
ME AND YOU

Introducing English

Teacher's Guide

Part 1

Target group	9–10-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

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

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Educatio Kht. 2008

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

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
1 WHAT'S YOUR NAME?	<ul style="list-style-type: none"> ■ get to know each other ■ to introduce yourself and ask about the others' names ■ to make a badge ■ to learn the 'What's your name?' and 'Goodbye' song 	Cardboard (appr. 6x4 cms) and a safety pin per L, 1.2 Recording: What's your name?, 1.8 Recording: Goodbye song
2 LET'S JUMP	<ul style="list-style-type: none"> ■ to establish classroom routines: 'Good morning song', 'Goodbye song' ■ to involve Ls in everyday interaction in English ■ to learn new vocabulary of action verbs ■ to learn the 'Blindfolded game' ■ to learn the 'Walking, walking' action song 	2.1 Recording: Good Morning Song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking
3 TWO LITTLE LADYBIRDS	<ul style="list-style-type: none"> ■ to create a safe learning environment ■ to expose learners to more interactions in English ■ to learn the 'Fruit salad' game ■ to learn the 'Two little ladybirds' action rhyme ■ to start working in Progress Books 	2.1 Recording: Good morning song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking, scissors, glue
4 SIMON SAYS....	<ul style="list-style-type: none"> ■ to involve Ls in varied everyday interaction in English ■ to revise the 'Two little ladybirds' song and stick its text in Ls' Progress Books ■ to learn the 'Simon says' game ■ to learn the 'Tommy Thumb' song 	Ls' badges, a permanent marker, 4.3 Worksheet: Two little Ladybirds, Simon, the puppet, scissors, glue
5 WHAT AM I LIKE?	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn a rhyme ■ to learn adjectives describing people and emotions ■ to play a guessing game in pairs 	5.2 Pictures of monkeys Ls' Progress books, 5.5 Worksheet: Monkeys, scissors, glue

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
6 I'M TIRED AND HUNGRY	<ul style="list-style-type: none"> ■ to sing the 'Tommy Thumb' song in a new context ■ to learn new vocabulary of feelings ■ to practise and play with new vocabulary 	5.2 Pictures of monkeys, two sets of 6.3 Pictures of Feelings
7 COLOUR YOUR MONKEY!	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn the 'Four corners' game ■ to learn the names of ten colours ■ to practise using colours in meaningful contexts 	6.3 Pictures of Feelings, 7.3 Worksheet: Feelings, 10 coloured pencils, scissors, glue
8 I'M A CAT – I'M FAT	<ul style="list-style-type: none"> ■ to learn the 'Green-blue – change places' game ■ to practise the names of 10 colours and read their names ■ to learn an action rhyme about colours ■ to involve Ls in everyday interaction in English 	10 coloured pencils per L, 8.4 Word cards: 10 colours, 8.7 Worksheet: Balloons
9 WE ARE INDIANS	<ul style="list-style-type: none"> ■ to practise reading the names of colours ■ to practise the spelling of colours ■ to learn the 'Ten Little Indians' song 	9.3 Poster: Colours, 9.3 Wordcards:10 colours, 9.4 Worksheet: Wordsearch, 9.4 Key: Wordsearch, 9.5 Pictures of Colour Objects
10 ABRACADABRA	<ul style="list-style-type: none"> ■ to extend the range of everyday interaction in the classroom ■ to practise numbers and action verbs ■ to play the 'Crocodile, Crocodile' game 	9.6 Recording: Ten Little Indians,
11 MY SCHOOL OBJECTS	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to learn new vocabulary of classroom objects ■ to practise and play with new vocabulary ■ to learn a new song 'Abracadabra' 	A school book, a ruler, a pair of scissors, some crayons, a school bag and some pencils, 11.4 Recording: Abracadabra, 11.7 Worksheet: School Objects, Progress Book
12 CAN YOU DO IT?	<ul style="list-style-type: none"> ■ to involve Ls in everyday interaction in English ■ to practise and play with new vocabulary ■ to introduce reading words 	A school book, a ruler, scissors, a crayon, a school bag, a pencil, 12.3 Wordcards: School Objects, Progress Book, the 4-6 other school objects Ls chose to learn in the previous lesson

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

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

PROCEDURE

LESSON 1: WHAT'S YOUR NAME?

Aims of the lesson:

- to get to know each other
- to introduce yourself and ask about the others' names
- to make a badge
- to learn the 'What's your name?' and 'Goodbye song' songs

Materials and resources: Cardboard (appr. 6x4 cms) and a safety pin per L, 1.2 Recording: What's your name?, 1.8 Recording: Goodbye Song

Before the lesson: Prepare a name badge for yourself. Write your name on it and draw some pictures that say something about you. E.g. a dog if you have a dog or you like dogs. Prepare a piece of blank cardboard for a name badge with a safety pin for each L.

STAGE 1	Introducing yourself
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	T's name badge

ACTIVITIES

Introduce yourself to Ls and show your name badge.

T: *Hello. I'm Kati. What's your name?*

Help Ls understand the question by offering possible answers.

T: *Laci? Gábor?*

L1: *Marci.*

T: *Hello, Marci. Nice to meet you.*

Repeat this process with all Ls.

STAGE 2	Singing the ‘What’s your name?’ song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Giving relevant responses Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Recording: What’s your name?

ACTIVITIES

Introduce the song What’s your name? (You and Me, OUP)

Start singing the song or play 1.2 Recording: What’s your name?

Stop at the end of the first line:

T: *What’s your name, what’s your name?*

Go to L1 and encourage him/her to say his/her name.

L1: *I’m Mark.*

Go on singing and elicit L2’s response at the end of the next line.

T: *What’s your name, what’s your name?*

L2: *I’m Kati.*

Go on singing and ask L3:

T: *What’s your name, what’s your name?*

L2: *I’m Zsolt.*

Greet all 3 Ls, wave your hand and sing:

T: *Hello Mark, hello Kati, hello Zsolt.*

Sing the song again and involve other Ls in responding.

STAGE 3	Making a name badge
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Creativity
ORGANISATION	Individual
AIDS AND MATERIALS	Pieces of cardboard, safety pins, coloured pencils

ACTIVITIES

Take the blank name badges with safety pins.

Point to your name badge and read your name aloud from it.

T: *Look. This is my badge. This is my name: I'm Judit. Let's make a badge.*

Give learners the pieces of cardboard and invite them to make a badge.

T: *Look, here is your piece of cardboard. Write your name on it.*

Go round and help Ls with writing.

T: *Now, let's decorate it.*

Ls colour and decorate their name badges with the pictures of some objects.

When Ls are ready, help them pin their badges onto their clothes.

STAGE 4	Revising the 'What's your name?' song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song ‘What’s your name?’ again. Include Ls’ names in the song and ask Ls to point to their badges when they respond.

STAGE 5	Playing a circle game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking questions Answering questions Keeping and following the rules of a game
ORGANISATION	Pair work
AIDS AND MATERIALS	-

ACTIVITIES

Arrange Ls into two circles: an inner and an outer circle. Join the circle yourself. Help Ls to face each other in the two circles and start a conversation with the L standing opposite you in the other circle:

T: *Hello What’s your name?*

L1: *Hello. I’m Marci. What’s your name?*

T: *I’m Judit.*

Ask Ls to carry out a similar conversation with their partners opposite them.

Then, ask Ls in the inner circle to move one step to the right so that they face a new L in the outer circle. Now, ask Ls to repeat the mini-dialogue above. Repeat the procedure several times.

STAGE 6	Playing an action game
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask Ls to sit down.

Show the action to help Ls to understand the meaning. Ls sit down. Then, ask L1 to come out.

T: **1, 2, 3, Peter** come to **me**.

Say this with a strong beat on the bold syllables to give the sentence a rhythm. Stress the beat by clapping hands, as well. L1 comes out.

T: *Peter, jump.* (Model jumping and ask L1 to imitate you.)

Point to the other Ls.

T: *Now, stand up and jump.* (Model jumping and encourage all Ls to jump.)

T: *Stop, sit down, please. Thank you Peter. Go and sit down.*

Choose another L from the group.

T: **1, 2, 3, Kati** come to **me**.

T: *Kati, hop.* (Encourage Kati to show the action.)

Repeat the procedure with the following actions: walk, hop, run, turn around. If there are some confident Ls in class, ask them to give instructions to the others.

STAGE 7	Collecting badges
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Responding non-verbally
ORGANISATION	Individual
AIDS AND MATERIALS	Badges

ACTIVITIES

Collect badges from Ls. Walk around and help removing badges from Ls' clothes.

T: *Can I have your badge, please?*

STAGE 8	Singing the ‘Goodbye’ song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	1.8 Recording: Goodbye Song

ACTIVITIES

Introduce 1.8 Recording: Goodbye Song that you will sing together with the Ls at the end of each English lesson in future.
Goodbye, goodbye, It's so sad to say, Good bye, goodbye and have a nice day.

LESSON 2: LET'S JUMP

Aims of the lesson:

- to establish classroom routines: 'Good morning song', 'Goodbye song'
- to involve in everyday interaction in English
- to learn new vocabulary of action verbs
- to learn the 'Blindfolded game'
- to learn the 'Walking, walking' action song

Materials and resources: 2.1 Recording: Good morning song, 2.5 Pictures of Actions, Ls' name badges from Lesson 1, a scarf, 2.6 Recording: Walking, walking,

Before the lesson: Prepare badges from Lesson 1 in a box.

STAGE 1	Singing the 'Good morning' song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Greeting each other
ORGANISATION	Whole class
AIDS AND MATERIALS	2.1 Recording: Good Morning Song

ACTIVITIES

Introduce 2.1 Recording: Good Morning Song that you will sing together with the Ls at the beginning of each English lesson.

Good morning, good morning, It's so nice to say, Good morning, good morning and have a nice day.

STAGE 2	Handing out badges
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Interacting
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Ls' name badges from Lesson 1

ACTIVITIES

Point to the badges from last lesson. Take your own badge and model a dialogue.

T: *Whose is this badge? It's mine.* (Put the badge on your clothes.)

T: *Whose is this badge?*

L1: *It's mine.* (Help Ls to respond by giving a model.)

T: *Here you are.*

L1: *Thank you.* (Help Ls to respond by giving a model.)

T: *You're welcome.*

Help to put the badges on Ls' clothes.

STAGE 3	Playing the 'Blindfolded game'
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Acting out a simple dialogue
ORGANISATION	Whole class, pairwork
AIDS AND MATERIALS	A scarf

ACTIVITIES

Ask Ls to stand in a circle. Ask L1 to stand in the middle of the circle and blindfold him/her. The rest of the group starts singing the 'What's your name' song and is walking around. When the song finishes, Ls in the circle stop. L1 points to another L in the circle and asks:

L1: *What's your name?*

L2: (changes his/her voice and say somebody else's name) *I'm Kati.*

L1: (guesses who the child can be) *Ildi.*

L2: *Yes/No.*

If L1 guesses correctly they change places. If not, L1 can have a new guess.

Play the game again a few times so that several Ls have a chance to be blindfolded.

STAGE 4	Revising instructions
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving non-verbal responses to instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Give instructions for Ls to follow.

T: *Jump. Hop. Run. Turn around. Walk. Sit down. Stand up. Stop. Come here. Listen.*

Ls listen and do the actions. Next, invite some confident Ls to give instructions to the others.

STAGE 5	Teaching new vocabulary – action verbs
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Keeping the rules of a game
ORGANISATION	Individual work
AIDS AND MATERIALS	2.5 Pictures of Actions

ACTIVITIES

Show 2.5 Pictures of Actions to Ls one by one and ask them to act out the movements illustrated on them.

Show the pictures again, say the instructions and let Ls do the actions.

Next, show the pictures again and elicit the instructions from the Ls.

Arrange Ls to stand in three lines. 3-5 Ls can stand in each line. Make 3 groups from the pictures and put the 3-3-4 pictures on the floor in front of each line of Ls.

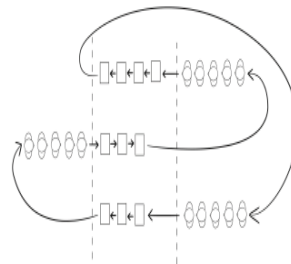
Model the game for Ls. Jump next to the first picture and name it.

T: *Sit down.*

Then jump to the next picture and say the instruction on it.

T: *Turn around.*

Go on jumping next to all the pictures one by one until you have named all of them. See for the direction of Ls' movement between the lines.



STAGE 6	Singing the ‘Walking, walking’ song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and moving around
ORGANISATION	Whole class
AIDS AND MATERIALS	2.6 Recording: Walking, walking

ACTIVITIES

Introduce the song 2.6 Recording: Walking, walking and do the actions together with the Ls.

Walking, walking, walking, walking. Hop, hop, hop. Hop, hop, hop. Running, running, running. Running, running, running. Now, let’s stop. Now, let’s stop.

STAGE 7	Collecting badges
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Interacting
ORGANISATION	Individual work
AIDS AND MATERIALS	Ls’ badges

ACTIVITIES

Walk around and help remove the badges from Ls. Walk around and help removing badges from Ls’ clothes.

T: *Can I have your badge, please?*

L: *Here you are*

T: *Thank you.*

STAGE 8	Singing the 'Goodbye' song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Saying goodbye to each other
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Goodbye, goodbye, It's so sad to say, Good bye, goodbye and have a nice day.

LESSON 3: TWO LITTLE LADYBIRDS

Aims of the lesson:

- to create a safe learning environment
- to expose learners to more interactions in English
- to learn the ‘Fruit salad’ game
- to learn the ‘Two little ladybirds’ action rhyme
- to start working in Progress Books

Materials and resources: Ls’ badges, permanent marker, 3.6 Worksheet: What’s your name?, 2.6 Recording: Walking, walking, 1.8 Recording: Goodbye Song, scissors, glue

Before the lesson: Arrange the chairs in a circle.

STAGE 1	Singing the ‘Good morning’ song
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Greeting each other
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song with the Ls.

Good morning, good morning, It’s so nice to say, Good morning, good morning and have a nice day.

STAGE 2	Handing out badges
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Interacting
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Badges from Lesson 1

ACTIVITIES

Take your own badge and model a dialogue. Encourage Ls to respond.

T: *Whose is this badge? It's mine.* (Put the badge on your clothes.)

T: *Whose is this badge?*

L1: *It's mine.* (Help Ls to respond by giving a model.)

T: *Here you are.*

L1: *Thank you.* (Help Ls to respond by giving a model.)

T: *You're welcome.*

Help to put the badges on Ls' clothes.

STAGE 3	Playing the 'Fruit salad' game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Practicing vocabulary Understanding and keeping rules of a game Co-operation
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ls sit in on their chairs in a circle. Stand in the middle of the circle. Call out two names and ask the two Ls to change places. Repeat this a few times with different names and new words: boys, girls, everybody.

T: *Boys, change places* (all the boys change places).

T: *Girls, change places* (all the girls change places).

T: *Everybody change places* (everybody changes places).

When Ls are clear about the rules of the game, call out two names and try to sit down on one of their chairs before they sit down. The L with no chair to sit on stays in the middle of the circle and calls out two names and tries to sit on one of the chairs. The L without a chair can start the new round of the game. Encourage Ls to use words: boys, girls, and everybody, too.

STAGE 4	Teaching the ‘Two Little Ladybirds’ rhyme
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding meaning from context
ORGANISATION	Whole class
AIDS AND MATERIALS	Permanent marker

ACTIVITIES

Ask Ls to stand around your desk. Before teaching this rhyme, draw two ladybirds on your index fingers. Introduce the rhyme and do the actions.

The full text is:

Two little ladybirds sitting on a wall. One named Peter, the other named Paul. Fly away, Peter, Fly away, Paul. Come back, Peter. Come back, Paul.

Text with the movements:

Two little ladybirds sitting on a wall. (beat the rhythm with your index fingers on the desk with both hands)

One named Peter. The other named Paul. (do 2 beats and introduce Peter and Paul, one for each index finger)

Fly away, Peter. (with flying movements change your fingers on your right hand and put the middle finger back on the desk which has no drawing on it)

Fly away, Paul. (with flying movements change your fingers on your left hand and put the middle finger back on the desk which has no drawing on it)

Come back, Peter. (with flying movements again and put the index finger on your right hand back on the desk which has the drawing on it)

Come back, Paul. (with flying movements again put the index finger on your left hand back on the desk which has the drawing on it)

Ask Ls how the ladybirds could fly away. Allow them to respond in Hungarian.

STAGE 5 Acting out the 'Two little ladybirds' rhyme

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Saying and acting out a rhyme

ORGANISATION Whole class, individual

AIDS AND MATERIALS Permanent marker

ACTIVITIES

Ask Ls to put their index fingers on the desk. Draw a simple ladybird pattern on each L's index fingers with a permanent marker.



Repeat the rhyme and ask Ls to do the actions. Then repeat it again and ask Ls to join in saying the rhyme.

STAGE 6 Working in Progress Book

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Singing songs
Sticking and colouring pictures

ORGANISATION Individual work

AIDS AND MATERIALS 3.6 Worksheet: What's your name?, 2.6 Recording: Walking, walking, 1.8 Recording: Goodbye Song, scissors, glue

ACTIVITIES

Prepare a copy of 3.6 Worksheet: What's your name? for each L. Ask Ls to take their Progress Books and stick App. 3.1 onto the first page. Ls colour the pictures. While they are colouring, revise songs 2.6 Recording: Walking, walking and 1.8 Recording: Goodbye Song from the previous lessons.

STAGE 7	Collecting badges
TIME	3 mins
SKILLS AND COMPETENCIES	Guessing meaning from context
FOCUS	Interacting
ORGANISATION	Individual work
AIDS AND MATERIALS	Ls' badges

ACTIVITIES

Walk around and help to remove the badges from Ls. Walk around and help removing badges from Ls' clothes.

T: *Can I have your badge, please?*

L: *Here you are.*

T: *Thank you.*

STAGE 8	Singing the 'Goodbye' song
TIME	2 mins
SKILLS AND COMPETENCIES	Singing a song
IN FOCUS	Saying goodbye to each other
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Goodbye, goodbye, It's so sad to say, Good bye, goodbye and have a nice day.

LESSON 4: SIMON SAYS....

Aims of the lesson:

- to involve in varied everyday interaction in English
- to revise the 'Two little ladybirds' rhyme and stick its text in Ls' Progress Books
- to learn the 'Simon says' game
- to learn the 'Tommy Thumb' song

Materials and resources: Ls' badges, a permanent marker, 4.3 Worksheet: Two little Ladybirds, Simon, the puppet, scissors, glue

STAGE 1	Singing the 'Good morning' song, playing a guessing game with badges
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Greeting each other
ORGANISATION	Whole class
AIDS AND MATERIALS	Ls' badges

ACTIVITIES

Sing the song with the Ls.

Play a guessing game with badges.

T: *Whose badge is this?* (T pulls out badges from a bag.)

Ls guess: *Kati's?*

T: *No, it's not hers. /Yes, it's hers. It's Kati's.*

After a few questions, Ls take the T's role.

Give Ls their own badges. When everybody has his/her own badge, ask Ls to stick them on a large sheet of paper.

Label the poster: Class 1a. Discuss a few things about the poster and use some new words like colours and numbers.

T: *How many children are there? How many boys/girls are there? Whose badge is red/blue? What colour is Peter's badge?* (Do not worry if Ls do not understand everything but emphasize meaning by gestures and mime.)

STAGE 2	Revising the ‘Two little ladybirds’ rhyme
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Saying and acting out a rhyme
ORGANISATION	Whole class
AIDS AND MATERIALS	Permanent marker

ACTIVITIES

Revise rhyme Two little ladybirds. Draw spots to indicate ladybirds on Ls’ fingers like you did in the previous lesson. Say the rhyme and encourage Ls to do the actions and to join in saying the rhyme.

Two little ladybirds sitting on a wall. One named Peter, the other named Paul. Fly away, Peter. Fly away, Paul. Come back, Peter. Come back, Paul.

Now ask the boys/girls only to repeat the rhyme.

STAGE 3	Working in Progress Book
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Sticking and colouring neatly
ORGANISATION	Individual
AIDS AND MATERIALS	4.3 Worksheet: Two little Ladybirds, scissors, glue

ACTIVITIES

Prepare a copy of 4.3 Worksheet: Two little Ladybirds for each L. Ask Ls to take their Progress Books and stick it in it. Ask Ls to colour the pictures.

STAGE 4	Playing the ‘Simon says’ game
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	Simon, the puppet

ACTIVITIES

Revise instructions. Ls do the actions.

T: *Close your progress book. Put the glue away. Put your pencils away. Now stand up.*

Introduce Simon, the puppet and explain Ls that Simon is going to give them instructions.

T/Simon: *Listen. Sit down. Stand up. Run. Jump. Etc.*

Ls carry out the actions. Ask L1 to take the puppet and the T’s role at the same time.

Introduce the ‘Simon says...’ game.

Ask 2 Ls to come to the front. L1 takes Simon. L1 (Simon, the puppet) gives instructions to the T. Follow L1’s instructions. Now ask L2 to give you instruction. Do not follow what L2 says.

Take the puppet from L1 and explain that Ls do the actions only if Simon says it.

T: *Listen. Do the actions when Simon says it. (Point to the puppet.) Don’t do the actions when it’s not Simon. (Hide the puppet behind your back.)*

Show the puppet and say.

T: *Simon says jump.* (Encourage Ls to do the action and repeat this with other action verbs.)

Now hide the puppet and say.

T: *Jump.* (Show Ls not to do the action. Repeat this with a few verbs and make sure that Ls do not follow the instructions.)

Now play Simon says game. Take out and hide the puppet occasionally when giving instructions to Ls to follow. Ls follow when it is appropriate.

STAGE 5	Teaching the ‘Tommy Thumb’ song
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and acting out a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Introduce the Tommy Thumb song. Sing the song. Show your hand to the Ls and act out the song.

Tommy Thumb, Tommy Thumb. Where are you? (Hold up your hand with your palm facing you. Stretch out your fingers.)

Here I am, here I am. (Move your thumb.)

How do you do? (Reply saying ‘how do you do’ as if you were talking to your thumb.)

Repeat the procedure above with all five fingers. (Peter Pointer, Middle Finger, Ruby Ring, Little Finger)

Tommy Thumb, Tommy Thumb. Where are you?

Here I am, here I am.

How do you do?

Repeat the song and ask Ls to do the actions and join in singing the song.

STAGE 6	Singing the ‘Goodbye’ song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Saying goodbye to each other
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

Goodbye, goodbye, It’s so sad to say, Good bye, goodbye and have a nice day.

LESSON 5: WHAT AM I LIKE?

Aims of the lesson:

- to involve in everyday interaction in English
- to learn a rhyme
- to learn adjectives describing people and emotions
- to play a guessing game in pairs

Materials and resources: 5.2 Pictures of Monkeys, Ls' Progress books, 5.5 Worksheet: Monkeys, a puppet, scissors, glue

Before the lesson: Get Simon, the puppet, ready.

STAGE 1	Singing the 'Good morning' song, introducing a poem
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Expressing meaning with actions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song with the Ls.

Introduce the poem: 'I'm big'. Ask Ls to stand in a circle. Say the poem and mime the words.

T: *I'm big – I'm small*

I'm short – I'm tall

I'm happy – I'm sad

I'm good – I'm bad

Repeat the poem rhyme, ask Ls to mime the words and join in saying it.

STAGE 2	Practising vocabulary of the poem
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Concentration Repeating words
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Practise words from the poem.

T: *You're big*. Ls mime the word.

T: *You're tall*. Ls show they are tall.

Prepare 5.2 Pictures of Monkeys: a big monkey, a small monkey, short monkey, a tall monkey, a happy monkey, a sad monkey, a good monkey, a bad monkey

Introduce all the 8 pictures one by one. Show the pictures and name them.

T: *A big monkey*

Ls: (repeat the words) *A big monkey* etc.

STAGE 3	Playing the 'Pass it on' game
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take one picture and name it.

T: *a big monkey*

Then pass the picture to L1 on your right and ask him/her to repeat the expression.

L1: *a big monkey*

Then, ask L1 to pass on the picture to L2 standing on L1's right. L2 repeats the expression. Then, L2 passes the picture on to L3, etc.

When the picture comes back to you, start the game with a new picture. With large classes arrange Ls to stand in two lines and do the same game with two pictures simultaneously.

STAGE 4	Playing a listening game
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding meaning and giving non-verbal responses
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Introduce a 'Listen and do' game. Put the 5.2 Pictures of Monkeys on the classroom wall. Give instructions and let Ls run to the appropriate pictures.

T: *Run to the happy monkey. Hop to the tall monkey. Jump to the sad monkey.*

Leave the pictures on the wall for other activities.

STAGE 5	Working in Progress Book
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Sticking pictures
ORGANISATION	Individual
AIDS AND MATERIALS	Progress Book, 5.5 Worksheet: Monkeys, scissors, glue

ACTIVITIES

Give out 5.5 Worksheet: Monkeys to each L. Ask them to stick the small pictures into their Progress Books.

STAGE 6	Playing a guessing game
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing Practising vocabulary and intonation Interacting
ORGANISATION	Pair work
AIDS AND MATERIALS	Progress Book

ACTIVITIES

Ask Ls to take the 8 monkey pictures off the wall.

T: *Peter, take off the happy monkey. / Zsófi, take off the big monkey. Etc.*

Take one picture and put it on the board face down. Encourage Ls to guess which monkey is in the picture.

Ls: *A happy monkey?*

T: *No.*

Form pairs. Ask L1 to come to the front and bring his Progress Book. Take L2's Progress Book. Choose one picture from among the 8 showing the monkeys. Encourage L1 to find out which monkey you have chosen.

L1: *A big monkey?*

T: *No.*

L1: *A happy monkey?*

T: *Yes.*

Change roles and act out dialogue again with L1.

Now, put Ls in pairs and ask them to play the guessing game. Make sure they also change roles.

STAGE 7	Playing the ‘Simon says’ game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following instructions
ORGANISATION	Whole class
AIDS AND MATERIALS	Simon, the puppet

ACTIVITIES

Take Simon, the puppet, and give instructions as you did in the previous lesson.

T: *Simon says run. Stand up. Etc.* Use new vocabulary, too.

T: *Simon says be happy/sad/tall/ etc.*

STAGE 8	Singing the ‘Goodbye’ song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 6: I'M TIRED AND HUNGRY

Aims of the lesson:

- to sing the 'Tommy Thumb' song in a new context
- to learn new vocabulary of feelings
- to practise and play with new vocabulary

Materials and resources: 5.2 Pictures of Monkeys, two sets of 6.3 Pictures of Feelings

STAGE 1	Singing the 'Good morning' song, revising vocabulary
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Introducing yourself
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Sing the song together with Ls.

Choose 4 pictures of monkeys from 5.2 Pictures of Monkeys for each L. Put the monkey pictures on the floor. Ask Ls to come out and take one picture and sit in a circle. Revise words by asking the Ls.

T: *Who are you?*

L1: *(I'm a) happy monkey.*

T: *Hello. It's so nice to see you.*

STAGE 2	Singing the ‘Tommy Thumb’ song with new words
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Using learnt language in a new context Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures of Monkeys

ACTIVITIES

Start singing the song with one of the 4 chosen monkeys in it. While singing, ask Ls who have got the picture of the monkey in the song to stand up and to reply to the T’s question.

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

Ls: *Here I am, here I am.* (Ls with happy monkey pictures stand up and reply. Then they sit down again.)

T: *How do you do?*

(Repeat with the rest of the class.)

Collect pictures, shuffle them and hand them out again. Repeat the song with Ls in new roles.

STAGE 3	Teaching new vocabulary – feelings
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing new words Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	6.3 Pictures of Feelings

ACTIVITIES

Teach the vocabulary of feelings: fine, sleepy, angry, hungry, tired, thirsty, happy and sad.

Introduce words using 6.3 Pictures of feelings. Put pictures of monkeys in a bag. Pull them out one by one and encourage Ls to guess what the monkey is like in Hungarian.

Ls: *álmos*

T: *sleepy*

Ls: *sleepy*

T: *a sleepy monkey* (put picture on board)

Ls: (repeat after T) *a sleepy monkey*

T: *a sleepy monkey* (put picture on board)

Ls: (repeat after T) *a sleepy monkey*

Go through all the pictures and new vocabulary in a similar way.

STAGE 4	Practising new vocabulary – feelings
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words
ORGANISATION	Whole class
AIDS AND MATERIALS	6.3 Pictures of Feelings

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take one picture from 6.3 Pictures of Feelings and name it.

T: *a sleepy monkey*

Then pass the picture to L1 on your right and ask L1 to repeat the word.

L1: *a sleepy monkey*

Then, ask L1 to pass on the picture to L2 standing on L1's right. L2 repeats the expression. Then, L2 passes the picture on to L3, etc.

When the picture comes back to you, start the game with a new picture.

STAGE 5	Playing a listening game – ordering pictures
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Naming pictures Listening and responding non-verbally
ORGANISATION	Group work
AIDS AND MATERIALS	2 copies of the set of 6.3 Pictures of Feelings

ACTIVITIES

Prepare two sets of pictures. Put the two sets of pictures in two different places in the classroom. Arrange Ls to stand in two groups around the two sets of pictures. List the words one by one and ask Ls to arrange the pictures in the given order.

T: *Look at the pictures. What have you got?*

Ls: *A sleepy monkey, a sad monkey etc.*

T: *Now pick up the sleepy monkey. Put it down. That's number 1. Pick up the tired monkey. Put it next to the sleepy monkey. That's number 2. Etc.*

Make sure you check both groups' work continuously and give feedback immediately.

T: *Now listen. Put the pictures in order. Number 1: a sad monkey, number 2: a tired monkey, number 3: a thirsty monkey, etc.*

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

Now check the order by asking Ls to name the pictures.

T: *Number 1?*

Ls: *A sad monkey.*

T: (praise Ls' work) *Correct./Excellent./Great./Okay./Oops. Are you sure this is OK?*

STAGE 6	Singing the 'Goodbye' song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 7: COLOUR YOUR MONKEY!

Aims of the lesson:

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

Materials and resources: 6.3 Pictures of Feelings, 7.3 Worksheet: Feelings, 10 coloured pencils, scissors, glue

STAGE 1	Singing the 'Good morning' song, introducing a dialogue
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and responding to simple questions
ORGANISATION	Whole class
AIDS AND MATERIALS	6.3 Pictures of Feelings

ACTIVITIES

Sing the song together with the Ls. Initiate a small dialogue. Ask Ls to sit in a circle. Use 6.3 Pictures of Feelings feelings from the previous lesson to introduce a dialogue.

T: *How are you today? Are you happy today?* (Hold up the picture of the happy monkey.)

L1: *Yes.*

T: *How are you today? Are you sleepy?* (Hold up the picture of the sleepy monkey.)

L2: *No.*

T: *How are you? Are you tired?* (Hold up the relevant picture.) *Etc.*

Encourage Ls to respond with short answers or body language.

STAGE 2	Playing the ‘Four corners’ game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Practising vocabulary while playing a game
ORGANISATION	Whole class
AIDS AND MATERIALS	6.3 Pictures of Feelings

ACTIVITIES

Choose 4 pictures of 6.3 Pictures of Feelings (sleepy, happy, sad, tired) and put each of them in four different places, e.g. corners in the classroom. Ask L1 to come out and turn his back to the group. Ask the other Ls to go to one of the four corners and stand around the picture there. Ask L1:

T: *Hello. How are you?*

L1: *I'm happy.*

Ls listen to L1 and if they stand in the ‘happy corner’ where the picture of the happy monkey has been put, they are out of the game and they need to sit down. Ls in the other 3 places stay in the game. Start another round. Ask L2 to come out and repeat the process. The winner is the one who stays in the game the longest.

STAGE 3	Working in Progress Book
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Understanding new vocabulary Colouring
ORGANISATION	Individual
AIDS AND MATERIALS	7.3 Worksheet: Feelings, 6 coloured pencils, scissors, glue

ACTIVITIES

Prepare a copy of 7.3 Worksheet: feelings for each L. Ask Ls to take their Progress Books and stick it in.

Prepare 6 coloured pencils (red, yellow, green, blue, brown, orange) on your desk. Pick up the red one and say:

T: *Let's colour the monkeys. Take your red pencil. Colour the happy monkey red.* Wait until every L picks up their red pencil.

Demonstrate the task. Monitor and comment on Ls' work.

T: *What a nice red monkey. Your monkey looks great. Etc.* Go on colouring the 6 monkeys with different colours. Use your pencils to show the pictures for Ls.

STAGE 4	Describing the colours of monkeys
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Repeating words
ORGANISATION	Whole class
AIDS AND MATERIALS	Progress Book, 7.3 Worksheet: Feelings

ACTIVITIES

Pick up a Progress Book and describe the monkeys. Encourage Ls to repeat the colours.

T: *Look. The happy monkey is red. It's red. Red.*

Ls: *Red. Etc.*

STAGE 5	Playing the 'Pass it on' game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Repeating expressions
ORGANISATION	Whole class
AIDS AND MATERIALS	10 coloured pencils

ACTIVITIES

Ask Ls to stand in a circle and join the circle yourself. Take 10 pencils (red, yellow, green, blue, brown, orange, black, white, pink, grey). Pick up a red pencil and say:

T: *a red pencil*

Then pass the pencil to L1 on your right and ask L1 to repeat the word.

L1: *a red pencil*

Then ask L1 to pass on the pencil to L2 standing on L1's right side. L2 repeats the expression.

L2: *a red pencil*

When the pencil comes back to you, start the game with a pencil of a different colour. Do the same with all the colours.

STAGE 6	Playing an action game with colours
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Following instructions and responding non-verbally
ORGANISATION	Whole class
AIDS AND MATERIALS	10 coloured pencils for each L

ACTIVITIES

Revise action verbs with Ls. Ask Ls to prepare pencils of 10 different colours and pick one up. Give instructions.

T: *Jump if you've got a blue pencil.* Ls carry out the actions.

T: *Hop if you've got a green pencil.* Ls holding a green pencil hop.

T: *Now put down your pencil and take another one.*

Go on playing the game with all the 10 colours.

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

ACTIVITIES

Put all your 10 pencils in a bag. Take one out and hide it behind your back. Ask Ls to guess which pencil you have got.

T: *What colour is this pencil? Guess. Red? Blue?*

Ls: *Yellow. Etc.*

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

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

STAGE 8	Singing the 'Goodbye' song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 8: CAN YOU READ THE COLOURS?

Aims of the lesson:

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

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

Before the lesson: Arrange the chairs into a circle for the lesson.

STAGE 1	Singing the 'Good morning' song, talking about feelings
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and responding to simple questions Initiating a conversation
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song together with the Ls. Initiate a small dialogue using the phrases from the previous lesson. Ask Ls to sit in a circle.

T: *How are you today? Are you happy today?*

L1: *Yes, I am.*

T: *How are you today?*

L2: *Tired.*

Encourage Ls to respond with short answers e.g.: *Yes, (I am)./No, (I'm not).*

Ask Ls to stand up and encourage them to ask each other.

L1: *How are you today?*

L2: *(I'm) fine./ I'm happy. And you? / How are you today?*

L1: *I'm fine, thank you. (L1 asks another L.) Are you sleepy?*

L3: *No, I'm not. And you? Etc.*

STAGE 2	Playing the ‘Green-blue – change places’ game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Saying colours Following the rules of a game
ORGANISATION	Whole class
AIDS AND MATERIALS	A coloured pencil per L

ACTIVITIES

Ask Ls to take one coloured pencil and sit in a circle. Take a pencil as well and stand in the middle of the circle. Call out colours one by one and ask Ls to raise their pencils.

Now start the game. Call out 2 colours and ask Ls who have pencils of those colours to change places. Join the game and try to take one of their seats before they sit down. The L whose seat is taken stands in the middle of the circle and calls out the next two colours. This time Ls with pencils of the two new colours change places. The L in the middle sits down and another L stays without a seat. Repeat this a few times with different colours. Call out ‘Colours’ and encourage all the Ls to change places.

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

ACTIVITIES

Play a guessing game in pairs.

Put all your 10 pencils in a bag (red, yellow, green, blue, brown, orange, black, white, pink, grey). Take one out and hide it behind your back. Ask Ls to guess which pencil you have got.

T: *What colour is this pencil? Guess. Red? Blue?*

L1: *Green.*

T: *No, it's not green. What colour is it?*

L2: *Yellow.*

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

When Ls understand the game ask L3 to hide a pencil and encourage him/her to ask you.

L3: *What colour is it?*

T: *Green.*

L3: *No.*

T: *Red.*

L3: *Yes.*

Now arrange Ls in pairs and ask them to play the guessing game. Make sure they change roles.

STAGE 4 Introducing reading – colours

TIME 5 mins

SKILLS AND COMPETENCIES Reading words

IN FOCUS Matching objects to word cards

ORGANISATION Whole class

AIDS AND MATERIALS 8.4 Word cards: 10 Colours

ACTIVITIES

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

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

ACTIVITIES

Practise reading words of colours through short reading activities.

What a mess!

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

What's missing?

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

Quick flash

Collect all word cards one by one.

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

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

Repeat it with other words, too.

Slow reveal

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

STAGE 6 Learning an action rhyme about colours

TIME 5 mins

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

ORGANISATION Whole class

AIDS AND MATERIALS -

ACTIVITIES

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

One, two (count on your fingers)

Red and blue

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

Yellow and brown

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

Black and white

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

Orange and green.

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

ACTIVITIES

Finish the lesson by singing the Goodbye song.

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

LESSON 9: WE ARE INDIANS

Aims of the lesson:

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

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

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

ACTIVITIES

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

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

ACTIVITIES

Ask Ls to describe what colour their balloons are.

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

ACTIVITIES

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

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

ACTIVITIES

Arrange Ls in pairs. Show them 9.4 Worksheet: Wordsearch

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

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

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

STAGE 5 Colouring objects

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Relating pictures to their qualities
Colouring pictures
Answering simple questions

ORGANISATION Groupwork

AIDS AND MATERIALS 4 large paper circles, 9.5. Pictures of Colour Objects

ACTIVITIES

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

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

L1: *Yellow.*

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

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

ACTIVITIES

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

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

Ls: *blue*

T: *What's he doing?*

Ls: *run*

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

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

Play 9.6 Recording: Ten Little Indians and ask Ls to listen to the song. Ask Ls to follow the numbers on their fingers.

Choose 10 boys and ask them to stand in a line. Give each L a number from 1 to 10. Now ask Ls to listen to the song and squat when they hear their numbers. Play the song again and ask Ls to stand up again when they hear their numbers.

Repeat the procedure with 10 other Ls and ask the rest of the group to join in singing the song and in shouting like the Indians do.

*One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.*

*Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.*

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

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

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 10: LET'S PLAY WITH THE INDIANS

Aims of the lesson:

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

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

STAGE 1	Singing the 'Good morning' song, initiating conversations
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song Guessing meaning from context and giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song together with Ls.

Ask Ls some questions about how they feel. Encourage them to respond in their preferred ways. Accept non-verbal responses, too. React to their replies and help creating a real situation and emphasize meaning.

T: *How are you today? Are you tired?*

L1: *Yes, (I am).*

T: *Have a rest.* (Show L1 how to sit more comfortably and show him/her to put his/her head down the desk for a short time.)

T: *How are you today?*

L2: *Fine, thank you.*

T: *Are you thirsty?*

L3: *Yes, (I am).*

T: *Go and have some water.* (Allow L3 to drink some water.)

T: *Are you cold?*

L3: *Yes, (I am).*

T: *Shall I close the window?*

L3: *Yes, please.*

T: *Okay. Just a minute.* (Close the window.)

Invite Ls to initiate conversations, like this.

From now on, start each lesson with a few mini situations like the ones above. Vary your questions and make sure you include some new phrases and questions and create new situations.

STAGE 2	Practising numbers and following instructions
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding instructions and carrying out corresponding actions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Ask and help Ls to stand in smaller groups.

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

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

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

Finish giving instructions with the following sentence:

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

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

ACTIVITIES

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

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

ACTIVITIES

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

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

ACTIVITIES

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

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

ACTIVITIES

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

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

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

Ls: *The crocodile is green.*

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

ACTIVITIES

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

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

Crocodile, crocodile, please, may we

Please may we

Cross your river?

‘Yes, if you’re wearing red.’

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

STAGE 8	Singing the 'Goodbye' song
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Singing a song
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson by singing the Goodbye song.

LESSON 11: MY SCHOOL OBJECTS

Aims of the lesson:

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

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

STAGE 1	Singing the 'Good morning' song, initiating conversations
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together Guessing meaning from context Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the song together with Ls.
Start the lesson with a few mini situations.

STAGE 2 Vocabulary teaching – school objects

TIME 10 mins

SKILLS AND COMPETENCIES Understanding vocabulary
IN FOCUS Repeating words

ORGANISATION Whole class

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

ACTIVITIES

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

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

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

Ls: *Ruler*

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

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

Ls: *One, two, three.*

T: *We've got three rulers.*

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

Ls: *Pencil box*

T: *What colour is it?*

Ls: *Blue and green.*

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

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

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

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

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

ACTIVITIES

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

T: *A school bag.*

Then pass it to L1 on your right and ask L1 to repeat the word.

L1: *A school bag.*

Then ask L1 to pass on the school bag to L2. L2 repeats the whole process. When the school bag comes back to the T, start the game with the next object.

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

ACTIVITIES

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

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

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

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

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

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

Abracadabra abracadee

I've got five school books. Look at me.

Abracadabra abracadee

I've got four rulers. Look at me.

Abracadabra abracadee

I've got three scissors. Look at me.

Abracadabra abracadee

I've got two crayons. Look at me.

Abracadabra abracadee

I've got one school bag. Look at me.

STAGE 5 Playing the 'Hot and cold' game

TIME 5 mins

SKILLS AND COMPETENCIES Pronouncing words

IN FOCUS Keeping to the rules of a game

ORGANISATION Whole class

AIDS AND MATERIALS Any school object from the previous ones

ACTIVITIES

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

