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4elt English for grades I-III

Plan dydaktyczny
nauczania języka angielskiego
w klasach I-III

*I never teach my pupils,
I only attempt to provide the conditions
in which they can learn.*

Albert Einstein

Człowiek - najlepsza inwestycja
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KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

UNIA EUROPEJSKA
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4ELT Didactic Plans

Contents

| | |
|--|-------|
| General | p. 3 |
| <i>A. Gębka-Suska</i> | |
| What we believe | p. 3 |
| Choices we have made | p. 4 |
| English, not Polish | |
| Vocabulary, not grammar; chunks, not words | |
| With or without an article? | |
| Hot questions | |
| Homework | |
| Evaluation and grading | |
| hop4elt | |
| Grade 1 | p. 7 |
| <i>A. Gębka-Suska</i> | |
| Effective activities in grade 1 | p. 7 |
| Language to be taught in grade 1 | p. 11 |
| <i>D. Stawikowska</i> | |
| Grade 2 | |
| <i>A. Gębka-Suska</i> | |
| Effective activities in grade 2 | p. 30 |
| Language to be taught in grade 2 | p. 34 |
| <i>H. Bernard</i> | |
| Grade 3 | |
| <i>A. Gębka-Suska</i> | |
| What's new in grade 3 | p. 58 |
| Language to be taught in grade 3 | p. 60 |
| <i>A. Gębka-Suska</i> | |

General

What we believe

Children can learn.

Every child in our class would learn to speak English if they went to England or the US and were surrounded by English. Some would learn faster, others would take longer but after about a year in an English speaking school **all of them** would understand the language and they would be able to communicate their interests and needs.

The role of the English teacher is to provide children with a lot of structured, meaningful language input. It can be done if you speak English to the child, clearly and slowly, about the things here and now. And if you use a lot of miming and gestures to accompany your words, if you bring realia and pictures to demonstrate meaning it will be easy for the children to understand you.

Children learn from each other.

Learning a language is a social phenomenon. Children learn by imitating their teacher, by copying their older, more capable friends. A so-called mixed ability class is not a problem. On the contrary it can be used to the children's' advantage.

If you have in your class one or two pupils who are 'quick-witted', who memorize English phrases faster, who immediately "understand' what you want them to do and quickly follow your instructions they can become 'leaders', an example their friends will follow.

Children do not need a coursebook.

The only person who needs a coursebook in a child's class is the teacher. It helps him/her get organized, set realistic goals, remember what material has been covered so far, what needs to be revised, etc. The 4ELT didactic plan may serve all these purposes.

Children learn by 'doing stuff'.

Small children are mostly kinaesthetic learners – they learn through their whole bodies. It is good to use the multisensory approach. It is important for children not only to colour, cut and paste during a lesson but they also need a lot of opportunities to touch, feel and manipulate objects, to dance, hop and jump and to move about the class purposefully. Total Physical Response (TPR) is therefore a very desirable method to be used. The method is described in the following pages.

Choices we have made

English, not Polish

We recommend speaking English all the time. At first children may be a little confused but they will soon accept it and develop their own strategies for dealing with the situation. They will learn to watch the teacher's face and gestures for clues; they will look carefully at what other children are doing. It is enough for one child to guess what the teacher means/wants and soon the rest of the class will follow. With time they will understand more and more without any need for translation.

What if they do not understand?

There are moments in a lesson that require the teacher to use the mother tongue. For example, a child is crying or an incident has occurred; maybe your lesson has halted because the children are at a loss not knowing what to do. Or maybe you realize that explaining something in English just takes much too much time (and effort). Then it is advisable to switch briefly to Polish. But we suggest that you have a clear way of demonstrating to the children that Polish is a different language and used during your lesson only occasionally. A nice way to do it is a technique called "the Polish hand".

The Polish hand

Cut out the shape of a huge red hand and stick it to the classroom wall. Tell the children it is the Polish hand. Whenever you need to address the children in Polish come to the wall and place your own hand over the Polish hand. The children will soon notice that you can only speak Polish when touching "the hand". This will become one of the classroom's rituals. Later on you may expect the children to do the same – touch "the hand" when they want to say something in Polish. This will reduce the amount of mother tongue in the lesson and will ensure that only one child is speaking at a given time.

The rope

Using a piece of rope to divide the space in the classroom is another interesting way of illustrating to children that English and Polish are separate languages. Just place a rope on the floor and make an outline of a circle (or another shape) with it. Step inside the circle and speak English then step outside and speak Polish. Explain that inside the circle you are always going to speak English because it is the 'English only' territory. If they want to be inside the circle with you they will need to try and use English, too.

Vocabulary, not grammar; chunks, not words

Some linguists argue that language is “lexicalized grammar”; some argue that it is “grammaticalized lexis”. Whatever the right answer is, the main focus of the “4ELT English for first graders” programme is teaching chunks of vocabulary. English grammar is introduced inexplicitly. Children are exposed to it but they are not expected to analyse it or consciously use it. Instead they are taught whole chunks of the language, often in rhymes, songs or by rote learning. We believe this will help them in the future to automatize their utterances (you can read more about automatization on Scott Thornbury’s blog <http://scottthornbury.wordpress.com/author/scottthornbury/page/5/>)

With or without an article?

The concept of articles is very difficult for Polish learners and especially for children. We believe it is better to introduce the indefinite article right from the start, from the very first lesson. So for example, when you point to flashcards with animals you should say *a rabbit, a cat, a tiger*, rather than *rabbit, cat, tiger*. This will allow you to ask questions like: *A rabbit? A cat?* (legitimate English questions if spoken with rising intonation).

Using articles right from the start gets the children used to the fact that in English ‘something is needed before a noun’. Later on when the definite article is introduced, it is less painful – pupils just substitute ‘a’ with ‘the’.

Hot questions

HOT stands for Higher Order Thinking (skills). The concept comes from Benjamin Bloom’s taxonomy of thinking processes (Bloom’s Taxonomy). The idea is that some types of thinking (and learning) require more cognitive processing (more brain power) than others. And therefore they are more engaging and more effective.

For the purpose of this project we have simplified the definition of HOT questions. In the 4ELT programme HOT questions are ones that:

- have more than one answer (e.g. what would you like to get for Christmas?)
- nobody is right or wrong (e.g. what tastes better: a strawberry or a grapefruit?)
- the questions refer to the children’s own experience (e.g. who is the strongest person you know?)
- they promote critical thinking (e.g. is it better to be a cat in a city or mouse in a forest?)
- allow for imagination and creativity (e.g. what does this cloud look like?)

The aim of HOT questions is to make children THINK about the contents of the lesson and to anchor it in their memory.

Every 4ELT lesson plan includes a few HOT questions that should be asked at the end of the lesson. Some of the HOT questions proposed are too difficult to be asked in English. They can be asked in Polish. They will still make the children mull the lesson over in their minds.

Homework

Small children cannot study language on their own. It is unrealistic to expect that a child will learn the language outside the class, unaided. And if you consider that not every parent can help their child with English it seems unfair to set tasks like: *read, write, study, and learn by heart* to young learners. The role of the teacher is to make sure children learn everything in class during the lesson. The only homework suitable for 6 and 7 year olds is to colour in a picture, draw a pet, bring a toy or a photograph, etc. Children aged 8 or 9 may be asked to copy a few words or sentences. That is the homework suggested by the 4ELT lesson plans.

Evaluation and grading

When it comes to the evaluation of children's progress the most important point is the rule traditionally sworn by doctors, taken straight from the Hippocratic Oath – *Primum non nocere* (First, do not harm).

Children want to please the teacher and getting the instructions right is enough of a reward. In the early school years children do not need to know how they rank in class. Getting a minus or a sad face instead of a smiling one is as disheartening and painful as getting an E grade. Hearing "*you cannot do it!*" at the age of seven can brand the child for life. So we suggest: if you cannot praise them, do not say anything at all.

To provide the children with necessary feedback, it is better to use hop4elt activities instead. By failing certain Kinect tasks the children will know that there are things they cannot do in English yet, but losing points in a computer game is not as devastating as earning a critical comment from the teacher. After all it is only a game.

For administrative purposes the teacher might write down phrases or structures that were difficult for particular pupils at the end of the lesson. It will be useful to revise them in the next lesson. However the children do not need to be aware of that fact that their performance is being graded all the time. They do not need grade to make progress and enjoy learning.

hop4ELT

Kinect applications - *hop4ELT* - are a unique feature of the 4ELT programme. They have been designed to create additional opportunities for movement in the class. They can be used to revise vocabulary and structures in a fun way. Since the technology of Kinect for Windows v.2 allows for up to six players to be involved at the same time, Kinect activities can be played by whole teams making lessons more dynamic and fostering team spirit.

GRADE 1

Effective activities for 6 and 7 year olds

Children have a short attention span. It is unrealistic to expect little children to spend more than five minutes doing one thing. Activities should vary and come quickly one after another. You can find suggestions for different activities below.

In a circle, on the carpet

6 and 7 year olds must not spend too much time at their desks. The best seating arrangement for young learners is in a circle on a carpet. This allows the teacher to have full control over the class. Also the weaker, less focused children can see their peers and copy them.

Songs, rhymes and finger plays

Children like listening to songs and rhymes. The good news is that they do not need to understand every word in order to enjoy them. It is enough if the songs are rhythmical and accompanied by gestures and movement. Children can listen and perform the same song many times without getting tired with it. The teacher needs to initiate singing and the children will happily join.

Total Physical Response (TPR)

The method is based on the comprehension approach to language teaching. Children listen to an instruction in English and respond not with words but with whole-body actions. This serves two purposes: 1 – the teacher can see immediately if the child understands the meaning in English and 2 – the child is exposed to, and passively learns the structure of the language.

For example: by asking: *Go to the green box! Lift up the yellow box! Give me the black box!* and observing the children the teacher can see if they understand different words describing colours. But at the same time children passively acquire the imperative forms of the verb. And, which is more, this is done completely stress-free.

You can watch Herbert Puchta doing TPR with young children here:

<https://www.youtube.com/watch?v=1Mk6RRf4kKs>

Put your finger on the ...

This simple game is best played on the carpet. Children sit in a circle. The teacher places different objects in the middle and names them. *For example: It's a blue crayon, It's a pink crayon, It's an orange crayon.* Then asks the children: *Put your finger on the..... pink crayon!* Whoever touches the pink crayon first is the winner. You may use flashcards instead of real objects.

For detailed instruction go to <http://www.program.4elt.pl/filmy.html>. The film no 1, entitled "Put your finger on...", illustrates in detail how to set up this fun activity.

Chinese whispers

This is a popular game known in Polish as 'gluchy telefon'. There are a few variations of the game but the simplest way to play it is in a circle. You whisper a message (a word or a phrase) into the ear of the child next to you and he/she needs to whisper it to the person next to him/her. The last person in the line needs to say the word, or draw it or mime it.

The problem with the game is that if the line of children is too long, they get restless and lose focus. That is why we suggest dividing the class into teams, so the 'telephone line' is only 5-6 people long.

Wordcards

Six-year-old children are not able to read but they often remember the graphic form of a word. That is why we use wordcards to expose them to written words. This will be helpful later when they will start to read and write in English. Wordcards and flashcards that accompany the 4ELT programme can be used in a number of different ways.

Matching wordcards with pictures is a very good way to expose children to the written forms of words and help them recognize and remember new words. It can be done as a whole class activity on the carpet or on the board.

Parrot game

We first saw this game in Kasia Tomys's lesson. It is a great activity to practice saying new words 'with meaning'. When the children have been taught new vocabulary with flashcards the teacher holds each flashcard up and names the object. The whole class repeats the word/phrase after the teacher. From time to time the teacher says the wrong word. For example she/he may hold up a picture of a dog and say 'a cat'. Even if only one child involuntarily repeats 'a cat' after the teacher, the whole class loses and the teacher scores a point. If - on the contrary - the teacher says the wrong word but the whole class remains silent, the teacher loses a point.

For detailed instruction go to <http://www.program.4elt.pl/filmy.html>. The film no 5, entitled "Parrot game", demonstrates in detail how to set up this fun activity.

The game makes children concentrate on the meaning of words/phrases. And a wise teacher will let the children win, of course 😊.

Bingo

Select eight various cards - a red triangle / a green square / six blue rectangles etc. - place them on the board. Demonstrate: Choose five of the eight and draw them on a piece of paper. Say: " I want a red triangle."; "I'd like five pink squares." etc. as you go along. Next say: "Now it's your turn. Choose and draw five." Children select their own five shapes from those on the board, and draw. As they draw, ask them what they have chosen. Take the cards from the board, mix them up and then select, one by one, make it a surprise every time a card is drawn out.

The children tick the shapes they have drawn as the cards come out. Always demonstrate your own version, express happiness when your card appears and you can tick it off, be sad when it's not your card. When all five cards have been ticked – Bingo and there is a winner!

Bingo can be played to practice any set of vocabulary.

Memo Games

A. Class version.

Show the cards first, then place them face down. Get the children (in teams or individually) to indicate where a particular card is. Say: "Show me the green square." "Where's the brown triangle?" etc. You may give points to each team, but children are usually equally happy if they just indicate the right card.

B. Pupils make their own memo cards and play in pairs or groups

Take a piece of A4 paper, fold it in half 3 times. Unfold the A4 paper, you have 8 individual squares. Tell the children: "I can see a red triangle here". "There are two green squares here." etc. Demonstrate. Draw one 'set' of shapes per square. The children complete their 8 squares as instructed by you. Then cut along the folded lines (DEMONSTRATE first) to make 8 cards. The children put their initials on the cards. Play memo in pairs - using two sets of cards - or small groups (more cards). Turn the cards face down and take turns to find a matching pair. Encourage the children to name the cards in English as they turn them over. Say: "Now it's your turn.", "Sorry, not this time.", "Well done, that's a match!", etc.

Just like Bingo, memo games can be played with different sets of vocabulary.

Kim's game or what's missing?

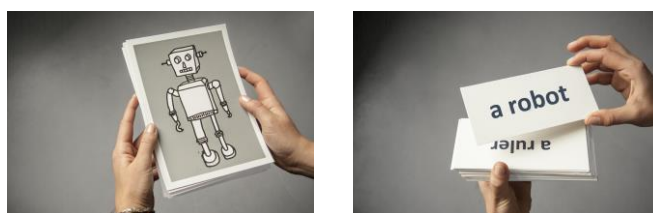
This game motivates children to memorize objects and is fun but it can also be a little frustrating when the children can remember the object but not the English name for it. When played regularly it develops children's' capacity to observe and remember details.

How to play Kim's game.

The children should sit in a circle on the carpet where they can see the objects/articles that the teacher places in the middle. They should know the English words for them. The teacher asks the children to try and memorize as many of the items as possible. Then the children turn around and the teacher removes one item from the set. As the children turn back the teacher asks: *What's missing?* The child who can shout the name of the missing object first is the winner.

Memory game

You can also use the wordcards to play the so-called 'memory game'. First demonstrate a few pairs of cards (a flashcard + a wordcard). See a sample pair below:



(a sample pair)

Then place them face down on the carpet and shuffle. Children take turns to turn over two cards at a time. If they find a pair they can keep it. If not, they turn them back and another child tries to find a pair. Play the game until all the pairs have been collected. The child who has found the biggest number of pairs is the winner. You will be surprised at how good children's memory is.

Reading in grade 1

Six and seven year old children are not expected to read in English. However they may be encouraged to 'recognize' the shape of the words on wordcards. See the picture above.

Writing in grade 1

In the first grade the only writing activity is to trace single words. The worksheets that accompany lessons plans in grade one focus mainly on developing children's motoric skills through colouring in, cutting and pasting.

Language to be taught in grade 1

| Lesson number | Title | Theme, grammar and functions | Vocabulary and phrases to be mastered by the students | Sample language to be used by the teacher |
|---------------|--|--|---|--|
| 1. | Hello! I'm your new friend! | Greetings Inviting | Hello! Goodbye! I'm This is <i>Ted</i> Is it <i>Ted</i> ? Yes, it is / No, it isn't. | Sit down Stand up. Come here. One, two, three – look at me! Let's make a circle! Show me your hands! Be quiet...BE NOISY! Teddy says: Hello! I'm Ted. Goodbye. |
| 2. | How are you? I'm happy! What about you? | State of being – asking and answering | How are you today? I'm fine / sad / angry / happy / sleepy. He is happy. She is angry. | Sit down! Stand up! Come here! One, two, three – look at me! Let's make a circle! Show me your hands! Be quiet...BE NOISY! Teddy says: Hello! I'm Ted. Goodbye. How are you today? Are you happy? Is she sad? Is he angry? Yes, he/she is. No, he/she isn't. |
| 3. | I'm Ted. I'm fine and I'm six! | Counting from 1 - 10 Age – asking and answering | Numbers 1 – 10 How old are you? I'm six/seven. He's six. She's seven. | Sit down! Stand up. Come here. One, two, three – look at me! Let's make a circle. Show me your hands. |

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| | | | | <p>Be quiet...BE NOISY! Look at Zosia! How old is she? Is she nine? Look at Micha! Is he six? Yes, he/she is. No, he/she isn't.</p> |
| 4. | My favourite colour is purple! | Describing colours | <p>It's red / yellow / blue / pink / purple / green / black / orange It isn't white /orange, etc. My favourite colour is... Number three is yellow / number two is blue, etc.</p> | <p>What's your favourite colour? What colour is it? Show me something yellow! What color is number three? Is it blue? Yes, it is. / No, it isn't Which colour is happy? Which colour is angry? Which colour is sad?</p> |
| 5. | One circle, two squares | Shapes – singular and plural form. | <p>a circle / a rectangle / a square / a triangle One circle Two triangles, etc. This is a red square, etc.</p> | <p>Let's make a circle! Let's make a square! Let's make a triangle! Let's make a rectangle! Is it a square/a triangle...? What can you see? How many circles can you see? One, two, three? One square – two squares – three squares... Let's count with me! Can you see a circle?</p> |
| 6. | Let's make numbers! | Shapes - singular and plural forms, revision Adjectives: big, small. Counting from 1 to 10 Naming colours | <p>I need two circles. Big / small My number is blue, yellow and pink. It's 10! etc.</p> | <p>Give me two circles! Big or small? What colours do you need? What colours are these? What number is it? Can I have a blue number / a red square, etc.</p> |

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| | | | | <p>What's your favourite number? What colour is the square? What colour is number 7?</p> |
| 7. | I can do it! | Revision | <p>How are you today? I'm fine / sad / angry / happy / sleepy. Numbers 1 – 10 My favourite colour is... Number three is yellow/ number two is blue/ etc. a circle / a rectangle / a square / a triangle One circle Two triangles, etc. This is a red square, etc.</p> | <p>Sit down! / Stand up! / Come here! Take your seats! One, two, three – look at me! Let's make a circle! Show me your hands! Be quiet...BE NOISY! Are you happy? Is she sad? / Is he angry? Yes, he/she is. / No, he/she isn't. What's your favourite colour? What colour is it? Is it blue? Yes, it is. / No, it isn't Let's make a circle! / Let's make a square! Let's make a triangle! / Let's make a rectangle! Is it a square / a triangle...? What can you see? How many circles can you see?</p> |
| 8. | My big schoolbag | Naming and describing school objects This vs that | <p>a pencil case, a pen, a pencil, a rubber, a glue stick, a brush soft/hard, wooden, thin, small/big, colourful This is a pencil case. It's colourful. This is a small glue stick, a golden pen, a soft rubber, a thin brush, a wooden pencil</p> | <p>What is it? What can you feel? Try to guess. This is a small glue stick. What colour is it? Is it soft? Yes! Very good! Fantastic! Have you got the same glue stick? What have you got?</p> |
| 9. | My dictionary is big and heavy! | Describing the school objects | <p>I've got.../ I haven't got Soft / hard, wooden, thin, small / big,</p> | <p>What is it? Is it transparent?</p> |

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| | | This vs. that | long/short, colourful This pencil is short and that pencil is long. | What colour is it? Touch. What can you feel? Look. What have you got? This is a small glue That pencil is long. |
| 10. | A busy bee. | Prepositions of place There is vs. There are | on, in, under chalk, a bin, a chair, a sponge It's on the chair. It's in the bin. It's under the sponge. There is a sponge on the desk. There are three books in the bin. | What is the bee looking for? The bee is looking for... Can you see? Look in the bin!. Find the sponge! Where's the chalk? I don't know. Where's the sponge? Is it on the desk? Yes, it is. No, it isn't. |
| 11. | A mouse ate my crayons. | Counting from 1 to 12 and using plurals Describing colours Naming animals There is.../ There are | A rat, a mouse, a hamster, a rabbit, This rat / that mouse My <i>guinea pig</i> ate <i>three</i> crayons. One, two,... crayons are missing. <i>Red</i> is missing There is one crayon... There are a lot of pencils. | Where are my crayons? Where are my books? A rat ate them? A rat? A rabbit ate them? It's fat! Let's count! Can you see the rat? It's fat! How many pencils are missing? Long or short? What colours are they? What's missing? |
| 12. | In my classroom. | Revision | My classroom is big / small. There is a board. There are three windows. This is a pencil case. It's colourful. This is a small glue stick / a golden pen / | Look! It's our classroom! Is it big? Is it small? Where is the board? Show me! Point to the teacher's desk! How many windows are there? |

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| | | | <p>a soft rubber / a thin brush / a wooden pencil. I've got.../ I haven't got Soft / hard / wooden / thin / small / big / long / short / colourful This pencil is short and that pencil is long. on the desk / in the bin / under the book a chalk, a bin, a chair, a sponge It's on the chair. / It's in the bin. / It's under the sponge.</p> | <p>Are there three or four windows? Can you count the windows? Let's count! Have you got a pen? How many pencils have got? Is it short? Is it long? Is it wooden? Yes? No? Look and find! Where is the sponge? Where is my pencil case? What's there on the desk? There is a sponge on the desk. There are three books in the bin. How many books are there in the bin?</p> |
| 13. | The magic brush – a story. | <p>Revision Listening to the story Singing</p> | | <p>Listen to my story! Be quiet and listen very, very carefully. One, two, three, look at me! Three, two, one, zero! Who's gonna be our hero? Is it you? Is it me? Look and see! Look and see! Who's in the story? Look at the picture. What is it? What can you see? Where is the brush? It's magic!</p> |
| 14. | I'm a huge monster and I've got big feet. | <p>Parts of body Singular and plural forms Adjectives</p> | <p>a head, a neck, an arm, a hand, a leg, a foot, a stomach I'm a monster! I'm huge! I've got a small head. I've got long legs and a big stomach.</p> | <p>It's a monster! Look! It's big! No! It's huge! Huge! It's got..... You're monsters now! Draw! What have you got?</p> |

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| 15. | I can smell with my nose | Features of the face Senses Abilities | an eye / eyes a nose an ear / ears a mouth I've got small eyes. smell, look, listen, touch, taste I can smell with my nose. I can look with my eyes. I can listen with my ears. I can taste with my mouth. I can touch with my hands. | This is a face. Big eyes. Long nose. Small mouth. It's a funny face! Let's make a face! What have you got? Look! Eyes – you can look with your eyes. Can you look with your nose? No, of course, you can't. Listen! Ears – you can listen with your ears. Can you listen your eyes? No, of course you can't. Taste! You can taste with your mouth. Smell! You can smell with your nose. Touch! You can touch with your hands. |
| 16. | Halloween – Trick or treat! | Introducing foreign culture. Parts of the body Feelings Colours | a witch, a ghost, a goblin, a vampire, a fairy. A skinny witch. She's got a big nose. A funny ghost. He's got big eyes. A green goblin. He smells bad. A scary vampire. He's got long teeth. A beautiful fairy. She's got long hair. | Halloween. Do you know Halloween? What are they? This is a witch. She's tall and skinny. She's hungry! This ghost is funny! Look at his eyes! They're big and blue. Etc. Let's draw! Let's play! |
| 17. | Shake your head and click your fingers. | Verbs Actions | Shake, nod, clap, roll, wiggle, rub, click Shake your legs Nod your head Clap your hands Roll your hands Wiggle your fingers, etc. | Let's make a circle! Show me your hands! Show me your feet! Shake your hands! Click your fingers! Rub your nose /eyes! Shake your leg! |

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| | | | | Nod your head Clap your hands! Roll your hands! Wiggle your fingers, etc. |
| 18. | Put a hat on your head. | Naming clothes | a hat, a T-shirt, a skirt, a dress, shorts, jeans, shoes Put it on! Take it off! | Clothes! Look! What is he wearing? What's she wearing? He's wearing a She's wearing a I'm wearing..... Put on a hat! Take off your shoes! |
| 19. | It's cold and I'm wearing a scarf. | Describing what people wear. | socks, tights, a scarf, a hoody, baggy trousers I'm wearing a hat, etc. | What are you wearing? Are you wearing baggy trousers? |
| 20. | I like my blue jeans and red socks. | Clothes Describing appearance Preferences | A cap, pockets, a jumper I like / I don't like this/that T-shirt My favourite clothes are.... | What's your favourite? Do you like this hat? What are they? Are they shoes or socks? Who is wearing a black T-shirt today? |
| 21. | I've got a teddy bear but I haven't got a doll. | Toys have got / haven't got | a teddy, a kite, a car, a scooter, a ball, a robot, a computer game I've got..... I haven't got | A lot of toys! A lot of toys! Do you like toys? What have you got? Have you got blocks? Look! What can you see? Touch! Draw your toys. What is it? Can you guess? Put your finger on the scooter. Where is the ball? Point to the ball! |

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| 22. | My brother's got a giant dinosaur! | Adjectives describing toys | blocks, a doll, a truck, a train, a ball, a dinosaur, a computer game plastic LEGO blocks a slim doll a monster truck a wooden train a rubber dinosaur a new computer game I've got..... I haven't got He's got... /She's got..... | A lot of toys! A lot of toys! Do you like toys? What have you got? Have you got blocks? Look! What can you see? Touch! Draw your toys. What is it? Can you guess? Can you guess what it is? What do you think it is? Has he got a monster truck? No, he hasn't. He's got a rubber dinosaur. And what has she got? Has she got a doll? No, She's got a toy car. |
| 23. | There's a mess in my bedroom! | Toys Prepositions of place | in, on, under, behind, next to a floor, a chair, a door, a desk, a toy box. Where's my keyboard? It's on the floor. It's under the chair. It's behind the door. It's next to the desk. It's in the toy box. No, it isn't / Yes, it is. | Where's the dinosaur? Is it on the desk? No, it isn't. Yes, it is. Please find the toy box! Look around! Can you see the train? Can you see the monster truck behind the door? Put the red block next to the truck! Take the doll and put it under the desk! |
| 24. | This is our house. | Rooms | a bedroom, a kitchen, a bathroom, a living room, a garden, a basement In the house, there is a bedroom. | I've got some pictures. What is it? What can you see? It's a house! These are rooms in the house Is there a kitchen in the house? There's a kitchen, etc. What else is there in the house? Is there a table in the kitchen? |

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| | | | | Go to the kitchen / run to the bedroom / tiptoe to the living room / hide in the basement! |
| 25. | A haunted house. | Rooms Furniture There is... / There are... | a bedroom, a kitchen, a bathroom, a living room, a garden, a basement soft sofa, a big bed, a golden table, shiny mirrors, old washing machine, a fancy playground. There is a big bed in the bedroom. There are shiny mirrors in the bathroom. | This is a haunted house. Can you see a ghost? Where is the ghost? In the bedroom? / In the basement? What's in the bedroom? There is a soft sofa in the living room. There are two mirrors in the bathroom. Strange! Bizarre! Are you scared? Don't be afraid! It's a funny ghost |
| 26. | Christmas presents. | Vocabulary connected with Christmas Toys Giving and receiving presents. | a present, a Christmas tree, Santa Claus, a bauble, a reindeer, an elf This is for you. Thank you. You're welcome. | Christmas presents. Do you like presents? What would you like to get? Toys? Sweets? Let's make presents! Let's make a present for your daddy! Are you going to give a present to your friend? Say: thank you! Say: you're welcome! What do you feel? Are you happy? |
| 27. | Christmas is coming. | Vocabulary connected with Christmas Toys Parts of the body Describing appearance We wish you a Merry Christmas – song | a present, a Christmas tree, Santa Claus, a bauble, a reindeer, an elf I want... We wish you a Merry Christmas and a happy New Year! This is an elf. He's slim and happy. This is Santa Claus – he's fat! This is a present – it's big and heavy! This is a bauble – it's made of glass. This is a Christmas tree – it's green. This is a reindeer – it can fast! | Look! It's a sack! What's inside? You can touch it. Is it a present? What is it? It's a photo! It's an elf! Look at him! Is he fat? Is he thin / happy, etc..? Look at his eyes! Are they big or small? What colour are they? Let's sing a song! Let's make a circle! |

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| | | | She's/He's got big eyes/long arms/short hair, etc. | |
| 28. | Singing Christmas carols. | We wish you a Merry Christmas – song Jingle bells – singing and reading Christmas card - project | a present, a Christmas tree, Santa Claus, a bauble, a reindeer, an elf We wish you a Merry Christmas and a happy New Year! a bell – bells, a horse - horses, a sleigh - sleighs Jingle bells, jingle bells, jingle all the way! Oh, what fun it is to ride in a one horse open sleigh! | Let's sing! Let's make a circle! Show me your hands! What is it? It's a bell! How many bells? Let's count! One bell, two bells... Jingle bells... Let's make a Christmas card! Open the envelope! Fold it in half! Cut it out! Glue. Draw a square! Colour it in! Trace! |
| 29. | A Christmas family photo. | Family members Feelings | mummy, daddy, sister, brother, granny, granddad This is my She is happy / sad / sleepy / surprised / amazed I like / love / miss my granny. She's wearing..... He's next to..... | Look at this photo! This is my family. It's Christmas. This is my mummy, my daddy... Is he happy? Is he sad? I love my mummy! Do you love you mummy / daddy? What is she/he wearing? Who's behind / next to her? |
| 30. | My daddy is a pilot. | Members of family Professions Possessive pronouns | a pilot, a doctor, a policeman, a nurse, a tailor, a teacher, a firefighter He's a doctor. She's a nurse. His / her brother is a teacher. My mummy is... My daddy is..... | Look! Who are they? Who is it? It's a doctor.... This is his mum.... This is her daddy.... His name's John. Her name's Emma. |

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| 31. | My uncle is tall and handsome. | Family members Adjectives Subject pronouns | tall, short, handsome, fat, slim, funny, beautiful. an uncle, an aunt, a cousin He is..... She is..... | Look at this photo. Who are they? This is my uncle. This is my aunt. He is tall. She is short. Look at my brother...he's strange! 😊 |
| 32. | Hide and seek. | Asking for somebody. Describing the location. | Where's mummy? She's in the garden. He's in the basement. | Where's daddy? Look for daddy! Can you find daddy for me? Please go and find him!. Can you see him? Is he in the kitchen? What's he doing? |
| 33. | I love my sweet rat. | Pets | a guinea pig, a cat, a rat, a hamster, a tortoise, a dog, a goldfish a small guinea pig, a sleepy cat, a dirty rat, a tiny hamster, a friendly dog, a magic goldfish | I have a dog. His name is Rufus. Rufus is my pet. These are pets. Pets live at home. Have you got any pets? What have you got? What would you like to have? |
| 34. | I've got a dog, but I haven't got a cat. | Describing animals have got / haven't got | a guinea pig, a cat, a rat, a hamster, a tortoise, a dog, a goldfish I've got..... I haven't got..... I would like to have..... | Have you got a pet? What have you got? A dog or a cat? What's it like? Is it big or small? You haven't got a pet? Would you like to have a dog? A dog or a cat? What would you like to have? |
| 35. | Where's my hamster? | Furniture Rooms Prepositions of place | a table, a chair, a TV, a sofa, a door, a bath, a washing machine, a cupboard, a wardrobe Where's my rat? | Where's the cat? Did you see him? Is it in the bathroom? Is it in the bath? |

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| | | | a kitchen, a bathroom, a bedroom, a living-room, a basement, a garden It's in the kitchen. in, on, under, behind, next to The tortoise is under the table. | Where is your hamster? Is he hiding in the bathroom kitchen? Look! Look under the chair / behind the wardrobe. Is he hiding under the washing machine? Can you see him in the garden? |
| 36. | My cat is climbing a tree. | Present Continuous tense Describing the picture Verbs | swimming, running, sleeping, eating, climbing, barking, jumping The dog is running, etc. | Look at this picture. What can you see? Is it a cat? Is he black or white? What is he doing? Is he sleeping / jumping / barking? |
| 37. | I swim like a fish. | Abilities Can / can't | swim, run, sleep, eat, climb, bark, jump, fly, creep a spider, a snake, a parrot The dog can run, The goldfish can swim. The cat can't fly The bird can fly, etc. | Can the dog fly? No? Can he run very fast? Yes! Yes, he can! Very good! He can.... He can't |
| 38. | All about my pet – project. | Describing pets Giving information | It's a dog. It's big and brown. It's got ...legs, a head, two ears, etc. | Let's do a poster! Look! Pictures. What's in the pictures? Do you like it? Which do you choose? Cut, cut, cut! Let's draw! Let's write! Let's stick it to the poster! |
| 39. | Valentine's Day. | Feelings Family members Colours | love, a heart, an angel, a Valentine's card, chocolates, flowers. I love you. | It's Valentine's Day! Lovers Day! We say: I love you, I like you! |

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| | | | I like you very much. | We write a card! Let's make a card. A Valentine's card. Use red colour a lot! Red, red, red! Fold. Cut. Glue. We give chocolates, flowers. We write poems! |
| 40. | Blue blueberries and sweet cherries. | Fruits Counting Talking about taste | an apple, a pear, a plum, a watermelon, a cherry, a blueberry, a strawberry, I like... My favourite fruit is..... I like strawberry ice-cream. | Yummy fruits! Do you like bananas? What's your favourite fruit? Blue blueberries and sweet cherries – delicious! Red strawberries – yummy! How many plums? |
| 41. | I like orange juice and fruit salad. | Fruits Likes and dislikes | I like... / I don't like a banana, grapes, a peach, a pineapple, an orange, honey banana juice, apple juice, orange juice, strawberry ice-cream Yummy! Yummy! | What's your favourite fruit? What's your favourite flavour? Let's make fruit salad. What do we need? Let's add bananas! Cut, cut, cut Sweet honey. Mix.Yummy! |
| 42. | Yummy face. | There is.../There are - affirmative and negative. Naming features of the face Revising food vocabulary | There is a banana. There isn't a pear. There are two kiwis. There aren't any oranges. Yummy face! It's delicious. Yes, there is./No, there isn't Yes, there are / No, there aren't. | Look at this! What can you see? A face? A funny face? What is it made of? These are fruits! Delicious! Is there a banana in the basket? Are there any apples? |
| 43. | He likes chicken but he doesn't like fish. | Food He likes / he doesn't like... | chicken, pasta, rice, carrots, water, fish, chips He likes / she likes | This is my sister. She likes fish and chips. This is my brother. He likes pasta. What do you like to eat? |

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| | | | He doesn't like / she doesn't like... | Do you like.....? What about you brother / sister? Does he / she like.....? |
| 44. | Picnic time | Food have got / haven't got Asking questions. | a sandwich, ham, butter, bread, cheese, lettuce, jam, a tomato Can I have cheese, please. I like... / I don't like I've got... / I haven't got... | Let's have a picnic! Do you like ham sandwiches? Have you got fruit juice? Have you got fruit salad? Let's make fruit salad for our picnic! What do you want? What would you like? Would you like a banana? |
| 45. | At the grocery shop. | Buying Counting Revising fruit vocabulary | chicken, pasta, rice, carrots, water, fish, chips, a banana, grapes, a peach, a pineapple, an orange, honey, an apple, a pear, a plum, a watermelon, a cherry, a blueberry, a strawberry, Can I have cheese, please. I want to buy..... How much is? Here you are. Thank you. Goodbye! | You haven't got any butter. You need to go to the shop to buy some butter. You are in a shop. You want to buy some food. How can I help you? I'd like to buy some cheese. How much is it? It's 2 £. Can I have some chicken? Here you are. Thank you. Can I have some tomatoes? |
| 46. | St Patrick's Day – Irish tradition | Introducing foreign culture. Colours | St Patrick's Day St Patrick, a dwarf, gold, a rainbow, a shamrock, a parade | This is St Patrick's Day. It's an Irish tradition. Where is Ireland? Can you show it on the map? Everything is green. Look at this leprechaun! He's funny! Let's draw a dwarf and a rainbow. What colours can you use? |

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| 47. | What a lovely day? | Describing weather | hot / cold / sunny / cloudy / rainy / windy / foggy It's sunny... I like foggy weather. What's the weather like? | What's the weather like today? Is it windy? Do you like this weather? What weather do you like? What's your favourite weather? Do you like when it's sunny? |
| 48. | What's your favourite season? | Seasons | hot / cold / sunny / cloudy / rainy / windy / foggy spring, summer, autumn, winter It's hot in summer, etc. | What's the weather like in autumn? What's your favourite season? Are you cold or hot in summer? When is it cold? Is it cold in summer? Do you like summer? Do you like when it's hot? When is it windy? When it is green? When are trees green? Are they green in winter? No, they aren't. |
| 49. | I like playing outside. | Fun activities | playing football, playing outside, going for a walk, throwing snowballs, catching snowflakes, jumping in puddles I like playing outside in spring. The weather is.... | What do you do in winter? Do you like catching snowflakes / jumping in puddles, etc.? I like going for a walk. I like reading books. It's raining – what do you like doing? What do you like doing in winter / in spring / in autumn? |
| 50. | All about me | Describing appearance Giving personal information | I'm..... I'm seven. I live in..... I'm tall and slim. I've got a sister..... I've got a cat... | This is my photo. This is me. I'm I live in..... I'm not very tall. I am happy. And this is my brother. He's tall. I've got a brother and a sister. |

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| | | | I like..... My favourite.... | I've got a dog, too.. I like chocolate. My favourite colour is red. |
| 51. | I can dance but I can't play the piano. | Describing skills Can / can't | I can / I can't play football / dance / play the piano / run fast / jump high / sing well. | What can you do? Can you sing? I can sing. You can sing. Can you jump? I can't jump! And you? Show me! Show me how you jump! Can you run faster? |
| 52. | Easter basket. | Vocabulary connected with the subject. There is/there are Colours Numbers Describing pictures | an Easter basket, a chick, a bunny, an egg, a lamb, a duckling. There is one Easter basket, etc. There are three eggs; etc. A chick is yellow; etc. Happy Easter! | Happy Easter! Look!this is my basket. My Easter basket. What's inside? A chick! How many chicks? What is their colour? A lamb? How many? What's the colour? Etc. |
| 53. | Egg hunting! Happy Easter! | Implementing foreign culture. Colours Numbers Adjectives Prepositions of place. | an Easter basket, a chick, a bunny, an egg, a lamb, a duckling. How many Easter eggs? One, two,...twelve. This is a big egg. This is a small egg. There are two big red eggs in the basket / on the chair /under the window / behind the bag. There is a small blue egg. | Happy Easter! Look! This is my basket. My Easter basket. What's in the basket? What's inside? Eggs? How many eggs? Are they big / are they small? How many eggs are big? How many are small? Where is a red egg? Where are three green eggs? Show me the three green eggs! |
| 54. | Let's go outside! | Can/can't Weather | I can / I can't play football / dance / run fast / jump high / swim / play outside / ski. It's rainy and cloudy. It's sunny and hot. | Wat can you do? Can you swim? Can you ski? What's the weather like? It's sunny. The sun is shining. |

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| | | | It's snowy and cold. | Do you like hot weather? What's your favourite weather? What can you do then? |
| 55. | Sunglasses in summer! | Clothes right for the weather Weather Can/can't | What's the weather like? It's windy, foggy, etc. I'm wearing: sunglasses, a hat, a jacket, boots, wellingtons. It's hot. I'm wearing a hat and sunglasses.. It's cold and windy. I'm wearing a jacket. I can fly a kite / jump I puddles, etc. | What's the weather like? Look outside! Look through the window! Is it hot? What are you wearing? Are you wearing a T-shirt and shorts? It's cold – what are you wearing? It's windy – what can you do? She's wearing shorts. What's the weather like? He's wearing a scarf and a hat. What's the weather like? |
| 56. | Four seasons of the year. | Seasons Weather | What's the weather like? It's rainy/windy/snowy/hot/cold/ cloudy/foggy/sunny. It's spring. It's summer It's autumn. It's winter. In winter it's snowy and cold. In summer it's sunny and hot. In autumn it's cloudy and foggy. In spring it's rainy. | What's the weather like today? How many seasons have we got? One, two, three, four? What are the four seasons? What season is it now? It's spring / summer / autumn / winter. What's the weather like in spring / summer, etc.? Do you like winter? What's your favourite season? What can you do in summer? What do you wear in winter? When is it rainy / windy / hot / cold? What do you wear when it's windy / cold / sunny? |
| 57. | Mother's Day | Greetings. Family members Actions Can/can't | mummy, daddy, a sister, a brother. a card, a flower, chocolates. I make a card. I can give my mommy flowers. I can give her chocolates. | It's Mother's Day! Hurray! What can you give her? Can you give her flowers? Yes, you can! Can you give her chocolates? |

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| | | | <p>I tidy my room. I do the washing up. I kiss/hug my mummy.</p> | <p>Yes, you can! You can give her a kiss. What else can you do? Let's make a card! You can tidy your room. Do you tidy your room / wash the dishes, etc.?</p> |
| 58. | Story time. | <p>Revision of words and phrases from the previous lessons. Listening and understanding.</p> | | <p>Listen. Time for a story. Let's make a circle. Let's sit in a circle! Show me your hands. Put them on your lap. I'm going to read you a story. Do you like stories? Do you like reading? Look at the picture! What's the story about? Show me the Where is the.... What's he/she doing? Is he happy? Is she scared? What is behind / on / under the... What's going to happen next?</p> |
| 59. | Kid's Day – fun and games! | <p>Playing well known English games. Instructions TPR</p> | <p>Let's play! Yes! Let's! Let's jump! Yes! Let's! My turn!</p> | <p>Let's make a circle! Show me your hands! Let's play! Let's jump! Start! Stop! Your turn! Be quiet! Listen and do! Repeat! Ready, set, go!</p> |

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| 60. | In the park. | Revision of words and phrases from the previous lessons. Pets Actions Family members Present Continuous tense. | Boys are playing football. Girls are smelling flowers. Dogs are running. Birds are flying. Mummy is reading. Daddy is sitting. It's sunny/hot, etc. | Look at the picture. This is a park. Who's in the park? What can you see? What is it? Is there a boy? How many boys are there? Are there any girls? How many? What are they doing? What animals can you see? What is daddy doing? What's the weather like? |
| 61. | At the seaside and in the mountains. | Revision of words and phrases from the previous lessons. Present Simple tense Can/can't I've got/I haven't got Weather Food Clothes Colours | a seaside, a beach, a mountain, flip-flops, a sandcastle, walking in mountains, a backpack, a swimming costume. I can swim. I can go for a walk. I can build a sandcastle. I wear a swimming costume. I wear a T-shirt and shorts. I've got a backpack. I eat ice-cream. I drink water. | This is a beach. It's hot and sunny. What can you do? What do you wear? What do you eat? We are in the mountains. They are big / very high! Do you like mountains? What can you do in the mountains? What do you wear at the seaside? |
| 62. | My favourite English words – project. | Revision of words and phrases - project. | I like..... My favourite word is..... I'm drawing..... This is..... | What is your favourite word in English? One or more? Let's draw and write them. Let's make a poster! What are you going to draw? What is it? Great job! |

GRADE 2

Effective activities for 8 and 9 year olds

Guessing games

A guessing game is the queen of all language games. It encourages children to apply the target structure or vocabulary in semi real communication, never failing to engage them. It can be played to practice any language structure and any set of vocabulary providing limitless opportunities for drilling. There are many variations of the game.

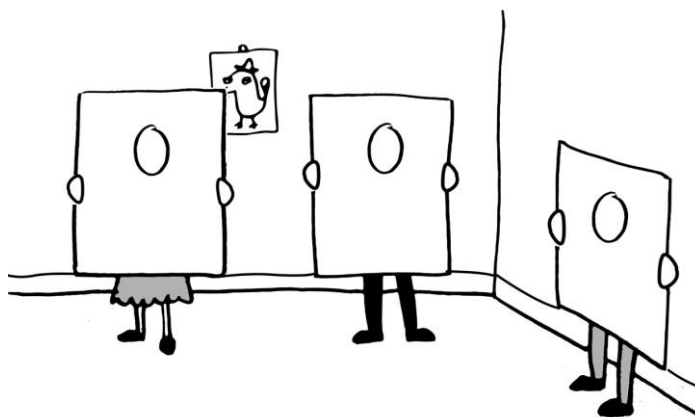
How to set up a simple guessing game

(For example – to practice food items and the structure: *Is it in the basket / pot / fridge..?*)

Prepare pictures of different food items (you can use flashcards or pictures cut out from supermarket brochures) and three big pictures of a pot, a basket and a fridge. Pre-teach the expressions *in the basket / in the pot / in the fridge*. Revise the food vocabulary on the flashcards. Stick the pictures of a pot, a basket and a fridge on the board. Place a picture of a banana under the picture of a pot and say: *Where is the banana? Is it in the basket? No, it isn't. Is it in the fridge?* Pretend that you are looking under the picture of the fridge and say: *No, it isn't. The banana is not in the fridge. Is it in the pot? Yes, it is.* Repeat the procedure with different food items until you are sure the children understand the structure: *Is it in the...*

Ask one pupil to come to the board. Give him/her a picture of an apple and ask him/her to hide it under one of the three containers. The other children must close their eyes or turn around so that they cannot see where the apple is hidden. You also close your eyes. Then everybody tries to guess where the apple is by asking: *Is it in the...* At first you may have to do most of the guessing, but with time the children will attempt asking the questions, too. Especially if you show excitement at their guessing right. The activity may be repeated until everyone has had a go or until the children start to lose interest.

The game can also be played on the floor, on carpet, in the hall and even outside. And it is even more fun if you bring real food and a real basket / pot / bag etc.



(Children holding face-ins)

Face-ins are props designed especially to be used during guessing games.

To watch the short film about how to use face-ins go to <http://www.program.4elt.pl/filmy.html>.

The film no 2, entitled “Guessing Game”, demonstrates how to set up this activity so that it motivates children to ask yes/no questions.

Techniques to make children memorize words, phrases and even longer texts

Small children cannot learn texts by heart intentionally / in and of themselves. They just DON'T KNOW HOW to do it. But a teacher can trick them into memorizing single words and even longer lines of text unintentionally. The method is based on the principle of a Vanishing text - an activity which we learnt from Penny Ur.

For example to teach the names of a few wild animals make the children sit in a circle on the carpet. Have a few flashcards with wild animals ready. Slowly place one flashcard after another in a neat line naming each animal. Slowly say something like this: *a lion, an elephant, a giraffe, a monkey, a zebra, a crocodile and a tiny little mouse*. Repeat the words slowly a few times, each time pointing to the word you are saying. Have the children recite them together with you in a chorus. Then place a white sheet of paper over one flashcard. Recite all the animals again. Then cover one or two more flashcards and recite with the children again. Continue the process until the children are ‘reciting’ all seven animals from the blank sheets of paper.

Vanishing text-type activities are a very powerful technique. They always work. The texts can disappear in many different ways. The teacher may turn the pictures over, rub them out from the board, words can disappear from a screen. But the effect is always the same – children TRY VERY HARD and usually succeed in memorizing quite long lines of text.

To see how it works go to <http://www.program.4elt.pl/filmy.html>. The film no 10, entitled “Vanishing text”, demonstrates step by step how to set up this powerful activity.

Memory game

You can also use the wordcards to play the so-called 'memory game'. First demonstrate a few pairs of cards (a flashcard + a wordcard). See a sample pair below:



(a sample pair)

Then place them face down on the carpet and shuffle. Children take turns to turn over two cards at a time. If they find a pair they can keep it. If not, they turn them back and another child tries to find a pair. Play the game until all the pairs have been collected. The child who has found the biggest number of pairs is the winner. You will be surprised at how good children's memory is.

Reading in grade 2

In the second grade we expect children to be able to recognize all the letters of the alphabet. It is a good moment to start teaching them reading in English. English spelling is very complicated. That is why it is better to teach children to 'read' (recognize) whole words rather than sounds or syllables. The technique is called global reading. 4ELT wordcards are very useful for that.

Another useful technique is flashing at children whole sentences or commands like these:



For detailed instruction go to <http://www.program.4elt.pl/filmy.html>.

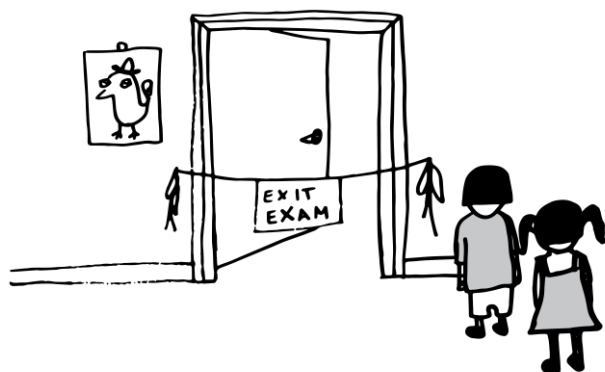
The film no 4, entitled “reading and TPR”, demonstrates in detail how to set up this very stimulating and fun activity.

Writing in grade 2

In the first grade the only writing activity is to trace single words. We expect children to start writing only in the second grade. In some activities they are asked to copy single words or very short sentences. In the third grade they might copy a very short text or fill in single words in a longer sentence.

Exit Exam

From time to time you may want to finish your lesson on a serious note. A nice way to do it is a little activity called “the Exit Exam”. Tie a piece of string or rope with a sign EXIT EXAM in the doorway. See the picture below.



Tell the children that they may leave the class only if they can answer one question in English. Ask a different question to each child. Lift the rope and let the child go out when he/she has answered your question. The children leave the room slowly, one by one.

(Note! It may take too long to ask a question to every child in class - so be flexible.)

Language to be taught in grade 2

| Lesson number | Title | Theme, grammar and functions | Vocabulary and phrases to be mastered / revised by the students | Sample language to be used by the teacher |
|---------------|--|--|--|---|
| 1. | What's your name? | Greetings Introducing yourself Possessive pronouns his/her | <p>Active language: Hello! Goodbye! My name's Ted. And what's your name? What's his / her name?</p> <p>Revised language: a carpet, a circle, sit on the carpet, come here</p> | <p>Hello everyone. Nice to see you again. Teddy says: Hello! I'm Ted. Ted, how are you today? I'm fine, thank you. What's your name? I'm the Teacher. Ted says: Hello Teacher! What's her name? Is her name Sophie? What's his name? Is his name Igor? Come here. Sit on the carpet, please. Let's make a circle. Well done! Fantastic!</p> |
| 2. | How are you today? | Greetings Introducing yourself Feelings | <p>Active language: I'm happy / sad / sleepy / angry / tired / scared / mad / shy</p> <p>Revised language: Sit down! Stand up! Stamp your feet! Clap your hands! Turn around! Jump up high! Walk on your tip-toes!</p> | <p>Teddy says: Hello! I'm Ted. Ted, how are you today? I'm happy / sad / angry / sleepy / tired / scared today. Ted says: Hello Teacher! How are you today? I'm sleepy today. Clap your hands if you're tired today! Raise your hand if you're scared! What colour is this?</p> |
| 3. | Clap your hands if you like the colour green! | Colours Adjectives Likes / Dislikes | <p>Active language: It's blue! Blue is happy. It's orange! Orange is sleepy.</p> <p>Revised language: Adjectives: sad / happy / angry / sleepy / tired Colours: blue, black, green, orange, pink, purple, red, white, yellow</p> | <p>What colour is this? Is it blue? Is the rubber red or pink? My favourite colour is white. What's your favourite colour? Which colour do you like better: purple or brown? Clap your hands if you like the colour pink / green / black. What colour do you get when you mix blue and yellow? Sit here if you have something black / red / blue.</p> |

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| | | | | Please show me something blue. Is blue happy or sad? Which colour is angry? |
| 4. | Number thirteen is green! | Numbers 1-20, 30, 40, 50, 60, 70, 80, 90, 100 Colours | <p>Active language: It's blue! It's orange! Number one is orange! Number two is blue! Number eight is sleepy! Number one is happy!</p> <p>Revised language: Adjectives: sad, happy, angry, sleepy Colours: blue, black, green, orange, pink, purple, red, white, yellow Numbers: 1-10</p> | Look at the numbers! Repeat after me! Let's count. One, two, three - look at me! Let's count one, two, three, four...ten. What colour is number eleven? Is number twelve orange or white? Number fourteen is purple. Is number thirteen happy or sad? Find / touch / show number fifteen! Look at the numbers. What number is missing? Which number is bigger: seven or seventeen? Which number is smaller: twelve or twenty? |
| 5. | My circle is purple! | Shapes Colours Adjectives Numbers 1-20 | <p>Active language: a rectangle, a triangle, a circle, a square, an oval, a star, a heart Adjectives: small, big, happy, sad Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow</p> <p>Revised language: Shapes: a triangle, a square, a rectangle, a circle Adjectives: big, small Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow Numbers: 1-20 There is</p> | What number is this? What colour is number nineteen? Is it a circle or an oval? Is it a star or a heart? How many circles can you see? There is one purple circle. There is one yellow square. Which circle is happy/sad/angry/sleepy? What can you see? Is this a rectangle? What colour is the rectangle? My circle is purple. My square is green. My rectangle is red. My triangle is white. |
| 6. | The Alphabet song | Letters of the alphabet Colours Adjectives | <p>Active language: The alphabet song: A, B, C, D,</p> | The alphabet song This is the English alphabet. How many letters are there? |

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| | | Numbers 1-20 | E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z | What letter comes first: A or B? C or D? A is for apple, B is for Mr. Bee, M is for mama, D is for daddy. What is G for? G is for giant giraffe. |
| 7. | I spy with my little eye... | School objects Animals – p.1 The alphabet | Active language: I spy with my little eye something beginning with G. A giraffe, an elephant, a penguin, a rattlesnake, a lion The song: BINGO <i>There was a farmer, had a dog. And BINGO was his name-O B-I-N-G-O x3 And BINGO was his name-O (author: Unknown)</i> Revised language: School objects | Look, what I've got! This is a magic schoolbag. Guess what's in my bag. There's something beginning with G. What do you think it is: a glue stick or a giraffe? There's something beginning with P. What is it? Is it a pencil or a penguin? There's something beginning with R. What do you think it is: a rubber, a ruler or a rattlesnake? |
| 8. | Horses and hippos, spiders and snakes | Animals – p.2 | Active language: A parrot, a kangaroo, an octopus, a penguin, a tiger, a zebra, a monkey, a hippo, a polar bear, a whale, a shark, a dolphin, a lion, a crocodile, a snake, Revised language: Animals – p.1 | How many animals can you see? What is this animal? How does it go? Are you scared of snakes / lions / monkeys? Do you like hippos? Which animal has got sharp teeth? Have you ever seen a crocodile? Would you like to have a baby lion at home? |
| 9. | R is for rainbow | The rainbow song Spelling Animals | Active language: E is for elephant, G is for giraffe, K is for kangaroo, O is for octopus, Revised language: The alphabet, | Please take a blue pencil and write a letter D. What colour is the letter D? Match the letter D with a dolphin. Now write a letter E! What colour is your letter E? Match the letter E with an elephant. |

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| | | | Animals, Colours Numbers: 1-20 | Show me the letter B! Where is the letter C? What does O look like? Does it look like a circle or an oval? What's number one? Is it a letter C? Match the letter G with a giraffe. How many letters F are there? |
| 10. | I've got a blue pen. | Classroom objects Adjectives | Active language: a small glue stick a soft rubber a thin brush a long pencil a blue pencil a short pen a green ruler a big brush Revised language: Classroom objects Colours Adjectives | What is it? Is it a brush? Is the brush short or long? Is it a glue stick? Is it hard or soft ? I've got a blue crayon. I've got a green school bag. Colour the brush green! / Colour the pen orange! How many brushes can you see? How many long pencils can you see? How many rulers can you see? Draw three pink pens. Draw four black pencils. |
| 11. | Where's the present? | Birthday – a story. Listening comprehension. | Active language: mummy, daddy, sister, brother, grandma, grandpa <i>Birthday song</i> <i>Happy birthday to you,</i> <i>Happy birthday to you,</i> <i>Happy birthday, dear</i> <i>Happy birthday to you</i> Revised language: Prepositions | Look at the picture. It's Tomek's birthday today. Is he happy or sad? Why is he sad? He hasn't got a present. How old is he? How many candles are there on his birthday cake? There are seven candles on his birthday cake. He is seven years old. He's got a big cake. Happy birthday! Let's sing. Look, his mummy and daddy are sitting there. Who else is sitting there? It's his sister and brother. |

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| | | | | It's his grandma and his grandpa. But where is his present? What would you like for your birthday? |
| 12. | Hide and seek | Prepositions of place Classroom objects There is / there are | Active language: on, in, under, next to, in front of, behind Revised language: Classroom objects: chalk, a bin, a chair, a sponge It's on the desk. It's in the bin. It's under the chair. There is a sponge on the desk. There are three books in the bin. | Where is Mr. Ted? I lost him. Can you see where he is? Is he on the window sill? Is he behind the door? Is he in Tomek's school bag? Let's see where he is. Let's play hide and seek. What's there behind the door/ What's there in Majka's schoolbag? |
| 13. | Shake your head. | Revision: Parts of the body Actions | Revised language: Parts of the body | Let's make a circle. Shake your head! Stamp your feet! Show me your hands! Touch your toes! Click your fingers. Rub your nose! Shake your leg! Clap your hands. |
| 14. | The farmer's in his den | The song: "The farmer in the dell" Spelling of new words | Active language: The farmer's in his den. The farmer wants a wife. The wife wants a child. The child wants a nurse. The nurse wants a cow. The cow wants a dog. The dog wants a cat. The cat wants a mouse. The mouse wants some cheese. We all smell the cheese. Heigh-ho, the derry-o.... | Let's sing a song. Let's play a game. Everybody go to the carpet. Let's make a circle. Who wants to be the farmer? Do you know the game? |

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| | | | <p>We all smell the cheese.</p> <p>Revised language: A dog, a cat, a mouse, cheese, family members</p> | |
| 15. | How does a rooster go? | <p>Farm animals Singular and plural form of nouns Listening comprehension</p> | <p>Active language: Farm animals: a horse, a dog, a cat, a cow, a pig, a sheep, a duck, a goose, a hen, a rooster</p> <p>Revised language:</p> | <p>Have you ever been on a farm? What animals live on the farm? Sit on the carpet and listen to my story. What animals can you see? How many cows are there on the farm? How many ducks can you see? How does a duck go? A duck goes quack, quack. How does a pig go?</p> |
| 16. | The pig goes oink, oink. | <p>Farm animals Colours Prepositions Adjectives</p> | <p>Active language: Names of farm animals</p> <p>Revised language: Prepositions: in, on, under, between, behind Adjectives</p> | <p>Look at the pictures. Touch the cow. Touch the mouse. Where are the children? What's this? What colour is the horse? Where's the horse? Is it behind the tree? Where's the rooster? Is it between the pig and the horse?</p> |
| 17. | On the farm – a story | <p>A story Listening comprehension</p> | <p>Active language: a farm Farm animals: a duck, a goose, a pig, a rooster</p> <p>Revised language: Domestic animals: a cat, a dog, a mouse, a horse, a cow, Adjectives</p> | <p>Where is Tomek? Is he on a train? Tomek goes by train. He goes to a farm. Where are the animals? Are they on the farm? Do you know any animals? What's this? Is it a horse? The horse goes: neigh, neigh. How does a pig go?</p> |

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| | | | | A pig goes: oink, oink. Is it a cow? The cow goes: moo, moo. |
| 18. | The duck has got a beak. | Parts of the body Describing animals Singular and plural form of nouns | Active language: Animal body parts: beak, horns, tail, I've got two legs / eyes / ears / knees / shoulders. The cow has got four legs / two horns and a tail Revised language: Parts of the body: a head, a neck, a mouth, teeth, eyes, ears, arms and legs | Look at me. I've got two ears. I've got a mouth. Head and shoulders, knees and toes. And eyes and ears and mouth and nose. Shake your head, touch your toes. Close your eyes and rub your nose. What animal is it? How does it go? How many horns does a unicorn have? Has it got a tail? |
| 19. | It's a monster and it's got sharp teeth – a story | Parts of the body Describing a monster Singular and plural form of nouns Listening comprehension | Active language: I've got two eyes / ears / hands / arms / legs. The monster's got a long tail. It hasn't got fingers. Revised language: Parts of the body. Roll your hands. Click your fingers. Wiggle your fingers. Stamp your feet. Clap your hands! | Look at the monster. Is it big or small? It's huge. The monster says: "I'm a scary monster and I've got long legs to run very fast. I've got seven ears to hear you I've got five eyes to see you. I've got three noses to smell you. I've got sharp teeth to bite you. I've got two mouths to eat you. But I've just one hand to catch you!!!" How many eyes / noses / ears does the monster have? Are you scared of the monster? Why? Why not? |
| 20. | Halloween – Trick or Treat! | Festivals: Halloween | Active language: She's got a black dress! She's got a long nose. She's got blue eyes. a bat, a cat, a frog, a hat, a witch | Look. Who's this? Is this a witch? What has she got on her head? Is it a hat? Has she got a long nose? Yes. She's got a very long nose! |

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| | | | Revised language: Halloween vocabulary Parts of the body Adjectives Colours | Has she got a pink dress? No. She's got a black dress! What colour are her eyes? She's got blue eyes. What's this animal? Is it a frog? What colour is the frog? Is the cat big or small? |
| 21. | Let's count. | Numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. | Active language: Numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 Revised language: Numbers 1-20 | Look. Touch number 20. Run to number 30. Show me number 40. Let's count. Write the following numbers. What number comes first; 30 or 40? |
| 22. | I like counting. | Numbers 1-20 addition | Active language: 2 and 2 is 4. 12 and 8 is 20 11 and 9 is 20 Revised language: Numbers 1-20 | Let's count. Here's your number. Let's make a line from 1 to 100. Who's got number 10? You're the first, Rafał. Come and stand here. Who's got number 100? You're the last. Who's next? Who comes after Rafał? Come and stand here! Now, say your number. What's this number? Do you like counting? Let's do the calculations. |
| 23. | My hand is 12 centimeters long. | Numbers: 10-100 Measuring parts of the body Describing size Saxon genitive | Active language: Numbers 10-20 10 centimeters long / tall / high How long / tall / high is it? | Let's count. How long is my hand? Ala, come and help me. Can you measure my finger? My finger is 8 centimeters long. |

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| | | | <p><i>A poem by Helen H. Moore</i> <i>Little is a kitten, big is a cat.</i> <i>Little is a mouse and big is a rat.</i></p> <p>Revised language: Numbers 1-20 Parts of the body</p> | <p>Can you measure my hand? Is it 18 or 19 centimeters? My hand is 19 centimeters long. Take the ruler and measure your hand. How long is Tom's / Lia's / Mike's hand? How high is Tom's / Lia's / Mike's chair? How big is Tom's / Lia's / Mike's foot? Listen and tick the number I say.</p> |
| 24. | I like school. | <p>School activities</p> <p>Present Continuous and like + gerund</p> | <p>Active language: Reading, counting, cutting, gluing, colouring in, painting Writing, playing, singing</p> <p>Revised language: Pronouns: he, she, they, I</p> | <p>Look at the pictures. Where are the children? What are they doing? Are they counting or gluing? Playing or reading? Do you like colouring in? Do you like cutting? Do you like school?</p> |
| 25. | A Christmas card. | <p>Festivals: Christmas Greetings</p> | <p>Active language: The song: We wish you a merry Christmas and a happy New Year.</p> <p>Revised language: Christmas vocabulary: a bell/bells, a candle/candles, a bauble/baubles, a Christmas tree, an orange/oranges, a present/presents, Santa Claus</p> | <p>What's this? Is it a card? What's in the card? What can you see? Let's make a Christmas card. What do you want to draw? Let's draw ... We say: We wish you a merry Christmas. We also say: a happy New Year. Let's sing.</p> |
| 26. | A Christmas carol | <p>Festivals: Christmas</p> | <p>Active language: <i>The song:</i> <i>Jingle bells, jingle bells, jingle all the way!</i> <i>Oh, what fun it's to ride and sing</i> <i>In a one-horse open sleigh!</i></p> <p>Revised language: Christmas vocabulary</p> | <p>We're going to sing Christmas carol. It's about winter, little bells. Listen to the sound the bell makes! Do you like it? Look, who is sitting in the sleigh? Is it Santa Claus? How many horses are there? There's only ONE horse. Oh, it must be very strong.</p> |

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| | | | Singular and plural forms of nouns | Santa Claus is fat. Let's sing. |
| 27. | Christmas dinner | Festivals: Christmas Introducing Past Simple | Active language: mummy, daddy, brother, sister, grandma, grandpa Revised language: Toys, clothes, school objects | Look at the photo. It's Lucy's family. It is Christmas. Santa Claus has brought a lot of presents. Lucy's mum got a scarf for Christmas. Her daddy got a pen for Christmas. Her sister got a ball for Christmas. Her brother got a truck for Christmas. Her grandpa got a book for Christmas. Her grandma got a hat for Christmas. And Lucy got a beautiful doll for Christmas. Look. I've got a sack. It's full of presents. Take one and say what you've got. Oh, I've got a school bag! Great! What have you got? |
| 28. | Christmas presents | Pronouns: He/she The verb : has got/hasn't got | Active language: He's got... She's got... Revised language: Toys: a ball, a car, a computer game, a dinosaur, a doll, a teddy, a kite, a scooter, a robot, a toy box, a train, a monster truck | Open the toy box. Look what's inside. Here are some toys. Do you like toys? Which toy do you like best? Look at the toys I've brought. Show me a car. Is this a car? Show me a truck. What's this? Is this a truck? What colour is the scooter? Kasia and Adam got lots of presents for Christmas. Let's put some presents for Kasia and some presents for Adam. What has she got? She's got a ball. What has he got? He's got a teddy. |
| 29. | Winter, spring, summer, fall | Seasons Adjectives | Active language: Seasons: winter, spring, summer, fall | Look at the picture! It's looks like a cold day. It's windy and it's raining. |

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| | | Present continuous: she's/he's wearing 'must' for speculations | <i>A poem by Helen H. Moore: Winter, spring, summer, fall, Which do you like best of all? Winter's cold, summer's hot. Springtime's green and fall is not. I can't decide. I like them all. Winter, spring, summer, fall.</i> | She's got an umbrella. It must be autumn. And here? The sun is shining. They are wearing shorts and T-shirts. It must be summer. In this picture the boy's wearing a hat and a scarf around his neck. It's snowing. So it must be winter. They are playing in the park. The trees are green. It seems to be warm. It must be spring. What's your favourite season of the year? |
| 30. | He's wearing black boots today. | Names of clothes 'must' for speculations | Active language: A yellow jacket, black boots, green gloves, purple pyjamas, an umbrella, a raincoat It must be cold, hot, raining. Revised language: Clothes | Look at Tom. What's he wearing today? He's wearing a raincoat. It must be raining. What is Lisa wearing today? She's wearing a warm jacket, a hat a scarf and mittens. It must be cold today. Look at Ewa and Susan. What are they wearing today? They are wearing shorts and T-shirts. It must be warm today. Jo is wearing a skirt and a blue T-shirt. What colour are her shoes? She's wearing an orange jumper. Who's wearing a blue skirt today? Colour the dress blue. Colour the trousers purple. |
| 31. | Where are my boots? – a story | Revision Listening comprehension Imperative | Active language: Imperative: Put on your scarf, putt on your boots / your hat / your jacket. Take off your shoes, your hat, your sweater Revised language: Clothes. | Listen to my story! Be quiet and listen very, very carefully. Look at the pictures. Let's go outside. It's cold. Put on this hat. This isn't my hat. My hat is white. You're wearing my boots. Take them off. They're my boots. Put on your scarf. This isn't my scarf. My scarf's got stripes. |

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| 32. | At home. | Rooms in the house The verb to be: is/isn't | Active language: Mr. Bee is in the house, in the kitchen, in the bedroom, Revised language: Rooms in the house: basement, a bathroom, a bedroom, a hall, a garage, a garden, a kitchen, a living room, | Do you remember Mr. Bee? This is Mr. Bee's house. How many rooms are there in his house? Where's Mr. Bee? Is Mr. Bee in the kitchen / in the living room? No, he isn't. Yes, he is. Where's Mr. Bee NOW? Is Mr. Bee in the garden? |
| 33. | Our house | Objects in the house | Active language: Objects in the house: a sink, a fridge, a cooker, a bed, a wardrobe, a lamp, a TV-set, an armchair, a bookcase, a bathtub, a washbasin Revised language: Rooms in the house: basement, a bathroom, a bedroom, a hall, a garage, a garden, a kitchen, a living room, There is / there are.. | Look at this house? How many rooms are there? On the ground floor / on the first floor? Is there a fridge in the kitchen? Where is the TV-set? How many armchairs are there in the living room? Can you see a bookcase? |
| 34. | Busy Mr. Bee | Everyday activities Present Simple | Active language: make the bed, lay the table, clean the floor, tidy up, wash the dishes, dry the dishes, put away toys, wash your hands, brush your teeth, do homework, make dinner, watch TV Revised language: Rooms in the house: basement, a bathroom, a bedroom, a hall, a garage, a garden, a kitchen, a living room, | Mr. Bee is busy today. He is in the bedroom. He must make the beds. He's in the kitchen – he must make dinner. He's in the dining room. He must lay the table. What do you do at home to help your mom and dad? Do you make the bed / lay the table / put away your toys? Who cleans the floor, makes dinner, washes the dishes? Where do you play / do your homework / brush your teeth? Where do your parents watch TV? |
| 35. | My house is made of ice. | Types of homes Materials | Active language: Materials: stone, brick, wood, ice. Types of home: a castle, a house, a tree house, an igloo. | Look. These are different houses. What colour is this house? What's it made of? Who lives in this house? |

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| | | | <p><i>A poem by Helen H. Moore</i> <i>Your home can be big</i> <i>Or your home can be small.</i> <i>Your home is the place</i> <i>That you love most of all.</i></p> <p>Revised language: Rooms in the house</p> | <p>Look. This house is made of brick / of stone / of wood. It's a tree house / a castle / an igloo. The igloo is made of ice. The castle is made of stone. This house is made of brick. What colour is the brick? Who lives in this house? What's it made of?</p> |
| 36. | The Three Little Pigs – a story | Revision Listening comprehension | <p>Active language: The first, the second, the third little pig, a wicked wolf</p> <p>Revised language: Materials: stone, brick, wood, ice. Types of home. Rooms in the house Everyday activities</p> | <p>Who is it? Where is the first / the second / the third little pig? In the kitchen / bedroom / basement? What is the little pig doing?</p> |
| 37. | This is my family. | Members of the family | <p>Active language: This is my mother, father, brother, sister, grandma, grandpa, my uncle, my aunt, my cousin</p> <p>Revised language:</p> | <p>Look at the family tree! Whose family is it? Lucy's or Mike's? Is the family big or small? How many brothers and sisters does Lucy have? Is your family big? How many cousins do you have?</p> |
| 38. | My mommy is very pretty and my daddy is very tall | Describing appearances Reading | <p>Active language: He / she has got blue / brown eyes. He / she has got short / long hair. He / she has got a pink / red mouth, etc. He / she is tall and slim.</p> <p>Revised language: Parts of the body Adjectives describing looks Family members</p> | <p>Who's this man? What does he look like? Is he tall or short? Has he got long legs /brown eyes, etc.?</p> |

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| 39. | My grandma is a firefighter. | Simple Present | <p>Active language: A fireman puts out fires, a postman brings letter, a doctor cures people, a taxi driver drives a taxi, a teacher works at school, a nurse works in a hospital, a shop assistant works in a shop, a pilot flies airplanes, a stuntman works in films</p> <p>Revised language: Jobs Family members</p> | <p>Who is it? Is he / she a doctor or a firefighter / a teacher or a doctor? Where is he / she? In the school or in the hospital? What is he / she wearing? Is he / she wearing a uniform? What's he / she doing? Is he / she walking on a tightrope / flying a plane / writing on the board driving a car. Is he / she a nurse / taxi driver / a pilot?</p> |
| 40. | I want to be a pilot. | Can for ability | <p>Active language: My brother can walk on a tightrope. He wants to be a stuntman. My sister can draw very well. She wants to be an artist. My friend can sing very well. He wants to be a pop star. I can't fly an airplane yet but I WANT to be a pilot.</p> <p>Revised language: Activities Jobs Family members</p> | <p>Tell me what you can do! Can you ride a bike / drive a car / walk on a tightrope / sing / draw a horse / skate / etc.? Who do you want to be? What can you mommy / daddy / brother / sister do very well.</p> |
| 41. | Days of the week | Days of the week | <p>Active language: Days of the week.</p> <p><i>On Mondays I watch monkeys. jumping in the zoo On Tuesdays I smell tulips On Wednesdays I call you. On Thursdays I throw snowballs. On Fridays I feel free. On Saturdays and Sundays. You come and play with me. (a poem by A. Gębka-Suska)</i></p> <p>Revised language:</p> | <p>Look at the calendar! What day is marked red? Why? What day is it today? Is it Monday / Tuesday / etc. today? Yes, it is. No, it isn't. Do you like Mondays? What is your favourite day? Why do you like it?</p> |

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| 42. | What do you do on Tuesdays? | Everyday activities, hobbies and pastimes | <p>Active language: Go shopping, do my homework, play football / computer games / tennis, watch a movie, go to church, visit Grandma, go for a walk in the park</p> <p>Revised language: Days of the week</p> | <p>What do you do on Mondays? Where do you go on Tuesdays? How often do you visit / see your Grandma? Do you often watch a movie? When? Do you shopping with your Mom? What do you like to buy? When do you play football? Is there a park near your home? Do you go for a walk there?</p> |
| 43. | This is the way I fly a plane | Revision of activities | <p>Active language: <i>This is the way I ... (Action song)</i> <i>This is the way I drive a car,</i> <i>Drive a car, drive a car.</i> <i>This is the way I drive a car</i> <i>Every Monday morning.</i> <i>This is the way I walk on a tightrope,</i> <i>Walk on a tightrope, walk on a tightrope.</i> <i>This is the way I walk on a tightrope</i> <i>Every Tuesday morning.</i> <i>(Author: Unknown)</i></p> <p>Revised language: Actions, Everyday activities and chores Days of the week</p> | <p>I'm going to teach you a new song. Look! This is the way I brush my teeth. (Demonstrate the action!) Show me the way you brush your teeth! (Kids show) This is the way I fly a plane. Show me the way you fly a plane. (can be done with ALL actions children know)</p> <p>- What's this? (Ask and demonstrate) - This is the way you read a book.</p> |
| 44. | Be my Valentine! | Festivals: St. Valentine's Day A story Listening comprehension | <p>Active language: I like you. I love you. an angel, chocolates, a flower, a heart, a Valentine's card</p> <p>Making a Valentine</p> | <p>Look at the calendar! It's the 14th of February. Today is St. Valentine's Day. On this day we send people we love special cards. Look at the cards. What can you see?</p> |

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| | | | <p><i>I'm cutting out a great big heart, I'm squeezing on some glue. I'm writing out a message – It's a valentine for you. "I love you" says my valentine But words can't say how much. (a poem by Pamela Chanko)</i></p> <p>Revised language: Singular and plural forms of nouns</p> | <p>Can you see any angels? Can you see any chocolates? Can you see any flowers? Can you see any hearts? There're a lot of angles, chocolates, flowers and hearts. You give these cards to your mummy or daddy or to the friend you like. We say: I love you! Let's make Valentine's cards. Draw flowers or hearts or angels on your card. You can give your card to your mummy or daddy. sister. Think, who is it for? Is it for your mummy? Is it for your daddy? For your friend?</p> |
| 45. | Yummy fruit. | <p>Names of fruit</p> <p>Singular and plural forms of nouns</p> | <p>Active language:</p> <p><i>A poem by Helen H. More Apples, apples, what a treat! Sweet and tart* and good to eat. Apples green and apples red, Hang from branches overhead.</i></p> <p>Revised language: Names of fruit Colours Singular and plural forms of nouns</p> <p><i>*tart - tasting sour</i></p> | <p>What fruit do you know? What fruit do you like? What colour are bananas, apples, pears, etc. Do you like apples? Apples are delicious. Yummy! How many apples / oranges / pears can you see? Where do apples grow?</p> <p><i>Grammar awareness exercise:</i> If you hear one and only one stand on the left. If you hear two, three, four or more, stand on the right</p> |
| 46. | Fruit is good! | <p>Names of fruit</p> <p>Singular vs. plural forms of nouns</p> | <p>Active language: I like / I don't like apples, bananas, lemons, pears, plums, strawberries, watermelon. Do you like grapes?</p> | <p>Look at the picture. What room is it? Is it a living room or a kitchen? There's some yummy fruit for you in the kitchen.</p> |

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| | | Expressing preferences | <p>What do you prefer; oranges or lemons?</p> <p>What have you got in your bowl? Whose salad is it? Mike's or Adam's?</p> <p>Revised language: Numbers Colours</p> | <p>What's this? Is it an apple? What colour is the apple? Do you like apples? Apples are delicious. Yummy! They are very good for you. How many apples can you see? I like bananas. And I like oranges. What about you? What's your favourite fruit? Who likes strawberries? Let's make fruit salad. We need a knife and a bowl. Be careful with the knife. It's sharp. What have you got in your salad? What's your salad like? Good? Tasty?</p> |
| 47. | I love vegetables. | Names of vegetables Names of fruit Singular and plural forms of nouns | <p>Active language: Names of vegetables: beans, broccoli, a cabbage, a lettuce, potatoes, tomatoes, radishes</p> <p>A potato chant: <i>One potato, two potatoes, three potatoes, four, Five potatoes, six potatoes, seven potatoes, more! (author: Unknown)</i></p> <p>Revised language: Names of fruit, Colours Numbers Singular and plural forms of nouns</p> | <p>Look what I've got in the basket. A lot of vegetables. Do you know any? What's this? They are tomatoes? What colour are tomatoes? Do you like them? What are these? One, two, three potatoes. What colour are the potatoes? Do you like them? How many radishes can you see?</p> |
| 48. | What's in the basket? | Names of fruit Names of vegetables | <p>Active language: Names of vegetables: beans, broccoli, a cabbage, a lettuce, potatoes, tomatoes, radishes Names of fruit: an apple, a banana, a lemon, an orange, a pear, a plum, a strawberry, a watermelon,</p> | <p>There are some fruit and vegetables here. I've got two baskets. This is a fruit basket and that is a vegetable basket. Let's put fruit into the fruit basket and vegetables into the vegetable basket. What's this?</p> |

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| | | | <p>Revised language: Colours Numbers</p> | <p>Is a banana fruit or a vegetable? It's fruit so let's put it into the fruit basket. What's this? Is broccoli fruit or a vegetable? It's a vegetable so let's put it into the vegetable basket. Put it in the fruit basket. Put it in the vegetable basket.</p> |
| 49. | Healthy food is good for me. | Food groups Expressing preferences | <p>Active language: fish and meat, chicken, a hot dog dairy, milk, yoghurt, cheese,</p> <p>Revised language: I like... I don't like... Names of fruit Names of vegetables Colours Actions</p> | <p>I've got two bags for you. This bag is with milk products, – it's white. Let's see what's in this white, dairy bag? Oh, there're milk and yoghurt and cheese. Dairy products are good for me. Do you like milk? Clap your hands if you like milk. Do you like yoghurt? Stamp your feet if you like yoghurt. And this bag, the red bag has got fish and meat. Fish and meat are good for me. What else is in this bag? There are two bags on your worksheets. The white bag is the dairy bag and the red bag is the fish and meat bag. Draw a line and put the products in the bag. Where will you put cheese? In the dairy bag? Good.</p> |
| 50. | I like apple juice. | Food vocabulary | <p>Active language: I like / I don't like eggs, ice-cream, orange/apple juice, Can I have some pizza, a sandwich?</p> <p>Revised language: There's ... There're... Food vocabulary</p> | <p>What can you see in the fridge? Is there any milk? Yes, there's some milk in the fridge. Do you like milk? Is milk dairy or meat and fish? Are there any bananas? No, there aren't any bananas. Are bananas fruit or vegetables?</p> |

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| | | | <p>Numbers Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow</p> | <p>Are there any eggs? There're some eggs in the fridge. Eggs are good for you. I like and I don't like. Draw a line if you like something. Like this.</p> |
| 51. | Easter bunny. | <p>Festivals: Easter This/that There is/There are</p> | <p>Active language: Happy Easter! a bunny, a chick, an Easter basket, an egg, a lamb, a rabbit in green grass, in the basket, in the garden</p> <p>Revised language: Prepositions Colours Numbers Adjectives There is ... There are...</p> | <p>It's Easter. We celebrate it by sending cards with wishes. This time we say: Happy Easter! Look what I've got in the Easter basket. There's a chick, a bunny, an egg, a little lamb. Look at the two pictures and spot the differences. How many chicks are there in this pictures? In this picture there're five chicks but in that picture there're seven chicks. In this picture there are three eggs but in that picture there are four eggs. The rabbit in this picture is white but in that picture the rabbit is brown.</p> |
| 52. | There's a bus stop next to our school | <p>Places in town There is / there isn't</p> | <p>Active language: A bookshop, a bank, a chemist's, a swimming pool, a post office, a shop, a church, a hospital, a train station, a bus stop, a park, a cinema, a restaurant, a café</p> <p>Revised language: Prepositions of place: next to, in front of</p> | <p>What's this place? Is it a bookshop? What can you buy here? Where do you go swimming: to the hospital or to the swimming pool. Look at this street. There is a shop, a restaurant and a bank here. What's there next to the bank? Can you see? What's there in front of the post office. Where is the bus stop? Are there many people at the bus stop?</p> |
| 53. | Let's go to town. | <p>Things to do in town Simple Present</p> | <p>Active language: buy a book, buy some food, send a letter, buy some medicine, go to church, play football, travel to another city, catch a bus, see a movie, see a doctor, get some money,</p> | <p>What's this place? Is it a bookshop or a toyshop? Where do you go to if you want to: catch a bus / have a pizza / to see a doctor, etc.? I want to go swimming. Where shall I go: to the train</p> |

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| | | | <p>have a pizza, go swimming</p> <p>Revised language: Places in town</p> | <p>station or to the swimming pool? Where can I buy some food / post a letter / go for a walk?</p> |
| 54. | Lost in the city – a story | <p>Revision of places and activities in town</p> <p>Listening comprehension</p> | <p>Active language: For example: Phil and Jo go to town to visit their Grandma. Grandma is not well. She's in hospital. Or Two children go to town with a dog who runs away. The children look for him in different shops.</p> <p>Revised language: Places in town Activities in town Prepositions of place: next to, in front of, behind</p> | <p>Come here! Let's all sit down comfortably on the carpet. I'm going to tell / read / show you a story. Who are they? What are their names? Where are they? What are they doing? Where are they going? Etc. Text of the story.</p> |
| 55. | We are green. | <p>Recycling Containers</p> | <p>Active language: Containers: a glass bottle, a plastic bottle, a paper bag, a plastic bag, Materials: paper, glass, plastic, wood</p> <p>Revised language: School objects Colours</p> | <p>Look at this bag. It's made of plastic. And this bag? What's it made of? It's made of paper. Look at this bottle. What's it made of? It's made of glass. And this bottle? It's made of plastic. How about this ruler? What's it made of? How about this pencil? It's made of wood. Put it in the green/yellow/blue bin!</p> |
| 56. | I can fly a plane. | <p>Means of transport <i>Can</i> for ability</p> | <p>Active language: a bus, a bike, a boat, a plane, a scooter, a train, a truck, a boat</p> <p>Transportation <i>Ships sail over water, Planes fly through the air, Cars and trains roll over land.</i></p> | <p>This is a train. Let's go by train. Who wants to be a driver? Ok, let's start. Let's go faster and faster. Can you drive a car? Let's drive a car. I can drive a car.</p> |

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| | | | <p><i>And take us everywhere!</i> (a poem by Helen H. Moore)</p> <p>Revised language:</p> | <p>Can you ride a bike? Let's ride a bike. I can ride a bike. Can you fly a plane? Let's fly a plane. I can fly a plane.</p> |
| 57. | I go by train. | Means of transport | <p>Active language: by train. by plane. by bus. by boat a bus, a bike, a boat, a plane, a scooter, a train</p> <p>Revised language: Colours</p> | <p>Look at these children. What's this? Is it a train? Sue wants to go to the shop. She goes by bus. What number is the bus? What colour is the bus? Tomek wants to go to his grandpa... He goes on his bike. Michał wants to visit his uncle in America. He goes by plane. But look at Kasia. She also goes to America. But Kasia goes by boat. A train, a bus, a bike, a scooter, a plane and a boat are means of transport. We use them to travel from one place to another place.</p> |
| 58. | I love my dog. | Pets Likes and dislikes Prepositions | <p>Active language: a cat, a dog, a fish, a guinea pig, a hamster, a mouse, a rat, a rabbit, a tortoise I love my dog. I've got a dog but I haven't got a hamster.</p> <p>Revised language: Prepositions Numbers Colours Adjectives</p> | <p>We also have some animals at home. We've got dogs and cats. Have we got tigers or elephants? Look at these animals. Show me a hamster. Raise your hand if you have a hamster at home. What colour is your hamster, Ela? Do you like playing with your hamster? Show me a guinea pig. Raise your hand up if you have a guinea pig at home. Do you like your guinea pig? Where do you keep it? sleep?</p> |

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| | | | | My rabbit likes carrots. My cat likes milk. |
| 59. | My dog's got four legs and a tail. | My pet Likes and dislikes Present Simple | Active language: ears, eyes, legs, a tail Revised language: Adjectives, Colours: Food vocabulary Parts of the body | Look at my dog. His name is Spot. What colour is it? My dog's got black spots. How many legs has it got? How many ears has it got? Are his ears long or short? What's this? My dog sleeps in the hall. My dog can jump up and run fast. My dog likes carrots. My dog's got a long/short tail. My dog's got long ears. |
| 60. | Wild animals. | Animal habitats Present Simple | Active language: the crocodile, the elephant, the giraffe, the hippo, the lion, the monkey, the parrot, the snake, the tiger, the zebra Revised language: Stripes, spots, plain Colours | Which animals live in the river? The crocodile and the hippo live in the river. Which animals live in the jungle? The tiger lives in the jungle. The tiger, the monkey, the parrot, the snake live in the jungle. Which animals live in the grasslands? The zebra lives in the grasslands. The zebra can run very fast. It's got stripes. What colour are the stripes? The tiger can run very fast. It's got stripes, too. What colour are the tiger's stripes? The crocodile can swim very well. |
| 61. | Whose footprints are they? | Numbers: 10-20 Parts of the body Singular and plural form of nouns Saxon genitive | Active language: This is a frog / a fox / a squirrel. These are a tiger's footprints. These are a crocodile's teeth. These are an elephant's ears. | Look at the picture. What is it? Whose neck is it? How long is the neck? What other animals have got long necks? Whose tail is it? Is it a fox's or a squirrel's tail? Can you guess? |

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| | | | <p>This is a giraffe's neck.</p> <p>Revised language: Parts of the body.</p> | <p>Whose footprints are these? Is it a tiger or an elephant? What does a tiger look like? Has it got stripes / big ears / sharp teeth? How many legs has it got? Let's count.</p> |
| 62. | At the beach. | Beach vocabulary | <p>Active language: the sun, the sea, a sandcastle, a shell, a rock, a starfish, a crab, sunglasses</p> <p>Revised language: There is... /There are... Places in the city: an amusement park, a cinema, a park, a shop, a swimming pool, a zoo The weather Seasons of the year Clothes</p> | <p>What's the weather like? Is it hot? Is it cold? The sun is shining. Mummy's wearing sunglasses. It's nice and warm. What season is it? Is it winter or summer? Is it a park? Is it a swimming pool? No, it's the beach. They are going to the beach. What's he wearing? He's wearing a T-shirt and shorts. Is he wearing shoes? No, he isn't. The children are playing in the sand. They're building a sandcastle. Look, it's very high.</p> |
| 63. | The Bear Family - a story by Frank Asher | <p>A story Listening comprehension</p> <p>Introducing Simple Past</p> | <p>Active language: The text of the story.</p> <p>Revised language: Beach vocabulary Family members Appearance Food Activities Emotions</p> | <p>Come here! Let's all sit down comfortably on the carpet. I'm going to tell / read / show you a story. Who are they? What are their names? Where are they? What are they doing? Where are they going? Etc. Text of the story. One summer day the Bear family went to the beach, where they swam and sunned themselves on the blanket.</p> |

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| 64. | We've got summer holidays! | Revision of vocabulary | <p>Revised language: All categories of words that have been covered this year: adjectives, beach vocabulary, clothes, colours, Christmas vocabulary, dairy, drinks, family members, farm animals, fruit and vegetables, house types, house materials, house objects, meat and fish, numbers 1-20, 10-20-30-40-50-60-70-80-90-100, parts of the face, parts of the body, patterns, pets, prepositions, rooms in a house, school objects, shapes, toys, wild animals,</p> | <p>Look at the calendar. The summer's come at last! Is it hot or cold outside? Yes, it's hot and it's time for your summer holidays. It's the last day of the school year. Look, here are the pictures/flashcards we talked about this year. Let's play some games to see how much you remember. I'm going to ask you some questions to see how much you remember.</p> |
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GRADE 3

What is new in grade 3

Consolidation of the material and language skills, the 'learning by doing' principle

In grade three the main objective is to demonstrate to the children that English serves real communication and show them how the vocabulary and phrases learnt in grade 1 and 2 are used by language use to construct meaningful utterances in a given context.. Therefore we place main accent on contextualizing the language. We hope that children will learn the language as a result of doing different things not necessarily connected directly with English. On condition, however, that the teacher carries the instruction in the target language.

Modules and project work

In grade three the contents of the course has been divided into eight modules, each module comprising eight lessons. The modules are theme-based they all lead up to a project. By a project we mean an extended task which integrates different language skills through a number of shorter and simpler activities. These may be learning shorter texts by heart, gathering pieces of information through listening or reading, producing written or oral reports, displays, etc.

Children who have been working in groups present their final project at the end of each module.

Egg-timer activities

An egg-timer can spice up all activities and add fun to your lessons. They also help with classroom management. Any task, even the most tedious one like copying a text or naming a set of objects, if you set a short time limit to complete it, becomes a challenge for the children.

What is a Secret Sentence

Every lesson plan suggests a Secret Sentence. This is a short sentence to be memorized by the children at home. When they come for the next lesson, they enter the classroom one by one and they need to recited the sentence to the teacher before they are allowed to go in.

The teacher may also ask the children to illustrate the sentence on a small piece of paper at home and bring it to the next lesson to show on the door. To help the teacher keep track of the secret sentences each lesson plan contains two of them. – one, in the top left-hand side corner of the page just to remind the teacher what secret

sentence the children had to memorize or draw. In the bottom right-hand side corner you will find the Secret Sentence to set as homework.

Learning text by heart

Preparation for projects that are described in 4ELT lesson plans for grade 3 requires a substantial amount of text to be memorized by the children. And they can easily learn longer texts by heart if they are helped to do it. A great technique which never fails is as follows: children practise reading a dialogue or song lyrics that are written on the board, bits of which are slowly erased or hidden, until they can recite the whole text from memory.

For detailed illustration for the technique go to <http://www.program.4elt.pl/filmy.html> and watch the film no 10, entitled "Vanishing text".

Reading and writing in grade 3

In grade three children are ready to take up reading and writing of longer texts in English. The 4ELT course offers two very attractive activities to teach these skills without a coursebook. For detailed instruction go to

<http://www.program.4elt.pl/filmy.html>.

The film no 8, entitled "The Envelope Game", demonstrates how to set up a reading activity which motivates children to read whole sentences and to match the meaning to the corresponding pictures.

Another film – no 9 - entitled "Cut up sentences" illustrates how to turn copying of longer texts into a stimulating and fun activity.

Language to be taught in grade 3

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
|---------------------------|-----------|---|--|--|---|
| I - Places in town | 1. | Stand up, Teddy! | Together with the children prepare commands on separate sheets of construction (bristol) paper. | <p>To be revised: Singular and plural forms of nouns, How many... can you see?</p> <p>To be taught and practiced: Imperatives, The indefinite article a/an Giving simple directions The phrase: travel/go by...</p> <p>To be used/mentioned briefly: The polite forms for asking directions Question forms beginning with 'where?' Telling the time</p> | <p>Stand up, sit down/still, turn around, clap your hands, jump up high, point to the...,</p> <p>Buckle your shoes, wash your hands, put on your coat, hat, take off your gloves/scarf, etc.</p> <p>Go to the shop, buy some food, turn right/left, go straight on</p> <p>Names of places in town: book shop, café, restaurant, bus stop, station, library, etc.</p> <p>Means of transport: by bus, by car, by plane, by train, on foot, etc.</p> |
| | 2. | One, two, buckle your shoe. | Children illustrate commands from the rhyme. | | |
| | 3. | Three, four, knock on the door. | Children learn the lines from the poem by heart, using visual cues produced in the previous lesson. | | |
| | 4. | Where is the bus stop? | The children construct some 3-D buildings, trees and other objects to be placed on their maps. | | |
| | 5. | Can you tell me the way to the bus stop? | Teach a few phrases for giving directions. Children produce cards with some phrases of directions presented during the lesson. | | |
| | 6. | Where can I buy some bananas? | Revise and teach products to be found in different shops. | | |
| | 7. | Where are the oranges? | Children illustrate the vocabulary on small pieces of paper. | | |
| | 8. | My city | Final product: A map of a town | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| II - Vikings | 9. | The adventure begins | Make the first props for the play – children make Viking helmets. | To be revised: Singular and plural forms of nouns, How many... can you see? Imperatives, The indefinite article a/an Giving simple directions To be taught and practiced: I have got (I've got), you have got (you've got), they have got (they've got) Have you/they got...? He/she has got (he/she's got) To be used/mentioned briefly: Prepositions of place | Phrases describing physical appearance: He/she has got short hair, long beard, strong hands, etc. Chosen countries and nationalities, island, main land, Vocabulary connected with sea and Vikings (e.g. helmet, sword, bow and arrows, axes, sea, sailor, trader, farmer, traveller, seagulls) Produce and materials: wheat, beans, dried meat, wool, fur, stone, etc. |
| | 10. | The Vikings were great travellers | Children get introduced to the first part of the script. | | |
| | 11. | Vikings, the skilled sailors | Children get introduced to the second part of the script. | | |
| | 12. | Vikings, the smart traders | Children practice the scene at the market place. | | |
| | 13. | Vikings, the hardworking farmers | Assign roles, discuss stage directions, practise pronunciation | | |
| | 14. | Preparing a role play | Children rehearse the scenes. Help them with their gestures and stage movements | | |
| | 15. | Dress rehearsal | A dress rehearsal. | | |
| | 16. | Final show | Final product: The Vikings show | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| III - Food | 17. | I like food. | Revise all food items children learnt in grade one and two. | <p>To be revised: Singular and plural forms of nouns, How many... can you see? Prepositions of place</p> <p>To be taught and practiced: Simple Present tense: I like / I don't like Polite requests: Can I have a../ Can I have some...? What would you like to have/drink?</p> <p>To be used/mentioned briefly: Countable and uncountable nouns Third person singular –s (he/she likes) Telling the time</p> | <p>Food vocabulary categorised into: fruit, vegetables, dairy products, meat and fish, sweets, drinks</p> <p>Different meals to have for breakfast, lunch and dinner</p> <p>Vocabulary describing how to lay the table.</p> <p>Typical dialogues at the food market. Typical dialogues at the restaurant.</p> |
| | 18. | I like fruit. | Teach different fruit. Children draw them in singular and plural forms. | | |
| | 19. | I like vegetables, yummy, yummy. | Teach or revise different vegetables. Children draw them in singular and plural forms. | | |
| | 20. | My breakfast | Children illustrate typical breakfast food. | | |
| | 21. | My dinner | Teach different types of food. Children draw food items belonging to different categories: dairy, meat, vegetables, etc. | | |
| | 22. | At the market | Teach vocabulary connected with laying the table. Children make props that will be needed to lay the table such as plates, cups, knives and forks, etc. | | |
| | 23. | Eating out | Children draw different dishes for the class party, such as fish and chips, tomato soup, side salad, pizza, hot dog, etc. | | |
| | 24. | My party | Final product: A class party | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| IV - Christmas | 25. | Santa Claus (1) | Children learn the first verse of the Xmas song by heart | <p>To be revised: Questions with “can” “Is” and “has got” – for appearance</p> <p>To be taught and practiced: The construction of warning and advise: you better not cry, touch it, go there, open it, etc. you better clean up the mess, do your homework, etc.</p> <p>To be used/mentioned briefly: Present Continuous Tense: he’s making a list, checking it, etc. Present Simple Tense, also the third person singular ‘s Simple Past Tense for a narrative</p> | <p>Vocabulary connected with Christmas: characters gathered around the manger</p> <p>names of Xmas holidays (e.g. Christmas Eve, Boxing Day),</p> <p>typical objects associated with Xmas in Britain and its traditions (e.g. mistletoe, stocking, pudding, Xmas joke, cracker, etc.),</p> <p>Christmas presents,</p> <p>Vocabulary describing problems children can get into</p> <p>Phrases describing appearances</p> <p>Phrases for staging instructions (e.g. You go first, whose turn is it now? Who comes next, where do you stand, where are your props?, Do you remember your line? etc.)</p> |
| | 26. | Santa Claus (2) | Children learn the second and third verse of the song | | |
| | 27. | Rudolph | Children learn to sing Rudolph the red-nosed reindeer | | |
| | 28. | Christmas in Britain | Children learn to sing We wish you a Merry Christmas | | |
| | 29. | Drummer Boy | Introduce the story of “The little Drummer Boy” | | |
| | 30. | Staging | Assign roles in the mini-play. Children decide what gestures and movements should accompany the text | | |
| | 31. | Games and rehearsal | Children rehearse the mini-play | | |
| | 32. | Final show | Final product: A Christmas play | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| V - Pirates | 33. | All aboard | Children make the first props: pirates' hats and eye-patches | <p>To be revised: There is ..., there are ..., Is there ..., are there</p> <p>To be taught and practiced: Cardinal vs ordinal numbers: first, second, third, etc.</p> <p>To be used/mentioned briefly: Adverbs of frequency: always, sometimes, never</p> | <p>Names of countries and nationalities</p> <p>Vocabulary connected with pirates: e.g. wooden leg, eye-patch, treasure chest, booty, hook, parrot, skull and crossbones, waves, sway back and forth, side to side, etc.</p> <p>Stage directions</p> |
| | 34. | Pirate booty | Children learn a song about pirates and design gestures to illustrate it. | | |
| | 35. | Jolly Roger | Children make a pirates' flag | | |
| | 36. | Five famous pirates | Children practise gestures to accompany the pirates' song | | |
| | 37. | Come sail away with me | Children learn by heart the first verse of the pirates' song | | |
| | 38. | Let's ride the waves and find some treasure | Children learn by heart the next verses of the 'Come, sail away with me' song | | |
| | 39. | Dress rehearsal | Children rehearse the show using prompts | | |
| | 40. | Final show | Final product: A pirates show | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| VI - Nature | 41. | Spring | In groups children make a poster of a meadow | <p>To be revised: There is ..., there are ..., Is there ..., are there Cardinal vs ordinal numbers: first, second, third, etc.</p> <p>To be taught and practiced: Present Continuous Tense: e.g. the flowers are dancing, the sun is shining</p> <p>To be used/mentioned briefly: That /those as opposite to this/these Simple Present Tense in questions</p> | <p>Names of seasons</p> <p>Vocabulary describing weather: e.g. It's cold/hot, it's raining/snowing, it's cloudy, sunny, etc.</p> <p>Names for flowers and plants, Names for basic insects</p> <p>Vocabulary for parts of a plant, e.g. roots, branches, leaves, etc.</p> <p>A life cycle of a butterfly</p> <p>Description of a garden</p> |
| | 42. | Trees | Children design a poster with new vocabulary to be taught in module Nature. | | |
| | 43. | Insects | Children put together an instructional dialogue about insects | | |
| | 44. | Caterpillars | Children learn by heart the nursery rhyme about caterpillars | | |
| | 45. | Five little butterflies | Children make a booklet illustrating the rhyme about caterpillars | | |
| | 46. | Garden chores | Children make a poster of garden tools and chores | | |
| | 47. | Final Consolidation | Children continue work on their posters | | |
| | 48. | Final presentation | Final product: A poster presentation | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
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| VII - Space | 49. | Lift off | Children draw the astronaut character and gap fill text to complete and glue on. | To be revised: He/she is... He/she has got... He/she can... It is./ it isn't There is / there isn't There are/ there aren't Singular and plural forms of nouns Countable and uncountable nouns Simple present tense for routines Third person singular "s" Prepositions of space Telling the time | To be revised: Describing people, Describing rooms and furniture Hobbies, Everyday activities and chores Description of the landscape, weather To be taught: Space vocabulary: (e.g. astronaut, rocket, stars, galaxy, countdown, travelling through space, control room, etc.) |
| | 50. | The Rocket | Children design the rocket interior, rooms and furniture. | | |
| | 51. | Robot helper | Children invent the robot helper. They finish the sentences describing the robot. | | |
| | 52. | Is the sky blue | Children draw the landscape of XanTo and fill in gaps describing the landscape. | | |
| | 53. | A XanToKi | Children practice the dialogue with the XanToKi alien during their "first meeting". | | |
| | 54. | Interview | Children complete speech bubbles about a XanToKi's life. | | |
| | 55. | An email | Children draw "a photograph from XanToK" and complete the email describing it. | | |
| | 56. | The Book | Final product: A book about space | | |

| Module | Lesson no | Title | Project work - steps towards the final product | Grammar and functions | Vocabulary and phrases |
|-----------------|-----------|---------------------------------|---|---|---|
| VIII - Holidays | 57. | Let's go! | Work on a scene: Family packing Children make passports – props for the miniplay | To be revised: He/she is... He/she has got... He/she can... It is./ it isn't There is / there isn't There are/ there aren't Singular and plural forms of nouns Countable and uncountable nouns Simple present tense for routines Third person singular "s" Prepositions of space Telling the time To be taught and practiced: Language of suggestion: Let's go, lets pack, let's sing, etc. | Summer and beach vocabulary, (for example: flip flops, sun cream, sunglasses, swimming goggles, insect repellent, toothbrush/paste, shampoo, shower gel, t-shirt, shorts, beach towel, guidebook, socks, sun hat, camera, etc.) Vocabulary describing things to do on holidays Vocabulary connected with different travel destinations Vocabulary connected with the airport Vocabulary of a theatre play |
| | 58. | Let's sing! | Teach the song "Summer holiday" by Cliff Richard | | |
| | 59. | Travel agent | Teach a sample dialogue 'at the travel agent's'. Children make posters for the travel agent's window display | | |
| | 60. | At the airport | Practice the scene at the airport: "Have you got.. Oh, no I forgot..." | | |
| | 61. | Organise the play | Organise the individual scenes of the play in the right order. Children prepare an organizational poster with lines from the play | | |
| | 62. | Stage direction | Join the individual scenes of the play together. | | |
| | 63. | Dress rehearsal | Practice timing of the scenes, work on the tempo. | | |
| | 64. | Holiday "Let's go!" show | Final product: A holiday performance | | |

4elt English for grades I-III

Bardzo wysoko oceniam materiały dydaktyczne, wykonane w ramach projektu „4ELT Innowacyjny zintegrowany program nauczania w klasach I-III w Wielkopolsce”. (...)

Uważam, iż stanowią one interesującą alternatywę dla stosowanej tradycyjnie w szkole podstawowej formy nauczania języka (praca z podręcznikiem) i mogą przyczynić się do zwiększenia efektywności nauczania, zwłaszcza ze względu na zwiększoną ekspozycję na język docelowy. (...) Chciałabym również zwrócić uwagę na inny istotny walor projektu – a mianowicie jego przydatność w procesie rozwoju zawodowego nauczycieli. Dotyczy to takich materiałów, jak scenariusze lekcji/zajęć oraz filmy instruktażowe.

Prof. UAM, dr hab. Krystyna Drożdżał-Szelest

Najciekawszym założeniem (projektu) jest koncepcja rozwijania umiejętności myślenia wyższego rzędu (higher-order thinking skills), (...) W obrębie tych umiejętności, główny cel stanowi rozwijanie twórczego myślenia, które jest jedną z tzw. umiejętności miękkich, a zatem trudnych do nauczania, a jednocześnie coraz bardziej poszukiwanych (...) Zaproponowane przez Autorów projektu (...) pytania rozwijające kreatywność dzieci (pytania HOT) stanowią integralną część każdego scenariusza lekcji.

Odwołując się do tematyki lekcji, służą one pobudzaniu twórczości dziecięcej i skłaniają do refleksji nad treściami lekcji, jednocześnie ułatwiając zapamiętywanie. (...)

Scenariusze zajęć zostały stworzone (...) w wizualnej formie mapy pojęciowej. Ten prosty zabieg czyni każdy scenariusz niezwykle przejrzystym (...) Dużą zaletą tych scenariuszy jest wskazanie, jak prowadzić lekcje z początkującymi uczniami wyłącznie w języku obcym. Uczniowie otrzymują bardzo dużą ilość danych językowych, co jest oczywiście ważne na każdym etapie kształcenia, ale wydaje się szczególnie istotne w początkowych etapach nauki. (...) Scenariusze lekcji (...) mogą stanowić cenny materiał ćwiczeniowy w kształceniu przyszłych nauczycieli języka angielskiego.

Dr Tomasz Róg