

---

# THE SNOWMAN

---

## SNOWMEN NEVER CATCH COLD

---

Based on the story *The Snowman* by R. Briggs.

Type of module	Story-time
Level	A1
Target group	10–13-year-old learners
Written by	Szepesi Judit, Trentinné Benkő 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**

**SUGGESTIONS**

Teachers' role during the lessons is that of organizer and facilitator. S/he monitors group-work and individual work and provides help when needed. She prepares task sheets and provides learners with materials and stationary needed.

Basic materials are: story book, cassette, pictures, photocopiable handouts, cassette recorder, stationary, dictionaries, props;

**BACK UP SYSTEMS**

*The Snowman*, a story by Raymond Briggs and Gail Ellis, OUP, 1978

Steve Nelson, Jack Rollins: *Word and Music*, Hill and Range Songs Inc. /Chapell and Co. Inc. Intersong Music Publ., 1950

Mary Charrington: *Christmas Fun, Songs and Activities for Children*, Oxford University Press, 2004, 0 19 454604 7

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS-DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RCOURCES
1	Using English as the means of communication Giving instructions Talking about personality providing feedback and evaluation Carrying out self-evaluation providing feedback and evaluation Cooperating by working in pairs and groups	Discussing how to make a snowman A winter song Storytelling	Winter clothes Instructions Everyday activities in Simple Present	1.1 Picture 1.1 Recording 1.1 Worksheet blank cards 1.2 Pictures 1.3 Story-book 1.4 Pictures 1.4 Recording: Part 1 1.4 Recording: Part 2 1.5 Worksheet
2	Expressing likes/dislikes Chanting and singing Understanding a story Telling a story Understanding and singing a song	Introducing the story A winter song	Instructions Clothes, rooms, pieces of furniture, food items Likes/doesn't like	2.1 Recording 2.4 Recording: Part 3 2.4 Recording: Parts 4-8 1.3 Story-book blank sheets for drawing and making a menu card exercise-books 1.5 Worksheet memory cards prepared by learners
3	Understanding a story Understanding and singing a song Predicting Role play Cooperating in groups Discussing opinions	Listening to the story Acting out the story in groups Evaluation	Geographical names 'Would you take him to...?'	1.3 Story-book 3.1 Recording 3.3 Recording: Part 9 3.3 Word cards 3.3 Pictures 3.4 Recording: Part 10 3.4 Worksheet 3.5 Evaluation Sheet

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Miming and acting out Following the narrative structure of the story Predicting and guessing Understanding and singing a song Dictionary skills Autonomous learning	Listening to and singing a song Doing different listening tasks	Winter phrases	any adaptation, traditional or modern of 'Frosty the Snowman' song board, coloured chalk 4.2 Worksheet 4.2 Text 4.3 Recording 4.3 Words of a song dictionaries
5	Carrying out an interview Understanding and singing a song Performing a song Making a comic Writing Frosty's diary Autonomous learning Dictionary skills	Acting out songs and rhymes Writing Frosty's diary Making a cartoon	Simple Past	board, coloured chalk props, e.g. microphone, sunglasses dictionaries felt-tip pens Blu-Tack 5.1 Jokes 5.1 List of extra jokes 4.2 Text 4.3 Recording 5.2 Worksheet 5.5 Achievement Card

# PROCEDURE

## LESSON 1: LET'S MAKE A SNOWMAN (BASED ON 'THE SNOWMAN', A STORY BY RAYMOND BRIGGS AND GAIL ELLIS)

To be able to do the first three lessons of this module the teacher should have the 1.3 Story-book and the cassette as well!

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to develop listening skills by listening to a story and a song</li> <li>■ to develop speaking skills by talking about making a snowman and guessing</li> <li>■ to practise simple structures of giving instructions</li> <li>■ to develop writing skills by making instruction cards</li> </ul>
<b>MATERIALS AND RESOURCES</b>	1.1 Picture, 1.1 Recording, 1.1 Worksheet, 1.2 Pictures, 1.3 Story-book, 1.4 Pictures, 1.4 Recording: Part 1, 1.4 Recording: Part 2, 1.5 Worksheet, blank cards
<b>STAGE 1</b>	<b>Warmer – Listening to a song</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding and singing a song Listening and filling in gaps Self-check
<b>ORGANISATION</b>	Whole class, individual
<b>AIDS AND MATERIALS</b>	1.1 Picture, 1.1 Recording, 1.1 Worksheet

### TEACHER'S ACTIVITIES

1. The teacher slowly reveals 1.1 Picture to the learners and asks them to guess what is in the picture, thus setting the topic of the next lessons.

### LEARNERS' ACTIVITIES

1. Learners try to guess what 1.1 Picture shows.

2. S/he then plays 1.1 Recording for the learners. S/he asks them to fill in gaps on 1.1 Worksheet with the words of the song.  
1.1 Recording: Song  
A chubby little snowman had a carrot-nose  
Along came a bunny and what do you suppose ?  
The hungry little bunny looking for his lunch  
Took the snowman's carrot-nose  
Nibble, nibble, crunch.  
(tune: Sing a song of sixpence)
  3. The teacher suggests listening to it again and checking their work.
  4. S/he invites the learners to sing 1.1 Recording together with the cassette.
2. They listen to 1.1 Recording and fill in the missing words of the song on 1.1 Worksheet.
  3. They listen to it again and check their own work.
  4. They sing together with the cassette.

<b>STAGE 2</b>	<b>Lead-in – How to make a snowman?</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sequencing Discussing and justifying opinions Building association between words and pictures
<b>ORGANISATION</b>	Whole class, group work, pair work
<b>AIDS AND MATERIALS</b>	1.2 Pictures, blank cards

#### TEACHER'S ACTIVITIES

1. The teacher asks the learners to discuss in their groups how they make a snowman.
2. The teacher gives the learners 1.2 Pictures of different stages of this process to sequence them according to their ideas on the board.
3. S/he asks the groups to choose a/some card/s and write an instruction to each picture, helping them when necessary.
4. The teacher makes the learners practise the instructions.

#### LEARNERS' ACTIVITIES

1. Learners discuss in groups how they would make a snowman.
2. Then they sequence 1.2 Pictures on the board according to their ideas frontally.
3. The groups write the instructions on the cards.  
E.g.: *Make a big snowball. Put a scarf around its neck. Make a small snowball. Etc.*
4. They practise the instructions in different ways. E.g.:  
The teacher tells learners to stand in 2 lines in front of the board. The instruction cards are on it. S/he shows a picture and the first one in both lines runs to the board and touches the matching instruction card as fast as s/he can.  
The teacher shows one of the 1.2 Picture cards and the first one in both lines has to "name" it.  
The teacher invites everyone to sing and act the well-known song "This is the way" according to the instructions. /If they do not know the song, they can practise by instructing each other and acting according to these instructions./

<b>STAGE 3</b>	<b>Pre-listening – Introducing the characters</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Describing a person Guessing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.3 Story-book

#### TEACHER'S ACTIVITIES

1. The teacher shows the learners the cover of the 1.3 Story-book and asks them to describe the snowman on it.
2. S/he asks them to look for something special in the picture.  
(A snowman flies.)
3. S/he introduces the other character as well and invites the learners to guess his name.

#### LEARNERS' ACTIVITIES

1. Learners describe the snowman on the cover.
2. They look for something special in the picture.
3. They guess the name of the other character /James/.

**STAGE 4** Listening to the first two parts of the story – James makes a snowman

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to check predictions  
Sequencing  
Listening and comparing

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 1.4 Pictures, 1.4 Recording: Part 1, 1.4 Recording: Part 2, 1.3 Story-book

#### TEACHER'S ACTIVITIES

1. The teacher asks the learners to sequence 1.4 Pictures of the very beginning of the story (Part 1) on the board.
2. S/he plays them 1.4 Recording: Part 1 and asks them to check their work by listening.
3. S/he invites them to guess what is going to happen next. /James is making a snowman./
4. S/he plays 1.4 Recording: Part 2 and asks learners to compare the way James makes a snowman and the way they make one.
5. S/he plays 1.4 Recording: Part 2 again and shows the matching pictures of the book (pp.6-7) at the same time. S/he tells the learners to stop the cassette when they can hear any difference between the way James makes a snowman and the way they would make one and say what the difference is.

#### LEARNERS' ACTIVITIES

1. Learners sequence 1.4 Pictures.
2. They listen to 1.4 Recording: Part 1 and check their work.
3. They try to guess what is going to happen next in the story.
4. They listen to 1.4 Recording: Part 2 and compare the way James makes a snowman and how they make one.
5. They listen to 1.4 Recording: Part 2 again and look at the pictures in the book, too. When they can hear any difference in making a snowman, they can stop the cassette-player.

**STAGE 5. A Homework – ‘Instructions Manual’**

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Creative writing

**ORGANISATION** Individual work

**TEACHER’S ACTIVITIES**

The teacher asks the learners to prepare an “Instructions Manual” on how to make a snowman. S/he asks them to write the instructions and draw the pictures, each on separate sheets, because they will use these cards for playing a memory game next time. (The teacher can help by showing a ‘Manual’ to the learners or can give useful phrases on the board to copy into their exercise-book if necessary.)

**LEARNERS’ ACTIVITIES**

Learners are asked to write the instructions and draw the matching pictures on separate sheets.

Example: **How can you make a snowman?**

You need:

- fresh snow
- a long carrot
- an old broomstick
- an old hat/cap
- a long and warm scarf
- some lumps of coal or pebbles

The process:

- Make a big body of snow.
- Then put a snowball, a head on the body.
- Put two lumps of coal or two dark pebbles for the eyes.
- Put the long carrot for the nose.
- Draw a line for the mouth.
- Give the broomstick to its ‘hand’.
- Put some more lumps of coal or pebbles on the body for buttons.
- Put the old hat or cap on the head.
- Put the scarf around its neck.

Useful verbs: make, put, give, draw;

**STAGE 5. B Homework – Completing sentences**

**TARGET GROUP** Less creative learners

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Completing sentences to describe a process

**ORGANISATION** Individual work

**AIDS AND MATERIALS** 1.5 Worksheet

**TEACHER'S ACTIVITIES**

The teacher asks learners to fill in gaps in 1.5 Worksheet.

**LEARNERS' ACTIVITIES**

Learners fill in a gapped text in 1.5 Worksheet.

## LESSON 2: MY FRIEND, THE SNOWMAN!

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to talk about likes/dislikes</li> <li>■ to extend vocabulary of personality, rooms, furniture, food, clothes</li> <li>■ to develop listening skills by a rhyme, listening to the story</li> <li>■ to develop speaking skills by story telling</li> </ul>
<b>MATERIALS AND RESOURCES</b>	2.1 Recording, 2.4 Recording: Part 3, 2.4 Recording: Parts 4-8, 1.3 Story-book, 1.5 Worksheet from previous lesson, blank sheets for drawing and making menu cards, exercise-books, memory cards from previous lesson
<b>STAGE 1</b>	<b>Warmer – A rhyme</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding and saying a rhyme Understanding instructions
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.1 Recording

### TEACHER'S ACTIVITIES

The teacher asks the learners to listen very carefully to 2.1 Recording and act it out while listening.

2.1 Recording:

*Two fat snowmen met in a lane,*

*Bowed most politely, Bowed once again.*

*How do you do, how do you do and how do you do again?*

S/he invites them to join in saying the rhyme.

### LEARNERS' ACTIVITIES

The learners listen to 2.1 Recording and join the actions.

They gradually join in saying the words of the rhyme, too.

<b>STAGE 2. A</b>	<b>Revising instructions – Memory game</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying Matching Memory
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Memory cards from previous lesson prepared as homework

#### TEACHER'S ACTIVITIES

1. The teacher tells the learners to work in pairs.
2. The teacher asks them to play a memory with the cards they prepared as homework.
3. The teacher monitors the activity.

#### LEARNERS' ACTIVITIES

1. Learners form pairs.
2. They play a memory game. Rules:  
The pairs look at and read each other's drawings and instructions carefully. Then they turn all the pictures and instruction cards face down. Then in turns they pick two cards. If the two cards make one pair the person who picked them, can keep the cards and pick two new ones. If the cards do not make a pair, he or she puts them down again and the partner can pick two cards. The learner who has got more pairs, is the winner.

<b>STAGE 2. B</b>	<b>An activity game</b>
<b>TARGET GROUP</b>	More advanced learners
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding and following instructions Identifying
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.5 Worksheets done by learners as homework

#### TEACHER'S ACTIVITIES

1. The teacher tells the learners to form pairs.
2. The teacher asks them to instruct each other and respond to the instructions with an activity in turns.  
E.g. *Build a big snowman. Put a hat on its head.*
3. The teacher monitors the activity.

#### LEARNERS' ACTIVITIES

1. Learners form pairs.
2. One of them reads an instruction from his/her cards/ worksheet, the other responds to it. Then they can change roles.
3. Learners evaluate each other's work.

<b>STAGE 3</b>	<b>Pre-listening – Guessing</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing Discussing ideas Cooperation
<b>ORGANISATION</b>	Pair work

#### TEACHER'S ACTIVITIES

1. The teacher tells the learners that they are going to listen to 2.4 Recording: Part 3 in some minutes.
2. The teacher asks them to discuss in pairs what James, the main character, did after finishing the snowman and then present their ideas to everyone. S/he elicits the answers.

#### LEARNERS' ACTIVITIES

1. The learners discuss in pairs what James did after finishing the snowman.
2. They present their ideas. If they can't say their ideas in English, they can do it in Hungarian.

<b>STAGE 4</b>	<b>Listening – Meeting Snowman</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening and getting information Guessing Story-sharing Discussion Presentation Cooperation
<b>ORGANISATION</b>	Whole class, pair work
<b>AIDS AND MATERIALS</b>	1.3 Story-book, 2.4 Recording: Part 3, 2.4 Recording: Parts 4-8, exercise-books, blank sheets for drawing and making menu cards

#### TEACHER'S ACTIVITIES

1. The teacher plays 2.4 Recording: Part 3 on the cassette and shows the matching part of the book (Part 3) to check the learners' previous ideas.
2. The teacher asks pairs to listen to 2.4 Recording: Parts 4-8 and either take notes or draw the route the two characters made or fill in a chart about Snowman's likes and dislikes.  
The teacher gives the chart on the board and asks everyone to copy it in their exercise-book if they choose that task.  
The chart:  
Snowman likes  
Snowman doesn't like  
  
Kitty, lamp, fridge, ice, cold water tap, torch, car, etc.  
Fire, gas, painting, skateboard, boxing, etc.

#### LEARNERS' ACTIVITIES

1. Learners listen to 2.4 Recording: Part 3 and see the matching pictures in the book, too. They can check whether their previous guesses were right or not.
2. While they listen to 2.4 Recording: Parts 4-8, some pairs have to either take notes or draw the route of the characters in their exercise-book or fill in a chart about Snowman's likes and dislikes.

3. S/he invites them to check their work by comparing it with the work of other pairs who did the same task.
  4. S/he tells the pairs to join a pair with another task and either introduce the house to the others or talk about Snowman's likes or dislikes.  
E.g.: *This is the .., The ... is next to the ..; Snowman likes the....*
  5. The teacher asks learners to listen to Part 6 on 2.4 Recording: Parts 4-8 again and draw Snowman dressed up. Then they check by looking at the pictures of the book (p. 23). S/he asks them to compare the pictures of the book to their drawing and say:  
*My Snowman is wearing ...*
  6. The teacher asks the learners to make up a menu card for the "Snowmen's Pub" in pairs.
  7. After finishing the task s/he tells them to display all menus and make their own selection using all the ideas. S/he suggests looking at the original pictures of the book (pp. 32-33).
3. They check their work by comparing with other pairs with the same task.
  4. The pairs introduce the house or Snowman's likes /dislikes to other pairs.
  5. The learners listen to Part 6 on 2.4 Recording: Parts 4- 8, where Snowman puts on some pieces of clothing. The learners draw Snowman in those clothes. They check their work by comparing to the original pictures from the book.
  6. They make up a menu card in pairs for the "Snowmen's Pub".
  7. Then they display all the menus and everybody makes his/her own selection of food (*I'd like to have...*). Then they can see the matching pictures in the book (pp. 32-33).

**STAGE 5** Follow-up activity – Sharing the story

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Describing persons  
Discussing the story

**ORGANISATION** Whole class

**AIDS AND MATERIALS** 1.3 Story-book

**TEACHER'S ACTIVITIES**

The teacher invites everyone to look at the pictures of 1.3 Story-book (Parts 1-8) again and talk about them.

**LEARNERS' ACTIVITIES**

Learners look through the pictures again and talk about them, describe the characters, point to objects they can recognise, answer the teacher's questions, revise what they can remember of Snowman's likes and dislikes, etc.

<b>STAGE 6</b>	<b>Homework – Cartoon</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drawing Creativity
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Exercise-book

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

The teacher tells the learners that in the last part of the story Snowman takes/flyes James to far away places. S/he asks the learners to imagine and draw in a cartoon where they would take James if they were the Snowman.

#### **LEARNERS' ACTIVITIES**

Learners have to draw a cartoon (a series of 3-4 pictures) about where they would fly James if they were the Snowman.

### LESSON 3: THE SNOWMAN TAKES JAMES FOR A FLIGHT

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to revise vocabulary</li> <li>■ to develop listening skills by listening to the story and a song</li> <li>■ to develop speaking skills by guessing and role play</li> <li>■ to improve cooperation by groupwork and pairwork</li> </ul>
<b>MATERIALS AND RESOURCES</b>	3.1 Recording, 3.3 Recording: Part 9, 3.3 Wordcards, 3.3 Pictures, 1.3 Story-book, 3.4 Recording, 3.4 Worksheet, 3.5 Evaluation sheet
<b>STAGE 1</b>	<b>Warmer – Singing a song</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding and singing a song
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.1 Recording

#### TEACHER'S ACTIVITIES

1. The teacher asks the learners to listen to 3.1 Recording.
2. Then s/he asks the learners to do the actions while listening to the words.
3. Then s/he invites them to join in singing the song.  
*There were five little snowmen with scarves and woolly hats  
 Out came the sun and melted one. It's sad – but that was that.  
 There were four ....  
 There were no little snowmen just scarves and woolly hats sitting in a puddle in a very wet muddle. It's sad – but that is that!*

#### LEARNERS' ACTIVITIES

1. Learners listen to 3.1 Recording.
2. They do the actions.
3. They sing the song together with the cassette.

<b>STAGE 2</b>	<b>Checking the homework – Guessing game</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Asking questions Presentation Cooperation
<b>ORGANISATION</b>	Whole class, pair work
<b>AIDS AND MATERIALS</b>	Exercise-book

#### TEACHER'S ACTIVITIES

1. The teacher tells the pairs to swap their exercise-books and see each other's homework.
2. The teacher asks the pairs to guess where their partner would fly James. S/he gives help by writing the structure they can use on the board.  
Would you fly him to ...? (Africa, the ocean, to high mountains, to Australia, to a farm, to New York, etc.)
3. S/he asks all / some of the learners to present their own ideas to the whole class.

#### LEARNERS' ACTIVITIES

1. Learners in pairs swap their exercise-books and see the other's homework.
2. They ask questions in pairs to find out where their partner would fly James.
3. They present their / homework/ ideas in front of the class.  
E.g.: *I would fly James to the sea to swim in it. Then I would take him to Africa, to a safari to see lions, giraffes and elephants. Etc.*

**STAGE 3 Listening (1) – An air trip****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to take notes  
Matching  
Memorising  
Self-check  
Cooperation**ORGANISATION** Whole class, pair work, individual work**AIDS AND MATERIALS** 1.3 Story-book, 3.3 Recording: Part 9, 3.3 Wordcards, 3.3 Pictures, exercise-book, board**TEACHER'S ACTIVITIES**

1. The teacher asks learners to listen to 3.3 Recording: Part 9 and write in their exercise-book the places where Snowman flew with James.
2. The teacher puts 3.3 Wordcards on the board and asks the learners to find those that were mentioned in the story and collect them on an other part of the board.  
Words: village, river, hill, forest, stream, mountain, town, sea, cave, pier
3. The teacher gives 3.3 Pictures to the learners and tells them to match 3.3 Pictures with the selected words.
4. The teacher asks the learners to listen to 3.3 Recording: Part 9 again, follow the story with the help of 1.3 Story-book's pictures (pp.36-43) as well and check their work.
5. The teacher suggests the learners playing an activity game in pairs using the words from this task and the structure from the previous step, Stage 2, Step 2 that are still on the board.

Rules of the activity game (charades):

One of the learners thinks of a place, e.g. from among the places that were mentioned in the story. He or she starts miming an activity, a situation that is connected to that place. His or her partner guesses.

Example: *Pupil 1 thinks of a river. He mimes swimming.*

*Pupil 2 says: You would fly James to the sea,...river,...*

*Pupil 1 says: Yes, I would fly James to a river.*

**LEARNERS' ACTIVITIES**

1. Learners listen to 3.3 Recording: Part 9 and write in their exercise-book the names of the places where Snowman flew with James.
2. Learners read words of places written on 3.3 Wordcards on the board, choose the ones that were mentioned in the story and put them on an other part of the board.
3. They match 3.3 Pictures to the selected 3.3 Wordcards.
4. They listen to 3.3 Recording: Part 9 again, follow the story in the book while check their previous task.
5. Learners play an activity game in pairs using the words on the board and a given sentence structure.

**STAGE 4. A    Listening (2) – Good-bye Snowman!****TIME**    10 mins**SKILLS AND COMPETENCIES  
IN FOCUS**    Listening to complete a text  
Identifying  
Self-check  
Cooperation**ORGANISATION**    Pair work, individual work**AIDS AND MATERIALS**    1.3 Story-book, 3.4 Recording: Part 10, 3.4 Worksheet**TEACHER'S ACTIVITIES**

1. The teacher asks learners to listen to 3.4 Recording: Part 10 and at the same time s/he shows them the pictures in 1.3 Story-book (pp.48-50).
2. The teacher gives each pair 3.4 Worksheet with the text of Part 10 and asks them to read it. When they finish reading s/he plays 3.4 Recording: Part 10 again and tells the learners to fill in the gaps on 3.4 Worksheet.
3. The teacher suggests listening to 3.4 Recording: Part 10 again to check the work.

**LEARNERS' ACTIVITIES**

1. Learners listen to 3.4 Recording: Part 10 and look at the matching pictures in 1.3 Story-book at same time.
2. The pairs get 3.4 Worksheet with the previous text to fill in.
3. They listen to 3.4 Recording: Part 10 again to check their work.

**STAGE 4. B****TARGET GROUP** More advanced learners**TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Role-play  
Comparing  
Cooperation**ORGANISATION** Pair work**AIDS AND MATERIALS** 3.4 Recording: Part 10**TEACHER'S ACTIVITIES**

1. The teacher asks learners to imagine the situation when Snowman and James arrive back and say good-bye to each other (Part 10) and roleplay it in pairs.
2. The teacher monitors the activity.
3. After finishing the activity, s/he plays 3.4 Recording: Part 10 for the learners to compare their scene to the original one.

**LEARNERS' ACTIVITIES**

1. Learners in pairs imagine the scene when Snowman and James say good-bye to each other and roleplay it.
2. After finishing the activity they listen to 3.4 Recording: Part 10 and compare the two versions.

<b>STAGE 5</b>	<b>Evaluation</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Commenting Forming own opinion
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	3.5 Evaluation sheet

#### TEACHER'S ACTIVITIES

1. The teacher asks the learners to sit in a circle and tell their opinion about the story they read. S/he leads the discussion. The learners can talk in Hungarian as well if they can't express their opinion in English .
2. The teacher gives each learner a 3.5 Evaluation sheet, asks them to read it and give short answers. They discuss the language of the sheet to help learners understand and solve the task.
3. The teacher can suggest listening to and looking at the pictures of the story again.

#### LEARNERS' ACTIVITIES

1. Learners sit in a circle and share their opinions about the story.
2. Learners get 3.5 Evaluation sheets and give their opinions in a written form as well.
3. They can listen to and see the story again if they wish.

## LESSON 4: I'M FROSTY THE SNOWMAN

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to develop drama skills by miming and acting out</li> <li>■ to improve speaking skills by summarising the story, predicting and guessing</li> <li>■ to improve dictionary skills</li> <li>■ to enhance autonomous learning</li> </ul>
<b>MATERIALS AND RESOURCES</b>	any adaptation, traditional or modern of 'Frosty the Snowman' song, 4.1 I'm a little snowman, board, coloured chalk, 4.2 Worksheets, 4.2 Text, 4.3 Recording, 4.3 Words of a song, dictionaries
<b>STAGE 1</b>	<b>Warmer – I'm a little snowman</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drama skills Miming Coordination
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

The teacher introduces the simple action song. 4.1 I'm a little snowman. The tune is most probably familiar to them, it is the tune of 'I'm a little teapot' song.

*I'm a little snowman, short and fat.*

*Here is my broomstick, here is my hat.*

*When the jolly sunshine comes to stay*

*I will slowly melt away / Then I slowly melt away.*

### LEARNERS' ACTIVITIES

Learners join in singing and miming the song with the teacher.

<b>STAGE 2</b>	<b>Pre-listening tasks – Introducing a song</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Associating Rhyming skills Meaning-making Summarising
<b>ORGANISATION</b>	Whole class, individual or pair work
<b>AIDS AND MATERIALS</b>	4.2 Worksheet, 4.2 Text, board

### TEACHER'S ACTIVITIES

1. The teacher asks everyone to brainstorm associations with the word 'snowman' and provides the necessary words they ask for.  
*e.g. snowball, cold, play, melt, white, cold, winter, carrot nose, broomstick, sunshine, sleigh, making a snowman, etc.*
2. The teacher gives out copies of 4.2 Worksheet to pairs or small groups. (Key: 4.2 Text)  
The missing words are quite easy to guess since the lines rhyme, the poem has a rhythm and the context supports understanding, too. At this stage the teacher does not offer the correct solutions.
3. The teacher asks the learners to summarise the story in their own words.

### LEARNERS' ACTIVITIES

1. The pupils collect words that come into their minds when they hear the word 'snowman' and write them on the board.
2. Learners predict the missing words and fill in the gaps. At this stage there may be other variations as well e.g. instead of 'two' eyes, the learners can predict 'black' eyes.
3. They then summarise the story in their own words. They use simple English sentences or words they know.

<b>STAGE 3</b>	<b>Listening tasks – Frosty the snowman</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Note-taking Self-correction Cooperation Spelling Discussing Selecting Identifying Memory
<b>ORGANISATION</b>	Whole class, pair work, individual work
<b>AIDS AND MATERIALS</b>	4.2 Worksheet, 4.3 Recording, 4.3 Words of a song, 4.2 Text, board, coloured chalk

#### TEACHER'S ACTIVITIES

1. The teacher plays 4.3 Recording and asks the learners to check the gapfilling task on 4.2 Worksheet they have done earlier.
2. The teacher plays 4.3 Recording again and asks the learners to listen to words they know and memorise and/or write them down. S/he tells them to check with their partners, and then plays 4.3 Recording for the second time. The teacher asks the learners to write the words on the board.  
N.B. As a variation, in some song adaptations the teacher might find that this song has a second part which tells the whole story of Frosty. In these versions Frosty melts away when the weather becomes warmer and he says goodbye to the children. If the teacher has this version, s/he should play the whole song and offer this second part as the focus of these tasks: Stage 3, 2., 3., 4., 5. (For the text of a frequent version see 4.3 Words of a song.)
3. The teacher tells the class that they are going to play a competitive game and asks two volunteers to come to the board and tells them to circle the words quickly when they can hear them. The teacher offers different coloured pieces of chalk to the two players.

#### LEARNERS' ACTIVITIES

1. Learners listen to 4.3 Recording and check their predictions. They check 4.2 Worksheet and follow the text.  
They look at the original 4.2 Text too to check their spelling.
2. Then they listen to the song and take notes of the well-known words they can make out. They share their words with their partners. Then the learners listen again and check their words and add new ones to their lists.
3. Two learners volunteer to compete at the board with different coloured pieces of chalk. Their task is to circle the words they can hear on the cassette as fast as they can. The first to circle a word gets a point. The class keep track of the points. At the end of the game, the learner with higher score wins. The game can then be repeated with an other pair.

4. After counting the scores the teacher cleans the board, and then asks volunteers to rewrite the words again from memory, exactly there where they used to be on the board. Then the teacher adds more words, some from the song, and some extra ones that do not appear in the song. S/he can be tricky and include words from the winter topic. The teacher tells the class to listen to the song and put up their hands or stand up whenever they hear any of the words on the board.
5. At the end the teacher asks the learners to identify the ones that did not appear in the song. To check the answers the teacher plays 4.3 Recording again, stops and replays the cassette whenever there is a disagreement among the class.
4. Learners write the words back onto the board from memory. They offer new words they think they could hear. Next, they listen to the second stanza again and put up their hands or stand up when they hear the words written on the board.
5. Learners tell the teacher which words they could not hear and listen to 4.3 Recording again, several times if needed to clarify the truth.

<b>STAGE 4</b>	<b>Pre-listening task – Let’s sing!</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Meaning-making Following a text Study skills Autonomous learning Dictionary skills
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	4.3 Recording, 4.2 Text, dictionary

#### TEACHER’S ACTIVITIES

1. The teacher gives out 4.2 Text to the class and plays 4.3 Recording again. S/he asks the learners to summarise the story of the song first in Hungarian then in English. S/he elicits the meaning of unknown words and phrases using the learners’ previous knowledge, the context, the feeling and their imagination. It is important to note though that the learners do not have to understand each and every word of the song to be able to enjoy it. However, the teacher can offer a dictionary to the learners to check the meaning of any words.
2. The teacher encourages the learners to join in singing along with the tape. S/he can modify the volume to make sure the learners sing the song.

#### LEARNERS’ ACTIVITIES

1. Learners summarise the story of the song in Hungarian and in English. They guess the meaning of unknown words or/and look them up in a dictionary.
2. Learners join in and sing along with the tape.

<b>STAGE 5</b>	<b>Homework – Expressive names</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Researching Dictionary skills Library skills
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Dictionary

#### TEACHER'S ACTIVITIES

The teacher asks the learners to concentrate on the snowman's name: Frosty. She elicits the answer i.e. that it is an expressive name, if necessary encouraging the learners to consult the dictionary. S/he asks the learners to collect more adjectives concerning the weather especially winter and/or to think of children's literature characters who have such expressive names e.g. Snow White.

#### LEARNERS' ACTIVITIES

Learners guess why Frosty's name is special. As homework they do some research.

## LESSON 5: LET'S HAVE FUN WITH FROSTY

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to improve speaking skills by making an interview</li> <li>■ to develop drama skills by performing a song in different ways</li> <li>■ to integrate listening, reading and writing skills by gapfilling and deliberate mistakes</li> <li>■ to develop creative writing skills by making a comic and writing Frosty's diary</li> <li>■ to have fun with humorous texts, songs and jokes</li> </ul>
<b>MATERIALS AND RESOURCES</b>	board, coloured chalk, props (e.g. microphone, sunglasses), dictionaries, paper, pens, felt-tip pens, blu-tack, 5.1 Jokes, 5.1 List of extra jokes, 4.2 Text, 4.3 Recording, 5.2 Worksheet, 5.5 Achievement Card
<b>STAGE 1</b>	<b>Warmer – Children's jokes</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Memory Interacting Meaning-making Identifying
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	5.1 Jokes, 5.1 List of extra jokes

### TEACHER'S ACTIVITIES

The teacher hands out 5.1 Jokes with parts of children's jokes on them (questions or answers) to the learners. S/he gives half of them the questions while the others get the answers. Many children's jokes can be found on the internet (see 5.1 List of extra jokes).

### LEARNERS' ACTIVITIES

Each learner gets a card of 5.1 Jokes with a joke-half (i.e. a question or an answer) on it. The learners memorise their joke halves and walk around the classroom to find their partners. They say their sentences whenever they meet someone. E.g.:

*Q: What did the snowman order at the Mc Donalds?*

*A: Icebergers with chilli sauce.*

*Q: What do snowmen eat for breakfast? A: Snowflakes.*

*Q: What falls but never gets hurt? A: Snow.*

*Q: Who was Frosty the Snowman's favourite aunt? A: Aunt Artica.*

**STAGE 2. A Practice – Frosty the snowman****TIME** 8 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading and spotting mistakes  
Spelling  
Memory  
Drama skills**ORGANISATION** Individual (or pair work)**AIDS AND MATERIALS** 4.2 Text, 4.3 Recording, 5.2 Worksheet**TEACHER'S ACTIVITIES**

1. The teacher gives out copies of 5.2 Worksheet, the first part of the song containing many deliberate mistakes. S/he asks the learners to find and count the mistakes they find without consulting the original copy. Then s/he invites them to check their work using 4.2 Text.
2. The teacher invites the learners to sing the song in different ways e.g.: loudly, silently, happily, sadly, angrily, sleepily, etc.

**LEARNERS' ACTIVITIES**

1. Learners identify, correct and count the mistakes. They work individually or in pairs. They check their solutions in pairs. They listen to 4.3 Recording and/or look at 4.2 Text.
2. Learners then sing the original song several times in different moods and ways.

**STAGE 2. B****TARGET GROUP** Groups who enjoy movements**TIME** 8 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Paraphrasing  
Finding synonyms  
Drama skills  
Miming  
Performing**ORGANISATION** Whole class, group work or pair work, individual work**AIDS AND MATERIALS** 4.2 Text, board**TEACHER'S ACTIVITIES**

1. The teacher asks learners to identify the words or phrases that mean almost the same i.e. the synonyms of the following expressions. (S/he writes the list of words on the board. The sequence can be jumbled to make the task even more challenging.): 1. *merry*, 2. *story*, 3. *kids*, 4. *not much*, 5. *mystery*, 6. *started*, 7. *not dead*, 8. *smile*, 9. *mountains*, 10. *not new*
2. The teacher asks for the following phrases to be mimed: *Frosty, the snowman; jolly happy soul; he came to life; one day; placed it on his head; dance around; the same as you and me.*  
Then the teacher asks everyone to work in pairs or group in order to turn the song into an action song and mime it as properly and thoroughly as possible. S/he sets a time limit. When the time is up s/he asks volunteers to perform in front of the class.

**LEARNERS' ACTIVITIES**

1. Learners look for synonyms in 4.2 Text. They underline and write the appropriate numbers next to the words:  
*1. jolly, happy; 2. tale; 3. children; 4. some; 5. magic; 6. began; 7. alive; 8. laugh; 9. hills; 10. old.*
2. Learners show how they would mime the phrases then work in pairs or groups to create their action song version. They think of the movements, then comes the practice stage. Finally, the pupils volunteer to show their version to the rest of the class. The volunteers show their version to the rest of the class. They do the actions while the music is playing.

<b>STAGE 3. A</b>	<b>More practice – Consolidation</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Composition-making Paraphrasing Syntax Cooperation Creativity
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	4.2 Text, paper, pens

#### TEACHER'S ACTIVITIES

The teacher asks learners to form pairs. S/he asks them to rewrite the song in a story form. S/he can define the number of words in the composition, monitoring and helping if necessary.

#### LEARNERS' ACTIVITIES

Learners work in pairs to rewrite the song into a story. They can start it like this: *Once upon a time there was a snowman. His name was Frosty. He was a happy snowman. He had a carrot nose. He had two black eyes. The children liked him very much. One day...*

<b>STAGE 3. B</b>	
<b>TARGET GROUP</b>	More creative groups who like project work
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Cooperation Organising project work Creativity
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Paper, pens, coloured pencils

#### TEACHER'S ACTIVITIES

The teacher asks learners to make groups. The group members either prepare illustrations to accompany the song or write dialogues based on the song, thus creating a comic strip. The teacher tells them to use their imagination and share the tasks. E.g. S/he asks the groups to volunteer for making the introductory page when Frosty is introduced or creating a page on how he comes to life one day, etc.

#### LEARNERS' ACTIVITIES

Learners create a comic strip as a class product. They work in small groups. Each group is responsible for one scene i.e. one page of the comic. They make up dialogues and draw illustrations to accompany the story of Frosty the snowman.

**STAGE 4. A Follow-up activities – Interviews****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Brainstorming  
Cooperation  
Creativity  
Asking and answering questions**ORGANISATION** Whole class, pair work**AIDS AND MATERIALS** Props e.g. microphone (a real one or something resembling one), tape recorder**TEACHER'S ACTIVITIES**

1. The teacher tells learners that they will make an interview with Frosty and asks the class to brainstorm questions they would ask. S/he writes some questions on the board She also helps with the answers.
2. The teacher asks them to practise the questioning as if they were taking part in a press conference. S/he acts as Frosty and answers all the questions asked by individual learners.
3. The teacher invites them to practise this interviewing task in pairs, moving around to monitor the task. After some preparation time s/he asks one pair to volunteer to perform the micro dialogue in front of the whole class. As a variation s/he can select the most fluent pair, or ask more pairs to act out only one question-answer interaction to save time.  
N.B. The teacher should correct the mistakes afterwards or during the preparation stage. Every attempt should be praised. (The press conference or the interviews can be recorded and replayed later.)

**LEARNERS' ACTIVITIES**

1. Learners brainstorm some questions they are interested in.
2. They ask questions in the form of a press conference.
3. Learners form pairs and practise the interviewing situation.  
They can ask for help by attracting the teacher's attention. Finally, one pair volunteers to act out the situation in front of the class. As a variation, more pairs can choose and perform their favourite question and answer for the class.

<b>STAGE 4. B</b>	<b>Frosty's diary</b>
<b>TARGET GROUP</b>	Groups who enjoy creative writing
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creative writing Cooperation Imagination Empathy
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Paper, pens, Blu-Tack

#### TEACHER'S ACTIVITIES

The teacher asks pairs to create a few pages taken from Frosty's diary. S/he asks them to choose one day they will write about. S/he monitors and helps if needed, corrects the mistakes, and helps with necessary phrases.

E.g. *Monday: Today it's very cold. I'm wearing a scarf and my old silk hat. I'm very happy. There are children playing in the snow. They like me. Hurray! I want to play with them.*

*Tuesday: The children are here again! They're playing and dancing. WOW! I can play! I can dance! I'm alive! Hurray! I'm so happy!*

#### LEARNERS' ACTIVITIES

Learners work in pairs to write one or two pages of Frosty's diary. They can select which day they would like to write about. At the end they display the diary pages for the others to see.

<b>STAGE 5</b>	<b>Reflection and feedback – My opinion</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Critical thinking Self-reflection Autonomous learning Self-esteem
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	5.5 Achievement Cards

#### TEACHER'S ACTIVITIES

1. The teacher asks the class to briefly reflect on the work done in this module. S/he asks whether they liked the story, the song, the rhyme and the jokes; which was the most / the least interesting task, and what they have achieved and learnt during these lessons, etc. The teacher should be open to all comments in English or in Hungarian.
2. The teacher asks them to reflect individually and fill in 5.5 Achievement Cards. S/he asks them to think of one comment only for each category. S/he tells learners to either write a few words (in English or in Hungarian) or draw something in each line.

#### LEARNERS' ACTIVITIES

1. Learners briefly reflect on the learning process and they share their feelings and opinions. They answer the teacher's questions and add other comments. They can share their views using their mother tongue. E.g. *I liked the story / the song 'Frosty' / the jokes... My favourite task was the 'diary' / 'making a snowman'... I can talk about Frosty. I can sing and mime 'I'm a little snowman'.*
2. The 5.5 Achievement Card is to fill in either in English or in their mother tongue. Learners can also draw simple pictures or signs as answers if it is easier or quicker for them.