
aniMate

**ANIMAL SMALL TALK, ANIMAL OLYMPICS, OLYMPIC REPORT,
ANIMAL COMPARISONS**

Type of module	Creative Communication
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Target group	12–15-year-old learners
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Level	A1
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Written by	Fehér Judit
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	In this module, Ls will do research on animals and use the information creatively in the context of a party and the Olympics. They will engage in role-plays, discussions, presentations, they will make a report and write a poem.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To encourage learner autonomy and co-operation ■ To develop Ls' research skills ■ To develop Ls' tolerance for others ■ To increase Ls' self-esteem ■ To give Ls a chance to use previously acquired experience and knowledge information creatively information in an unusual context their imagination ■ To give Ls practice in giving and asking for factual information small talk agreeing, disagreeing, decision making, giving reasons making plans following instructions reporting events using compensation strategies giving presentations
TIMEFRAME	5 lessons
TARGET GROUP	12–15-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> ■ exchange simple factual information ■ engage in simple small talk ■ interpret and follow instructions ■ make simple comparisons ■ report events happening now ■ use compensation strategies like miming ■ use simple functional language for agreeing, disagreeing, making plans and decisions <p>Learners know basic vocabulary and grammar to talk about abilities, features, habits, habitat.</p>

LINKS OF THE MODULE**Cross-curricular links**

Biology: Ls will be able to collect facts on animals. They will compare animals' abilities, discuss their habits, habitat and their preferences

Art: Ls will make posters and an illustration

Links with other modules

We recommend that this module is followed by the module entitled Theme Park.

**FOCI OF SKILLS-
DEVELOPMENT****Communicative language skills**

- Giving and asking for factual information
- Engaging in small talk
- Making decisions and giving reasons
- Reporting events happening now
- Using compensation strategies
- Giving presentations
- Writing a simple poem

General, educational skills

- Developing co-operative skills
- Developing creativity
- Developing independent learning
- Developing research skills

EVALUATION

Evaluation will be done through Evaluation Forms and it will combine self, peer and group evaluation with T's comments. Both the process and the outcomes will be evaluated.

SUGGESTIONS

Ls will work in many different groups, so make sure you start this module when your Ss are already familiar with group work. In this module, Ls will talk a lot about animals. It is a good idea to ask for the biology teacher's help.

BACK UP SYSTEMS

E. Kús- L- és J. Knotka: *Kölykök az állatkertben*. Canissa Kiadó, 1993

Brehm: *Az állatok világa*

Az állatok nagy enciklopédiája. AQUILA Kiadó, 1996

<http://www.enchantedlearning.com>

<http://www.guinnessworldrecords.com>

<http://nationalzoo.si.edu/Animals/AnimalRecords>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Establishing a collaborative climate in the class</p> <p>Collecting and extending vocabulary used for describing animals, their habits, habitat and abilities</p> <p>Collecting information on animals</p> <p>Using data in a creative way</p> <p>Improvising or writing and performing a dialogue using small talk</p>	<p>Features, habits and habitat of animals</p> <p>Party: Small talk dialogues - listening and speaking</p>	<p>Animal names, geographical names</p> <p>Words used to describe animals</p> <p>Simple Present for habits, likes, dislikes, facts</p> <p>“Can” for ability</p>	<p>Teddies</p> <p>A3 sheets</p> <p>Pictures of animals (optional) Blu-Tack</p> <p>Glue</p> <p>1.3 Recording</p> <p>Post-its</p> <p>Party music</p> <p>1.4 Category cards</p>
2	<p>Comparing features and abilities</p> <p>Making decisions and giving reasons</p> <p>Filling in a form with factual information</p>	<p>Comparing features and abilities</p> <p>Writing entry forms for the Animal Olympics</p>	<p>Comparatives and superlatives of adjectives</p> <p>Words used to describe animals</p> <p>“Can” for ability</p> <p>Size, speed, quantity, distance</p>	<p>1.4 Category cards</p> <p>2.2 Task sheet</p> <p>2.2 Entry Form</p> <p>Pictures of animals (optional)</p> <p>Resource book</p> <p>Internet access if possible</p> <p>An envelope per category</p> <p>Wrapping or flipchart paper Markers</p>
3	<p>Collecting and sharing vocabulary: names of animals</p> <p>Making decisions, agreeing, disagreeing, giving reasons</p> <p>Making announcements after preparation</p>	<p>Running the Animal Olympics</p>	<p>Animal names,</p> <p>Comparatives and superlatives of adjectives</p> <p>Words used to describe animals</p> <p>“Can” for ability</p> <p>Size, speed, quantity, distance</p> <p>Ordinal numbers (1-4)</p>	<p>Blank A3</p> <p>Markers</p> <p>Post-its</p> <p>Ls’ homework as in 2.3</p> <p>2.2 Task Sheet</p> <p>2.2 Entry Forms collected in envelopes</p> <p>Chart made by T in step 2.2</p> <p>Optional: resource books, pictures of animals, Internet access</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Listening for specific information</p> <p>Using information creatively and imaginatively</p> <p>Acting in a collaborative way</p> <p>Agreeing and disagreeing</p> <p>Giving reasons</p> <p>Preparing for a performance</p>	<p>Listening to and preparing for an Olympic Report</p>	<p>Animal names</p> <p>Comparatives and superlatives of adjectives</p> <p>Words used to describe animals</p> <p>“Can” for ability</p> <p>Size, speed, quantity, distance</p> <p>Ordinal numbers (1-4)</p> <p>Present continuous for reporting events happening now</p>	<p>4.2 A Recording</p> <p>4.2 A and B Cards</p> <p>Chart made by T in step 2.2</p> <p>Markers</p> <p>Optional: the script of 4.2 A Recording</p> <p>Wrapping paper / flipchart paper or the instructions prepared on it before the lesson for step 4.3</p>
5	<p>Using facts and imagination</p> <p>Reporting events happening now</p> <p>Reporting events in the past</p> <p>Performing reports</p> <p>Using co-operative skills</p> <p>Evaluating the module, contributions and outcomes</p> <p>Writing a short poem</p> <p>Boosting Ls’ self-esteem</p>	<p>Performing and listening to Olympic Reports,</p> <p>Writing a poem</p>	<p>Animal names</p> <p>Comparatives and superlatives of adjectives</p> <p>Words used to describe animals</p> <p>“Can” for ability</p> <p>Size, speed, quantity, distance</p> <p>Ordinal numbers (1-4)</p> <p>Present continuous for reporting events happening now</p> <p>Past Simple for reporting events in the past</p> <p>Expressing similarities using similes and metaphors</p>	<p>Ls’ recorded reports if applicable, their scripts, plans</p> <p>5.1 Group Assessment Form</p> <p>5.2 Module Assessment Form Blank</p> <p>A4’s and big sheets of paper</p> <p>Markers</p> <p>Blu-Tack</p> <p>Post-its</p>

PROCEDURE

LESSON 1: ANIMAL SMALL TALK

AIMS OF THE LESSON

- To establish a collaborative climate in the class
- To collect and extend vocabulary used for describing animals, their habits, habitat and abilities
- To collect information on animals
- To use data in a creative way
- To improvise or write and perform a small talk dialogue

MATERIALS AND RESOURCES

teddies, A3 sheets, pictures of animals (optional), Blu-Tack, glue, 1.3 Recording, post-its, party music, task sheet, 1.4 Category cards

STAGE 1

Warmer – Animal sound round

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Focusing and dividing attention
Memory
Collaboration

ORGANISATION

Whole class

AIDS AND MATERIALS

A good number of teddies (at least a third of the number of Ls in the class); If teddies are not available, make paper balls.

TEACHER'S ACTIVITIES

- 1 T asks Ls to form a circle and asks them to choose an animal sound they can make. Each L has to choose a different sound. T asks Ls to practise making the sound in turns.
- 2 T explains, that (s)he will throw a teddy to one of them. This person will be the first in the sequence. They will have to throw the teddy to everyone once until the teddy gets back to the first person, who returns it to the T. They must remember who they have thrown the teddy to. They must remember the order. Also, they have to make their animal sound as they throw the teddy.

LEARNERS' ACTIVITIES

- 1 Ls choose an animal sound and practise making it.

TEACHER'S ACTIVITIES

- 3 T throws a teddy to one of the Ls and they start throwing the teddy and making their animal sound. T encourages them to put their hands up if they have not had the teddy yet.
- 4 T gets Ls to repeat throwing the teddy until they all get the sequence right at a good speed.
- 5 T starts new teddies by throwing them to the first person at a faster and faster speed so that more and more teddies are flying about.
- 6 The game is finished when all the teddies are returned to the T.

LEARNERS' ACTIVITIES

- 3 Ls throw the teddy and establish the order.
- 4 Ls practise with one teddy until they all remember the sequence.
- 5 Ls play the game: Ls stand in a circle and throw teddies in the pre-established order while making their animal sound. The speed gets faster and faster, because more and more teddies are flying about.

STAGE 2 Eliciting information and language related to topic – My favourite animal

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Giving simple, factual information

ORGANISATION Individual, then mingling

AIDS AND MATERIALS An A3 sheet per L, markers, crayons, Blu-Tack, optional: small pictures of animals and glue

TEACHER'S ACTIVITIES

- 1 T gives each S an A3 sheet, and asks them to divide it into three columns horizontally.
- 2 T gives out markers and crayons and asks Ls to draw their favourite animal in the middle column and put the name of the animal down in the same column. If you think some of the Ls would not want to draw, have some small pictures ready to choose from. You can also ask them to bring a picture of their favourite animal in the previous lesson.
- 3 T asks Ls to divide the two side columns into two each and draws this on the board:

Where and how does it live?	Name of animal	What can it do?
What is it like?	Drawing/picture	Something interesting about it:

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

- 4 T explains that Ls have some time, e.g. 5 minutes to write as much information as they can think of in the boxes. Ls can ask the teacher or each other for information or words as needed.
- 5 T monitors and helps as needed.
- 6 When time expires, T asks Ls to put up their posters on the walls and asks Ls to walk around with a pen in their hands and add information they have about each animal. Ls can choose to do this on their own, or with a partner of their choice. Encourage fast moving about. T also walks around and adds what they can and helps as needed.

LEARNERS' ACTIVITIES

- 4 Ls collect information on their chosen animals.
- 6 Ls add to other Ls' posters.
E.g.:

<p>Where and how does it live? <i>It lives in China in forests. It eats bamboo.</i></p>	<p>Name of animal <i>Giant panda</i></p>	<p>What can it do? <i>It can use its front feet as hands, so it can grasp the bamboo. It can feed for 10–12 hours a day and it can eat 15–30 kg of bamboo a day. It can climb trees fast and well.</i></p>
<p>What is it like? <i>Beautiful furry, black and white. It is 1.5 meters tall and weighs around 100 kg. It has two thumbs!</i></p>	<p>Drawing/picture</p>	<p>Something interesting about it: <i>Endangered. In zoos, it can eat cereals, milk and vegetables.</i></p>

STAGE 3. A Communication – Animal small talk**TARGET GROUP** Those who would find it difficult to improvise**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Getting to know each other
Small talk**ORGANISATION** Whole class, pairs**AIDS AND MATERIALS** Ls' animal posters, 1.3 Recording**TEACHER'S ACTIVITIES**

- 1 T puts Ls into pairs, and asks them to choose any two animals from the posters. They keep these secret. These two animals will meet for the first time at a party. The task is to write a dialogue between the two animals in which they meet for the first time in their lives. They give a name (e.g. Booboo) to the animals and use that name.
- 2 If it is necessary, T collects phrases on the board one can use when meeting someone at a party for the first time.
- 3 T models task with a S using two animals that have no posters in the class and / or uses recording 1.3.A.
Solution: A: zebra, B: panda, clues: colour, food, country
- 4 T monitors and helps as Ls write the dialogues.
- 5 T invites pairs to perform and the rest of the class to guess the animals. They explain what helped them to guess what the clues were.
- 6 T encourages celebration of performances.

LEARNERS' ACTIVITIES

- 1 Ls pair up and choose an animal each. They choose a name for their animals.
- 2 Ls collect phrases one can use when meeting somebody for the first time at a party.
E.g: *“Are you having a good time?; It's a nice party, isn't it? ; By the way my name is ...; Would you like something to eat? What would you like?; Where do you live?; I love climbing trees. What about you?; Nice talking to you. See you later.”*
- 3 Ls listen to T modelling task and / or the example on recording 1.3.A.
- 4 Ls write and then perform their dialogues. For an example see recording 1.3.A
- 5 Ls listen to other pairs' performances and guess the animals, then say what the clues were.

STAGE 3.B

TARGET GROUP Those who can improvise

TIME 20 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Getting to know each other
Small talk

ORGANISATION Mingling

AIDS AND MATERIALS Ls' animal posters, post-it numbers, 1.3 Recording, party music

TEACHER'S ACTIVITIES

- 1 T asks everybody to choose an animal secretly, and come up to her/him for a number.
- 2 T gives each L a different number and puts their number and chosen animal down secretly in a list. E.g.: 1: panda, 2: zebra. T gives Ls a post-it note and asks them to write their number on it. T explains that they are to wear the number during the activity and asks them not to tell anyone which animal they have chosen.
- 3 T tells Ls that they are the animals they have chosen and asks them to invent a name for themselves. The 'animals' are going to go to a party and meet other animals for the first time in their lives. They will make typical party conversations with each other. The aim is for Ls to make a list of numbers and matching animals. They are not allowed to ask each other what animal they are or check their guesses, they need to put them down in a list.
- 4 T asks Ls to collect phrases and/or model a possible dialogue as in 1.3 A.
- 5 T puts some party music on and gets Ls out of their seats. T monitors and helps as necessary.
- 6 As a follow-up activity, T asks Ls to introduce one of the animals they met, and check which numbers go with which animals.

LEARNERS' ACTIVITIES

- 1 Ls choose an animal and do not let any other L know which. They go to the T for a number. They put this number on a post-it, which they wear during the activity. They let the T know what animal they have chosen.
- 4 Ls collect phrases as in 1.3 A and/or listen to T's model or listen to recording 1.3 A. See solution at 1.3 A.
- 5 Ls pretend that they are at a party, and they are the animals they have chosen. They improvise dialogues and guess the animals other Ls have chosen. For a sample dialogue see recording 1.3 A.
- 6 Ls introduce each other as animals.

STAGE 4	Setting homework – Animal Research
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills
ORGANISATION	Individuals
AIDS AND MATERIALS	A selection of 1.4 Category cards

TEACHER'S ACTIVITIES

- 1 T decides about the number and type of categories that best suit the class. T may wish not to use categories with some technical terms in them like: mammals, lizards, venomous, insects.
NB! Minimum one less category than the number of groups is needed.
For there to be fair competition, groups need to get the same categories.
- 2 T explains that soon, the class will run the first Animal Olympics in history. Ls will enter animals in different categories. They will make the entries in groups of four in the next lesson. The aim of a group of four Ls will be to have as many animals as possible in the first 3. At home, Ls will do research as to which animals to enter into each category.
- 3 T helps Ls to form groups of 4 who will enter animals into the Olympics together.
- 4 T gives each group a set of Category cards and asks them to deal the cards out. Ls are supposed to get approximately the same number of cards.
- 5 Ls take home the cards and try to find:
3 animals and their names in English for a minimum of one of the categories they got. Also, Ls are supposed to put down facts to support their opinion. They are also welcome to bring pictures.
- 6 T may wish to write these web addresses on the board:
<http://www.enchantedlearning.com>
<http://www.guinnessworldrecords.com>
<http://nationalzoo.si.edu/Animals/AnimalRecords>
- 7 T encourages Ls to bring resource books with them for the next lesson.

LEARNERS' ACTIVITIES

- 3 In class: Ls form groups of four and deal an approximately equal number of category cards to group members.
- 4 At home: Ls find three animals to enter into a minimum of one category they got. They find the name of these animals in English. They collect facts and bring pictures if they can.

LESSON 2: ENTRY FORMS

AIMS OF THE LESSON

- To compare features and abilities
- To make decisions and to give reasons
- To fill in a form with factual information

MATERIALS AND RESOURCES

2.2 Task sheet, 2.2 Entry forms, 1.4 Category cards, pictures of animals (optional), resource book, Internet access if possible, an envelope per category, wrapping or flipchart paper, marker

STAGE 1

Warmer – Line-up

TARGET GROUP

All, but select categories your Ls can handle.

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Comparing features and abilities

ORGANISATION

Mingling, whole class

TEACHER'S ACTIVITIES

- 1 Best to start with a simple category e.g. height.
- 2 T explains to Ls that they will have to line up from the shortest to the tallest L, and (s)he shows the Ls whereabouts the shortest and the tallest should stand.
- 3 When Ls have lined up, T asks some Ls to compare themselves with others in the line.
- 4 T gives new categories and repeats the procedure.
Possible categories: biggest feet/ears/hands - smallest feet/ears/hands, oldest - youngest, longest hair - shortest hair, most food eaten today/ for breakfast - least food eaten today/for breakfast, the person with the most CD's - the person with the fewest CDs.
- 5 Get Ls to suggest categories.
- 6 Avoid categories that are potentially embarrassing for some Ls.

LEARNERS' ACTIVITIES

- 3 Ls line up and then compare themselves to others in the line.
- 5 Ls suggest categories.

STAGE 2	Discussion – Preparation for Animal Olympics
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Interpreting and following instructions Coming to an agreement Filling in entry forms
ORGANISATION	Whole class, groups as in 1.4
AIDS AND MATERIALS	1.4 Category cards, 2.2 Task sheet, 2.2 Entry Form, pictures of animals, resource books, Internet (optional), an envelope per category, wrapping or flipchart paper, marker

TEACHER'S ACTIVITIES

- 1 T reminds Ls of the Animal Olympics and informs them that now they will prepare for it.
- 2 T asks Ls to be in groups as in 1.4 and have Category cards 1.4 they got last lesson and the information they collected for homework ready.
- 3 T gives out 2.2 Task Sheet and 2.2 Entry Form, and helps Ls to interpret the tasks and explains instructions as necessary.
- 4 First, T asks Ls to name their group, then decide which animals they enter into different categories and then fill in the Entry Form for those animals, with a maximum of four animals in each category they want to compete in. Ls can use resource books and/or the Internet.
- 5 T monitors and helps.
- 6 When groups have finished writing the entry forms, T collects on a piece of wrapping paper or flipchart paper which category each group wants to enter animals in. (S)he fills in the first two columns of this chart:

<i>Category</i>	<i>Entering groups</i>	<i>Judging group</i>	<i>Winners</i>

LEARNERS' ACTIVITIES

- 2 Ls form groups and give a name to their group. They have their Category cards and homework ready.
- 4 Ls study 2.2 Task Sheet and 2.2 Entry Form and decide about animals they want to enter into the Olympics in different categories. They fill in entry forms for those animals. To do this, they can use the information they collected for homework and the resource book they brought with them. They can also use the Internet if there is access.

TEACHER'S ACTIVITIES

- 7 T helps Ls to agree on judges for each category. For each category, a group needs to act as judges. Judges cannot enter animals in the category they act as judges for. So ideally, a group is judge for a category/categories they do not wish to enter animals in. If it is not possible, they need to decide where they have the “weakest team”, and choose that category to judge for. T registers this in the third column of the chart above.
- 8 Each group gets an envelope for each category they judge in. T asks them to write the name of the category on the envelope and to collect entry forms from other groups in it.
- 9 T asks Ls in each group to put down the animal names on the entry forms they collected in their copybook. Ls can go to other groups for clarification or checking animal names as needed.
- 10 T collects envelopes with the entry forms.

LEARNERS' ACTIVITIES

- 7-8 Groups decide which category/categories they choose to act as judges in and collect the entry form(s) for that category / those categories in a labelled envelope.
- 9 Ls in each group put down in their copybook the category / categories they judge in and the animal names on the entry forms they collected.
Category:
Animals:
While doing this, they can go to other groups to clarify entries and check animal names.
- 10 Ls give the envelope(s) to the teacher.

STAGE 3 Setting homework – Judges’ research**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Research skills**ORGANISATION** Individuals**AIDS AND MATERIALS** List of animals in Ls’ copybooks, resource books, Internet**TEACHER’S ACTIVITIES**

- 1 T explains that in the next lesson, judges will announce results. To be as fair as possible, now they need to consider entries and find information on the animals, which is going to be their homework. In 2.2, they put down all the animals entered in each category they judge in. For next time, they need to put those animals in order from 1st to 4th best. They need to be prepared to justify their order with facts as much as possible.

LEARNERS’ ACTIVITIES

- 1 At home, Ls do research on the animals they need to judge next time. They establish an order of the animals for the final (4 best) in the relevant categories.

LESSON 3: ANIMAL OLYMPICS

AIMS OF THE LESSON

- To collect and share vocabulary: names of animals
- To make decisions, agree, disagree, give reasons
- To make announcements after preparation

MATERIALS AND RESOURCES

Blank A3, markers, post-its, Ls' homework as in 2.3, 2.2 Task Sheet, 2.2 Entry Forms collected in envelopes, chart made by T in step 2.2, optional: resource books, pictures of animals, Internet access

STAGE 1 Warmer – Word Spies

TIME 18 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Collaboration

ORGANISATION Groups

AIDS AND MATERIALS Blank A3, markers, Post-its

TEACHER'S ACTIVITIES

- 1 T asks Ls to sit around four tables (or desks pulled together). (S)he places a big number 1, 2, 3 or 4 on each table.
- 2 Ls at each table get one of the letters A, B, C, D, which they write on a post-it and wear it. Ls with the most animal vocabulary and best memory should be A's, and Ls with the least animal vocabulary and the poorest memory should be D's.
- 3 T gives each table a blank A3 and asks Ls to divide the sheet into two halves both horizontally and vertically, so they have four boxes of the same size.

LEARNERS' ACTIVITIES

- 1 Groups sit around a table and put the number their T gave them on their table.
- 2 Ls write the letter the T gave them on a post-it and wear it.
- 3 Ls divide the A3 sheet into four boxes.

TEACHER'S ACTIVITIES

- 4 T explains that (s)he will give Ls different categories one after the other. In two minutes, Ls will need to collect as many animals as they can think of in a category and write them in one of the boxes. After each two minutes of brainstorming, more and more Ls will have to move to another table. When they move, they always need to move to the table whose number follows the number of the table they are sitting at. Number 4 is followed by number 1. Ls who move are “word spies”, they bring words to their new table from their old one(s), which means that they add as many words as they can to the lists on the table.
- 5 The first category is: *Flying animals*. T asks Ls to put this category at the top of one of the boxes and brainstorm animal names.
- 6 When the two minutes is up, T asks Ls A to stand up and move to the next table.
- 7 T explains that Ls have one minute to get as many flying animal names from the newcomer as possible.
- 8 When the one minute is up, T gives the next category: *Swimming animals*. Ls again have two minutes to brainstorm. They use a different box this time. When the time is up, T asks Ls A and B to move to the next table. Here they have a minute to add to their new group's lists of animals.
- 9 This procedure is repeated two more times with A, B, C then A, B, C, D also moving one table on. The other two categories used may be: *running animals*, *jumping animals*.
- 10 T asks Ls to count the number of animals they have in each category on the sheet they finished at. Ls read out the longest list for each category and T helps with pronunciation and explanations as needed.
- 11 T may want to ask Ls who was the best of all spies.

LEARNERS' ACTIVITIES

- 4 Ls do the brainstorming and rotating as T instructs them. When a L arrives at a new table, they look at the animal names on the sheet and suggest additions to them. They also try to remember the animals on that list so that they can help the next group with those, too.
- 10 Ls add up the number of animals in each category and read out the longest lists. They put up sheets on the wall.

STAGE 2	Communication – Animal Olympics
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Decision making Using information Giving reasons
ORGANISATION	Groups as in 1.4, whole class
AIDS AND MATERIALS	Ls' homework as in 2.3, 2.2 Task Sheet, 2.2 Entry Forms collected in envelopes, chart made by T in step 2.2, optional: resource books, pictures of animals, Internet access

TEACHER'S ACTIVITIES

- 1 T asks groups as in 1.4 to sit together. (S)he gives groups the envelopes with the entry forms as collected in 2.2 and explains that groups will now act as judges. (S)he asks Ls to have their homework ready with the order of animals they recommend and the research they have done. They can refer to resource books / the Internet, too.
- 2 T introduces the Games setting the atmosphere like this: *“Ladies and gentleman! Welcome to the 1st Animal Olympics in history! We have competitors from all over the world and the best judges money can buy. Now I invite judges for each category to establish the order for the finals.”*
- 3 T draws a winners' stand on the board and asks judging groups to look at the Entry Forms they have collected, everybody's opinion and research they have done for homework and decide together which animals are in the final (four animals) and establish their order. T asks them to give reasons for their decisions.
- 4 T draws this table to register groups' scores on the board and asks judging teams in each category to count the scores for other teams:

<i>Team</i>	<i>Scores</i>

Groups get one point for each animal they have in the first three.

LEARNERS' ACTIVITIES

- 1 Judging groups decide which four animals get into the finals in their categories and establish their order.
- 4 Judging groups calculate scores for each competing team in their category.

TEACHER'S ACTIVITIES

- 5 T asks judging teams to get prepared to announce results and puts this outline on the board/flipchart paper:

Which animals got into the finals? (four animals)

Who was 3rd, 2nd, 1st?

Why did you decide on this? (FACTS)

What are the team scores?

- 6 T calls judging teams to announce results in each category and puts animal names and/or pictures on the winners' stand. (S)he registers winners in the last column of the chart she made in step 2 of Lesson 2.

- 7 T encourages celebration of winners and registers scores.

LEARNERS' ACTIVITIES

- 5 Judging teams prepare to announce results and then make the announcements giving reasons.

- 7 Ls congratulate winners.

STAGE 3 Setting homework – Silly categories

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Creativity

ORGANISATION Individuals

AIDS AND MATERIALS Ls' copybooks

TEACHER'S ACTIVITIES

- 1 T asks Ls to brainstorm at home silly categories for animal competitions, like *biggest ears, biggest amount of daily poo, etc.* and bring their list for next time.

LEARNERS' ACTIVITIES

- 1 At home, Ls brainstorm crazy categories for animal competitions.

LESSON 4: OLYMPIC REPORT

AIMS OF THE LESSON

- To do listening for specific information
- To use information creatively and imaginatively
- To act in a collaborative way
- To agree and disagree, to give reasons
- To prepare for a performance

MATERIALS AND RESOURCES

4.2 A Recording, 4.2 A Cards, 4.2 B Cards, chart made by T in step 2.2, markers, optional: the script of 4.2 A Recording, wrapping paper / flipchart paper or the instructions prepared on it before the lesson for Step 4.3

STAGE 1

Warmer – Silly categories contest

TIME

7 mins

SKILLS AND COMPETENCIES IN FOCUS

Creativity
Agreeing, disagreeing

ORGANISATION

Whole class

AIDS AND MATERIALS

Ls' homework as in 3.3, markers or chalk

TEACHER'S ACTIVITIES

- 1 T asks Ls to come to the board and write the silly categories they brainstormed at home for an animal contest, avoiding repetitions.
- 2 T asks Ls to choose the one they think is the funniest.
- 3 T ticks the categories Ls vote for. Ticks are tallied, winner celebrated.

LEARNERS' ACTIVITIES

- 1 Ls write categories they brainstormed for homework avoiding repetitions.
- 2 Ls choose the one they find the funniest and vote for it.
- 3 Ls congratulate the winner.

STAGE 2 Listening – Olympic Report**TARGET GROUP** Ls with better listening and speaking skills**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Listening for specific information**ORGANISATION** Whole class, small groups**AIDS AND MATERIALS** 4.2.A Recording, 4.2.A Cards**TEACHER'S ACTIVITIES**

- 1 T asks Ls if they have ever listen to or watched Olympic reports and which are the most exciting ones to elicit 'reports on finals', then listens to some of their memories on some exciting finals. T elicits the tone of voice reporters use, the increasing volumes, the excitement, etc.
- 2 T tells the class that they will listen to an 'Olympic' report and sets the 1st listening task. (S)he puts these questions on the board:
 1. *Which final is it?*
 2. *Who is 3rd, 2nd, 1st?*

Solution:

1. *Big Ears Final*
2. *3rd: English Rabbit, 2nd: Indian Elephant, 1st: African Elephant*
- 3 For the second listening task, T puts Ls into small groups and gives out a cut up set of 4.2.A Cards mixed up. The task is for Ls to put the cards in the order they first appear in 4.2.A Recording.
NB! Make sure you give a second cutting to cards or else Ls establish the order by matching the cut edges.

LEARNERS' ACTIVITIES

- 1 Ls have a chat as a whole class with the T about Olympic reports they have heard or seen. Some may imitate some excited reporters they have heard.
- 2 Ls answer comprehension Q's 1 and 2.
- 3 In small groups, Ls put cards into the right order as they listen to the tape.

TEACHER'S ACTIVITIES

- 4 T asks groups to compare solutions.
Solution:
the Olympic Stadium, the Big Ears Final, competitor, cheer, measure, the result, semi finals, winners' stand, the stars, Olympic record, let's wait and see, finally, very exciting moments, new Olympic champion, silver medal
NB! Two are not used.
- 5 T explains expressions as necessary and tells Ls to copy the expressions if necessary.

LEARNERS' ACTIVITIES

- 4 Groups of Ls compare solutions.

VARIATION FOR LS WITH POORER LISTENING AND SPEAKING SKILLS

AIDS AND MATERIALS

4.2 A Recording, 4.2 B Cards

DESCRIPTION

As above, but for the 2nd listening, T gives Ls 4.2 B Cards

Solution for 2nd listening:

Here we are at the Olympic Stadium, This is the most exciting programme today: the Big Ears Final, Here are the competitors, Here is the result, The next competitor is ..., And now the stars! A new Olympic record!, These are very exciting moments, The new Olympic champion is ..., She gets the silver medal.

NB! Two are not used.

STAGE 3	Consolidation – Olympic Report
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Creativity Co-operation Speaking: reporting events happening now, agreeing, disagreeing
ORGANISATION	Whole class, groups
AIDS AND MATERIALS	4.2 A and/or 4.2 B Cards, chart made by T in step 2.2, wrapping paper / flipchart paper or the instructions prepared on it before the lesson, optional: the script of 4.2 A Recording

TEACHER'S ACTIVITIES

- 1 T helps Ls to form groups of about four to six and tells them the following: They will perform a report on an Animal Olympics final in the next lesson. They can decide what category their final should be in and what animals to include. They can use any of the silly ideas on the board or any of the serious ones from the big Olympics they ran on Lesson 3. (S)he puts the wall chart she made in 2.2 and completed in 3.2 on the wall to help Ls with ideas.
- 2 T reminds Ls to use the expressions on 4.2 A and/or 4.2 B Cards and gives groups a script of 4.2 A Recording if (s)he finds it useful.
- 3 T also tells groups that they need to
 - 1 agree on the category
 - 2 agree on four animals and their order of appearing
 - 3 agree which animal is 4th, 3rd, 2nd, 1st
 - 4 agree who does one of each:
 - a welcome audience, announce the final
 - b report on the first contestant
 - c report on the second contestant
 - d report on the third contestant
 - e report on the fourth contestant
 - f announce final result
 - 5 rehearse and decide about sound effects, mime

T may wish to put these on the board or wrapping paper before class.

LEARNERS' ACTIVITIES

- 3 In groups, Ls decide about the points listed opposite.

TEACHER'S ACTIVITIES

- 4 T says that during the performance, it is better if Ls do not read from a script, but it is a good idea to make notes / a sketch.
- 5 T monitors and helps as needed.

LEARNERS' ACTIVITIES

- 4 Ls rehearse and help each other with language and ideas. They make notes and sketches. Some may insist on writing a script for what they need to say.

STAGE 4 Setting homework – Olympic Report**TIME** 3 mins**SKILLS AND COMPETENCIES
IN FOCUS** Performing
Creativity**ORGANISATION** Individuals or groups**AIDS AND MATERIALS** Ls' material from 4.3, 4.2 A/2 and/ or 4.2 B Cards, optional: the script of 4.2 A Recording**TEACHER'S ACTIVITIES**

- 1 T tells Ls that at home they can prepare for next lesson's performances, practise their part and bring in props. If groups have the time, they can also rehearse together and/or record their report, which will be played during the next lesson.

LEARNERS' ACTIVITIES

- 1 Ls prepare for performances in the next lesson.

LESSON 5: ANIMAL COMPARISONS

AIMS OF THE LESSON

- To use facts and imagination
- To report events happening now
- To report events in the past
- To perform reports
- To use co-operative skills
- To evaluate the module, contributions and outcomes
- To write a short poem
- To boost Ls' self-esteem

MATERIALS AND RESOURCES

Ls' recorded reports if applicable, their scripts, plans, blank A4's and big sheets of paper, markers, Blu-Tack, post-its, 5.2 Module Assessment Form, 5.1 Group Assessment Form

STAGE 1

Presentation – Olympic Report

TIME

25 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening
Peer evaluation

ORGANISATION

Same groups as in 4.3 A, whole class

AIDS AND MATERIALS

5.1 Group Assessment Form, big sheets of paper, markers

TEACHER'S ACTIVITIES

- 1 T asks Ls to be in groups as in 4.3 and gives each group 5.1 Group Assessment Form and informs them that after their presentation, groups will need to fill in this form. They have a look at it for their reference now.
- 2 T asks groups to make their final preparations and gives them about five minutes to get ready.
- 3 While groups are preparing, T establishes the order of presentations e.g. puts numbers in a box and groups pull out a number. T also gives each group a marker and a big piece of paper and asks them to put down two comprehension questions for the class about their report.

LEARNERS' ACTIVITIES

- 3 In their groups, Ls make final preparations for their performance. They write two comprehension questions for the class on their report. E.g. *Who is the winner? What is the category? Why didn't the rabbit win? What was funny about ...?*

TEACHER'S ACTIVITIES

- 4 When groups are ready, they perform their reports. There may be groups that chose to record their report at home, so they will only play the cassettes.
- 5 After each report, T asks the class to answer the performers' questions and give feedback to performers.
- 6 T encourages celebrations of performances.
- 7 After performances, T gives positive feedback and asks groups to fill in 5.1 Group Assessment Form, which (s)he collects and reads later and returns with his/her comments.

LEARNERS' ACTIVITIES

- 4 Groups make their presentations and fill in 5.1 Group Assessment Form afterwards.
- 5 Ls listen to Olympic Reports of other groups and answer the comprehension questions performers put up. They give feedback to performers and congratulate them.

STAGE 2	Feedback and assessment – The module
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learner training Group dynamics
ORGANISATION	Feedback and self-evaluation
AIDS AND MATERIALS	5.2 Module Assessment Form

TEACHER'S ACTIVITIES

- 1 T gives out the assessment forms and tells Ls that they can write their comments in Hungarian if needed. When Ls finish, (s)he collects forms.

LEARNERS' ACTIVITIES

- 1 Ls fill in the assessment forms using Hungarian as needed.

STAGE 3 **Animal comparisons****TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Describing people Self-esteem
Group dynamics**ORGANISATION** Creative writing Individuals, mingling**AIDS AND MATERIALS** Two blank A4 sheets for each L markers**TEACHER'S ACTIVITIES**

- 1 T gives each L a blank A4 and asks them to write on top of it their name and the name of an animal they think they are the most similar to.
- 2 T asks Ls to write a sentence why they think they are similar to this animal.
- 3 T asks Ls to pass their sheets for other students to write further reasons why they are similar to the animal they have chosen. Only positive comments are allowed.
- 4 The T also writes positive comments on Ls' sheets and helps as needed.
- 5 When students get their sheets back, T asks them to write a short poem about themselves using the similarities between them and the animals. T may wish to use the example opposite at this point.

LEARNERS' ACTIVITIES

- 1 Ls get an A4 sheet and on top of it, they write their name and the name of an animal they think they are the most similar to.
E.g. Peter - a fox.
- 2 Ss write a sentence why they think they are similar to this animal. e.g. A1: *I am clever. The fox is clever, too.* Or A2: *I am as clever as a fox.*
- 3 Ls pass their sheets for other students and the T to write further reasons why they are similar to the animal they have chosen. Only positive comments are allowed.
E.g. A1: Your hair is red. The fox's coat is red, too. OR A2: *Your hair is the same colour as the fox's coat.*
- 5 When students get their sheets back, they write a short poem about themselves using the similarities between them and the animals. They may use similes, e.g.
*I am like a fox.
Clever
And the same way red-coated.
I love my family,
I love my freedom.
Or in metaphors, e.g.:
I am a fox.
Clever and red-coated.
I love my family and I love my freedom.*

TEACHER'S ACTIVITIES

- 6 T gives a new A4 sheet to each s and asks them to copy their poems on it nicely. They can also make illustrations.
- 7 T collects poems, puts them up on the walls and invites ss to walk around and read them.

LEARNERS' ACTIVITIES