

1. Learners get 1.3 Survey and ask questions from their peers and take notes.
2. They summarise their findings in a written form.
3. Some learners read the notes out, others guess who the sentences are about.

<b>STAGE 4</b>	<b>Evaluation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation skills
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.4 Evaluation

#### TEACHER'S ACTIVITIES

1. The teacher hands out 1.4 Evaluation and explains to learners the aim of evaluation. S/he tells learners that they are asked to assess the atmosphere of the lessons, how they enjoyed themselves and their contribution to the work. The teacher explains unknown words. S/he asks learners to fill in the evaluation forms and write their names on the sheets.
2. When learners finish, the teacher collects the sheets. (S/he does so to be able to provide them every lesson. The evaluation is not complete should learners lose the form.)

#### LEARNERS' ACTIVITIES

1. Learners fill in the evaluation form.

<b>STAGE 5</b>	<b>Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation Writing
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.5 Homework

#### TEACHER'S ACTIVITIES

1. The teacher asks learners to prepare a short presentation about their hobbies or favourite activities for the next lesson. Learners can bring, for instance, a musical instrument or sports equipment in connection with their hobby. The teacher hands out 1.5 Homework and encourages learners to use the handout as guidance. S/he asks learners to do the homework on a separate sheet of paper.

#### LEARNERS' ACTIVITIES

1. Learners get 1.5 Homework and are asked to write about their hobbies or favourite free time activities for next lesson.

## LESSON 2: TELL ME WHAT YOUR HOBBY IS AND I TELL YOU WHO YOU ARE

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to give and listen to short presentations about favourite free time activities</li><li>■ to develop learners' speaking skills in describing activities</li><li>■ to develop imagination and creativity by guessing unknown people's jobs and hobbies</li></ul>
<b>MATERIALS AND RESOURCES</b>	2.2 Matching, 2.3 Word cards, 2.5 Picture cards, 1.4 Evaluation
<b>STAGE 1</b>	<b>Warm up – Miming</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drama skills
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. The teacher whispers a hobby or sport action into a learner's ear. The learner mimes the activity. S/he asks learners to guess what the learner is acting out.
2. The teacher puts new words on the poster under the relevant headings and asks learners to write them down in their exercise-books.  
*E.g. fishing, sewing, painting, swimming, playing basketball, playing ice hockey etc.*

### LEARNERS' ACTIVITIES

1. Learners play a guessing game.
2. Learners write down new words.

<b>STAGE 2</b>	<b>Matching – What do we need for fishing?</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Matching Looking for key words Guessing the meaning of unknown words
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	2.2 Matching

#### TEACHER'S ACTIVITIES

1. The teacher hands out 2.2 Matching and asks learners to connect the activities with their necessary equipment.

2. The teacher asks learners to look for key words first. If learners have problems with unknown words, s/he explains their meaning in English.

Possible language: *Pike is a kind of fish. It has a long nose and can bite. Rucksack is a kind of bag you carry on your back.*

#### LEARNERS' ACTIVITIES

1. Learners get 2.2 Matching and do the task.

2. Learners try to look for key words and listen to the teacher's explanation.

3. Learners check the solution together.

#### VARIATION FOR MORE ADVANCED LEARNERS

<b>DESCRIPTION</b>	Learners who finish quickly can think of other hobbies and their necessary equipment.
--------------------	---

**STAGE 3 Speaking practice – Guessing game****TIME** 8 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Describing  
Guessing**ORGANISATION** Individual**AIDS AND MATERIALS** 2.3 Word cards**TEACHER'S ACTIVITIES**

1. The teacher hands out 2.3 Word cards and asks learners to think over how they would describe the activity on their cards and what equipment is needed for it.
2. The teacher asks volunteers to describe their activities and other learners to guess what they can be.

**LEARNERS' ACTIVITIES**

1. Learners get 2.3 Word cards and are asked to think over how they would describe the activity on their cards.
2. Learners guess the described activities.  
Possible language:  
*For this activity I need a piece of glass, paint and a paintbrush.*  
*Is it glass painting?*  
*Yes.*

**VARIATION FOR LESS CONFIDENT LEARNERS****AIDS AND MATERIALS** 2.3 Word cards**DESCRIPTION** The teacher can make sure that s/he gives 'easy to explain' cards to less confident learners.

<b>STAGE 4</b>	<b>Presentation</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills
<b>ORGANISATION</b>	Whole class

#### TEACHER'S ACTIVITIES

1. The teacher asks volunteers to speak to the class about their hobbies based on their homework.
2. The teacher collects homework and puts the sheets on the wall. After the presentations, s/he asks learners to go around in the class and read each other's work.
3. When learners have finished reading, s/he can ask some questions in connection with the works.  
Possible questions:  
*Is anyone interested in sewing?*  
*How many learners are interested in collecting things?*  
*How many learners are interested in sports? Etc.*

#### LEARNERS' ACTIVITIES

1. Some learners give a presentation.
2. Learners listen to the presentations and then read each other's work.
3. Learners answer the teacher's questions.

<b>STAGE 5</b>	<b>Communication practice – Guess what the person likes doing...</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking questions Prediction skills Creative writing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.5 Picture cards

### TEACHER'S ACTIVITIES

- The teacher hands out 2.5 Picture cards to each learner. There are repeat copies so s/he has to make sure learners sitting next to each other do not get the same one. S/he asks learners to write about the person in their picture (job, appearance) and think of possible activities this person likes doing.
- S/he can ask learners to think of the necessary terms and expressions together before starting writing.  
Possible language:  
*I think he is a policeman.*  
*He's wearing ....*  
*He has a funny face.*  
*I think he likes ....*
- When learners have finished writing, they can find their pair(s) – the person who has got the same character – and they can compare their ideas. Without showing their picture, they are asked to go around the classroom and ask questions to find out who else has got the same character.  
When pairs have found each other, they discuss what they have written about their character.  
The teacher can ask who had similar or totally different ideas.

### LEARNERS' ACTIVITIES

- Each learner gets a picture of a person (2.5 Picture cards).
- Learners are asked to write about their person after reviewing some necessary vocabulary and expressions.
- When learners have finished writing they go up to their classmates and try to find whether the other person has the same character or not. Finally, pairs discuss what ideas they had about the person they were given.  
Possible language:  
*Is there a man in your picture?*  
*Yes.*  
*What is he wearing? Etc.*

<b>STAGE 6</b>	<b>Evaluation</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1. 4 Evaluation

**TEACHER'S ACTIVITIES**

1.The teacher hands out 1.4 Evaluation and asks learners to evaluate the lesson. S/he collects the forms.

**LEARNERS' ACTIVITIES**

1. Learners evaluate the lesson.

### LESSON 3: DIFFERENT NATIONS, DIFFERENT HOBBIES

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to develop communication skills (making and turning down suggestions)</li><li>■ to learn about other nations and their hobbies, popular activities</li><li>■ to enable learners to persuade others and to reason for something</li></ul>
<b>MATERIALS AND RESOURCES</b>	3.1 Logic Puzzle, 3.4 Information cards, 1.4 Evaluation
<b>BEFORE THE LESSON</b>	Three sentences on three separate sheets of paper (see 3.2 Task).
<b>STAGE 1</b>	<b>Warm up – Logic puzzle</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Logical thinking
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	3.1 Logic Puzzle

#### TEACHER'S ACTIVITIES

1. The teacher hands out 3.1 Logic Puzzle and asks pairs to guess children's favourite sports by relying on the given information. S/he encourages learners to discuss the task in pairs.
2. The teacher explains 'neither... nor' terms to ease finding the solution.
3. When learners think they are ready, they discuss the solution together.  
Solution: *Robert likes tennis, squash and football., Audrey likes tennis., Danny likes tennis and squash., Jane likes basketball and tennis.*

#### LEARNERS' ACTIVITIES

1. Learners get 3.1 Logic Puzzle and try to solve it in pairs.
- 
3. Learners check the solution together.

**STAGE 2** Communication practice – Let’s decide what to do!**TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Intonation  
Persuasion skills**ORGANISATION** Group work**AIDS AND MATERIALS** Beginning of three sentences on three separate sheets of paper**TEACHER’S ACTIVITIES**

1. The teacher divides the class into three groups. Each group gets the beginning of a sentence. The teacher explains that the group’s task is to finish the sentence with as many adjectives or reasons as they can to persuade others to do something. S/he provides some examples.

Possible language:

e.g. *Let’s go to the cinema because... it’s exciting, funny, interesting, or because there is a good film on, my parents are not at home etc...*

2. The teacher gives three minutes to think of as many ideas as learners can.
3. When groups have finished, the game starts. Each group gives reason, but only one, followed by the next group. The winner is the group that can list the most reasons. Learners can use reasons which have not been mentioned before.

**LEARNERS’ ACTIVITIES**

1. Learners work in groups. They are asked to write down as many ideas as they can to persuade others to do the activity they want to do.

2. Learners work in groups.

3. Learners can come up with funny reasons as well.  
E.g. *Group A.: Let’s go to the cinema because it’s snowing.*  
*Group B: Let’s go to a concert because it’s relaxing.*  
*Group C: Let’s watch a DVD because I have broken my leg. Etc...*

**STAGE 3** Communication practice – Good idea!

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Accepting and turning down suggestions

**ORGANISATION** Pair work

**TEACHER'S ACTIVITIES**

1. The teacher gives examples how to make a suggestion. S/he writes examples on the board and explains how to react on them.

Possible examples:

*We make suggestions: Let's ... Shall we ....? We could ....*

*We accept suggestions: Good idea! OK then.*

*We turn down suggestions: I'm sorry I can't because ...*

*I'm afraid I can't because .....*

2. The teacher asks pairs within groups to think of a suggestion based on the previous task and either accept it or turn it down.

**LEARNERS' ACTIVITIES**

1. Learners listen to the teacher and take notes.

2. Learners practice making, accepting and turning down suggestions through making dialogues.

Possible language:

*Let's go to the cinema because there is a good film on.*

*I'm sorry I can't because I must study.*

<b>STAGE 4</b>	<b>Speaking – Different nations, different hobbies</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	3.4 Information cards

#### TEACHER'S ACTIVITIES

1. The teacher hands out 3.4 Information cards with different nationalities and data on them. S/he asks learners to read their cards and find the person in the classroom with the same nationality, by asking questions e.g. *Where are you from?*
2. The teacher asks learners to get in to groups according to their nationalities. When groups are formed, s/he asks learners to discuss what information they have on their cards and what else they know about the country and its people. S/he gives some time for groups to prepare a short presentation (without naming the country) so that other groups can guess the country.
3. Groups are asked to speak about their countries and answer other groups' questions, according to the clues they have on their cards. Other groups have to guess where the person speaking is from.

#### LEARNERS' ACTIVITIES

1. Each learner gets a card with information on it. Learners are asked to find their groups by asking the question 'Where are you from?' from each other.
2. Groups read their cards and discuss any further information they have about that particular country. They prepare a short presentation about that country.
3. Groups start speaking about their country by avoiding naming it. Other groups have to guess which country is described.  
Possible language:  
*My country is very cold. People like doing winter sports. My country is very good at ice hockey. (Canada)*  
Possible questions: *Do people speak English, French, Spanish etc. in your country? Are sportsmen from your country good at .....? Do you live in Africa, Asia etc...*

<b>STAGE 5</b>	<b>Evaluation and homework</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.4 Evaluation

#### **TEACHER'S ACTIVITIES**

1. The teacher hands out 1.4 Evaluation and asks learners to give feedback on the lesson. S/he collects the sheets.
2. The teacher asks one learner to bring a music CD with good rhythm.

#### **LEARNERS' ACTIVITIES**

1. Learners fill in 1.4 Evaluation sheet.
2. One of the learners is asked to bring a music CD for next time.

## LESSON 4: NOTHING MORE BUT FEELING

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to enable learners to express their feelings evoked by music and poetry</li> <li>■ to enhance learners' creativity through creating a musical instrument</li> </ul>
<b>MATERIALS AND RESOURCES</b>	CD-player, 4.4 Poem, 1.4 Evaluation
<b>BEFORE THE LESSON</b>	The teacher will need: Satie <i>Gymnopedie</i> , Borodin <i>Polovetsian</i> , Grieg <i>Last Spring</i> , Bach <i>Toccat and Fugue in D minor</i>
<b>STAGE 1</b>	<b>Warm up – Whispering game</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Remembering and repeating sentences
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. The teacher and the learners sit in a circle. S/he whispers a sentence to a learner, the learner passes on what they hear to the next learner. When the last learner gets the message s/he has to say the sentence aloud. The final sentence is seldom the same as the first, and the fun is in what people think that they hear.

Possible sentences to start the game:

*I'm sorry I can't go to the cinema.*

*Let's listen to some rock music. Etc.*

### LEARNERS' ACTIVITIES

1. Learners play a whispering game.

**STAGE 2 Speaking practice – Expressing feelings****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Expressing feelings evoked by music**ORGANISATION** Individual**AIDS AND MATERIALS** Satie *Gymnopedie*, Borodin *Polovetsian*, Grieg *Last Spring*, Bach *Toccata and Fugue in D minor***TEACHER'S ACTIVITIES**

1. The teacher explains to learners that listening to music is a good way of relaxing. S/he asks learners what kind of music they like.
2. S/he asks learners to listen to 4 pieces of music and answer some questions. S/he writes three questions on the board.  
The questions are:  
*What colour is this piece of music for you?*  
*How does it make you feel?*  
*What pictures can you imagine?*  
The teacher asks learners to draw or take notes while listening. S/he emphasizes the importance of being silent and relaxed. S/he plays the CD and stops for a few seconds after each piece.

*Satie Gymnopedie**Borodin Polovetsian**Grieg Last Spring**Bach Toccata and Fugue in D minor*

3. After listening to all pieces, they discuss what learners have written.

**LEARNERS' ACTIVITIES**

1. Learners answer the teacher's questions.  
After listening they express their thoughts by saying simple sentences.
2. Learners pieces of classical music.  
While listening they try to answer questions concerning their feelings and imagination.
3. Learners tell how they feel about the pieces.  
Possible language:  
*For me, the colour of the first piece of music is grey.*  
*It makes me feel sad.*  
*I imagine a girl swimming.*

**STAGE 3** **Playing music – Create a musical instrument**

**TIME** 6 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Creativity

**ORGANISATION** Individual

**AIDS AND MATERIALS** CD brought by learners

**TEACHER'S ACTIVITIES**

1. The teacher tells learners they have two minutes to create a musical instrument from materials and objects found in the classroom. This can be anything e.g. a bottle, pencils, their hands, etc.
2. S/he turns on the CD player and asks learners to join the music and play their instruments.

**LEARNERS' ACTIVITIES**

1. Learners create a musical instrument.
2. Learners beat the rhythm of the music with their instruments.

<b>STAGE 4</b>	<b>Reading – Reading a poem</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Interpreting Reading
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.4 Poem

#### TEACHER'S ACTIVITIES

1. The teacher asks the class whether they write poems. S/he explains writing is a hobby for some people and a way of spending leisure time.  
The teacher hands out a poem (4.3 Poem) to each learner and reads it out loud. S/he explains that the poem was written by a girl when she was 13.
2. S/he encourages learners to ask the meaning of unknown words. S/he invites learners to give their opinion about the poem (no problem if in Hungarian).
3. S/he asks the class to form three or four groups. Each group is asked to read out the poem in the given style.  
Possible variations:  
Read out the poem as if it was: sad, funny, frightening, happy etc.

#### LEARNERS' ACTIVITIES

1. Learners get 4.3 Poem and listen to the teacher's presentation.
2. Learners ask the meaning of unknown words.
3. Groups read out the poem in a style given to them.

**STAGE 5 Creative writing – Writing a poem****TIME** 12 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Creative writing  
Cooperation**ORGANISATION** Group work**TEACHER'S ACTIVITIES**

1. The teacher invites groups to write their own short poems. S/he encourages learners to either follow the pattern of the given poem or think of a different one.
2. When groups have finished, they are asked to present their poems.

**LEARNERS' ACTIVITIES**

1. Groups are asked to write a poem.
2. Groups present their poems.

**VARIATION FOR EACH GROUP****DESCRIPTION** If learners find this task too difficult, the teacher can encourage them to write a “free style” poem which means it is enough to write down some rhyming words or write a few sentences in a certain shape e.g. “S”.

<b>STAGE 6</b>	<b>Evaluation, homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Evaluation
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.4 Evaluation

#### **TEACHER'S ACTIVITIES**

1. The teacher hands out 1.4 Evaluation and asks learners to evaluate the lesson.
2. The teacher asks learners to bring a folder next time, because they are going to make a portfolio of their work. S/he asks learners to bring some dice..

#### **LEARNERS' ACTIVITIES**

1. Learners get 1.4 Evaluation and evaluate the lesson.

## LESSON 5: LOOKING BACK

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to get to know toys and games of the past</li><li>■ to review items learnt through a board game</li><li>■ to make a portfolio</li><li>■ to evaluate the whole module and learning process</li></ul>
<b>MATERIALS AND RESOURCES</b>	folders brought by learners, 5.1 Bingo, 5.2 Games, 5.3 Board game, 1.4 Evaluation, works done by learners in previous lessons, dice/pair of learners
<b>STAGE 1</b>	<b>Game – Human Bingo</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking questions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	5.1 Bingo

### TEACHER'S ACTIVITIES

1. The teacher hands out 5.1 Bingo and explain to learners that their task is to find a person who has or used to have a Teddy, a rocking horse etc. Learners can cross out a square only if they have found a person in class who answers yes to their question.

Questions: *Do you like ...?*  
*Do you have ...?*  
*Did you have ...?*

2. After 5 minutes the teacher asks learners whether anybody has managed to cross out all the grids.

### LEARNERS' ACTIVITIES

1. Learners get 5.1 Bingo and start asking their classmates questions in connection with the Bingo grid. They can cross out a grid only if they have found a person who answers 'yes' to their question.

<b>STAGE 2</b>	<b>Matching – Games and toys of the past</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Matching
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	5.2 Games

#### TEACHER'S ACTIVITIES

1. The teacher hands out 5.2 Games and asks learners to match pictures of games and toys with their names and the date of their first appearance.
2. When learners finish they correct the task together.

Solution:

*Chinese kite – 800, Wooden rocking horse – 1820, Teddy bear – 1930s, 'Snakes and ladders' – 1940, Remote control car – 1960s, Mountain bike – 1980s*

#### LEARNERS' ACTIVITIES

1. Learners get 5.2 Games and try to do the matching task.

<b>STAGE 3</b>	<b>Revision – Playing a board game</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reviewing learned items
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	5.3 Board game

**TEACHER'S ACTIVITIES**

1. The teacher invites learners to play a board game in pairs. Each field has a number and learners are asked to follow the instructions.

**LEARNERS' ACTIVITIES**

1. Learners play a board game.

<b>STAGE 4</b>	<b>Evaluation – Portfolio</b>
<b>TIME</b>	16 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Revising Summarizing Evaluation
<b>ORGANISATION</b>	Individual, whole class
<b>AIDS AND MATERIALS</b>	1.4 Evaluation, folders, works done by learners

#### TEACHER'S ACTIVITIES

1. The teacher summarises what has been done during the 5 lessons.  
S/he asks learners to make a portfolio of their work by sticking and colouring work they have done. The aim is to make learners aware of the learning process they have been through.

Possible materials:

*composition about their hobby with some illustration, their poem, the picture of the character they wrote about, the title and composer of the pieces of music they listened to etc.*

2. At the end of this activity, the teacher hands out 1.4 Evaluation sheets and learners fill in the last part of the evaluation form. They assess the atmosphere of the lessons, how they enjoyed themselves and their contribution to the work. The teacher can ask some additional questions in connection with the module.

Possible questions:

*Which activity did you like best?*

*Which lesson did you enjoy most? Etc.*

#### LEARNERS' ACTIVITIES

1. Learners make a portfolio of their work.

2. Learners evaluate the lesson and the whole module.