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# 4elt English for third graders

Lesson Plans

*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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# Contents

1. Stand up, Teddy!	<i>Urszula Kropaczewska</i>
2. One, two, buckle your shoe.	<i>Urszula Kropaczewska</i>
3. Three, four, knock on the door.	<i>Urszula Kropaczewska</i>
4. Where is the bus stop?	<i>Urszula Kropaczewska</i>
5. Can you tell me the way to the bus stop?	<i>Urszula Kropaczewska</i>
6. Where can I buy some bananas?	<i>Urszula Kropaczewska</i>
7. Where are the oranges?	<i>Urszula Kropaczewska</i>
8. My city	<i>Urszula Kropaczewska</i>
9. The adventure begins	<i>Maria Moderska</i>
10. The Vikings were great travellers	<i>Maria Moderska</i>
11. Vikings, the skilled sailors	<i>Maria Moderska</i>
12. Vikings, the smart traders	<i>Maria Moderska</i>
13. Vikings, the hardworking farmers	<i>Maria Moderska</i>
14. Preparing a role play	<i>Maria Moderska</i>
15. Dress rehearsal	<i>Maria Moderska</i>
16. Final show	<i>Maria Moderska</i>
17. I like food.	<i>Urszula Kropaczewska</i>
18. I like fruit.	<i>Urszula Kropaczewska</i>
19. I like vegetables, yummy, yummy.	<i>Urszula Kropaczewska</i>
20. My breakfast	<i>Urszula Kropaczewska</i>
21. My dinner	<i>Urszula Kropaczewska</i>
22. At the market	<i>Urszula Kropaczewska</i>
23. Eating out	<i>Urszula Kropaczewska</i>
24. My party	<i>Urszula Kropaczewska</i>
25. Santa Claus (1)	<i>Beata Moderska</i>
26. Santa Claus (2)	<i>Beata Moderska</i>
27. Rudolph	<i>Beata Moderska</i>
28. Christmas in Britain	<i>Beata Moderska</i>
29. Drummer Boy	<i>Beata Moderska</i>
30. Staging	<i>Beata Moderska</i>

31. Games and rehearsal	<i>Beata Moderska</i>
32. Final show	<i>Beata Moderska</i>
33. All aboard	<i>Maria Moderska</i>
34. Pirate booty	<i>Maria Moderska</i>
35. Jolly Roger	<i>Maria Moderska</i>
36. Five famous pirates	<i>Maria Moderska</i>
37. Come sail away with me	<i>Maria Moderska</i>
38. Let's ride the waves and find some treasure	<i>Maria Moderska</i>
39. Dress rehearsal	<i>Maria Moderska</i>
40. Final show	<i>Maria Moderska</i>
41. Spring	<i>Beata Moderska</i>
42. Trees	<i>Beata Moderska</i>
43. Insects	<i>Beata Moderska</i>
44. Caterpillars	<i>Beata Moderska</i>
45. Five little butterflies	<i>Beata Moderska</i>
46. Garden chores	<i>Beata Moderska</i>
47. Final Consolidation	<i>Beata Moderska</i>
48. Final presentation	<i>Beata Moderska</i>
49. Lift off	<i>Joanna Haracz-Lewandowska</i>
50. The Rocket	<i>Joanna Haracz-Lewandowska</i>
51. Robot helper	<i>Joanna Haracz-Lewandowska</i>
52. Is the sky blue	<i>Joanna Haracz-Lewandowska</i>
53. A XanToKi	<i>Joanna Haracz-Lewandowska</i>
54. Interview	<i>Joanna Haracz-Lewandowska</i>
55. An email	<i>Joanna Haracz-Lewandowska</i>
56. The Book	<i>Joanna Haracz-Lewandowska</i>
57. Let's go!	<i>Joanna Haracz-Lewandowska</i>
58. Let's sing!	<i>Joanna Haracz-Lewandowska</i>
59. Travel agent	<i>Joanna Haracz-Lewandowska</i>
60. At the airport	<i>Joanna Haracz-Lewandowska</i>
61. Organise the play	<i>Joanna Haracz-Lewandowska</i>
62. Stage direction	<i>Joanna Haracz-Lewandowska</i>
63. Dress rehearsal	<i>Joanna Haracz-Lewandowska</i>
64. Holiday "Let's go!" show	<i>Joanna Haracz-Lewandowska</i>

**Raise interest**  
Enter the classroom wearing a hat.

**WARM-UP**  
Take off the hat and take out a Teddy who is to greet the children. Approach the children with Teddy and make him shake hands with every one of them.  
Tell the children that Teddy is going to follow your instructions.  
Instruct Teddy to do actions like: wave your hand, touch your toes, stand on one leg, point to the door, do a summersault and make Teddy do those actions. Encourage the children to say their own instructions for Teddy to do.

**GAMES**  
TPR. Show the flashcards with actions: stand up, sit down, clap your hands, stamp your feet, stand still. Name them and make the children do the actions. (For ideas see [www.program.4elt.pl/filmy.html](http://www.program.4elt.pl/filmy.html))  
Written TPR. Make the children sit in a circle on the carpet. Spread the flashcards and phrases with commands. The children match the phrases with the flashcards. Then show the phrases only and ask the children to carry out the commands.

**PRACTICE**  
The 'what is missing' game. Show the flashcards with commands one by one, make the children repeat.  
Put the pictures in a row on the board. Ask the children to close their eyes and turn one picture face down. Ask the children to open their eyes and say and mime the missing action.  
Matching game. Put the pictures with commands on the board. Show the children the phrases and ask the children one by one to come to the board and match the phrases with the pictures pairs with the pictures. Encourage the other children to help.

**PRODUCTION**  
Pair work. The children are to work in pairs. Each pair is given a set of commands (pictures or phrases) which are put into a pile. One by one, they take a card, read the command and the partner has to do the action.  
Group work. Divide the children into groups and tell them that they are going to work on project together. Every child is given a piece of cardboard and some marker pens. They are to come up with a game for the other groups that will use the phrases used on the lesson.

**FINISHING THE LESSON**  
Feedback. This a whole class activity. The children stand in a circle. They show their pieces of cardboard. The child who shows the action first is the winner.  
Homework. The children are to draw an action presenting the command they have written.

**Make sure children can:**  
Mime the actions. Say the commands.

**HOT Questions**  
*You can ask these in Polish*  
What did you like in our lesson?  
Which games would you play with your mum?  
Which command is the most difficult to carry out?

**1. Stand up, Teddy!**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń wita się i pozdrawia po angielsku.  
Uczeń wykonuje polecenia wydane po angielsku takie jak: stand up, sit down, clap your hands, stamp your feet, stand still.

**You will need**

Flashcards demonstrating different actions.  
A hat.  
A teddy bear.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

Cut up the paper. Write on the board.  
Stand up, sit down, clap your hands,  
stamp your feet, stand still.

Children repeat  
after the teacher

Stand up, sit down, clap your hands,  
stamp your feet, stand still.

Children can say  
on their own

Stand up, sit down, clap your hands,  
stamp your feet, stand still.

**Project Preparation**  
The children write commands on separate pieces of bristol paper.

**Secret Sentence** *I would like to have fun.*

**Homework**  
The children are to draw actions on separate pieces of paper.

I would like to have fun.

### Raise interest

Ask the children to say the secret sentence

Show a bag from which you will take out the flag of Great Britain. Ask the children if they know what country the flag represents.

### WARM-UP

Show the flag of Great Britain and elicit the colours. Show flashcards presenting different colours and elicit the names from children asking: what colour is it?

Running game: Give the children instruction: touch something blue/red/green. The children run around the classroom touching different objects. The child to touch the right colour first is the winner.

### INTRODUCTION OF THE RHYME

Show in random order pictures presenting the rhyme. Elicit language from the children asking: What's this? One, two, buckle your shoe. Three, four, knock on the door. Five, six, pick up sticks. Seven, eight, close the gate. Nine, ten, a big red hen.

Put the cards on the left side of the board in random order. Say the rhyme, mime the actions, make the children choose the correct pictures and put them in the middle of the board, one under another in the right order.

### PRACTISING THE RHYME

Ask the children to stand up. Say the rhyme and mime the actions. Make them follow you.

Take pictures from the board one by one, make the children say and mime the actions presented in the pictures. (For ideas see [www.program.4elt.pl/filmy.html](http://www.program.4elt.pl/filmy.html) - "Vanishing Text")

### PRACTISING THE RHYME

Miming. Divide the children into pairs and put the pictures presenting the rhyme face down on the table in front of them. Ask each child to take the pictures one by one without showing it to their partner and mime the action. The partner needs to guess the action.

Team work. Divide the children into two teams, each team gets a set of pictures, they choose the picture, everybody mimes the action and the opposite team have to guess the phrase.

### FINISHING THE LESSON

Feedback. Ask the children to stand up and say the rhyme showing actions at the same time. Ask the hot questions.

Homework. Ask the children to choose one phrase from the rhyme and draw the corresponding action.

### Make sure children can:

Mime the actions.

Say the rhyme.

### HOT Questions

You can ask these in Polish

What colour would you like to be if you could choose? Think of the next line for the rhyme: Eleven, twelve... Thirteen, fourteen...

## 2. One, two, buckle your shoe.

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie polecenia wydawane po angielsku i odpowiednio na nie reaguje: buckle your shoe, knock on the door, pick up sticks, close the gate, show me a red hen.

You will need

Flashcards with colours. Flashcards presenting phrases from the rhyme: buckle your shoe, knock on the door, pick up sticks, close the gate, a red hen.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Commands: buckle your shoe, knock on the door, pick up sticks, close the gate, show me a red hen.

Children repeat  
after the teacher

One, two, buckle your shoe. Three, four, knock on the door. Five, six, pick up sticks. Seven, eight, close the gate. Nine, ten, a big red hen.

Children can say  
on their own

One, two, buckle your shoe. Three, four, knock on the door. Five, six, pick up sticks. Seven, eight, close the gate. Nine, ten, a big red hen.

### Project Preparation

The children are to draw and write a command from the rhyme.

### Homework

Draw a phrase from the rhyme.

Secret Sentence My favourite colour is....

My favourite colour is...

### Raise interest

Ask the children to say the secret sentence.

Show a bag from which you will take out pictures presenting the rhyme.

### WARM-UP

Take out the cards presenting the rhyme and show them one by one and make the children say what is presented in the pictures.

One, two, buckle my shoe,  
Three four, knock at the door,  
Five six, pick up sticks,  
Seven, eight, close the gate, Nine, ten, a big fat hen.

Ask the children to stand up, say the rhyme and mime the actions.

### INTRODUCING THE RHYMING PAIRS

Distribute the pictures presenting the rhyme and make the children colour them following your instructions: colour the shoe - blue, the hen - red, the sticks - brown, the gate - purple, the door - grey, number two - yellow, four - green, six - brown, eight - orange, ten - black.

Show the pictures presenting objects and numbers coloured the same way the children did. Ask the children: What colour is the shoe/two..? What colour is the gate? What is blue? What is purple?

### PRACTISING THE RHYMING PAIRS

Put the pictures presenting numbers in one row. Put the pictures presenting objects from the poem (hen, sticks, gate, door, shoe) on the right side of the board one under another. Point to the first number (two) and ask the children to find the rhyming word (shoe). Continue with other numbers until the children grasp the meaning of a 'rhyming word'

Make the children repeat the pairs of rhyming words: slowly, fast, quietly, silently, boys, girls.

### PRODUCING RHYMING PAIRS

Ask the children to work in pairs. Give each pair a set of words rhyming with the numbers (two, four, six, eight, ten) and make them find rhyming pairs. Check by letting the children read the rhyming pairs.

Ask the children to work in groups of four. Ask the children to make a poem using the rhyming pairs of words. Check by letting the children read their poems.

Feedback. Ask the children to stand up, say the rhyme and mime the actions.

Homework. Ask the children to find more words rhyming with the numbers two, four, six, eight and ten.

### Make sure children can:

Understand what 'rhyming pairs' means.

Say the rhyming pairs.

### HOT Questions

You can ask these in Polish

Why do poems rhyme?  
What other rhymes do you know?  
What rhymes with the word sunny?

## 3. Three, four, knock on the door

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozpoznaje słowa rymujące się.  
Uczeń dodaje rymy do słów.

You will need

Flashcards showing colours.  
Flashcards presenting phrases from the rhyme.  
Flashcards showing numbers.  
Wordcards.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

One, two, buckle my shoe, Three four, knock at the door, Five six, pick up sticks, Seven, eight, close the gate, Nine, ten, a big fat hen.

Children repeat  
after the teacher

One, two, buckle my shoe, Three four, knock at the door, Five six, pick up sticks, Seven, eight, close the gate, Nine, ten, a big fat hen.

Children can say  
on their own

A blue shoe, close the gate, numer eight, a big red hen.

### Project Preparation

The children draw a line from the rhyme.

### Homework

The children are to find the rhyming words.

Secret  
Sentence

One, two, give me something blue!

### Raise interest

Enter the classroom with a big map of a city.  
Encourage the children to guess what it is.

#### WARM-UP

Show the children the plan you have brought. Hang it on the board and stick some public buildings on it giving their names.

#### INTRODUCING WORDS

"Put your finger on the..." game

While on the carpet, show the pictures presenting some public places (school, bank, hospital, railway station, petrol station, park, library, restaurant). Ask them: "What's this?" and elicit the names. If they do not know the words, say them and make the children repeat (loudly, silently, fast, slowly). Play the game.

Matching game.

Put up the pictures presenting public places on the board. Show the children the wordcards. Ask a child to come to the board and match the wordcard with the picture.

#### INTRODUCING THE QUESTION

Listening game.

Ask the children to look at the map and make them listen to you and guess the building you are talking about:

It is in the High Street, opposite the bank, between the school and the library, next to the restaurant.

Speaking game.

Ask the children to look at the map and make them answer your question: Where is the bank?

#### PRACTISING

Pair work.

The children are to work in pairs. Each one is given a map (A/B) on which some public buildings are marked, and some buildings do not have a name. The children have to find out the name of all the buildings asking: Where is the bank?

Group work.

Divide the children into groups of five. Each group is given a big piece of cardboard on which they have to draw a map of a city marking the streets and buildings.

#### FINISHING THE LESSON

Feedback.

Say the name of a building and make the children put it onto their maps.

Homework.

The children match the pictures of places with the words.

### Make sure children can:

Point to the public places named by the teacher.

Name the public places marked on the map.

### HOT Questions

You can ask these in Polish

What does your mouth do when you say 'railways station'?

What is your favourite place in town?

If you could spend a night in a bank what would you do?

## 4. Where is the bus stop?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa budynki i miejsca w mieście: a bank, a school, a bus stop, a train station, a library a bookshop, a restaurant, etc.

You will need

A map of a city.  
Stickers presenting public places.  
Flashcards with places in the city.  
Wordcards.  
A city map (A and B version).  
A few pieces of paper.  
Crayons and pencils.  
Matching game for each child.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The names of public places.  
Where is the bank/school/bus station?  
Prepositions.

Children repeat  
after the teacher

The names of public places.  
Where is the bank/school/bus station?  
Prepositions.

Children can say  
on their own

The names of public places.  
Where is the bank/school/bus station?  
Prepositions.

### Project Preparation

The children have to make some some 3-D buildings, trees and other objects which can be put on their maps.

### Homework

A worksheet with places in the city and words to match.

Secret Sentence I love the place I live in.

### Raise interest

Show the children a plan of your town and tell them what places you went to yesterday. You may tell them what you did there. For example; "Yesterday I went to the bookshop and bought a book for my son.

Then I went to the shoup and bought a swimming costume for my daughter. It was a busy day."

### WARM-UP

Show the children the plan you have brought, hang it on the board and elicit the names of some public buildings presented there: a school, a hospital, a railway station, a park, a library, a restaurant, a shop.

Crossword.  
Put the children into pairs, give each pair a crossword where the clues are the pictures of public buildings. The children are to do the crossword.

### INTRODUCING DIALOGUES

Drilling.  
Show the children a railway station and say that you are a tourist and you want to get to same places in the city. Ask a question: can you tell me the way to the library? Answer the question. Make the children repeat (loudly, silently, fast, slowly).

Listening and speaking.  
Show some pictures presenting some public places(a school, a bank, a hospital, a railway station, a petrol station, a park, a library, a restaurant), ask a question: Can you tell me the way to the bank? Make the children answer the questions.

### PRACTISING

Listening.  
Give some directions from the station to some buildings, make the children listen to and follow your instructions and give you the name of the building you are giving the directions to.

Reading.  
The children are to create complete instructions how to get to a specific point in the city. They rearrange phrases with instructions in the right order. For example: turn left, turn right, go straight on.

### PRODUCTION

TPR-team work.  
Give some cards with the phrases of directions to the children in one group. Ask them one by one to read the phrases for the other team who have to go to the map and draw the route. They are to give the name of the building they arrive at.

Pair work.  
Ask the children to work in pairs, each pair has to look at the map and write a set of dircions from the station to the chosen building.  
Then, the children read the directions aloud and the pair has to give the name of the building.

### FINISHING THE LESSON

Feedback.  
Ask the children: Can you tell me the way to the bus stop?

Homework.  
The children write a set of directions from the railway station to one of the buildings.

### Make sure children can:

Follow the instructions.

Ask and direct.

### HOT Questions

You can ask these in Polish

Have you ever got lost?  
Who is the right person to ask the way?  
How would you find your way in a foreign city?

## 5. Can you tell me the way to the bus stop?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwala nazwy miejsc w mieście.

You will need

A map of a city.  
Stickers presenting public places.  
Flashcards with places in the city.  
Wordcards.  
City map (A and B version).  
A few pieces of paper.  
Crayons, coloured pencils.  
A worksheet for each child.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Directions.  
The question: Can you tell me the way to the bus stop/hospital?

Children repeat  
after the teacher

Directions.  
The question: Can you tell me the way to the bus stop/hospital?

Children can say  
on their own

Where is the bus stop? Where is the hospita?

### Project Preparation

The children make some cards with some phrases of directions presented during the lesson.

### Homework

The children have to write one direction leading from the railway station to one of the buildings.

Secret Sentence  
Lost in the city.

Where can I buy some money?

Raise interest

Enter the classroom with a basket or a shopping bag full of different products.

WARM-UP

Show the children the basket/shopping bag and tell them that you have just been shopping and show them what you have bought by taking one by one the products from the basket/shopping bag. I have just bought ...elicit from the children the names of the products.

Show the children flashcards and while presenting the different products, ask them some questions e.g.: 'what did I buy yesterday?' and elicit the answers from the children. If they do not know the words, say them, make them repeat them (loudly, silently, fast, slowly). Put the flashcards on the board.

INTRODUCING KINDS OF SHOPS

Picture game. Show the children pictures presenting different kinds of shops. Ask a question: 'what kind of shop is it?' Elicit the answer. If they do not know the words, say them, make them repeat them (loudly, silently, fast, slowly). Put the flashcards on the board.

Matching game. Ask the children a question: Where can I buy some bananas?, elicit the answer, then, ask a child to come to the board and match the picture with the picture of the shop.

PRACTISING

Listening game. Ask the children to look at the map and make them listen to you and find out where the particular shop you are talking about is situated. The grocer's is in High Street, opposite the bank, between the school and the library, next to the restaurant.

Speaking game. Ask the children to look at the map and make them answer your question: Where is the grocer's?

PRODUCTION

Pair work. Put the children into pairs. Give each pair a list of various products and ask them to decide where they can buy them. Check by asking: Where can I buy bananas?

Pair work. Put the children into pairs. Give each pair a jigsaw dialogue. They have to put the sentences to make the dialogue and at the end they have to decide in which shop the dialogue can be heard.

FINISHING THE LESSON

Feedback. Ask the children to read the dialogues and ask others to name the kind of shop it is.

Homework. The children are to add two more products to the list.

Make sure children can:

Point to the object named by the teacher.

Name the kinds of shops mentioned by the teacher.

HOT Questions

You can ask these in Polish

Do you like going shopping? What do you like to buy? What shop would you like to work in? What would name a shop that sells jokes?

6. Where are the oranges

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa różne sklepy: a bookshop, a grocery shop, a shoeshop, a bakery, a pharmacy, etc. Uczeń utrwała nazwy niektórych produktów.

You will need

A map of a city. Flashcards with different shops. Wordcards. A few pieces of paper. A worksheet for each pair of children. A jigsaw dialogue for a pair.

Children hear and understand

I have just bought some bananas. Where can I buy some bananas? What kind of shop is it? Where is the grocer's? Prepositional phrases.

Children repeat after the teacher

Grocer's, greengrocer's, baker's, butcher's, bookshop, supermarket, stationery.

Children can say on their own

Some bananas. a bookshop, a grocery shop, a shoeshop, a bakery, a pharmacy, etc.

Language

Lesson: from start to finish

Project Preparation

The children draw some products on small pieces of paper.

Homework

The children have to add two more products to the list.

Secret Sentence Can I help you?

Where can I buy some money?

### Raise interest

Enter the classroom with a basket or a shopping bag full of different products.

#### WARM-UP

Show the children the basket/shopping bag and tell them that you have just been shopping and show them what you have bought by taking one by one the products from the basket/shopping bag. I have just bought ...elicit from the children the names of the products.

Show the children flashcards and while presenting the different products, ask them some questions e.g.: 'what did I buy yesterday?' and elicit the answers from the children.  
If they do not know the words, say them, make them repeat them (loudly, silently, fast, slowly).  
Put the flashcards on the board.

#### INTRODUCING KINDS OF SHOPS

Picture game.  
Show the children pictures presenting different kinds of shops. Ask a question: 'what kind of shop is it?' Elicit the answer.  
If they do not know the words, say them, make them repeat them (loudly, silently, fast, slowly).  
Put the flashcards on the board.

Matching game.  
Ask the children a question: Where can I buy some bananas?, elicit the answer, then, ask a child to come to the board and match the picture with the picture of the shop.

#### PRACTISING

Listening game.  
Ask the children to look at the map and make them listen to you and find out where the particular shop you are talking about is situated.  
The grocer's is in High Street, opposite the bank, between the school and the library, next to the restaurant.

Speaking game.  
Ask the children to look at the map and make them answer your question: Where is the grocer's?

#### PRODUCTION

Pair work.  
Put the children into pairs. Give each pair a list of various products and ask them to decide where they can buy them.  
Check by asking: Where can I buy bananas?

Pair work.  
Put the children into pairs. Give each pair a jigsaw dialogue. They have to put the sentences to make the dialogue and at the end they have to decide in which shop the dialogue can be heard.

#### FINISHING THE LESSON

Feedback.  
Ask the children to read the dialogues and ask others to name the kind of shop it is.

Homework.  
The children are to add two more products to the list.

### Make sure children can:

Point to the object named by the teacher.

Name the kinds of shops mentioned by the teacher.

### HOT Questions

You can ask these in Polish

Do you like going shopping? What do you like to buy?  
What shop would you like to work in?  
What would name a shop that sells jokes?

## 6. Where can I buy some bananas?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa różne sklepy: a bookshop, a grocery shop, a shoeshop, a bakery, a pharmacy, etc.  
Uczeń utrwala nazwy niektórych produktów.

You will need

A map of a city.  
Flashcards with different shops.  
Wordcards.  
A few pieces of paper.  
A worksheet for each pair of children  
A jigsaw dialogue for a pair.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

I have just bought some bananas.  
Where can I buy some bananas?  
What kind of shop is it?  
Where is the grocer's?  
Prepositional phrases.

Children repeat  
after the teacher

Grocer's, greengrocer's, baker's,  
butcher's, bookshop, supermarket,  
stationery.

Children can say  
on their own

Some bananas.  
a bookshop, a grocery shop, a shoeshop,  
a bakery, a pharmacy, etc.

### Project Preparation

The children draw some products on small pieces of paper.

### Homework

The children have to add two more products to the list.

Secret Sentence Can I help you?

### Project presentation

The teacher shows the children flashcards presenting places, and asks: What's this? What can you buy there? and elicits the answers.  
 The teacher shows flashcards presenting different products, ask: What's this? What are these? Where can you buy it/them? and elicits the answers.  
 The children have to work in groups of five. Each group has to sit around one table.  
 In the middle there is a big piece of cartridge paper presenting the map of a city with public buildings and streets marked with numbers.  
 The teacher distributes flashcards with the names of public buildings among the groups.  
 The children have to take ten pictures.  
 The children's first task is to write the names on the buildings and other public places, and name the streets.  
 The teacher checks by asking: What's number one?  
 The teacher distributes objects made by the children (trees, road signs, cars, people).  
 The children take some objects.  
 The children's second task is to stick the objects onto the map.  
 The teacher monitors this work.  
 The teacher distributes some A4 pieces of paper.  
 The children have to write directions from one place to another in order to mark all the numbers.  
 They do not have to follow the numbers from 1 to 10.  
 The children have to start and finish at the same number.  
 The teacher monitors this work.  
 The teacher asks the children to change tables, read the instructions prepared by the other group and write the names of the buildings next to each direction.

### HOT Questions

You can ask these in Polish

Which city would you like to live in?  
 Why?  
 What is the best place for teenagers to live in?

## 8. My city.

Children need to know / be able to

The names of buildings.  
 Giving directions.

You will need

Flashcards presenting public places.

Children need to prepare / bring

Prepared objects (trees, road signs)  
 scissors, glue, crayons, coloured pencils.

Secret Sentence English is easy.

### Criteria for success

to be used as a springboard for discussion with the children

Well written directions.  
 Understanding directions.

### Raise interest

Walk into the classroom wearing a helmet with horns.

#### REMINDING CHILDREN ABOUT GRAMMAR STRUCTURE

Check if the children remember the meaning of the verb have got. Point at yourself and say: I've got (the colour of your eyes) eyes. Point at the children in the classroom and say: he's got green eyes, she's got brown eyes, etc. Write on the board: I've got, She's/he's got.

#### COMPARING - FINDING SIMILARITIES AND DIFFERENCES

Hang the pictures of two Vikings on the board. Let the children compare the two Vikings. She's got blue eyes, he's got green eyes. She's got black hair, he's got blonde hair. She's got a small mouth, he's got a big mouth. She's got big ears, he's got small ears. She's got long hair, he's got short hair. She's got a small helmet with horns, he's got a big helmet with horns.

#### INTRODUCING NEW VOCABULARY

Put up flashcards with new vocabulary: a traveller, next to, invincible, a present, a fur coat, a helmet with horns, an adventure, on, next to. Read each word aloud and let the children repeat after you. Point to the words and ask the children to give you the words. Put emphasis on the words: adventure, present, on,

#### READING - A COMIC STORY

Hand out the first episode of the Viking comic story to the children. You can assign roles and read the story more than once.

#### MAKING A VIKING HELMET WITH HORNS

Let the children cut them out of paper, using the pattern provided

#### Make sure children can:

Describe the pictures of two Vikings saying he's got, she's got...; follow the story; understand and pronounce the words: a traveller, invincible, a fur coat.

Say the words: adventure, present, on, next to, helmet with horns; understand: have you got time for me?; I haven't got time to play with you.

### HOT Questions

You can ask these in Polish

What do you know about Vikings?  
Would you like to be a Viking?  
What are a Viking's most precious possessions?

## 9. The adventure begins

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń opisuje osoby: he's/she's got - on/ona ma  
Uczeń rozumie i poprawnie wymawia słowa: a traveller, invincible, a fur coat, an adventure, a present, on, next to, a helmet with horns.

You will need

2 pictures of Vikings.  
A set of vocabulary flashcards.  
Copies of the Viking story's first episode.  
A Viking helmet pattern.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The story, a question: have you got time to play with me? a negative sentence: I haven't got time to play with you.

Children repeat  
after the teacher

The words: a traveller, invincible, a fur coat.

Children can say  
on their own

The words: an adventure, a present, on, next to, a helmet with horns; describe a person: he's/she's got...

### Project Preparation

Viking helmet making.

### Homework

Draw my own Viking; Describe him/her in 3 sentences. Do it on a separate sheet of paper; learn the secret sentence.

Secret  
Sentence

The Vikings were great travellers!

Człowiek - najlepsza inwestycja  
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

The Vikings were great travellers!

Raise interest

Put a map on the board. Cover it up with a sheet of paper with a big question mark on it.

MAP ACTIVITY

Uncover the map. Ask the children if they know where Scandinavia, North America and Poland are. Show the children where everything is, put the names of the countries on the map.

INTRODUCING NEW VOCABULARY

Put the flashcards on the board: an island, a discoverer, a warrior, a country. Make the children repeat after you. Ask them if they know who discovered America. If they say it is Christopher Columbus, tell them he was not the first one to discover America.

READING - A COMIC STORY

Hand out the second episode of the Viking story to the children. You can assign roles and read the story more than once. After reading the story, show the children where the Wolin Island is.

PRACTICING NEW VOCABULARY

Hang the rest of the flashcards on the board: Great Britain, British, America, American, Poland, Polish, Scandinavia, Scandinavian. Write the words: country and nationality at the top of the board. Make it clear that Scandinavia is not a country but a region of Europe (Scandinavia includes Sweden, Norway and Denmark).  
Make the children repeat the words after you. Play the bingo game.

A PICTURE DISPLAY

Ask the children to give you their homework. Put the pictures on the board, make a display. If you have time, you can read the descriptions aloud (or ask the children to do it).

Make sure children can:

Follow the story; say the words; an island, a discoverer, a country, North America, Great Britain, Poland, Scandinavia, a traveller.  
Children understand and pronounce correctly the words: nationality, Scandinavian, American, British, Polish.

HOT Questions

You can ask these in Polish

Which word would you teach to your best friend?  
What did you find the most interesting today?  
Where did Vikings go on vacation?

10. The Vikings were Great Travellers!

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i poprawnie wymawia słowa: a map, nationality, American, British, Polish, Scandinavian an island, a discoverer, a country, North America, Great Britain, Poland, Scandinavia, a traveller;  
Uczeń wskazuje na mapie położenie Polski, Ameryki Północnej, Wielkiej Brytanii, Skandynawii oraz Wyspy Wolin.

You will need

A larger map to show to the children a new set of vocabulary flashcards.  
Copies of the Viking story's second episode  
Bingo game cards.  
Copies of smaller maps to give to the children as homework.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The story plot;

Children repeat  
after the teacher

Words: a map, nationality, American, British, Polish, Scandinavian.

Children can say  
on their own

Words: an island, a discoverer, a country, North America, Great Britain, Poland, Scandinavia, a traveller.

Project Preparation

Introducing children to another part of the script.

Secret Sentence  
Seagulls always fly towards land!

Homework

On blank maps, colour the countries.  
learn the secret sentence.

Człowiek - najlepsza inwestycja  
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

### Raise interest

Put a picture of a dragon-ship on the board.

### INTRODUCE THE VOCABULARY

Put up vocabulary flashcards on the board: Skilled sailors, a dragon, a chest, light, hide, fly towards land, dried meat, weapons, a seagull, fleas, a pocket, hop North. Make children repeat after you. Put emphasis on: a dragon, a chest, hop North, a pocket.

### READING - A COMIC STORY

Hand out the third episode of the Viking comic story to children. You can assign roles and read the story more than once.

### VANISHING GAME

Repeat the vocabulary again. Change the places of the flashcards and put one of them upside down. The children have to guess what is missing. You can then repeat the whole thing, covering more and more cards.

### CONSTRUCTING SENTENCES

Hand out the chest sheets. The Children have to draw 3 things they would take on their travels. They are to construct sentences: In my chest I've got....(3 sentences - one sentence for one thing packed). you can put an example on the board (in my chest I've got a book).

Children show their chests to the class and read their sentences aloud.

### Make sure children can:

Follow the story; understand and pronounce correctly the words: skilled sailors, light, hide, fleas, dried meat.

Say the words: a seagull, a chest, a dragon, hop North, a pocket, fly towards land; build sentences: in my chest I've got....

### HOT Questions

You can ask these in Polish

Which part of the lesson did you enjoy the most?  
If you were a Viking, how would you decorate your ship?  
What does a baby Viking look like?

## 11. The Vikings, the Skilled Sailors

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń układa zdania: In my chest I've got... w swojej skrzyni mam...  
Uczeń rozumie i poprawnie wymawia słowa: skilled sailors, light, hide, fleas, dried meat; znajomość słówek: a chest, a dragon, hop North, a pocket, a seagull, fly towards land.

You will need

A picture of a dragon-ship.  
A set of vocabulary flashcards.  
Copies of the Viking story's third episode.  
Open chest patterns.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The story plot.

Children repeat  
after the teacher

Words: skilled sailors, light, hide, fleas, dried meat.

Children can say  
on their own

In my chest I've got...  
Words: a chest, a dragon, hop North, a pocket, a seagull, fly towards land.

### Project Preparation

Introduction to another part of the script.

### Homework

Learn the secret sentence; aloud, read the new words at home.

Secret Sentence

The Vikings were smart traders!

The Vikings were smart traders!

Raise interest

Address the children and say: Who likes my bag?  
Give me five of your bags and I'll give you my bag.

INTRODUCING NEW VOCABULARY

Put up vocabulary flashcards: bows and arrows, axes, smart traders, buy, sell, honey, fish, wine, jewellery, spices, silver, gold, wheat, wool. Ask the children if they remember the meaning of the words fur and dried meat. If not, remind them.  
Read each word aloud and let the children repeat after you. Point at the cards and ask the children to repeat the name. Put emphasis on: honey, fish, wine, jewellery, spices, silver, gold, wheat, wool.

READING - A COMIC STORY

Hand out the fourth episode of the Viking comic story to children. You can assign roles and read the story more than once.

ASKING AND ANSWERING QUESTIONS - ROLEPLAY

The Children pretend to be Viking traders. They trade using the cards they coloured at home. They ask questions: Have you got any...? They answer: Yes, I have; No, I haven't. Each child gets a shopping list - products they are to collect. Distribute cards with the products. You can divide the children into two groups. Children from the first group sit behind their desks. Children from the other group go around the classroom, visiting the stalls. After 10 minutes the groups swap roles and lists.

Make sure children can:

Follow the story; ask questions: have you got any...? answer: Yes, I have; No, I haven't - understand and pronounce the words: bows and arrows, axes; Say the words: honey, fish, wine, jewellery, spices, silver, gold, wheat, wool, fur, dried meat, smart traders

HOT Questions

You can ask these in Polish

Which part of the lesson did you find the most difficult?  
Which part of the lesson did you enjoy the most?  
What would a Viking think if he walked into a fitness club?

12. Vikings, the Smart Traders!

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i poprawnie wymawia słowa: bow and arrows, axes, honey, fish, wine, jewellery, spices, silver, gold, wheat, wool, fur, dried meat, smart traders. Uczeń używa zwrotów: have you got any? Czy masz...? Yes, I have/ No, I haven't - Tak mam/Nie, nie mam.

You will need

Set of vocabulary flashcards.  
Copies of the Viking story's next episode.  
Shopping lists and product cards for every child.

Language

Children hear and understand

The story plot.

Children repeat after the teacher

Words: bows and arrows, axes.

Children can say on their own

Words: honey, fish, wine, jewellery, spices, silver, gold, wheat, wool, fur, dried meat, smart traders; Have you got any...? Yes, I have; No, I haven't.

Project Preparation

Practicing the scene at the market place.

Homework

Learn the secret sentence; revise the new vocabulary.

Secret Sentence The Vikings were also farmers!

The Vikings were also farmers!

**Raise interest**

Put a picture of a Viking house on the board. Cover it up with a sheet of paper with a question mark on it.

**INTRODUCING NEW VOCABULARY**

Put up vocabulary flashcards: wood, stone, beans, wood, stone, cabbage, carrots, benches, pigs, sheep, onions, behind, under, hardworking, future. Read each word aloud and let the children repeat after you. Point to the words at random and ask the children to give you the words. Put special emphasis on: behind, under, future.

**READING - A COMIC STORY**

Hand out the fifth episode of the Viking comic story to the children. You can assign roles and read the story more than once.

**A GAME**

Remind the children of the words: in, on, under, behind, next to. Draw a box on the board, Put vegetables and animals flashcards in different places. Ask questions: where is...? the children have to answer: it's ...the box. The children can come to the board and position the flashcards themselves.

**A PLAY - ASSIGNING ROLES TO CHILDREN**

Assign roles to the children. Tell the children to prepare their props at home. You can give them the patterns provided.

Leif the Lucky – a beard, a long coat; Hervor – a long coat, red hair, bows and arrows, axes; Jessica – a ribbon; Billy – a baseball cap; George – shopping bags; John – a phone, sunglasses; Sven – fleas;

Norbert – nothing; Markus – a chest with water, dried meat, fish, weapons; Lasse – a seagull; Olaf – onions, beans, cabbages, carrots; Stina – a pig, a sheep, some chickens; Merchants: trading products; four Vikings carrying a ship – a ship

**Make sure children can:**

Follow the story; understand and pronounce correctly the words: hardworking, benches; say the words: onions, beans, wood, stone, cabbage, carrots, pigs, sheep, farmer.

Tell the positions of things in relation to a box, using: IN, ON, UNDER, BEHIND, NEXT TO.

**HOT Questions**

You can ask these in Polish

Which vegetable is the most tasty?  
Which animal do you like the most?  
What is more fun: growing vegetables or breeding animals? Why?

**13. Vikings the hardworking farmers**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń określa położenie przedmiotów używając słów: IN, ON, UNDER, BEHIND, NEXT TO; Uczeń rozumie i poprawnie wymawia słowa: benches, hardworking; znajomość słówek: a farmer, onions, beans, wood, stone, cabbage, carrots, pigs, sheep. Uczeń poznaje swoją rolę w przedstawieniu.

**You will need**

A picture of a Viking house.  
A set of vocabulary flashcards.  
Copies of the Viking story's next episode.  
A list of roles and props to assign.  
Prop patterns to distribute.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

The story plot.

Children repeat  
after the teacher

Words: hardworking, benches.

Children can say  
on their own

Tell the positions of things in relation to a box: IN, ON, UNDER, BEHIND, NEXT TO; say: a farmer, onions, beans, wood, stone, cabbage, carrots, pigs, sheep.

**Project Preparation**

Assigning roles.

**Homework**

Prepare the props needed for your role, learn the secret sentence.

**Secret Sentence** Let's prepare a play!

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### Raise interest

Walk in with a helmet on and say: Hello Vikings! Are you ready to prepare a play?!

### PRACTISING ROLES

The children should have their props ready. Show them where to stand. Divide them into 4 groups (there are 4 scenes, the first two chapters go together). While a group practices their roles, the other children sit and listen. Get the children to read their roles aloud using their copies of the story.

### PROP PREPARATION

If necessary, devote 15 minutes to helping the children finish their props.

### Make sure children can:

Read their roles correctly, pronouncing the words clearly and loud enough; remember which scene they are in and when it is their turn to speak; remember where to stand.

### HOT Questions

You can ask these in Polish

Do you like being on stage?  
What makes a good actor?  
What is nice about being an actor? What is difficult?

## 14. Preparing a role play

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń zna na pamięć swoją rolę w przedstawieniu.  
Uczeń zna przebieg przedstawienia i wie w których momentach wygłaszać swoją kwestię.

You will need

Lesson:  
from start  
to finish

### Project Preparation

A rehearsal.

### Homework

Read my part aloud three times.

Language

Children hear  
and understand

Other children's parts.

Children repeat  
after the teacher

Their own parts.

Children can say  
on their own

Secret Sentence  
Have faith in your abilities!

### Raise interest

Say that you are going to film the rehearsal, so you can all see it and discuss it.

#### REHEARSAL 1

The children should know their roles by heart. If it is too difficult for some, let them read. Practice the whole play again and film it.

#### WATCHING THE FILM

Show the children the whole film. Congratulate the class and point out two or three weaker moments. Give the children tips on how to improve them. Pay attention to clear pronunciation and speaking loud enough.

#### REHEARSAL 2

Rehearse the play again. Praise all the strong sides of it. Praise all of the children who were talking loud enough, pronouncing the words clearly, and moving on the scene in a disciplined way. Wish them good luck.

### Make sure children can:

Remember their roles. If it is too difficult, make sure they read them correctly; remember the sequence of the play.

Remember where to stand and how to position themselves

### HOT Questions

You can ask these in Polish

- What are your strongest points as a team?
- What are your weakest points as a team?
- What will you practice at home?

## 15. Dress Rehearsal

Cel lekcji  
wyrażony  
w języku rodzica

Próba generalna przed przedstawieniem.

You will need

Filming equipment.  
A large screen so the children can see the film.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Children repeat  
after the teacher

Children can say  
on their own

Their parts in the play.

### Project Preparation

Dress rehearsal.

### Homework

Practice the play.

Secret Sentence Have fun!

### Project presentation

Make sure everybody knows the sequence of the play. Prepare seats for guests and place for the performance. Rehearse. Praise the children and wish them good luck.

Welcome the guests (from another class or parents) Sit among the guests and watch. Film the performance. Encourage the children by smiling, especially when they get lost.

After the performance celebrate your achievement. If you have some time left, you can have some sweets or a cake. Ask the children about their feelings and favourite moments. Congratulate them.

### HOT Questions

You can ask these in Polish

How did you feel before, during and after the performance? What was your favourite moment?

## 16. Final show

Children need to know / be able to

Know where to stand and when to enter the scene.  
act out their roles.  
speak clearly and loudly.  
speak at the right pace.  
know when and how to use their props.

You will need

Filming equipment.

Children need to prepare / bring

Their props.

**Secret Sentence** The children are skilled performers!

### Criteria for success

to be used as a springboard for discussion with the children

The children can remember their roles by heart; the children know where to stand and when to get on the scene; the children speak clearly, loud enough and at the right pace; the children act there roles out instead of just reciting their parts; the children keep eye-contact with the audience; If lost, the children stay calm and look at the script or rely on their friends' support. The children cooperate with each other.

### Raise interest

Enter the classroom dressed all in red.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If you like cornflakes, stand on one leg! Clap your hands if you don't like mushrooms! Turn around if you love chocolate! Touch your toes if you don't like sweets!

#### INTRODUCING

**Picture game.**  
Show some pictures with food items: fish, meat, fruit, vegetables, drinks, sweets one by one, ask: 'What's this? What are these?' Elicit the answers. If they do not know the words, say them, make the children repeat (loudly, silently, fast, slowly).

**Running Game.**  
Put the pictures in different places around the classroom. Say the word and make the children run to the correct picture: Where is the fish? Run to the fish? Then, ask them to bring you a particular picture: Bring me the fish, Piotr. Collect the pictures.

#### PRACTISING

**The 'What's missing?' game.**  
Show the pictures one by one, make the children repeat, put the pictures in a row on the board. Ask the children to close their eyes and turn one picture face down. Ask the children to open their eyes and say what is missing. Continue until all the pictures have been put face down.

**Matching game.**  
Put the pictures one under another on the board. Show wordcards and ask some children to come to the board and make pairs with the pictures. Then, give each child a matching activity to do individually.

#### PRODUCING

**Memory game.**  
The children work in pairs. Give each pair the set of pictures and words. They shuffle them and place them face down in front of them. One by one they take two cards and if they match, they name them and collect them.

**Group work.**  
Divide the children into groups and tell them to remember their partners as they are going to make a project together. Each group has to draw one word from each group.

#### FINISHING THE LESSON

**Feedback.**  
Show the children the flashcards and ask: 'What's this? What are these?'

**Homework.**  
Distribute the crosswords to the children to do at home.

### Make sure children can:

Point to the objects named by the teacher. Name items of food.

### HOT Questions

You can ask these in Polish

What is your favourite food?  
If you owned a restaurant, what food would you serve?  
Have you ever milked a cow? Do you think it is difficult?

## 17. I like food.

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa produkty spożywcze należące do różnych kategorii: chees - dairy, apple - fruit, etc.

You will need

Flashcards with food.  
Wordcards.  
Memory game cards for each pair of children.  
Five pieces of paper for each group of five children.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Diary, meat, fish, vegetables, fruit, drinks.  
Is a tomato a fruit or a vegetable?  
Do you prefer meat or dair products?  
Where do you usually buy  
fruit/vegetables/meet?

Children repeat  
after the teacher

Fish, meat, fruit, drinks, fruit, vegetables,  
sweets.

Children can say  
on their own

Fish, meat, fruit, vegetables, sweets.

### Project Preparation

Each group is to draw one word from each group.

### Homework

Distribute the crosswords to the children to do at home.

Secret Sentence  
I like it, yummy yummy.

I like it, yummy yummy.

### Raise interest

Bring a basket full of fruit.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If you like apples, stand on one leg! Clap your hands if you don't like cherries! Jump up high if like watermelon!

Play the rhyme: 1 banana, 2 bananas, 3 bananas, 4, 5 bananas, 6 bananas, 7 bananas, more.  
Make the children repeat the rhyme and substitute the words.

#### INTRODUCING

Picture game. Show pictures of fruit: a banana, bananas. Ask: What's this? What are these? Elicit the answers. If the children do not know the words, say them, make them repeat (loudly, silently, fast, slowly). Say: I like bananas and make the children repeat.

The 'What's missing?' game. Show the pictures one by one, make the children repeat, put the pictures in a row on the board. Ask the children to close their eyes and turn one picture face down. Ask them to open their eyes and say what is missing. Continue until all the pictures have been put face down.

#### PRACTISING

Listening game. Put a basket onto the table. Say sentences and make the children follow your orders by putting the correct number of fruit into the basket: I need five bananas. Then, check by asking them: How many bananas can you see?

Matching game. Put the pictures one under another on the board. Show the wordcards and ask some children to come to the board and make pairs with the pictures. Then, give each child a matching activity to do individually.

#### PRODUCING

Memory game. The children work in pairs. Give each pair the set of pictures and words. They have to shuffle them and place them face down in front of themselves. One by one they take two cards and if they match, they name them and collect them.

Group work. Make the children form groups. Each group is to draw one fruit item representing singular and plural forms: banana - bananas, fruit - fruit.

#### FINISHING THE LESSON

Feedback. Show the children the flashcards and ask: What's this? What are these?

Homework. Distribute the worksheets to the children to do at home. They have to finish sentences indicating the fruit they like.

### Make sure children can:

Point to the objects named by the teacher. Name the kinds of fruit.

### HOT Questions

You can ask these in Polish

What is your favourite fruit?  
Which fruit would you like to be if you could choose?  
Fill in the gap "I'm as... as cherry.", "You are as... as an apple", "He is as... as a blueberry".

## 18. I like fruit

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa różne owoce.  
Uczeń używa liczby pojedynczej i mnogiej rzeczowników.

You will need

Flashcards with fruit.  
Wordcards.  
Memory game cards for each pair of children.  
Matching game wordcard for every child.  
Five pieces of paper for each group of five children.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

What's this? What are these?  
What fruit do you like?  
How many bananas can you see?  
What colour are bananas?  
I need five bananas.  
Bananas, apples, oranges, strawberries,  
cherries, peaches, pears, grapes.

Children repeat  
after the teacher

I like bananas.  
Bananas, apples, oranges, strawberries,  
cherries, peaches, pears, grapes.

Children can say  
on their own

Here you are. I like bananas, apples, etc.

### Project Preparation

Each group has to draw one fruit item representing singular and plural forms.

### Homework

Distribute the wordcards to the children to do at home.  
They have to finish sentences indicating.

Secret Sentence  
What is your favourite fruit?

What is your favourite fruit?

### Raise interest

Bring real vegetables in a plastic bag to the lessons. Do not show the contents of the bag. Let the children feel the bag and guess what is inside.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If you like tomatoes stand on one leg! Clap your hands if you don't like onions! Jump up high if like cauliflower!

Ask one of the children to come up to the front of the class, blindfold him/her and make him/her take one vegetable item from the basket and guess what it is. Do the same with some vegetables each time calling up a different child.

#### PRESENTATION

**Picture game.** Show pictures of vegetables: a cabbage, carrots, a carrot. ask: What's this? What are these? Elicit the answers. If the children do not know the words, say them, make them repeat (loudly, silently, fast, slowly).

**Matching game.** Put the pictures one under another on the board. Show the wordcards and ask the children to come to the board and match the wordcards with the pictures. Then, give each child a matching activity to do individually.

#### PRACTICE 1

**Memory game.** Play the memory game on the board, then make the children work in pairs. Give each pair the set of pictures and words. The children shuffle them and place them face down in front of themselves. One by one they take two cards and if they match, they name them and collect them.

**Puzzle game.** Show the children a piece of a puzzle and ask: what's this? Elicit the answers. Then, ask one child to come to the board and make the puzzle on it. Show the children the wordcards (singular and plural) and make the children choose and match with the picture.

#### PRACTICE 2

**Wordsearch.** Distribute some wordsearch puzzles to the children so that they can work in pairs.

**Crossword.** Give out the crosswords to the children so that they can work in pairs.

#### FINISHING THE LESSON

**Feedback.** Show the children vegetables from the basket and ask: What's this? What are these?

**Homework.** Give out a wordcard to each child. There is a basket with vegetables, there are two words under each one, the children have to circle the correct item.

### Make sure children can:

Point to the objects named by the teacher. Name various types of vegetables.

### HOT Questions

You can ask these in Polish

What are your favourite vegetables?  
What vegetables would you grow in your garden?  
If vegetables are good for you, why don't people give them as presents?

## 19. I like vegetables.

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa warzywa.  
Uczeń używa liczby pojedynczej i mnogiej rzeczowników  
Uczeń rozróżnia rzeczowniki policzalne i niepoliczalne.

You will need

Flashcards with vegetables.  
Wordcards.  
Memory game cards for each pair of children.  
Matching game wordcard for every child.  
Crossword and wordsearch for each pair of children.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Do you like cabbages? What is your favourite vegetable? Why are vegetables good for us?  
What would you find in a vegetable soup recipe?

Children repeat  
after the teacher

cabbage, a carrot, carrots, an onion, onions, a tomato, tomatoes, a potato, potatoes, beans, peas, a cauliflower.

Children can say  
on their own

A cabbage, a carrot, carrots, an onion, onions, a tomato, tomatoes, a potato, potatoes, beans, peas, a cauliflower.

### Project Preparation

Each group is to draw one word from each group.

### Homework

A wordcard with a basket full of vegetables.

Secret Sentence Vegetables are good for you.

### Raise interest

Enter the classroom with a breakfast tray.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If you like scrambled eggs, stand on one leg! Clap your hands if you don't like ham! Jump up high if like cornflakes!

Show the children the tray and say: For breakfast I eat two fried eggs, some toast with strawberry jam, and a cup of sweet coffee with milk.

#### PRESENTATION

**Picture game.**  
Show pictures with breakfast food items: scrambled eggs and ask: What's this? What are these? Elicit the answers.  
If the children do not know the words, say them, make them repeat (loudly, silently, fast, slowly).

**Running Game.**  
Put the pictures in different places around the classroom. Say the word and make them move to the correct picture: Where is the cup of coffee? Move to the cup of coffee? Then, ask them to bring you a particular picture: Bring me the the cup of coffee Piotr. Collect the pictures.

#### PRACTICE 1

**The 'What's missing?' game.**  
Show the pictures one by one, make the children repeat, put the pictures in a row on the board.  
Ask the children to close their eyes and turn one picture face down. Ask the children to open their eyes and say what is missing. Continue until all the pictures have been put face down.

**Matching game.**  
Put the pictures one under another on the board. Show wordcards and ask the children to come to the board and make pairs with the pictures. Then, give each child a matching activity to do individually.

#### PRACTICE 2

**Memory game.**  
The children work in pairs.  
Give each pair the set of pictures and words. The children shuffle them and place face down in front of themselves. One by one they take two cards and if they match, they name them and collect them.

**My favourite breakfast.**  
The children work in pairs  
They use the same set of cards they used to make their favourite breakfast.  
Later, they present their breakfast menu saying: For breakfast I eat...

#### FINISHING THE LESSON

**Feedback.**  
Show the children the flashcards and ask: What's this? What are these?

**Homework.**  
Give out the crosswords to the children to do at home.

### Make sure children can:

Point to the food item named by the teacher. Name the breakfast items.

### HOT Questions

You can ask these in Polish

If you could choose the best place to eat breakfast, where would it be?  
What was your best breakfast ever?  
Have you ever served breakfast in bed?

## 20. My breakfast.

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa produkty spożywane na śniadanie: fried/scrambled eggs, soft/hard boiled eggs, toast with strawberry jam, ham/cheese sandwiches, coffee, tea, milk, sugar.

You will need

Flashcards with breakfast food.  
Wordcards.  
Memory game cards for each pair of children.  
Five pieces of paper for each group of five children.  
A crossword worksheet.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

What do you eat for breakfast?  
For breakfast I eat...  
What time do you usually have breakfast?  
What do you usually have for breakfast?  
Who prepares breakfast at you home?

Children repeat  
after the teacher

Fried/scrambled eggs, soft/hard boiled eggs, toast with strawberry jam, ham/cheese sandwiches, coffee, tea, milk, sugar.

Children can say  
on their own

For breakfast I eat fried/scrambled eggs, soft/hard boiled eggs, toast with strawberry jam, ham/cheese sandwiches, coffee, tea, milk, sugar.

### Project Preparation

Each child has to draw one word from the breakfast items.

### Homework

A crossword.

Secret Sentence  
Eating breakfast is important!

**Eating breakfast is important!**

**Raise interest**

Enter the classroom with a pizza box.

**WARM-UP**

Ask the children to stand up and do some gymnastics. Show the children an pizza box and ask: what do you think is inside?  
If you like pizza, stand on one leg! Clap your hands if you don't like spaghetti! Jump up high if like french fries!

**PRESENTATION**

Picture game. Running Game.  
Show pictures with dinner items such as fish, meat one by one. Ask: what's this? what are these? Elicit the answers. Put the pictures in different places around the classroom. Say the word and make the children move to the correct picture: where is the fish? Move to the fish? Then, ask the children to bring you the particular picture: Bring me the fish, Piotr. Collect the pictures.  
If they do not know the words, say them, and make them repeat (loudly, silently, fast, slowly).

**PRACTICE 1**

The 'What's missing?' game. Matching game.  
Show the pictures one by one, make the children repeat, put the pictures in a row on the board. Put the pictures one under another on the board. Show the wordcards and ask the children to come to the board and make pairs with the pictures. Then, give each child a matching activity to do individually.  
Ask the children to close their eyes and turn one picture face down. Ask the children to open their eyes and say what is missing. Continue until all the pictures have been put face down.

**PRODUCE 2**

Memory game. My favourite dinner.  
The children work in pairs. The children work in pairs.  
Give each pair the set of pictures and words. They have to shuffle them and place them face down in front of themselves. One by one they take two cards and if they match, they name them and collect them. They have to use the same set of cards that they used to make their favourite dinner menu.  
Later, they present their dinner saying: For dinner I eat...

**FINISHING THE LESSON**

Feedback. Homework.  
Show the children the flashcards and ask: what's this? what are these? Give out the crosswords to the children to do at home.

**Make sure children can:**

Point to the objects named by the teacher. Name the items of the dinner dishes.

**HOT Questions**

You can ask these in Polish

What is your favourite food?  
Why don't we eat pizza for breakfast?  
If you could eat the same food every day, what food would it be?



**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń nazywa potrawy obiadowe.  
Uczeń dzieli produkty spożywcze na kategorie.

**You will need**

Flashcards with food.  
Wordcards.  
Memory game cards for each pair of children.  
Five pieces of paper for each group of five children.

**Lesson:**  
from start  
to finish

**Language**

**Children hear**  
and understand

What do you eat for dinner?  
What would you like for dinner today?  
Do you help your parents to make dinner? What do you do?

**Children repeat**  
after the teacher

Tomato/cabbage/vegetable soup, french fries, potatoes, pork, meat, fish, fresh vegetable salad, spaghetti.

**Children can say**  
on their own

Tomato/cabbage/vegetable soup, french fries, potatoes, pork, fish, fresh vegetable salad, spaghetti.

**Project Preparation**

Each group is to draw one food item from each category.

**Homework**

A crossword.

**Secret Sentence** I would like to have dinner in a restaurant.

I would like to have dinner in a restaurant.

### Raise interest

Enter the classroom with a shopping list and a basket full of products from the market.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If your mum buys apples in the market, clap your hands! If you ever bought fish in the market, touch your toes!

Show the children the shopping list and the basket and tell them what you bought at the market last Saturday.

#### INTRODUCING

Picture game. Show pictures with different fruit and vegetables and ask: What's this? Elicit the answers. If they do not know the name of the dish, say it and make them repeat (loudly, silently, fast, slowly).

Matching game. Put the pictures one under another on the board. Show the wordcards and ask the children to come to the board and make pairs with the pictures. Give each child a matching activity to do individually.

#### PRACTISING

Dialogue. Show the children one by one lines from a dialogue at random order, read them aloud, make them repeat them and put them on the board. Ask the children to put the sentences into the correct order. Make them read the dialogue.

Dialogue. The children work in pairs. Give out the dialogues with gaps. Read the completed dialogue and make them fill in the gaps. Make the children read the dialogues.

#### PRODUCING

Menu. The children work in pairs. Each pair is to create a shopping list with products that are to be bought at the market. Collect the shopping lists.

At the market. Choose five children. They are shop assistants and are given pictures with fruit and vegetables to sell, other children are given shopping lists, baskets and they are to buy everything from the shopping lists. They go from stall to stall.

#### FINISHING THE LESSON

Feedback. Ask: What did you buy? Elicit: I bought... The children present what they bought in front of the class.

Homework. Crossword. The children have to do the crossword (fruit and vegetables).

### Make sure children can:

Point to the objects named by the teacher. Name the fruit, vegetables and other food items.

### HOT Questions

You can ask these in Polish

Is it better to buy food at the market or at the supermarket?  
Do vegetables like to be at the market?  
If all food tasted the same, what would you want it to taste like?

## 22. At the market.

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń tworzy i ćwiczy typowe dialogi na rynku.  
Uczeń nazywa warzywa, owoce i inne produkty.  
Uczeń prosi o towary.

You will need

Flashcards.  
Wordcards.  
Dialogues.  
Matching activity for every child.  
Crosswords.  
Dialogues cut into pieces.  
Gap-filling dialogue.  
A shopping basket/shopping bag.

Children hear  
and understand

What's this?  
What are these?  
Can I help you?  
Anything else?  
I bought...  
I would like to buy...  
What did you buy

Children repeat  
after the teacher

Fruit and vegetables.  
I bought...

Children can say  
on their own

Fruit and vegetables.  
I bought...

Language

Lesson:  
from start  
to finish

### Project Preparation

Each child has to make a picture of a thing needed to lay the table.

### Homework

A crossword.

Secret  
Sentence

I want to make a vegetable salad.

I would like to make a vegetable salad.

### Raise interest

Enter the classroom with a menu from a restaurant.

#### WARM-UP

Ask the children to stand up and do some gymnastics. If you like going to the restaurant, touch your toes! If you've never been to a restaurant, jump up high! etc.

Show the children the menu and tell them what you ate last Saturday.

#### PRESENTATION

Picture game. Show pictures with different dishes: chicken curry, spaghetti, etc. Ask the children one by one, ask: What's this? Elicit the answers. If they do not know the name of the dish, say it and make them repeat (loudly, silently, fast, slowly).

Matching game. Put the pictures one under another on the board. Show the wordcards and ask the children to come to the board and match them with the pictures. Give each child a matching activity to do individually.

#### PRACTICE 1

Dialogue. Show the children one by one lines from a dialogue at random order, read them aloud, make them repeat them and put them on the board. Ask the children to put the sentences into the correct order. Make them read the dialogue.

Dialogue. The children work in pairs. Give out dialogues with gaps. Read the completed dialogue and make the children fill in the gaps. Check and read a second time. Make the children read out the dialogues.

#### PRACTICE 2

Menu. The children work in pairs. Each pair has to create the menu of a restaurant. Collect the menus.

Eating out. Divide the children into groups of five. One child is a waiter and is given the menu, the other four are to order something. They work together to make a dialogue in a restaurant.

#### FINISHING THE LESSON

Feedback. The children present their dialogues in front of the class.

Homework. Give out the worksheets. They have to name the dishes presented in the picture.

### Make sure children can:

Point to the objects named by the teacher. Name the dishes.

### HOT Questions

You can ask these in Polish

When was the last time you went to a restaurant? Who did you go with? Who ordered the food? What did you have? Who paid the bill?

## 23. Eating out

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń tworzy przykładowe dialogi w restauracji.  
Uczeń ćwiczy zamawianie jedzenia w restauracji.  
What would you like, can I have, etc.

You will need

Flashcards  
Wordcards  
Dialogues  
Memory game cards for each pair of children.  
Five pieces of paper for each group of five children.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Are you ready to order?  
What would you like to eat? drink?  
Anything else?  
Can I have the bill, please?  
I'd like to have some soup, please.

Children repeat  
after the teacher

Spaghetti, chicken curry,  
tomato/carrot/vegetable/mushroom soup,  
fried chicken, grilled lamb, fried fish,  
French fries, boiled potatoes.

Children can say  
on their own

Spaghetti, chicken curry,  
tomato/carrot/vegetable/mushroom soup,  
fried chicken, grilled lamb, fried fish,  
French fries, boiled potatoes.

### Project Preparation

Each group has to draw one dish.

### Homework

Worksheets

Secret Sentence Can you help me make a salad?

### Project presentation

The teacher shows flashcards of all objects they have covered so far. The teacher asks: What's this? What are these? Elicit the answers.  
The teacher makes the children work in pairs, distributes a wordsearching activity to the children. They do the exercise. The teacher monitors their work.  
The teacher puts a big wordsearching activity and asks the children to come to the board and circle the words one by one.

The children work in groups of five. The teacher makes each group sit around one big table. The children put flashcards they have prepared in front of themselves. They name them and group them.

They have to prepare a party and make some dishes using the products they have. If they need something more they have to make a shopping list and visit a shop (one child is a shop assistant, and has got flashcards with products from the teacher)  
They have to decide what they can make from the products, prepare a menu and write it down.

The children also have to lay a table using the objects they have created. If they need something more they have to make a shopping list and go to the shop and buy them.

The children have to decorate the table, the chairs and the lamps above the table. The children make decorations by themselves using coloured paper, ribbons, bows etc.

The children organize their work. They decide who does what.

They speak only English when communicating with others.

The teacher supervises the work, helps them, assesses their work, and asks questions.

The children have to present their work in front of the class. Each group shows their dishes, the children have to name the ingredients, point to the objects they have created and those they have bought. Later, they describe the decorations they have made. The children also describe what each of them was responsible for.

Other children have to listen and give points for: decorations, dishes, language, creation.

The teacher assesses the children's performance as well

### HOT Questions

You can ask these in Polish

What was your best party ever?  
Describe it. Where was it? Who was invited? What did you have to eat?  
Was the place decorated?

Children need to know / be able to

The names of objects you need to make a party (food, dishes, cutlery).  
Order food in a restaurant.

You will need

Wordsearching cards for every pair.  
A big wordsearching card to put on the board to check.  
Flashcards with objects.

Children need to prepare / bring

Flashcards they have prepared.  
Ribbons.  
Bows.  
Scissors.  
Crayons.  
Coloured pencils.  
Some string.  
Glue.  
Table cloths.  
Napkins.  
Bowls, plates, cutlery, glasses.

## 24. My party

### Criteria for success

to be used as a springboard for discussion with the children

Which party would you like to go to.  
Which table would you like to sit at.  
Who would you like to go to the party.

Secret Sentence

The best party is a surprise party!

## Raise interest

Greet the class wearing Santa's hat.

### LEAD IN

Write "Santa Claus" on the board and ask the children for associations. Draw a mind map. Elicit: What does he bring? (presents), When does he come? (Christmas, December, 24th, in the evening or late at night). Does he like good children or bad children? (good children).

Write : Watch out! Don't pout! Don't cry! Don't be naughty!  
Be good! Be good for goodness sake! Explain the meaning.

### LISTENING TO THE SONG

Listen to the song "Santa Claus is coming to town", watch the video: [www.youtube.com/watch?v=YUpnOJb8wLs](http://www.youtube.com/watch?v=YUpnOJb8wLs)

Listen again. Ask them to clap hands when you hear "Santa", stamp feet hearing "You better", stand up and sit down on "coming to town".

### READING

Write the first verse on the board.  
Oh! You better watch out,  
You better not cry,  
You better not pout,  
I'm telling you why:  
Santa Claus is coming to town!

In two groups they read chorally the short text. Remove one word at the end of each line and ask them to read again. Substitute words with lines leaving only the first letter. If a group reads correctly, they score one point. Continue with this procedure till there are no more words left.

### MAKING A POSTER

Ask them to draw, in pairs, a picture showing Santa Claus coming to town. Ask them to write three warnings: You better watch out! You better not cry! You better not pout! While working they listen to the song several times and join in. Display the pictures.

Ask them for other warnings that might be useful. (You better don't forget your homework! You better listen to you teacher! You better don't hit your friend! etc.) Write serious or funny warnings on the board.

### RECITING

Ask them to recite or sing the verse in groups. Then ask individual volunteers to do the same.  
Hand out sheets with the lyrics of the whole song. Ask them to read at home the lyrics and underline all words they don't understand.  
Introduce the secret sentence.

### Make sure children can:

Understand the meaning of the expression: "you better not..." and the words "pout", "naughty", "watch out".  
Read the verse correctly.  
Build sentences using the expression "you better..." and "you better not..."

## HOT Questions

You can ask these in Polish

What warning would you give yourself?  
Does Santa like Christmas?  
What would Santa like for Christmas?

# 25. Santa Claus (1)

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń słucha znanej piosenki świątecznej, czytają na głos słowa refrenu i recytuje je i śpiewa.  
Uczeń rozumie wyrażenie "you'd better not..."  
Uczeń tworzy własne ostrzeżenia z tym wyrażeniem.  
Uczeń rozumie i poprawnie wymawia słowa: pout, watch out.

You will need

Access to the internet: song "Santa Claus is coming to town":  
[www.youtube.com/watch?v=YUpnOJb8wLs](http://www.youtube.com/watch?v=YUpnOJb8wLs).  
Handouts with the lyrics of the song "Santa Claus is coming to town".  
Sheets of paper (A4) for the posters (one per pair).

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The song "Santa Claus is coming to town".

Children repeat  
after the teacher

The first verse of the song "Santa Claus is coming to town".

Children can say  
on their own

The first verse of the song "Santa Claus is coming to town", some warning sentences: You better not shout, etc.

## Project Preparation

Learning part of the song "Santa Claus is coming to town"

## Homework

Read the lyrics and underline new words.

Secret Sentence  
Be good for goodness sake!

### Raise interest

Greet the children saying "You better tell me the secret sentence!" and ask them to go outside the classroom and whisper the secret sentence into your ear.

### SINGING ALONG

Watch the video and listen to the song "Santa claus is coming to town":  
[www.youtube.com/watch?v=YUpnOJb8wLs](http://www.youtube.com/watch?v=YUpnOJb8wLs).  
Ask the children to join in with the first verse.

### READING THE SECOND VERSE

Write the second verse on the board. Ask which words are new. Ask for the meaning of "list" and "making a list". They will probably guess. Explain the meaning of "check" and "twice". Ask: What does it mean "Check the list once"? When they guess, ask: What does it mean: check the list three times? Then continue: stand up and jump three times! four times! twice! once!

Check if they remember the meaning of "naughty". Explain "gonna". Read the verse according to the procedure of the disappearing text.  
He's making a list and checking it twice!  
Gonna find out who's naughty or nice.  
Santa Claus is coming to town!

### READING THE THIRD VERSE

Write the third verse on the board.  
He sees you when you're sleeping,  
He knows when you're awake.  
He knows if you've been bad or good,  
So be good for goodness sake!  
Explain the word "awake". Read the text aloud.

Underline the words "sees" and "knows". Ask why they are ending with "s". Tell them the rule. Draw a stick boy, a girl and a snail. Draw a heart and the letter "s". Read: He, she, it love "s". Ask them to copy the rule. Ask a volunteer to prepare a poster at home (A4) with this drawing.

### PERSONALISING THE TEXT

Put on the Santa hat and say :  
"I see you when you're sleeping  
I know when you're awake,  
I know if you've been bad or good,  
So be good for goodness sake!"

Let the children pretend being Santa, put on Santa's hat and read the text in turns several times.

### SUMMING UP

Put both versions on the board. Ask about the differences and elicit an explanation.  
Sing the song "Santa Claus is coming to town".

Give the children handouts with homework: pictures of Father Christmas, a sleigh, a chimney, a reindeer, a fire place and words. They have to colour the pictures and stick them with the words into their copybooks.  
Let them write the secret sentence.

### Make sure children can:

Read and understand the lyrics of the song, Know new expressions: make a list, check twice. Understand the meaning of the word "gonna", Sing the song.

Understand why we say "He sees you" and "I see you".  
Say the simple rule: He, she, it, love "s".

### HOT Questions

You can ask these in Polish

Which verse of the song would you teach your dad or mum?  
Why does Santa wear red?  
Do you like giving other people presents? Why?

## 26. Santa Claus (2)

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i śpiewa pozostałe dwie zwrotki piosenki: "Santa Claus is coming to town".  
Uczeń utrwała zwrotki: awake, make a list, check twice. Uczeń stosuje zasadę czasu Present Simple dotyczącej czasowników w trzeciej osobie liczby pojedynczej.

You will need

Santa's hat.  
Access to the internet or a recording of the song "Santa Claus is coming to town".  
[www.youtube.com/watch?v=YUpnOJb8wLs](http://www.youtube.com/watch?v=YUpnOJb8wLs).  
Handouts with homework.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The whole song "Santa Claus is coming to town".  
The personalised third verse of the song.  
The grammatical rule: He, she, it love "s".  
New vocabulary: awake, check twice, make a list, gonna.

Children repeat  
after the teacher

The second and the third verse of the song, new vocabulary.

Children can say  
on their own

The second and the third verse of the song "Santa Claus is coming to town".

### Project Preparation

Learning the second and third verse of the song "Santa Claus is coming to town".

### Homework

A handout with five Christmas words and pictures to colour and stick into copybooks.

Secret Sentence Gonna find out who's been naughty and nice!

**Raise interest**

Wait for the children outside the classroom, listen to the secret sentence holding the flashcard of a reindeer.

**SETTING THE SCENE**

Put the flashcard of a reindeer on the board. Write "Rudolph" and elicit what they know about the story. Write: red-nosed reindeer, shiny nose, a nose that glows, a bright nose, and explain. Tell the story of Rudolph miming new words and asking them for help: Once upon a time, there was a reindeer. His name was Rudolph. He had a red nose. Other reindeers had black noses. They didn't like Rudolph's nose. They didn't want to play with Rudolph. Rudolph was very sad. One day Santa saw Rudolph and he liked his nose very much. He thought that Rudolph's nose was as bright as a lamp and he asked him to guide his sleigh at Christmas time. Rudolph was happy! His nose was useful!

**LISTENING AND GAP FILLING**

Listen and watch the film on youtube. [www.youtube.com/watch?v=ujtaAQEWHTI](http://www.youtube.com/watch?v=ujtaAQEWHTI)  
Distribute handouts with lyrics. There are fourteen gaps to fill. The missing words are listed in a box (very, Rudolph, nose, you, say, names, loved, never, play, games, Christmas, sleigh, they, reindeer).  
Listen several times until they have all the gaps filled in.

The Lyrics:  
Rudolph, the red-nosed reindeer had a very shiny nose and if you ever saw it you would even say it glows.  
All of the other reindeer used to laugh and call him names. They never let poor Rudolph join in any reindeer games.

**GAP FILLING**

Then one foggy Christmas Eve Santa came to say:  
"Rudolph with your nose so bright, won't you guide my sleigh tonight?"  
Then all the reindeer loved him as they shouted out with glee,  
Rudolph the red-nosed reindeer, You'll go down in history!

**MAKING A 3D REINDEER**

Put the names of Santa's reindeers on the board. Distribute cardboard patterns. The children make a reindeer and give it one of the reindeer's names. Make a display of reindeers. Listen to the song while working.

Dasher, and Dancer, and Prancer, and Vixen, Comet, and Cupid, and Donner and Blitz.

**ACTING OUT THE STORY**

Ask them to imagine they are Rudolph. What did he say or think? Write their suggestions on the board. ("I've got a red nose. Nobody likes my nose. I am so sad. Nobody wants to play with me etc.) Then ask them to imagine they are the other reindeers. What did they say? (What a funny nose! He can't play with us. etc.) Then ask them to imagine they are Santa.

What did he say? (Oh, this reindeer has a shiny nose! I've got an idea! He can guide my sleigh! Rudolph, come with me! etc.). Finally, think together about the reaction of Rudolph (Yes, with pleasure!) and other reindeers (Rudolph, you are great! You are famous now!). Ask them to act the story out in groups of 9. Then all groups present their performances.

**Make sure children can:**

Follow the story about Rudolph. Understand new vocabulary: red-nosed reindeer, shiny nose, a nose that glows, a bright nose. Understand the song and the meaning of the expressions: call somebody names, lets join in the games, poor Rudolph, guide a sleigh, tonight, shout with glee, go down in history. Act out the story using simpler words.

**HOT Questions**

You can ask these in Polish

Which 5 words describe Rudolph best?  
To whom in your class could we say: "You'll go down in history" and why?

**27. Rudolph, the Red-Nosed reindeer**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń słucha opowiadania o Rudolffie, Uczeń słuchana piosenki "Rudolph, the red-nosed reindeer". Uczeń rozumie i poprawnie wymawia słowa: red-nosed reindeer, shiny nose, a nose that glows, a bright nose, call somebody names, join in games, poor, guide sleigh, tonight.

**You will need**

Access to the internet or a recording of the song:  
[www.youtube.com/watch?v=ujtaAQEWHTI](http://www.youtube.com/watch?v=ujtaAQEWHTI)  
Handouts with lyrics for the gap filling activity, Handouts with parts of a reindeer to cut out. A flashcard with a picture of a reindeer.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

The story of Rudolph told by the teacher, The song "Rudolph, the red-nosed reindeer".

Children repeat  
after the teacher

New vocabulary: red-nosed reindeer, shiny nose, a nose that glows, a bright nose, call somebody names, join in games, poor, guide sleigh, tonight.

Children can say  
on their own

Some words describing Rudolph's nose, phrases: join in our games, guide my sleigh. Act out some scenes from the story using simple words.

**Project Preparation**

Learning the second song: "Rudolph, the red nosed reindeer".

**Homework**

Read aloud the lyrics of the song twice.

**Secret Sentence** You'll go down in history.

### Raise interest

Show a picture of a robin. Ask for the name of the bird in Polish.

#### SINGING

Sing "Santa Claus is coming to town" and "Rudolph the red-nosed reindeer".  
Listen to "We wish you a Merry Christmas". The children probably know this song, draw their attention to the line: "Good tidings we bring to you and your kin". Write the line on the board, read it together with them. Tell them it's the new secret sentence.

#### CHRISTMAS IN BRITAIN (1)

Using the Christmas poster talk about Christmas in Britain. The 24th December is called Christmas Eve. Parents often take children to special shows or people have parties with dancing and singing. Children do not get presents on this day! Father Christmas comes down the chimney and puts the presents into big red Christmas stockings.

The 25th December is Christmas Day. People open their presents and get ready for Christmas Dinner. They eat roast turkey, roast potatoes and brussel sprouts. For dessert they have Christmas pudding or mince pies with cream. Later there is Christmas cake covered in marzipan and white icing.

#### CHRISTMAS (2)

At 3 o'clock there is the Queen's Speech. The Queen wishes everyone a happy Christmas.  
The 26th December is called Boxing Day. In the past rich people gave presents or money to their servants on this day. Today people often visit friends and family on Boxing Day. About ten days before Christmas people decorate their houses.

They have a Christmas tree in their sitting rooms. They decorate the tree with tinsel, baubles, chocolate and coloured lights called "fairy lights". People hang ho wreaths on their front doors. They also hang mistletoe from the ceiling. When people meet under mistletoe they can kiss each other. Carol singers go round the streets and sing carols.

#### CHRISTMAS CARDS: LEAD IN

People in Britain send many Christmas cards. They put the cards they get on the mantelpiece over the fireplace or hang them on the walls. The things that are shown on the cards are robins, holly, Father Christmas and Christmas scenes. Show examples of Christmas cards on the internet. Show also robins on Christmas cards and a picture of a robin. Ask the children to make their own English Christmas cards. Tell them to decorate them with the traditional Christmas motifs: mistletoe, holly, robins, snowmen, Christmas trees. They will need stiff paper and coloured pencils.

#### CHRISTMAS CARDS

Write an example of a text on the board. The children write personalised texts inside their cards.  
Dear Kate,  
Merry Christmas and a Happy New Year!  
With love from,  
Adam

While working listen to "We wish you a Merry Christmas" several times.  
Make a display of the cards.

### Make sure children can:

Understand, repeat and pronounce new vocabulary: eve, Boxing Day, mistletoe, holly wreath, tinsel, mantelpiece, speech, robin.  
Know how to write Christmas wishes.  
Know English Christmas traditions.  
Sing the song "We wish you a Merry Christmas", understand the meaning of the refrain and the words "good tidings", "kin".

### HOT Questions

You can ask these in Polish

What do you like best about Christmas in Britain?  
What seems strange to you?  
What custom would you like to introduce in your home this year?

## 28. Christmas in Britain

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń zna brytyjskie tradycje świąteczne,  
Uczeń rozumie i poprawnie wymawia słowa: eve, Boxing Day, mistletoe, holly wreath, robin, carol, mantelpiece, Queen' speech.  
Uczeń śpiewa piosenkę: "We wish you a Merry Christmas".

You will need

Access to the internet, youtube:  
[www.youtube.com/watch?v=ONyXSnL2LTA](http://www.youtube.com/watch?v=ONyXSnL2LTA)  
or a recording of the song "We wish you a Merry Christmas". Handouts with the lyrics.  
Christmas poster. A picture of a robin.  
Handout with homework.  
Stiff paper and coloured pencils.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Three songs: "Santa Claus is coming to town", "Rudolph, the red-nosed reindeer" "We wish you a Merry Christmas".  
Teachers talk about British Christmas traditions.  
Christmas vocabulary: eve, Boxing Day, mistletoe, holly wreath, robin, carol, mantelpiece, tidings, kin, speech.

Children repeat  
after the teacher

Refrain of the song "We wish you a Merry Christmas".  
New Christmas vocabulary.  
Christmas wishes.

Children can say  
on their own

Sing the song "We wish you a Merry Christmas", wish somebody a Merry Christmas and a happy New Year. Some words from the new vocabulary.

### Project Preparation

Third song for the show: "We wish you a Merry Christmas and a happy New Year"

### Homework

Handout with questions about Christmas in Britain.

Secret Sentence Good tidings we bring to you and your kin!

**Raise interest**

Greet the class holding a drum.

**THE STORY OF THE DRUMMER BOY**

Show a picture of a drummer boy. Explain, if necessary, in your mother tongue, that a drummer boy was in old times a boy who played the drum for soldiers to make marching easier. Very often it was an orphan and the army took care of him. Ask the class to stand in fours and march on the spot to the teacher's words: "pa, rum, pa, pum, pum".

Then they practice marching and saying along with you the same words. Divide the class into two groups. In turns, each group plays the role of the drummer while the rest of the class marches. Listen to the song performed by Snare Drumline. <https://www.youtube.com/watch?v=3sKmHiGOv70>.

**VOCABULARY**

Introduce the words: nod, smile, play, keep time, bring a gift. Put the wordcards on the board. Ask: Can you nod? the children respond: Yes, we can/no we can't. Ask questions with all of the above words. Show fingers: they respond "yes, we can" if you show an even number of fingers and "no, we can't" if the number is not even.

In groups of 5 or 6 they have to give quick responses. The group that makes less mistakes are the winners. Ask them some "yes, I can/ no, I can't" questions. Can you march? Can you fly? Can you speak Chinese? Can you cook tomato soup? etc. Ask the children to ask similar questions.

**LISTENING TO THE SONG**

Listen to the song. [www.youtube.com/watch?v=qJ\\_MGWio-vc](http://www.youtube.com/watch?v=qJ_MGWio-vc) Elicit single words from the song and write them on the board: King, Mary, Ox, etc. Listen again and join into the "pa, rum, pa, pum, pum". Ask the children to clap once they hear any of the words on the wordcards. Lyrics: Come, they tell me, our newborn King to see

Our finest gifts we bring to lay before the King  
So to honour Him when we come.  
Little Baby I am a poor boy, too.  
Can I play for You on my drum, on my drum?  
Mary nods the ox and lamb keep time,  
I play my drum for Him, I play my best for Him.  
He smiles at me, me and my drum.

**THE STORY: CONTINUATION**

According to the well known legend "after everybody had left the stable a little drummer boy stood alone. A tear glistened in his eye for he was the only one who had not brought a gift. He asked Mary for permission to play his drum. Very softly at first, pa-rum-pa-pum-pum, then louder and louder PA-RUM-PA-PUM -PUM and the Baby King's head turned towards the sound and He smiled. The animals kept time. No longer sad the little drummer knew that his was the greatest gift of all ... the gift of Love." Read or tell the story in a vivid way, use gestures. Ask the children to show the actions. Appoint the Drummer Boy, soldiers, Mary, Baby King, ox, lamb. they mime your narration.

**END OF THE LESSON**

Give handouts with simplified lyrics, read the text aloud, ask the children to repeat the lines after you. Read the text again chorally. Explain the meaning of the expression: I play my best for Him. Give other examples: I do my best, I sing my best.

Disribute their homework (a vocabulary crossword). Ask the hot question.

**Make sure children can:**

Understand new vocabulary: nod, smile, play, keep time, bring a gift, ox. Understand the plot, mime actions. Read the lyrics.

Understand and respond to questions: Can you...?

**HOT Questions**

You can ask these in Polish

Can you do something very well? Could it be a gift for somebody?

**29. The Drummer Boy**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń słucha kolędy "Drummer Boy", i śpiewa refren.  
Uczeń słucha legendy o Drummer Boy i odgrywa jej fragmenty.  
Uczeń rozumie i poprawnie wymawia słowa: nod, smile, play, keep time, bring a gift, ox.

**You will need**

A picture of a Drummer Boy.  
Access to the internet  
[www.youtube.com/watch?v=qJ\\_MGWio-vc](http://www.youtube.com/watch?v=qJ_MGWio-vc).  
Handout with lyrics.  
Handout with homework.  
Wordcards.  
A drum.

**Children hear and understand**

The new vocabulary: nod, smile, play, keep time, bring a gift, ox.  
The story about the Drummer Boy told by the teacher.  
The song "the Little Drummer Boy".

**Children repeat after the teacher**

New vocabulary: nod, smile, play, keep time, bring a gift, ox.  
The lyrics of the song "the Little Drummer Boy".

**Children can say on their own**

I can/ I can't nod (smile etc), give answers to questions: Can you...?  
Read the lyrics of the song.

**Language**

**Lesson:**  
from start  
to finish

**Project Preparation**

Introducing the core song "The little Drummer Boy".

**Homework**

Christmas vocabulary crossword.  
Read the lyrics aloud two times.

**Secret Sentence** *I played my best for Him.*

### Raise interest

Ask the children to mime the secret sentence.

#### REVISING ALL OF THE SONGS

Mime a character from the songs and ask the children to guess who you are. Let some children mime other characters. These would be: Santa, a child that is naughty, a child that is good, Rudolph, one of the other reindeers, a marching soldier, Drummer Boy, Mary, a lamb.

Sing "Santa Claus is coming to town", "Rudolph", "We wish you a Merry Christmas". Listen to "the Drummer Boy" and join in. ([www.youtube.com/watch?v=qJ\\_MGWio-vc](http://www.youtube.com/watch?v=qJ_MGWio-vc)). Ask the children to sing the song reading the lyrics.

#### ACTING OUT

Revise the plot of the legend. Ask them: how many stages are there in the story? What are they? Write the titles of the scenes on the board. (Soldiers inviting the Drummer Boy to go to the King; marching to the manger; in the manger). Ask some volunteers to play the role of the Drummer Boy and some soldiers. Elicit what could they say. Write their dialogue on the board.

Let the children roleplay. Do the same with the scene in the manger. Ask the children to volunteer for the role of the Baby Jesus, a King, Mary, an ox, a lamb. You can also have Joseph. Brainstorm possible words the characters could say. Talk about the exact gestures of Mary, a King, an ox, a lamb. Let the children act out the scene.

#### MINI PLAY (1)

Distribute handouts with the simple script.  
Scene one:  
The Drummer Boy with his drum sits on the floor. A group of soldiers appear.  
Soldier 1: Come with us to the King!  
Drummer Boy: Ok.  
Soldier 2: Have you got a nice present?

Drummer Boy: Oh! No, I haven't!  
Soldier 3: You can't go to the King!  
The Drummer Boy is very sad but after a while he smiles and says: I've got an idea! I've got a gift!

#### MINI PLAY (2)

Scene 2:  
They march singing "pa, rum, pa, pum, pum". They approach Mary and the Baby Jesus. Everybody puts a gift before the Baby Jesus.  
Drummer Boy: Little Baby! I am a poor boy, too. I have no gift to lay before You. Can I play my drum for You?  
Mary nods: Yes, you can.

Scene 3:  
The Drummer Boy sings and plays the drum: pa, rum, pa, pum, pum. Everybody joins in.  
The ox and lamb stomp and keep time (there could be also other animals like a donkey, a horse, etc). The class sings the whole song (they can still read the text).

#### ROLEPLAYING

Go through the script with the whole class then divide the class into groups of eight. Let the children in each group choose a character, read the script and act it out.

As homework the children get a word-square with Christmas vocabulary. Ask them to bring some stiff paper, some coloured paper and a small toy.

### Make sure children can:

Sing the songs "Santa Claus is coming to town", "Rudolph the red-nosed reindeer". Sing the song "The little Drummer Boy" using the written lyrics. Understand the whole

text of the mini play, pronounce properly their roles. Understand the meaning of the expression: "I've got an idea!".

### HOT Questions

You can ask these in Polish

Think about one line to add to the script. What would it be?  
If you were to write a Christmas song, what would it be about?  
Who in your family enjoys Christmas the most?

## 30. Staging: The Drummer Boy

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń śpiewa piosenki "Santa Claus is coming to town", "Rudolph the red-nosed reindeer", "The Little Drummer Boy".  
Uczeń układa dialogi o małym doboszu.  
Uczeń bierze udział w przedstawieniu i czyta z rówieśnikami scenariusz z podziałem na role.

You will need

Access to internet for the song "The little Drummer Boy": [www.youtube.com/watch?v=qJ\\_MGWio-vc](http://www.youtube.com/watch?v=qJ_MGWio-vc).  
Handouts with the mini play.  
Handouts with homework.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The songs "Santa Claus is coming to town", "Rudolph the red-nosed reindeer", "The little Drummer Boy".  
Dialogues of the characters from the story about the Drummer Boy.  
The mini play the "Drummer Boy"

Children repeat  
after the teacher

The words and sentences from the mini play.

Children can say  
on their own

The lyrics of the songs.  
Some sentences from the mini play.

### Project Preparation

Acting out a mini play "Drummer Boy"  
Singing the song "The little Drummer Boy"

### Homework

Handout with a word-square, bring stiff paper, coloured paper and a small toy.

Secret Sentence  
Our finest gifts we bring to lay before the Baby Jesus.

**Raise interest**

Show a Christmas cracker. Ask the children to guess what is inside.

**PREPARING A CHRISTMAS CRACKER**

Tell the children that during Christmas dinner people pull crackers. Crackers have paper hats, a joke and a small gift inside them. Families wear the paper hats at the dinner table. They read the jokes and laugh. Distribute handouts with a collection of jokes. Read the jokes. Explain difficult words. Ask them for other jokes, translate them into English and write some on the

board. Tell the children to make their own crackers: prepare a hat from tissue paper, choose one joke, write it on a piece of paper and put them together with a small toy inside the cracker. Wrap the stiff paper in a piece of coloured tissue paper. Do not open your crackers but put them on your Christmas display.

**VOCAB CONSOLIDATION: NOUGHTS AND CROSSES**

Take the picture poster (A3) and place it on the board. Divide the class into two groups. Explain the rules. Each group tries to get three pictures in row by providing the right English word. The group that wins more games becomes the winner.

Play the game at least three times. Use coloured magnets for noughts and crosses.

**VOCAB CONSOLIDATION: BINGO**

Each pair of children gets a sheet with 40 Christmas words. They tick three chosen words. The teacher reads the words in random order, they tick the right word. The winner is the pair that ticks all the words first. Play the game again, but don't say the words, Show the pictures instead.

**DISCUSSING THE STAGING OF THE FINAL SHOW**

Tell them that the next lesson they are going to invite another class to record their Christmas performance and take part in the school nativity play. Give them the suggested script. Ask for other ideas, discuss them, make necessary changes. Ask them if they want to include the mini play the "Drummer Boy" in the script. Go through the script.

Final show- suggestion for a simple scenario  
Narrator 1: Hello everybody! Welcome to our Christmas Show! Look! Here comes Santa...  
Santa Claus appears and the whole class sings "Santa Claus is coming to town"  
Narrator 2: Who's this? These are reindeers!  
The children present their 3D reindeers.

**REHEARSAL**

They sing "Rudolph the Red-Nosed Reindeer".  
Narrator 3: I can see a boy! This is the little Drummer Boy! they sing "The little Drummer Boy".  
Narrator 4: So Santa, Rudolph and the Drummer Boy wish you all a Merry Christmas!  
Everyone sings: "We wish you a Merry Christmas".

Choose four narrators, Santa Claus, the Drummer Boy. Give the children the handout with the script. Ask narrators to learn their sentences by heart. Rehearse the show. Discuss the weak moments. Ask the children to practise the songs at home.

**Make sure children can:**

Understand and say the 40 Christmas words from the poster and bingo cards.  
Understand the staging script. Perform their roles as a character and/or take part in

sing the four songs.  
Follow instructions for making a Christmas cracker. Understand the jokes from the handout.

**HOT Questions**

You can ask these in Polish

Why don't we have Christmas crackers in Poland?  
What gift would you put in a cracker for your best friend?  
What is your favourite Christmas pastime?

**31. Vocabulary games and rehearsal**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń tworzy własny "Christmas cracker".  
Uczeń utrwała słownictwo z całego modułu poprzez gry klasowe: kółko i krzyżyk oraz bingo.  
Uczeń ćwiczy rolę w przedstawieniu.

**You will need**

A Christmas cracker.  
Materials for making a cracker: coloured tissue paper, stiff paper, small toys, some string.  
Handouts with a collection of jokes.  
A poster with Christmas pictures (A3).  
A set of picture cards,  
Handouts with bingo words,  
Handouts with the script for the final show.

**Lesson:**  
from start  
to finish

**Language**

**Children hear and understand**

Instructions for making a Christmas cracker, a number of simple jokes, forty words connected with Christmas.  
Final show script.

**Children repeat after the teacher**

Some words from the collection of jokes.

**Children can say on their own**

Some jokes for their Christmas cracker.  
Forty words connected with Christmas.  
Sing four Christmas songs, roleplay the final show.

**Project Preparation**

Rehearsing for the final show.

**Homework**

Revise all of the songs, learn the appointed role by heart.

**Secret Sentence** *I wish it could be Christmas everyday!*

## Project presentation

Before the presentation make sure everybody knows the sequence of the show. Prepare seats for the guests and place for the performance. Rehearse.

Welcome the guests (from another class or parents). Sit among the guests and watch. If possible, record the performance.

### Performance

Narrator 1: Hello everybody! Welcome to our Christmas Show!

Look! Here comes Santa....

Santa Claus appears and the whole class sings "Santa Claus is coming to town"

Narrator 2: Who's this? These are reindeer!

The children present their 3D reindeer. They sing "Rudolph the Red-Nosed Reindeer".

Narrator 3: I can see a boy! This is the little Drummer Boy!

The children sing "The little Drummer Boy".

Narrator 4: So Santa, Rudolph and the Drummer Boy wish you all a Merry Christmas!

The children sing: "We wish you a Merry Christmas".

If the class decided to include the mini play "Drummer Boy" then after the sentence of narrator 3 act out the three scenes. Continue with narrator 4.

The mini play "Little Drummer Boy"

Characters: Drummer Boy, Mary, (optionally: Joseph), Baby Jesus, an ox, lamb, a group of soldiers. Scene one: the Drummer Boy with his drum sits on the floor. A group of soldiers appear. Soldier 1: Come with us to the Baby Jesus! Drummer Boy: OK. Soldier 2: Have you got a nice present? The Drummer Boy: Oh! No, I haven't! Soldier 3: You can't go to the Baby Jesus!

The Drummer Boy is very sad but after a while he smiles and says: I've got an idea! I've got a gift! Scene two: They march singing "pa, rum, pa, pum, pum". They approach Mary with the Baby Jesus. Everybody puts a gift before the Baby Jesus. The Drummer Boy: Little Baby! I am a poor boy too! I have no gift to lay before the Baby Jesus. Can I play my drum for You? Mary nods:

Yes, you can! Scene 3: The Drummer Boy sings and plays the drum: pa, rum, pa, pum, pum. The ox and the lamb stomp and keep in time.

The class sings the whole song.

After the performance celebrate your achievement. You can have some sweets or a cake. Ask the children about their feelings and favourite moments. Congratulate them. Think together how can this show be used at school: inviting another class? Taking part in the school nativity play? Show the recording to parents?

Ask the children to take their Christmas crackers from the display and exchange them with other pupils. Then open the crackers, put on the hats and read aloud the jokes. Ask them to also take their Christmas cards to decorate their homes.

## HOT Questions

You can ask these in Polish

Finish the sentences: I liked best....., I am really good at..., Our class is able to.....

Children need to know / be able to

Sing the songs "Santa Claus is coming to town", "Rudolph the red-nosed reindeer", "We wish you a Merry Christmas", "The little Drummer Boy". Act out their roles in the mini play "Drummer Boy", Act as one of the narrators, take part in the class performance.

You will need

Equipment for recording the performance. Reindeer, Christmas cards, Christmas crackers from the class display.

Children need to prepare / bring

Santa's hat or costume, a drum, a costume for Mary, optionally hats for soldiers, masks for an ox and a lamb.

## 32. Final show

Secret Sentence Merry Christmas and a Happy New Year!

## Criteria for success

to be used as a springboard for discussion with the children

The children know the lyrics by heart, sing the song in tune, pronounce all words properly.

The children know when to speak, how to position themselves and how to move on the stage.

The children help each other out and watch the performance of other children with respect.

The audience shows interest in the performance.

### Raise interest

Walk into the classroom wearing a pirate's hat and an eye-patch. Shout: All Aboard! (after the children sit down, explain what it means).

#### PICTURE DESCRIPTION - ELICITATION

Hang a picture of a pirate on the board. Ask the children: Who is there in the picture? Let the children answer: there is a pirate in the picture. What has the pirate got? Write all the words on the board. The children should be able to list: a parrot, a beard, a treasure chest. Write new words on the board: a pirate, boots, wooden leg, sword, ring, earring, hook, an eye-patch, a pirate's hat. The children describe the picture: The pirate's got....

#### PRACTISING CARDINAL NUMBERS - A BINGO GAME

Practice cardinal numbers 1- 50. Ask the children to count from 1 to 50 with you. The children can give subsequent numbers one by one. Play a bingo game.

#### MAKING PIRATE HATS AND EYE-PATCHES

Using the pattern provided, make pirate hats and eye-patches. Let the children put them on and teach them the phrase: All aboard! Let them shout it out together.

#### INTRODUCING A NEW SONG - TEN JOLLY PIRATES

Tell the children to put on their hats and eye-patches and sit down. Ask them if they are ready for a pirate song. Tell them the song is about ten jolly pirates and tell them what that means. Ask them to clap to the rhythm of the song.

### Make sure children can:

Say what the pirate in the picture has got; recognize the numbers from 1 to 50; understand and pronounce: all aboard!  
Say the words: boots, wooden leg, sword, ring, earring, hook, an eye-patch, a pirate's hat, jolly pirates.

### HOT Questions

You can ask these in Polish

What do you like the most about the pirates?  
What was your favourite moment of the lesson?  
Would you prefer to be a pirate or a Viking?

Lesson:  
from start  
to finish

### Project Preparation

Pirate hats and eye-patches.

### Homework

Count from 1 to 50 aloud; Learn the secret sentence

## 33. All Aboard!

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń opisuje pirata: He's got.../ He is  
Uczeń powtarza słownictwo: a treasure chest, a parrot, a beard. Uczeń rozumie wezwania: all aboard!  
Uczeń rozumie i poprawnie wymawia słowa: boots, wooden leg, sword, ring, earring, hook, an eye-patch, a pirate's hat, jolly pirates.  
Uczeń ćwiczy liczebniki główne od 1 do 50.

You will need

A picture of a pirate.  
A pirate's hat and eye-patch patterns.  
A bingo game, numbers from 1 to 50.  
Internet access to youtube or your own song.  
Recording of "Ten Jolly Pirates"  
<https://www.youtube.com/watch?v=9LJE4Qrhggk>, kidsmusic CYP.

Language

Children hear  
and understand

All aboard!

Children repeat  
after the teacher

Numbers from 1 to 50.

Children can say  
on their own

Say what the pirate in the picture has; words: boots, a wooden leg, a sword, a ring, an earring, a hook, an eye-patch, a pirate's hat, jolly pirates.

Secret Sentence Ten jolly pirates sailing out to sea!

Ten jolly pirates sailing out to sea!

Raise interest

Bring in a treasure chest.

**BUILDING SENTENCES-NUMBERS THERE IS/THERE ARE**

Tell the children you have got some pirate booty. Hang up a flashcard with the word. Ask them a question: What is there in my treasure chest? Take the objects out, one by one. the children have to answer with full sentences. There are 12 apples in the treasure chest, There are 42 rings in the treasure chest, there are 35 bottles in the treasure chest, there are 11 eye-patches in the treasure chest, there are 30 parrots in the treasure chest; there is jewellery in the treasure chest; there are 27 bananas in the treasure chest, there are 46 hooks in the treasure chest.

**A SONG - PRE-TEACHING VOCABULARY**

Put the rest of the flashcards on the board: jolly pirate, sailing out to sea, jump overboard. Read the words together with the children. Explain what the song is about.

**A SONG - LISTENING AND MIMING**

Listen to the song. Show the children all ten fingers and bend them as the pirates jump overboard. Let the children do the same. (We sing the song as the pirates become fewer and fewer, until only one jolly pirate is left)  
One jolly pirate sailing out to sea, One jolly pirate sailing out to sea, But if he jumps overboard, 1, 2, 3 There'll be no jolly pirates, Sailing out to sea.

**A SONG - SINGING PARTS OF THE LYRICS**

Put the lyrics of "Ten Jolly Pirates" song on the board. Sing the song, make pauses when the phrase "<number> jolly pirates" comes, asking the children to fill it out for you. Clap the rhythm while you sing. Do the same thing again, playing the song and asking the children to sing along when the phrase comes. You can repeat the activity again, pausing at the word "sea".

**DICTION**

Tell the children to draw an island. Tell them what they need to draw, using there is/there are. For example: There are two pirates on the island. There is a treasure chest on the island. There are ten bottles in the chest etc. Let the children compare their drawings.

Make sure children can:

Count from 1 to 50; say the words: sailing out to sea, jump overboard, treasure; follow the song, showing the right amount of fingers and filling out in the right moments.

**HOT Questions**

You can ask these in Polish

What was your favourite moment of the lesson?  
If you found a pirate treasure, who would you share it with?  
Finish the sentence: If pirates invited you on their ship...

**34. Pirate Booty!**

Cel lekcji wyrażony w języku rodzica

Uczeń układa zdania z liczebnikami głównymi 1-50: w mojej skrzyni skarbów jest/są...in my treasure chest there is/there are...  
Uczeń rozumie i poprawnie wymawia słowa: sailing out to sea, jump overboard, treasure.  
Uczeń śpiewa piosenkę: "Ten Jolly Pirates"

You will need

A treasure chest with items in it, a set of vocabulary flashcards.  
"Ten Jolly Pirates" song lyrics.  
Internet access to youtube.  
<https://www.youtube.com/watch?v=9LJE4Qrhggk>, kidsmusic CYP.

Lesson: from start to finish

Language

Children hear and understand

The "Ten Jolly Pirates" song  
<https://www.youtube.com/watch?v=9LJE4Qrhggk>, kidsmusic CYP.

Children repeat after the teacher

Children can say on their own

Numbers 1-50; list items in the treasure chest giving their numbers, using THERE IS/THERE ARE; words: sailing out to sea, jump overboard, treasure.

**Project Preparation**

Learning the "Ten Jolly Pirates" song  
<https://www.youtube.com/watch?v=9LJE4Qrhggk>, kidsmusic CYP.

**Homework**

Draw your own treasure chest, with three items in it; learn the secret sentence.

Secret Sentence Put up the Jolly Roger!

Put up the Jolly Roger!

Raise interest

Bring a Jolly Roger flag to the classroom.

TALKING ABOUT THE FLAG

Ask the children if they know what the flag is called and what it means. Tell them pirates use it to inform other ships that they are ready to attack. Teach the children the words: skull and crossbones.

INTRODUCTION TO ORDINAL NUMBERS: HOMEWORK

Put the words: first, second, third on the board. The children take their homework out. In turns, they cover their treasure chests. Together with the children they ask: What is the first, second, third thing in your treasure chest? They answer: The first/second/third thing in my treasure chest is...

PRACTISING ORDINAL NUMBERS: A BINGO GAME

Play a bingo game with numbers 1-50.

SINGING A SONG

Put the "Ten Jolly Pirates" song lyrics on the board (see lesson 34). Erase the words sailing, sea, jump overboard. You can draw little pictures in their place. Let the children read the lyrics filling out the missing words. Play the song and let the children sing along.

Make sure children can:

Use the first three ordinal numbers and respond to your questions correctly; say the words: skull and crossbones; sing the lyrics to "Ten Jolly Pirates".

HOT Questions

You can ask these in Polish

Which treasure chest would you take with you on holiday?  
What would be the best place to hide a treasure in your school?  
What does a treasure chest smell like?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i poprawnie wymawia kilka liczebników porządkowych: first, second, third.  
Uczeń buduje zdania: Pierwsza/druga/trzecia rzecz w mojej skrzyni skarbów to...;  
Uczeń rozumie i poprawnie wymawia słowa: skull and crossbones.  
Uczeń śpiewa piosenkę: "Ten Jolly Pirates".

You will need

A bingo game, numbers 1-50.  
The "Ten Jolly Pirates" song lyrics.  
Internet access to youtube or you own recording of the "Ten Jolly Pirates"-  
<https://www.youtube.com/watch?v=9LJE4Qrhggk>, kidsmusic CYP.

35. Jolly Roger

Lesson:  
from start  
to finish

Project Preparation

Learning the "Ten Jolly Pirates" song.

Homework

Sing the "Ten Jolly Pirates" song at home;  
learn the secret sentence.

Language

Children hear  
and understand

Children repeat  
after the teacher

Children can say  
on their own

The words: skull and crossbones;  
the "Ten Jolly Roger" song lyrics  
The first/second/third thing in my  
treasure chest is...

Secret  
Sentence

Let's meet five famous pirates!

Let's meet five famous pirates!

Raise interest

Put the pictures of five pirates on the board. Cover them up with blank sheets of paper with question marks on them.

**BUILDING SENTENCES - ORDINAL NUMBERS 1-5**

Ask them if they know any famous pirates. Put the word: famous on the board. Tell the children what the real names of the pirates are. Put the first five ordinal numbers on the board. Let the children to describe the pirates. Let them form sentences such as: The first pirate's got a long beard. The second pirate's got a parrot, the third pirate is a girl. The fourth pirate's got a blue coat and the fifth pirate's got a long sword. All the pirates wear pirate hats.

**INTRODUCING VOCABULARY - A BINGO GAME**

Put a map and the flashcards on the board: Scotland, Scottish, England, English, Ireland, Irish, China, Chinese, France, French. Read the words and let the children repeat after you. Play a bingo game.

**MAP ACTIVITY**

Ask the children if they know where the countries are. Put the countries on the map. Ask the children to guess where each pirate might be from and give them the correct answers.

**VOTING FOR THE BEST PIRATE**

Let the children list the pirates from the one they like the most to the one they like the least. Draw a podium and write 1st, 2nd, 3rd, 4th and 5th on the blocks. Together, decide who gets which place. You can do it by voting. Announce the outcome by saying: fifth place goes to... fourth place goes to....

**LISTENING - A SONG**

Play the "Come sail away with me song". The children listen to it. You can also show them the youtube video. [https://www.youtube.com/watch?v=0n-skTBp\\_q4](https://www.youtube.com/watch?v=0n-skTBp_q4) Patty Shukla.

Make sure children can:

Say the words: Scotland, Scottish, England, English, Ireland, Irish, China, Chinese, France, French, famous; the lyrics of "Ten Jolly Pirates". The first five cardinal numbers and their short forms: the first/second/third/fourth/fifth pirate's got...., 1st/2nd/3rd/4th/5th place goes to...

**HOT Questions**

You can ask these in Polish

Which pirate could you become friends with? Which country would you like to visit the most? What was your favourite part of the lesson?

**36. Five Famous Pirates**

Cel lekcji wyrażony w języku rodzica

Uczeń porównuje piratów: (1-5-ty) pirat ma...; the first pirate's got...; Uczeń przyznaje piratom miejsce na podium: 1st place goes to... Uczeń zna skrócony zapis liczb porządkowych. Uczeń poprawnie wymawia nazwy krajów i narodowości: Scotland, Scottish, England, English, Ireland, Irish, China, Chinese, France, French. Wskazuje je na mapie. Uczeń rozumie i poprawnie wymawia słowo famous.

You will need

Pictures of five famous pirates. A set of vocabulary flashcards. A bingo game. A map. Internet access. Small maps to give out to the children as homework.

Lesson: from start to finish

Language

Children hear and understand

The names of five famous pirates; the lyrics of Patty Shukla's "Come Sail With Me" song.

Children repeat after the teacher

Children can say on their own

The first five cardinal numbers + the short forms; words: Scotland, Scottish, England, English, Ireland, Irish, China, Chinese, France, French, famous.

**Project Preparation**

Listening to the "Come Sail With Me" song.

Secret Sentence Come sail away with me!

**Homework**

Colour the map, learn the secret sentence.

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Come sail away with me!

Raise interest

Walk into the classroom wearing a pirate's hat, an eye-patch and an apron!

DAILY ACTIVITIES - ALWAYS, SOMETIMES, NEVER

Put a list of daily activities on the board: watch TV, clean, play computer games, go for a walk, ride a bike, feed the cat, play outside. Put the words always, sometimes, and never on the board and explain their meaning. Let the children guess how often pirates perform the listed activities.

Let them construct sentences about themselves and write 3 of them in their notebooks. Let everyone share what they wrote. Write on the board: I always... I sometimes... I never...

INTRODUCING NEW VOCABULARY

Put vocabulary flashcards on the board.: pull the sails up, high, race, back and forth, sway, side to side. Read the words out loud, let the children repeat. Take one card away and make the children guess what is missing.

LISTENING TO A SONG - GAP FILLING

Put the lyrics of the chorus and the first verse on the board. Erase the phrase sail away with me. Play the song again. Whenever the phrase comes up, point to the blank space and let the children shout the phrase out. Erase the words waves and draw a little wave in it's place. Repeat the activity, erasing the words: ride, race, pull the sails. In the end, sing the part of the song without the music.

SONG LYRICS 1:

Chorus: Come sail away with me to the ocean; Come sail away with me; We'll ride the waves and find some treasure; Sail away with me.  
1. Pull, pull the sails up; Pull, pull, pull them high Pull, pull the sails up; So the ship can race on by. Chorus  
2. Back and forth the ship goes; Side to side it sways; Back and forth the ship goes; Side to side all day. Chorus  
3. I see treasure down below; Come on jump in, here we go; Jump, jump to the bottom of the sea; Jump, jump, jump with me;

SONG LYRICS 2:

Chorus  
4. Put on the treasure; One by one; Rings for your fingers, rings for your thumbs Necklaces and golden shoes; Fill your pockets too! Chorus  
5. Oh no, there's a shark!; Let's swim, swim, swim away; Swim, swim up to the ship; We've got our treasure today! Chorus  
6. Hi Ho, Yo ho ho, Hi Ho, Hi-dee-ho, Hi Ho, Yo ho ho Come sail away with me!

Make sure children can:

Write about their daily activities using the frequency adverbs: always, sometimes and never; say the words: watch TV, clean, play computer games, ride a bike.

Feed the cat, play outside, sail away, ride the waves, pull the sails up, high, race; fill out for the gaps in the song.

HOT Questions

You can ask these in Polish

Which 3 words do you find the most difficult? Which part of the song do you prefer? Which activity is your favourite?

Cel lekcji wyrażony w języku rodzica

Uczeń rozumie i poprawnie wymawia przysłowia częstotliwości: always, sometimes, never. Uczeń układa zadania o swoich codziennych czynnościach. Uczeń rozumie i poprawnie wymawia zwroty: watch TV, clean, ride a bike, feed the cat, play outside, sail away, ride the waves, pull the sails up, high, race. Uczeń śpiewa piosenkę: "Come sail away with me".

You will need

A set of vocabulary flashcards. Internet access to youtube or your own recording of Patty Shukla's "Come sail away with me" song.

37. Come Sail Away With Me!

Lesson: from start to finish

Language

Children hear and understand

Children repeat after the teacher

Children can say on their own

The chorus and the first verse of Patty Shukla's "Come Away With Me" song lyrics.

I always/sometimes/never: watch TV, clean, play computer games, ride a bike, feed the cat, play outside, words: sail away, ride the waves, pull the sails up, race, high.

Project Preparation

Learning Patty Shukla's "Come sail away with me" song, chorus and verse no.1

Homework

Learn the secret sentence. answer the question in 3 sentences: What do you always/sometimes/never do on holiday?

Secret Sentence We'll ride the waves and find some treasure!

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Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Let's ride the waves and find some treasure!

### Raise interest

Put the "Come Sail Away with Me" song on and let the children walk into the classroom moving to the rhythm.

### CHECKING HOMEWORK

Check the children's homework. Let them read their sentences out loud. You can put the most interesting examples on the board.

### SONG SINGING

Put the "Come sail away with me" song lyrics on the board. Sing the chorus and the first verse with the children. Tell the children that today you'll be doing the rest of the song.

### INTRODUCING NEW VOCABULARY

Put vocabulary flashcards of the board: side to side, back and forth, sway, below, a thumb, a necklace, fill, shark. Read the words aloud and let the children repeat after you.

### GAP FILLING - A SONG

Let the children listen to the song. Erase new vocabulary, substituting it with little drawings. Sing it a few times, each time with more words covered. Let the children fill out for the pauses you make.

### SONG SINGING

Sing the whole song together with the children.

### Make sure children can:

Say the new words: side to side, back and forth, sway, below, a thumb, a necklace, fill, shark; fill in the gaps for the song.

### HOT Questions

You can ask these in Polish

Which word would you teach to your best friend?  
How would you know a pirate if he wore a suit?  
How do pirates become pirates?

## 38. Let's ride the waves and find some treasure

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i poprawnie wymawia zwroty: side to side, back and forth, sway, below, a thumb, a necklace, fill, shark.  
Uczeń śpiewa piosenkę "Come sail away with me", zwrotki 2-6.

You will need

Vocabulary flashcards.  
Internet access to youtube or your own recording of Patty Shukla's "Come sail away with me" song.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Children repeat  
after the teacher

Patty Shukla's "Come sail away with me" song lyrics.

Children can say  
on their own

Words: fill in the gaps for the song.

### Project Preparation

Learning Patty Shukla's "Come sail away with me" song, verses 2-6.

### Homework

Bring pirate hats and eye-patches; sing the song at home; learn the secret sentence.

Secret Sentence Back and forth the ship goes!

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Back and forth the ship goes!

Raise interest

Put your pirate hat and an eye-patch on. Say: Ahoy pirates! Are you ready?

REHEARSAL 1 - COME SAIL AWAY WITH ME

Play the "Come sail away with me" song. Show the children where to stand. They mime some of the lyrics: Come sail away with me, waves, sway, back and forth, side to side, shark. Let the children sing the song several times. Let the children do it without the recording. Film the performance.

REHEARSAL 1 - TEN JOLLY PIRATES

Play the song "Ten Jolly Pirates" to the children. Show the children where to stand. You can divide them into groups. Each time a pirate jumps overboard, a group has to sit on the floor. They continue to sing. The children show the number of pirates with their fingers. Let the children do it without the film. Film the performance.

WATCHING THE FILM

Show the children the whole film. Congratulate the class and point out two or three weaker moments. Give the children tips on how to improve them.

REHEARSAL 2

Rehearse the songs again. Praise all the strong sides of the performance. Praise all the children who were singing loud enough, pronouncing the words clearly, and moving on the scene in a disciplined way. Wish them good luck.

Make sure children can:

Sing both songs without the film; mime the words in the "Come sail away with me" song: Come sail away with me, waves, sway, back and forth, side to side, shark. Show the right amount of fingers and remember when to sit during the "Ten jolly pirates" song.

HOT Questions

You can ask these in Polish

What do you feel the most confident about?  
Which song is more fun for you to sing?  
What is your favourite verse?



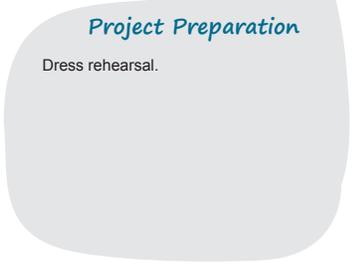
Uczeń rozumie i pokazuje wyrażenia: come sail away with me, waves, sway, back and forth, side to side, shark. Poprawnie je wymawia.  
Uczeń wie do której grupy należy podczas odśpiewywania "Ten Jolly Pirates".



Internet access to youtube or your own film recording of "Ten Jolly Pirates" and Patty Shukla's "Come sail away with me" songs. Song lyrics. Recording equipment. A larger screen for the children to see the film.



Sing the songs.



Dress rehearsal.

Homework

Sing the songs at home; learn the secret sentence.



### Project presentation

Make sure everybody knows the sequence of the show. Prepare seats for the guests and a place for the performance. Rehearse. Make sure everyone wears their pirate hats and eye-patches. Wish the children good luck and be supportive.

Welcome the guests (from another class or parents) Sit among the guests and watch. Film the performance. Start with the song the children feel the most confident with. Keep smiling at them and look encouraging, especially if they get lost.

After the performance celebrate your achievement. You can have some sweets or a cake. Ask the children about their feelings and favourite moments. Congratulate them.

### HOT Questions

You can ask these in Polish

How did you feel before, during and after the performance? What was your favourite moment? Did the audience like the show?

## 40. Final Show

Children need to know / be able to

recite the lyrics of the song, pronounce the words clearly, sing without the music, know where to stand, how to move and gesture.

You will need

Equipment for recording the performance.

Children need to prepare / bring

Bring their props.

Secret Sentence I can see land!

### Criteria for success

to be used as a springboard for discussion with the children

The children know both songs by heart;  
The children know how to move and gesture while singing the song. They remember about miming the words: Come. sail away with me, waves, sway, back and forth, side to side, shark during the 'Come Sail Away with Me' song; they remember to show the number of pirates jumping overboard, on their fingers and to sit down on the floor when it is their group's turn.  
The children keep eye contact with the audience.

The children cooperate with each other. If they forget the lyrics, they should not disturb the others but try to get back on track. If the children get lost in miming the words, they should stay calm and observe the child standing closest to them.  
The children keep the rhythm of the song and pronounce the words clearly and loud enough.

**Raise interest**

Write the title "Wonders of Nature" on the board before the children enter the classroom. Write also the word "project". Use green and red chalk. Ask the children what it means.

**SEASONS OF THE YEAR**

Show the seasons of the year poster. Read the months of the year. Read the seasons and ask the children to repeat, then to read. Explain: autumn=fall. Listen to the "Season song" (Mr R.'s songs for teaching), watch on youtube: <https://www.youtube.com/watch?v=00S7iBOMTL4> Join in. Ask the children to sing along in groups of five.

**Lyrics:**  
There are four, four, four seasons, one, two, three, four.  
Four seasons make a year. Well, there's summer, And there's fall, And there's winter, And there's spring. Let's sing the season song! Everybody sing!

**SPRING**

Brainstorm vocabulary connected with spring. Draw a mind map of some associations on the board. Ask them to continue in pairs. Each pair presents their words connected with spring. Add the words to the mind map on the board.

**IN MY LITTLE GARDEN (1)**

Present the first verse of the spring poem "In my little garden":

"In my little garden,  
By the apple tree,  
Daffodils are dancing:  
One, two, three."  
Read the verse as a disappearing text until the children can recite it from memory.

**IN MY LITTLE GARDEN (2)**

Present the whole poem in the handouts. Read it. Ask to find the names of flowers. Present flashcards and wordcards: roses, daffodils, violets, daisies, pansies. Read the text again and ask the children to find rhyming words.

Explain new vocabulary: gate, winding drive, cottage. Read the poem together. Ask the children to learn one verse by heart as homework. Allow volunteers to learn the whole poem. Give a handout with five flowers to colour.

**CREATING A MEADOW POSTER**

Stick on the board a light green piece of A2 paper as a the background for the flower poster. Ask the children to draw two of presentad flowers, colour them, cut out and stick to the poster.

If time, ask: What other flower's names would you like to learn? Suggest: dandelions, poppies as your favourites. Ask also: Who wants a lily of the valley to colour? Distribute handouts with these flowers to volunteers.

**Make sure children can:**

Understand the "Season song" and the poem "In my little garden".  
Say the seasons of the year, name five spring flowers, recite the first verse of the poem "In my little garden".

**HOT Questions**

*You can ask these in Polish*

What flowers would you choose for your mum?  
What is your favourite season?  
How can you tell that spring has come?



**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń nazywa pory roku (winter, spring, summer, fall) i wiosenne kwiaty (daffodils, violets, roses, pansies, daisies, dandelions, poppies etc.)  
Uczeń poprawnie czyta wierszyk o ogrodzie.  
Uczeń utrwała użycie czasu Present Continuous.  
Uczeń recytuje z pamięci pierwszą zwrotkę wierszyka.

**You will need**

A poster with the seasons of the year, Flashcards with flowers: daffodils, roses, daisies, pansies, violets and dandelions, poppies, lily of the valley.  
Handouts with flowers to colour.  
Handouts with 5 verses of the poem "In my little garden", a sheet of green paper for the class poster.  
Access to the internet.

**Lesson:**  
from start  
to finish

**Language**

**Children hear and understand**

The "Season song" and the poem "In my little garden". New vocabulary: Seasons, winter, spring, summer, fall, everybody sing, roses, daffodils, pansies, daisies, violets; lilies of the valley, dandelions, poppies; by the cottage door, by the winding drive, by the gate.

**Children repeat after the teacher**

Lyrics of the "Season song" and words of the whole poem, the names of 8 spring flowers.

**Children can say on their own**

The seasons of the year, the names of five spring flowers, the first verse of the poem, some words connected with spring.

**Project Preparation**

Preparing a class meadow poster.

**Homework**

1. Learn one verse of the poem by heart.
2. Colour flowers in the handout.
3. Bring a folder for the handouts.

**Secret Sentence**    *Daisies are dancing by the kitchen door.*

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### Raise interest

Stand outside the class and ask every child to whisper the secret sentence before entering the classroom.

#### SPRING MEADOW

Ask the children to show their folders. Put the homework with coloured flowers inside. Ask the children to decorate the folders at home. Ask for other flowers they want to put on the poster, allow volunteers to draw extra flowers at home and stick them on the poster.

Read chorally the whole poem "In my little garden". Ask the children to recite the chosen verse. Check who has learned the whole poem: praise their effort. Encourage the children to recite the whole poem in groups.

#### HEAD AND SHOULDERS

Revise the "Head and shoulders" song. Sing it together with actions, as fast as possible.

Head, shoulders, knees and toes,  
Knees and toes.  
Head, shoulders, knees and toes,  
Knees and toes.  
And eyes, and ears, and mouth,  
And nose.

#### PARTS OF A TREE

Present a picture of a tree. Point to the parts of the tree: roots, trunk, branches, crown, leaves, twigs They repeat the words after you, then read the words aloud. Watch the video and listen to Mr R.'s song for teaching "Head, shoulders, knees and toes for trees". [www.youtube.com/watch?v=FJqy967xs1c](http://www.youtube.com/watch?v=FJqy967xs1c). Listen several times, encourage them to join in.

Roots, trunks, branches, leaves,  
Roots, trunks, branches, leaves,  
Buds, and fruits, and flowers in the breeze,  
Those are the parts of trees!  
Explain the words: buds, breeze.

#### THE TREE SONG

Listen to the song again. The second verse: Head and shoulders, knees and toes. No! Trees don't have those! They have roots, and trunks and branches and some leaves Those are the parts of trees!

Distribute the handouts with gaps and try to read the text. The first letters of each word are provided. The missing vocabulary is already on the board. After reading, ask them to fill in the gaps. Then read again. For homework the children get the first verse, but they have to draw the missing nouns.

#### MAKING A CARDBOARD TREE

Cut out of the shape of a big tree from cardboard with roots, a trunk and branches. Prepare around 40 light green leaves. Write together with the children new vocabulary from this and the previous lessons: one word on each leaf and stick them to the branches. This will be your dictionary for the whole project. You should have now around 20 new words.

Ask the children to colour the trunk, roots and branches. Listen to the "Tree song" while working.

### Make sure children can:

Understand new vocabulary.  
Understand the lyrics of the song.  
Read the text aloud.  
Say the parts of a tree.

Understand and pronounce the word "Those".

### HOT Questions

You can ask these in Polish

Which part of a tree is the most important one?  
Do trees get bored from standing in one place?  
What can a tree do if it has unpleasant neighbours?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń zna budowę drzewa i nazywa poszczególne jego części: roots, trunks, branches, twigs, leaves, buds.  
Uczeń słucha ze zrozumieniem piosenki edukacyjnej o drzewach. Uczeń odtwarza tekst dwóch zwrotek wspomagając się pierwszymi literami słów.  
Uczeń poprawnie wymawia i rozumie zwrot: Those are the parts of trees.

You will need

A picture showing the parts of a tree.  
A handout with the song's lyrics with gaps.  
A homework handout.  
Cardboard for making a tree and green leaves to stick on the tree.  
Access to the internet: Mr R.'s song for teaching "Head, shoulders, knees and toes for trees".  
[www.youtube.com/watch?v=FJqy967xs1c](http://www.youtube.com/watch?v=FJqy967xs1c).

## 42. Trees

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Mr R.'s song for teaching "Head, shoulders, knees and toes for trees".

Children repeat  
after the teacher

New vocabulary: roots, trunk, branches, twigs, leaves, buds.  
Repeat the lyrics of the song.

Children can say  
on their own

Parts of a tree, recite the first verse of the song.

### Project Preparation

Preparing a poster dictionary of the whole project: new vocabulary on the green leaves of a tree.

### Homework

Handout with the song lyrics with gaps to fill in with drawings of the missing nouns.

Secret Sentence  
Those are the parts of a tree!

### Raise interest

Check the secret sentence outside the classroom. Only the child who whispers the sentence can go inside, otherwise they have to ask other classmates for help.

### LEAD IN

Check their homework: read the tree song using the homework handout. Put the handout in the project folder. Praise the children with nicely decorated folders. Revise quickly the vocabulary on the leaves. Uncover the flashcard with a bee. Check if they know the word. Brainstorm the word "insects". Elicit the names of other insects the children know.

Uncover the rest of the flashcards with insects: a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stick insect, a beetle, a grasshopper. Say the words, the children repeat after you.

### INSECTS: VOCABULARY DRILL

Put a wordcard under each picture. The children read the words together with you, then read them chorally. Cover the last wordcard and ask them to say all ten words. Then cover another wordcard and let them do the same again. Raise motivation by playing a game: they gain one point for remembering all of the insects, you gain a point if they can't do it. When all wordcards

have been covered continue with covering the pictures. Finish this exercise with pointing to the covered pictures, chosen at random, asking what insect is hidden.

### INSECT BINGO

Give the children handouts with insects. There are ten small cards with insects. Ask them to cut out the cards. Play bingo. They put the cards in two rows on their desks. Ask them to put face down two chosen cards. Call out all ten words in a random order. The children turn face down each card called out. The first one with all cards covered calls: Bingo! and is the winner.

Play the game several times. Change the routine by asking a child to come to the front of class and call out the words. You can also turn face down more than two cards. Distribute envelopes, ask them to store there the bingo cards and put them into their folders. Hand out ten leaves and ask them to write up the new vocabulary.

### WHAT ARE INSECTS? LISTENING

Before listening and watching the video write on the board: legs, wings, feelers. Explain the meaning of "feelers". Ask them to clap their hands once every time they hear one of these words. Watch and listen What is an Insect?, hooplaKidz TV programme: <https://www.youtube.com/watch?v=DUPXKwQc1aA>.

After the first listening ask: How many legs have insects got? What are feelers for? Do the second listening. Elicit the answers. (Feelers are for smelling) Ask: Are spiders insects? (No) Why? (They've got eight legs and no wings). Are birds insects? (No) Why? (They've got 2 legs). Write the words "wiggly feelers" - elicit the meaning of "wiggly".

### WHAT'S AN INSECT? READING

Listen and watch for the third time. By now the children should understand the whole text. Distribute handouts with a slightly simplified text of the dialogue. There are 13 questions and answers. Give each child a question or an answer to read. Read again but every child gets a different part to read. When they are confident with reading, ask each pair

to read the whole dialogue. Ask volunteers to present the dialogue in front of the class. Give homework and the secret sentence. Ask them to draw their favourite insects and stick them to the meadow poster. Ask a child to write "wiggly feelers" on a leaf and stick it on the tree.

### Make sure children can:

Understand new words and the video "What are insects?" Questions about insects. Read the dialogue. Say the names of ten insects.

Give simple answers to questions: Is a spider an insect? Yes it is. Is a bird an insect? No it isn't. What are feelers for?

### HOT Questions

You can ask these in Polish

What is your favourite insect?  
Why are some people afraid of insects?  
If you were a spider where would you put your web?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń nazywa owady: a bee, a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stick insect, a beetle, a grasshopper. Uczeń słucha krótkie audycji o owadach i rozumie wyrażenia.: "What are insects?", etc. Uczeń czyta krótki dialog o owadach i odpowiada na pytania z nim związane: How many legs have insects got? Are spiders insects? Are birds insects? What are wiggly feelers for?

You will need

Flashcards and wordcards with ten insects (a bee, a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stickinsect, a beetle, a grasshopper).  
Handout with bingo cards, envelopes.  
Handouts with the dialogue "What are insects?"  
Handouts with homework crossout exercise.  
Access to the internet:  
[www.youtube.com/watch?v=DUPXKwQc1aA](http://www.youtube.com/watch?v=DUPXKwQc1aA).  
"What are insects?"

## 43. Insects

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Names of insects: a bee, a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stick insect, a beetle, a grasshopper.  
A dialogue "What are insects" from the hooplaKidz TV programme.

Children repeat  
after the teacher

Names of insects: a bee, a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stickinsect, a beetle, a grasshopper, wiggly feelers.

Children can say  
on their own

Names of insects: a bee, a fly, a dragonfly, a ladybird, an ant, a mosquito, a wasp, a stickinsect, a beetle, a grasshopper.

### Project Preparation

Adding new vocabulary to the tree poster and new elements to the meadow poster.  
Preparing an educational/informative dialogue about insects.

### Homework

- Handout with a cross out activity: find the insects.
- Read aloud the dialogue two times.

Secret Sentence  
Insects have got wiggly feelers.

### Raise interest

Before this lesson ask one of the children to listen to the secret sentence.

#### LEAD IN

Check homework, ask to place it in the folder. Ask to see insects drawn at home. Stick them on the meadow poster. Ask some children to name the plants and insects on the meadow poster. Go through vocabulary on the leaves. Ask: who can name all ten insects? What have insects got? (6 legs, wings, wiggly feelers). Is a bird an insect? Why? Is a spider an insect? Why?

Let one pair read the dialogue from the previous lesson acting it out in a lively way.  
Ask: Is a butterfly an insect? (Yes, it is) Let's listen to a story about a caterpillar.

#### STORYTELLING/LISTENING: A HUNGRY CATERPILLAR

Read the story "A very hungry caterpillar" by Eric Carle from a book or listen to it in on you tube.  
[www.youtube.com/watch?v=vkYmvp0AJI](http://www.youtube.com/watch?v=vkYmvp0AJI). It's read by the author. Tell the children that it is a worldwide known book and the author is famous. After first listening revise food vocabulary: an ice-cream cone, a pickle, a slice of cherry-pie, a cup-cake, a watermelon.

Revise quickly the days of the week. Explain the words: a cocoon and the expressions: to nibble a hole, to push a way out. Go through the text again, let them finish the sentences: eg. On Monday he ate... the children say the words seeing the illustrations. After listening for a second time ask: What did he eat on Thursday? Saturday? etc.

#### LIFE CYCLE OF A BUTTERFLY(1)

Listen to a song for children about the life cycle of a butterfly (Harry Kindergarten Music): Butterfly, Butterfly: [www.youtube.com/watch?v=8rvGUevGxDk](http://www.youtube.com/watch?v=8rvGUevGxDk). Listen for information. Before: explain the words "stages", "life cycle".  
Ask: What are the stages of the life cycle of a butterfly?

After listening: elicit the four stages: 1. An egg on the leaf, 2. A caterpillar (larvae), 3. A cocoon (pupa), 4. A butterfly. Write the stages on the board. Listen again for information. What is the butterfly like? You can stop the video after each describing phrase: you are so lovely, beautiful and bright, can fly with scaly wings. Write the words on the board, explain them.

#### LIFE CYCLE OF A BUTTERFLY (2)

You can show pictures from page: [www.thebutterflydiaries.wordpress.com/2009/12/09/scaly-winged-creatures/](http://www.thebutterflydiaries.wordpress.com/2009/12/09/scaly-winged-creatures/) to explain the idea of scaly wings better. Listen for a third time only to the last part of the song (stage four). Ask: What does a butterfly eat?

"And when they eat, it's a drinking thing! Sipping out nectar, a sugar collector! An adult butterfly is a pollen spreader!"  
Elicit: drink, nectar. Explain: adult butterfly, and pollen spreader (the children already know the idea from science lessons).

#### DECORATING A 3D BUTTERFLY

Distribute the handouts with some shapes of butterflies. Ask pupils to cut them out, fold along the body and decorate. Pin the decorated butterflies to the meadow poster or make a separate, butterfly poster. Listen to the song while working. Ask them to write some words on the leaves: life cycle, cocoon, scaly wings, stages, nectar, sugar collector, pollen spreader,

beautiful and bright. Go back to the food vocabulary and write it also on leaves. Put the leaves on the tree. Show the life cycle flash card. Place it on the wall next to your posters. Congratulate pupils for being able to understand real English programmes. Tell them the secret sentence and give them homework (colouring the life cycle).

#### Make sure children can:

Follow the text of the book and the song with interest and understand the gist.  
Can listen for information and connect their knowledge about nature in Polish with

information received in English.  
Understand and can say new words: life cycle, cocoon, scaly wings, stages, nectar, bright, lovely and new food vocabulary.

### HOT Questions

You can ask these in Polish

What new things have you learnt today about butterflies?  
Do caterpillars know that they are going to be butterflies?

## 44. Caterpillars

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń słucha i rozumie teksty o przyrodzie.  
Uczeń rozumie i poprawnie wymawia słowa związane z cyklem życia motyla.

You will need

Access to the internet: 1. [www.youtube.com/watch?v=vkYmvp0AJI](http://www.youtube.com/watch?v=vkYmvp0AJI) (The very hungry caterpillar).  
2. [www.youtube.com/watch?v=8rvGUevGxDk](http://www.youtube.com/watch?v=8rvGUevGxDk). (Harry Kindergarten Music, Butterfly, Butterfly).  
3. [www.thebutterflydiaries.wordpress.com/2009/12/09/scaly-winged-creatures/](http://www.thebutterflydiaries.wordpress.com/2009/12/09/scaly-winged-creatures/) (enlarged photos explaining the idea of a scaly-winged butterfly).  
Handout with homework, handout with butterflies to colour, a flashcard with life cycle of a butterfly.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The story of "The very hungry caterpillar" by Eric Carle and the song: "Butterflies, Butterflies" about life cycle of a butterfly. They understand the gist and listen for information.

Children repeat  
after the teacher

The key words and some phrases: life cycle, stages, bright and beautiful, cocoon, caterpillar scaly winged, sugar collector, pollen spreader.

Children can say  
on their own

The four stages of life cycle of a butterfly: an egg on a leaf, a caterpillar, a cocoon, a butterfly. Butterflies drink nectar, Butterflies are beautiful and bright.

Project Preparation

Secret Sentence  
Butterflies are beautiful and bright

Homework

A handout with the life cycle of a butterfly to colour.

Człowiek - najlepsza inwestycja  
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**Raise interest**

Wait for the children outside the classroom with five butterflies pinned to your clothing.

**ANCHORING THE PREVIOUS LESSON**

Check homework, ask: what are the four stages of the life cycle of a butterfly? What did the very hungry caterpillar eat on Saturday? Ask a child to go to the tree poster and read five leaves. The class translates into Polish. Listen once more to the song "Butterfly, Butterfly". Distribute handouts with the last few lines of the song. Practice reading aloud in the same rhythm as

in the song (kind of rap).  
"here comes the butterfly!  
Oh, so beautiful, oh, so bright!  
Now they can fly with their scaly wings  
And when they eat, it's a drinking thing!  
Sipping out nectar, a sugar collector!  
An adult butterfly is a pollen spreader!"

**STORYTELLING (1)**

Draw on the board a door, a tree, a face, the sun. Say: "Butterfly, butterfly happy all day

Butterfly, butterfly fly away!" Ask them to repeat the lines. Say: Once upon a time there were five little butterflies. One day they were sitting on a door and resting. Suddenly one butterfly flew away. "Take one of the butterflies off your clothing. Continue: "There

were only four left". Invite the children with a gesture to recite the two lines. "These four butterflies were sitting in a tree. Suddenly one flew away and there were three." Take off another butterfly from your clothing. The children recite the refrain. "The three butterflies were looking at you! One flew away!" Take the third butterfly off your clothing.

**STORYTELLING (2) LISTENING TO THE NURSERY SONG**

"Now, there were only two butterflies. They sat in the sun, on a beautiful and bright dandelion." Encourage the children to recite the refrain. "One of them flew away. One was left. It was alone. It looked around." They can sing the refrain. "It smiled happily and flew away!" Take off the last butterfly. "There were none!" After the storytelling listen to the song:

www.youtube.com/watch?v=J4c\_OinV55Q  
Watch the hand gestures. Give each child a handout with the lyrics. Listen again and sing along. Explain the vocabulary: resting, all alone, none. Ask five children to play the role of butterflies. The class sings the song, butterflies mime the actions. Repeat it with different children.

**SINGING**

Five little butterflies resting at the door.  
One flew away and then there were four.  
Ref.: Butterfly, butterfly, happy all day  
Butterfly, butterfly, fly, fly away  
Four little butterflies sitting in a tree.  
One flew away and then there were three. (ref.).

Three little butterflies looking at you.  
One flew away and then there were three. (ref.)  
Two little butterflies sitting in the sun.  
One flew away and then there was one. (ref.)  
One little butterfly left all alone.  
He flew away and then there were none.

**WRITING AND ILLUSTRATING A BOOKLET**

Divide the class into groups of six. Each group produces a booklet about the butterflies. Each child illustrates one verse and writes the words. One child prepares the cover page: draws a happy butterfly and writes the refrain. Listen to the song while working. Staple the pages together; let all of the groups present their books. Make a book display. Sing the song.

Ask some children to write new words on the leaves and place the leaves on the class tree.

**Make sure children can:**

Understand the story plot.  
Understand the lyrics and new vocabulary: resting at the door, fly away, all alone, none.  
Read the lyrics of the song.

Sing the song and show actions.

**HOT Questions**

You can ask these in Polish

What were the four butterflies doing?  
Where were the two butterflies sitting?  
How many butterflies were looking at you?

**45. Five little butterflies**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń śpiewa piosenkę "Five little butterflies".  
Uczeń słucha narracji nauczyciela a następnie odtwarza treść piosenki.  
Uczeń utrwala treści piosenki poprzez rysowanie ilustracji do poszczególnych zwrotek.

**You will need**

Access to the internet:  
www.youtube.com/watch?v=J4c\_OinV55Q  
Handouts with lyrics of the song "Five little butterflies".  
Sheets of (A4) paper for drawing and writing the booklet.

**Lesson:**  
from start  
to finish

**Language**

**Children hear and understand**

Part of the rap from the previous lesson  
The story about the five butterflies told by the teacher.  
The song "five little butterflies".

**Children repeat after the teacher**

"Butterfly, butterfly happy all day.  
Butterfly, butterfly, fly, fly away".

**Children can say on their own**

The refrain of the song: Butterfly, butterfly happy all day. Butterfly, butterfly, fly, fly away"

**Project Preparation**

The children learn the nursery song "Five little butterflies"  
The children produce booklets illustrating the song.

**Homework**

Read the lyrics aloud two times.

**Secret Sentence** One little butterfly left all alone  
It flew away and there were none.

### Raise interest

Wait for the children outside the classroom. Listen to the secret sentence holding a small spade.

#### LEAD IN

Sing the song "Five little butterflies".

Revise names of flowers. Ask the children to take out from their folders the handout with the poem "In my little garden" and read it aloud. Ask some children to recite the two verses they know by heart.

Show flashcards with gardening tools: a watering can, a rake, a spade, a bucket, a basket, a garden hose,

a mower, a broom. Say the words, the children repeat after you. Put wordcards under the pictures. Let the children read the words. Stick the pictures around the classroom. Ask four children to run to the picture you call out. Go through all of the flashcards. Repeat this exercise a few times with different children.

#### GARDEN CHORES

Point at the picture of a garden. Show the spade. Write on the board: Garden chores. Say: You must take care of your garden. In the spring you must do different jobs. Point to the watering can. Elicit the job. The children will probably say in Polish. List gardening chores: You must dig holes for plants. You must plant flowers. You must water plants. You must pull out the

weeds. You must cut branches. You must mow the lawn. You must pick cherries. You must rake the leaves. You must sweep the path. You must clean the garden tools.

Read together the list of chores. Ask the children to show with gestures all of the chores.

#### SIMON SAYS AND CHARADES

Play "Simon says". the children mime the action only if you say: "you must" before naming the job. The team with the most points is the winner.

Then divide the class into three or four teams. Have several chores written on separate pieces of paper. One person from the team takes a piece of paper, reads it and mimes the chore. The team has to say the chore correctly. They have two minutes for the task.

#### BOARD GAME

Put the board game on the board. Divide the class into different teams. Have magnets in different colours as pawns. Each team throws a dice and lands on a field with a task: miming the chore or naming the gardening tool. The first team to cross the finish line is the winner.

#### GARDENING POSTER

Ask some children to write the gardening tools and chores on separate leaves and stick them to the tree. Distribute sheets of (A6) paper and ask the children to draw and label a chore or a gardening tool chosen by you. Make a new class poster entitled: Garden chores and tools.

Ask them to write down the secret sentence. Ask some hot questions. Distribute the homework.

### Make sure children can:

Name the garden tools (a watering can, a rake, a spade, a bucket, a garden hose, a mower, a broom) and the ten gardening jobs.

Understand the meaning of the word: chores. Understand the word: must.

### HOT Questions

You can ask these in Polish

Which garden chores are most tiring?  
What gardening tools have you got at home?  
Have you ever grown something? Tell us about it!

## 46. Garden chores

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń rozumie i poprawnie wymawia słowa dotyczące narzędzi ogrodniczych: watering can, garden hose, spade, rakes, mower, broom, bucket, basket.  
Uczeń nazywa 8 podstawowych prac ogrodowych: dig a hole, plant flowers, pick out the weeds, water plants, mow the lawn, pick cherries, sweep the path, cut branches, rake leaves.  
Uczeń używa słowa "must".

You will need

A poster with a garden.  
Flashcards with gardening tools.  
A board game, magnets, a dice.  
Paper and cardboard for the "Garden Chores and Tools" poster.  
A handout with homework.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The song the "Five little butterflies", the poem "In my little garden"  
The words for gardening tools.  
Expressions for garden chores.

Children repeat  
after the teacher

The names of gardening tools and 10 garden chores.

Children can say  
on their own

The names of gardening tools, list the garden chores, use the word "must" in simple sentences.

### Project Preparation

Creating a "Garden chores and tools" poster.

### Homework

Handout with sentences to finish.

Secret Sentence You must take care of your garden!

Człowiek - najlepsza inwestycja  
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

**Raise interest**

Write on the board in capital letters:  
WE MUST PREPARE FOR OUR DISPLAY

**TREES AND VOCABULARY REVISION**

Check the homework. Let some children read out their sentences. Say: "We must prepare for our display. Let's start with a short vocabulary revision. Let's play the noughts and crosses game." Divide the class into two teams. Draw a 3x3 grid and write a word or expression from the tree leaves in each field. To mark the field the children have to give the meaning.

Make three or four turns. Ask each team to prepare a similar grid with the most difficult words. Then play the game again.  
Revise the song "Head, shoulders, knees and toes for trees".  
[www.youtube.com/watch?v=FJqy967xs1c](http://www.youtube.com/watch?v=FJqy967xs1c).

**FLOWERS, SEASONS AND GARDEN CHORES**

Revise the seasons of the year. Listen to the "Season song": <https://www.youtube.com/watch?v=00S7IBOmTL4>.  
Ask the children to sing this song chorally.  
Revise names of flowers. Ask them to recite the first verse of the poem "In my little garden". Ask: Who can recite the second verse? Third verse? Fourth verse?

Fifth verse? If there is somebody to recite each verse appoint them to recite the verses in the next lesson. If not, ask for volunteers to prepare the whole poem.  
Go to the "Garden chores and tools" poster. Quickly revise the chores and tools. Ask: "How could we make this poster even more beautiful?" If there are volunteers, let them improve the poster.

**INSECTS**

If time, watch the programme about insects again: [www.youtube.com/watch?v=DUPXkWqC1aA](http://www.youtube.com/watch?v=DUPXkWqC1aA).  
Ask them to take out the written dialogue from folders. Ask two children to act it out pretending it is a TV programme, an interview with a famous scientist.  
Ask for two volunteers to prepare reading for the next lesson.

Revise the insect words, play insect bingo. Get the insect flashcards, they should be placed on the display.

**CATERPILLARS AND BUTTERFLIES**

Read the book "The very hungry caterpillar". Revise vocabulary. Ask for a volunteer to read the book in the next lesson. If there is nobody, skip the task.  
Listen to the song "Butterfly, Butterfly" about the life cycle of a butterfly. ([www.youtube.com/watch?v=8rvGUevGxDk](http://www.youtube.com/watch?v=8rvGUevGxDk).) Ask for volunteers to present the life cycle of a butterfly in the next lesson.

The can use the life cycle poster and only read the stages, or prepare a more complicated presentation. Sing the song "Five little butterflies". You can listen to it again: [www.youtube.com/watch?v=J4c\\_OinV55Q](http://www.youtube.com/watch?v=J4c_OinV55Q).  
Rehearse the song a few times. Go through the displayed books.

**FINAL DECISIONS**

Discuss with the children where to place the display. The school hall could be a good place. You have to put on the walls or some display boards the tree poster with the vocabulary, the poster with flowers and insects, the poster with butterflies, and the poster with garden tools and chores. Additionally, show the life cycle poster, insect flashcards, parts of a tree poster,

and the booklets. Decide when you are going to meet to prepare the display before the next lesson. Discuss who to invite: another class, the headmaster, or parents? Write a programme for the meeting. Make sure everybody knows what to do. Vote for the three best decorated folders and put them on display.

**Make sure children can:**

Sing the three songs, understand what to do in the next lesson, deal with the appointed task (they sing songs together, but 10 pupils have extra tasks: to recite the poem, to read

the book by E. Carle, to talk about life cycles, to show the book about butterflies, to explain the tree poster and the parts of a tree poster, the flower and the garden chores).

**HOT Questions**

You can ask these in Polish

What is the most exiting task for you?  
If you were a gardener, what would you grow?  
If you didn't have a spade, what would you use instead?

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń przygotowuje się do wystawy prac i prezentacji umiejętności.  
Uczeń śpiewa piosenki i współtworzy wystawę.  
Uczeń recytuje wierszyk, czyta książkę, opowiada o cyklu życia motyla, wyjaśnia gościom co jest na poszczególnych plakatach i pokazuje jakich nazw kwiatów lub owadów się nauczył.

**You will need**

Access to the internet for revising the videos on you tube.  
[www.youtube.com/watch?v=FJqy967xs1c](http://www.youtube.com/watch?v=FJqy967xs1c).  
[www.youtube.com/watch?v=00S7IBOmTL4](http://www.youtube.com/watch?v=00S7IBOmTL4).  
[www.youtube.com/watch?v=DUPXkWqC1aA](http://www.youtube.com/watch?v=DUPXkWqC1aA).  
[www.youtube.com/watch?v=8rvGUevGxDk](http://www.youtube.com/watch?v=8rvGUevGxDk).  
[www.youtube.com/watch?v=J4c\\_OinV55Q](http://www.youtube.com/watch?v=J4c_OinV55Q).  
The poster with parts of a tree, the life cycle poster, the seasons of the year poster, flashcards: flowers, insects, garden tools.

**47. Final Consolidation**

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

All of the songs and the video programmes from the previous six lessons.

Children repeat  
after the teacher

No new material.

Children can say  
on their own

The lyrics of three songs, parts of a poem, around forty new words.

**Project Preparation**

Final rehearsal.

**Homework**

Prepare for your task.

**Secret Sentence** Without hard work nothing grows but weeds.

## Project presentation

The children make a visual display of their work during six consecutive lessons. They also add some pictures used by the teacher as prompts helping them to talk about the contents they've learned.

They also make some oral presentations and act as guides explaining the idea and contents of their posters and work.

The visual display of classwork contains: 1. A class poster with flowers and insects, 2. A tree poster with vocabulary from all six lessons, 3. A butterfly poster, 4. A garden chores and tools poster, 5. A collection of booklets illustrating the song "Five little butterflies", 6. A display of some decorated folders where the children kept handouts and homework.

The children also displayed some teachers materials, flashcards and posters, to be able to present their knowledge better. These are: flashcards with flowers, insects, gardening tools and posters: seasons of the year, parts of a tree, the life cycle of a butterfly.

The oral presentations are: 1. The Season song, 2. The song "Head Shoulders, knees and toes for trees", 3. A poem "In my little garden", 4. A dialogue about insects, 5. Reading the book "A very hungry caterpillar", 6. A presentation of the life cycle of a butterfly, 7. The song "Five little butterflies".

After the oral presentations, the appointed children act as guides, stand by certain posters or sets of flashcards and are ready to answer questions about the way they were working and present their knowledge.

Visitors can go round and look at the posters, ask children questions about their work or the ways they learn.

It is a good idea to have more than one presentation: for different classes or different groups, parents, other teachers, headmaster etc.

The guides can say English words if asked to do so but they should answer questions about their learning in Polish. This is an interesting way of reflecting on the learning process.

## HOT Questions

You can ask these in Polish

Was the presentation interesting for the visitors? What questions did they ask?  
What surprised you about the presentation?

Children need to know / be able to

Sing the "Season song", "Head, shoulders and toes for the tree" song, "Five little butterflies", recite the poem "In my little garden", read out the dialogue "What are insects", read the book "The very hungry caterpillar", talk about the life cycle of a butterfly.

You will need

Class posters: the flowers and insects poster, the tree poster, the butterflies poster, the garden chores and tools poster; the collection of booklets about the five little butterflies, some folders. A place for the display.

Children need to prepare / bring

The visual display together with the teacher. Revise songs: the "Seasons Song", "Head and shoulders knees and toes for trees", "Five little butterflies, the poem "In my little garden", names of flowers, insects and garden tools, rehearse reading the dialogue "What are insects", the book "The very hungry caterpillar", a short speech about the life cycle of a butterfly.

# 48. Final presentation

## Criteria for success

to be used as a springboard for discussion with the children

1. Engagement: did you prepare for completing your task?
2. Cooperation with other children: were there any difficulties?
3. Satisfaction: were you impressed by the visual side of the presentation? Were your posters nice and informative?  
Was the oral performance interesting for the visitors? Was it interesting for you?
4. Insightfulness: What questions did the visitors ask? Was it helpful to have a visual prompt? What makes learning easier? What makes learning more interesting? What did you learn about your way of learning during the presentation? Would you like to repeat the presentation for another class?

What would you change or improve?

Secret Sentence

Reach for the stars!

**Raise interest**

Present the "Travelling through space" theme.

Use a variety of images (cut-outs, hand-drawn, on the board etc) to introduce the topic of "Space". e.g. astronauts, the moon, planets & stars, the solar system, NASA rockets taking off.

**PRESENT "PLANET XANTOK" STORY CARDS 1,2,3,4,5**

Show the first 5 story cards, one by one.

Elicit vocabulary from the children as you show the story cards. Ask questions, make incorrect statements for the children to correct you.

1. Who is this? Is he a dentist? What's he wearing?
2. What's this? Where do you think he's going?
3. Can you tell me what these are?
4. What's happening now? Countdown! ...3,2,1! Lift off!
5. Wow, what can he see? How is he feeling? Is he excited? Frightened? etc.

**TOUCH THE BOARD GAME**

Key words: astronaut, helmet, space suit, boots, excited, rocket, space, the galaxy, planets, stars, the moon, ready, 5-4-3-2-1, lift off! Earth.

Put the key words on the board in a mixed up order. Divide the class into teams (eg. planets, stars, the moon, astronauts) for the game:

"Run to the board and touch the right word!"

Tell the story using the text, this time pause when you come to a key word and see if the children can guess the right word to "fill the gap" as you speak.

Repeat a number of times, vary the speed, give clues if necessary, until the children can predict what's coming next and do it almost automatically.

**GAP FILL TEXT**

Leave the key words on the board.

Show the "gap fill label" and complete it together with the children. Do the second and third labels to model.

The children are to complete the text using the words on the board to fill the gaps.

Set a time limit and countdown. Check together.

Hand out the short texts. There is an easier version with the first letter of the missing words.

**MODEL: PAGE 1 (ASTRONAUT)**

Explain to the children they are going to make the first page of a book. (The cover of the book will be the final page at the end of the project.)

Show the page you prepared earlier as a model.

Introduce your astronaut character. Name/age/details etc.

Glue the text along the side.

Ask individuals if they have any ideas for an astronaut character of their own.

"Is your astronaut a girl or a boy? What's his/her name? etc.

Stronger learners can add more information.

ie. favourite food/hobbies/likes/doesn't like and so on.

**HAND OUT PAGE 1 LEARNER COPY**

Ask the children to draw their own astronaut character and glue their completed gap-fill text down the side.

OR: you may decide to do this in stages, following teacher dictation along with a model on the board.

Collect all the copies. The children will get them back at the end of the project.

Make sure all have access to coloured pencils & glue. Set a time limit. Monitor, ask questions, ask for descriptions. Encourage the children to make an effort, to be "professional authors and publishers".

Don't forget ask the children to put their names in pencil on the copy, so they can get them back later.

**Make sure children can:**

Read the short text and complete the gaps with the key words.

Introduce and describe their astronaut character.

**HOT Questions**

You can ask these in Polish

What would be the hardest thing about travelling in a spaceship for a long time?  
What would you miss about planet Earth if you went on a journey to another planet?

**49. Lift off**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku  
Uczeń rozpoczyna pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń opisuje swojego astronautę.

**You will need**

Pictures to introduce the context of space travel.

Story cards 1: astronaut 2: rocket  
3: galaxy 4: countdown to lift off  
5: rocket travelling through space.  
Full text (to read) and labels to present.  
Gap fill exercise.  
Coloured pens/pencils, scissors, glue.  
Copies of the story page 1 for each child.

**Children hear and understand**

Keywords from the topic introduction.  
Pictures.  
The story: part one - I'm an astronaut...  
See full text.  
Instructions for "Touch the board" game.  
Description of the teacher's own astronaut character.

**Children repeat after the teacher**

The keywords and song parts of the story ie. "5,4,3,2,1 Lift off!"

**Children can say on their own**

A short introduction/description of their astronaut character, in response to questions and prompts.

**Language**

**Lesson:**  
from start  
to finish

**Project Preparation**

Page 1: Astronaut character to draw and gap full text to complete and glue on.

Teacher's copy - draw your own astronaut character in the space. Prepare a gap fill to stick in.

**Homework**

Collect/draw "space and astronaut" themed pictures in an envelope, to later use as decorations for the booklet cover

**Secret Sentence** It's time for lift off. 5, 4, 3, 2, 1. Whoosh!

**Raise interest**

Pictures of different types of dwellings.

E.g. a tree house, a boat house, a canal boat, a tent, a yurt, a caravan, an apartment block, etc.

Pictures of different types of rooms and furniture to review vocabulary.

**WARMER - ANAGRAM QUIZ - HOUSEHOLD VOCABULARY**

Prepare a list of 10 words that the children know well connected to furniture, rooms and houses.

On the board write 1 to 10 in a column and the children do the same in their notebooks. Write "fsao" next to number 1. Give the children a moment to work it out - it's an anagram.

Get them to spell "sofa" back to you and write it next to no. 1.

Do number 2 together, but then give them time to do 3 - 10 on their own before checking the answers and spelling together.

**PRESENT STORY CARDS 4,5,6,7,8**

Show "Planet XanToK" story cards 4. Lift off and 5. Rocket travelling through space and recap the story so far together. "I wonder what it's like inside the rocket? Do you think there's lots of room? Is it very small inside? Let's take a look, shall we?" Show the remainder in order and elicit as you go.

Story card 6 - control room & fitness area  
Story card 7 - living room and kitchen  
Story card 8 - bedroom and bathroom

Ask about furniture etc. and what the astronaut can do in each zone. Review prepositions.

**GROUPING WORDS - WHAT GOES WHERE?**

Divide the board into 6 sections: control room, fitness zone, living room, kitchen, bedroom, bathroom. Invite volunteers to come up and add words (write or draw) of their own in each area or you can say the word for them to place: "Where does "lamp" go? In the control room or in the bathroom/bedroom?" etc.

Active version: Divide the room into sections and as you say the furniture/activity words the children can move into the correct sections (there may be more than one option!) eg. "There's a computer monitor in the ..... Where's the fridge? Where can the astronaut have a shower?"

**MODEL: PAGE 2 (THE ROCKET)**

Present page 2. Make a big show of thinking and connecting your character to what might be in your rocket.

"He loves sleeping so he's got a really big, comfortable bed here. But he's not very good at cleaning, there's a dirty sock under the bed!"

Alternative: Treat page 2 as an opportunity for a teacher-guided "dicta-draw".

Add two/three elements to each space, use prepositions. Leave some free space for the children to add their own ideas at the end.

**HAND OUT PAGE 2: LEARNER COPY**

Children design/add to their own rocket interior. They can label the sections and furniture (which they can copy from the board if necessary) as they go.

Encourage high standards for "authors and publishers!"

Monitor and get individuals to describe their rocket design.

Remember, the children should put their names on the reverse in pencil!

Collect the copies for safe keeping till the final lesson for this module.

**Make sure children can:**

Use prepositions to place objects and furniture in a room.

Identify rooms and furniture, label them correctly and say what you can do in each room.

**HOT Questions**

You can ask these in Polish

What three things would you take with you from home if you were going to go on a trip to outer space? If you were in space, how would you know where is up and down?

**50. The Rocket**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń kontnuuje pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń rozumie i poprawnie wymawia słówka związane z rakieta kosmiczną.

**You will need**

Pictures to introduce and review furniture & houses.  
Story cards 4 & 5 (from the previous lesson) and Rocket interior cards.  
6: control room.  
7: living room and kitchen.  
8: bedroom and bathroom.  
Coloured pens/pencils.  
Copies of story page 2 outline of the rocket for each child. Wordsearch copies for homework.

**Lesson:**  
from start  
to finish

**Language**

**Children hear**  
and understand

Teacher's description of the rocket interior and what our astronaut can/can't do in different sections of the rocket.

**Children repeat**  
after the teacher

"Where's the fridge? Where can the astronaut have a shower? How many chairs can you see? There's a computer monitor in the..."

**Children can say**  
on their own

In the control room/fitness area/living room/kitchen/bedroom/bathroom... next to/under/on...  
There is/there are (household vocabulary) next to/in/under the...  
He/she can sleep/eat dinner/watch TV can't play in the garden!

**Project Preparation**

Page 2: Rocket interior, rooms and furniture.

**Homework**

Worksheet for 7.2: wordsearch.

**Secret Sentence** The astronaut's in the control room!

### Raise interest

Household chores - pictures, cards, cut outs.

Pictures of activities to elicit phrases: play tennis/ play the guitar/sing like a pop star/fly the ship/ (see the large print labels).

### PRESENTATION

Story card 9: robot with special abilities.

Set the scene on the rocket, our astronaut has got a special helper and friend.

Get the children to brainstorm all the things the robot might be able to do.

Ask "Do you think the robot can...?"  
"What does the robot like doing?"  
"Has the robot got...?"

### QUESTION SLIPS (WHOLE CLASS)

Make three columns on the board Can your robot... Does your robot like.... Has your robot got...

Show the large print question slips and go through them together.

Ask the children to come up and put the slips in the right column as you go.

Play a memory game - remove the slips one by one to see how many questions the children can remember according to the position of the slip.

The children ask the teacher about their own robot. "Can your robot play the guitar?"

### PAIRWORK QUESTIONNAIRES - OPTIONAL

The children select 6 features for their robot and mark their choices on the questionnaire.

The children interview their partners about their robots and mark the responses on the worksheet.

My robot can .... My robot can't....  
My robot likes ..... My robot doesn't like...  
My robot has got... My robot hasn't got...

### MODEL: PAGE 3 (ROBOT HELPER)

Draw your own robot and together with the children write up a description of your robot on the board so the children use it as a model.

Add additional information for stronger students: suggestions: colour & parts of the body, favourites  
My robot .....everyday  
My robot never.....  
Characteristics - happy, intelligent etc.

### HAND OUT A COPY OF PAGE 3 TO THE CHILDREN

The children design their own and write up a description in the space provided.

Weaker learners can glue in their questionnaire.

### Make sure children can:

Use can/can't to express ability and actions Describe their robot.  
ask the questions: Can your robot...  
Does your robot like... Has your robot got...

### HOT Questions

You can ask these in Polish

Do you have duties to do in your house?  
If your mum/dad could have a robot of their own to help at home, what do you think they would ask it to do?

## 51. Robot helper

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń kontnuuje pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń opowiada co jego robot-pomocnik potrafi robić.

You will need

Pictures for household chores, hobbies, 'can' abilities.  
Story card 9: Robot helper.  
Large print question labels.  
Copies of a questionnaire for pairwork (optional).

Copies of the story on page 3 - My Robot Helper.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The description of the robot, what it is/ does etc.

Children repeat  
after the teacher

Question forms.  
Can your robot...  
Does your robot like...  
Has your robot got....

Children can say  
on their own

...play football, clean the kitchen, etc  
A description of their robot helper and its abilities/hobbies/likes...

### Project Preparation

Page 3: Robot helper - drawing of a robot to be completed and description - finish the sentences.

### Homework

"My Home Robot" design in copybooks.

Secret Sentence Can your robot speak English?

### Raise interest

Review the story so far using the story cards:  
1,2,3,4,5,6,7,8, and 9.

#### REVIEW VOCABULARY

Landscape and weather features:  
mountains, a river, the sea, etc.  
Clouds, sky, it's sunny, it's raining, it's snowing, it's cold/hot, snow, rain, fog etc.  
Grass, trees, leaves, flowers etc.

Using the landscape/beach/mountain/countryside scenes elicit what the children can see.

#### THE PLANET

Before showing story card 10, get the children to imagine they are looking through a telescope at planet XanToK. What can they see? Are there any trees? Mountains? Is the sky blue? What colour is the grass? etc.

Show story card 10.  
Describe it together.  
Ask true/false questions.

#### SPOT THE MISTAKES

Keep story card 10 on show.  
Read out the text about XanToK. The children can raise their hands or stand up/sit down everytime they hear something that's incorrect.  
Read the story again and this time get the children to give you the correct version. Encourage 'longer' answers.

Eg., teacher: "On Planet XanToK the sky is blue."  
The children: "It's not blue, the sky is green. On planet Xantok the sky is green." Sing along to practise.  
Optional: you can do a "disappearing text" exercise on the board to encourage reading and describing out loud.

#### MODEL: PAGE 4 (IS THE SKY BLUE?)

Check the children can spell different colours. Write a range of colours on the board for the missing words from the text on page 4 so the children can refer to them later.  
Model the first few gaps. You don't have to stick to the same colours as in the story card.

Sketch in a landscape and colour accordingly.  
Add a couple of additional details from your imagination.

#### HAND OUT PAGE 4

The children should first fill in the gaps.

There is space for fast finishers to add more details to the landscape and write about them.

Allow the children to change the colours if they want.

Eg. I can see an insect. It's very big and it's purple.  
It's got seven legs and two long antenna.

Then they draw and colour the landscape according to their own completed texts.

### Make sure children can:

Say the key elements of the landscape and weather in English.

Give a description of their own pictures (in response to prompt questions if necessary).

### HOT Questions

You can ask these in Polish

What do you think winter is like on planet XanToK?  
What animals live on planet XanToK?

## 52. Is the sky blue?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń kontuuje pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń opisuje Planetę XanToK.

You will need

Story cards to review what's happened so far - 1,2,3,4,5,6,7,8, and 9.  
Pictures of different landscapes to stimulate vocabulary.  
Story card 10 to present the planet.  
Story text for the "Spot the mistake" exercise.  
Colour Copies of story page 4 for each child.

Children hear  
and understand

A recap of the story so far.  
The description of the landscape and weather on XanToK.

The true/false statements about story card 10.

What colour is the grass? etc.

Children repeat  
after the teacher

The sky's green, the sea's purple...the grass is ..  
The mountains/the clouds/the trees/the leaves are..

Children can say  
on their own

It's blue/green.  
In my picture the sky's orange...etc

Language

Lesson:  
from start  
to finish

### Project Preparation

Page 4: landscape of XanTo.  
Gap fill the text and drawing.

### Homework

Think about what a XanToki might look like for the next lesson.

Secret Sentence On Planet XanToK the sky is green and the trees are orange.

**Raise interest**

Cut outs/pics of aliens from films and cartoons - eg. ET, Stars Wars creatures, Monsters v Aliens, Avatar, Almost Home etc.

**XANTOKI ON THE BOARD - DRAW**

Use the previous lesson's story card 10 to review the planet's landscape. Ask the children, "What do you think the XanToKi look like? Do you think they look like you and me? One head, two eyes, a nose...two arms, two legs...?"

A XanToKi boy/girl - Practise he's got/she's got and body parts. Get the children to dictate to you what a XanToKi looks like. Push the order of adjectives "He's got a long red nose". You may only accept instructions that are longer, correct sentences.

**PRESENT THE XANTOKI DIALOGUE**

With the drawing of the XanToKi on the board ask about abilities (review 7.3 Robot Helper questions), likes, hobbies etc. Ask for a volunteer to be a XanToKi and role play a first meeting - greeting - introduction - a few questions. Swap roles with another volunteer.

Give the children a copy of the prepared dialogue, go through it together. Focus on pronunciation, accent and intonation. Get the children to repeat the phrases loudly, quietly, faster, slower. In a funny voice. Standing/sitting. Think of a gesture for greeting.

**ROLE PLAY**

Put the children in pairs and give them some time to practise. Allow them to improvise. You can ask if any pairs want to act out the meeting in front of the class.

**MODEL: PAGE 5 (AN XANTOKI)**

Draw your XanToKi. Label the parts of the body. Glue the dialogue along the side.

**HAND OUT A COPY OF PAGE 5**

The children draw their own XanToKi and label it. Glue the dialogue. Monitor and ask individuals for a description of their Alien. Remember to collect the page (with the children's names on the back)

**Make sure children can:**

Name the parts of the body, use "he/she's got..." to describe physical appearances. Introduce themselves and ask for basic information about another person (or XanToKi :).

**HOT Questions**

You can ask these in Polish

What would you be good at if you had six legs? Would it be better to have six eyes or six ears?

**53. A XanToKi**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku. Uczeń kontnuuje pracę nad książką o podróży przez kosmos do planety XanToK. Uczeń opisuje mieszkańców planety XanToK.

**You will need**

Story card 10 to review - the planet. Copies of the "First Meeting" dialogue per child. Copies of story page 5 per child. Colours, glue.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

The phrases and questions from the "First meeting" dialogue.

Children repeat  
after the teacher

The "First meeting" dialogue.

Children can say  
on their own

My name's.. I'm..... Phrases and simple questions for introductions. He/she's got ...physical description phrases.

**Project Preparation**

Page 5: A XanToKi alien. Dialogue of a "first meeting".

**Homework**

Ask the children to think about everyday life on planet XanToK. They can answer the five questions on the worksheet.

**Secret Sentence** A XanToKi's got long green hair, three red eyes and a very big mouth.

### Raise interest

Five questions from 7.5. Talking about ordinary life, everyday habits and routines.

Various flashcards eg. getting up in the morning, going to school, playing sports, going shopping/to the cinema, riding a bike, eating dinner etc.

#### INTRODUCTION

Ask the children about their habits and routines. "What time do you get up? Do you like riding your bike? Hands up if you've got a pet?" and so on.

Using the question labels practise asking questions. You can get the class to sing along to the questions, play "swipe" the labels for reading practice, get one child to ask another child.

Review - always, sometimes, never.

#### MODEL WORKSHEET

On the board - draw three wide columns. Put the question labels in column 1.

Then ask one child to "be a XanToKi" and fill in some questions in column 3.

Get the class to ask you the questions. As a XanToKi, answer the questions and write them in column 2.

#### WORKSHEET QUESTIONNAIRE

The children fill in their answers (as a XanToKi).

Practise the questions out loud with the class before they interview each other.

Set a time limit.

Set a time limit and countdown to get everyone back in their places.

#### MODEL: PAGE 6 (MY LIFE)

Show page 6 - complete a bubble and add a drawing.

Show the children that they can use their questionnaires as a base.

Stronger children can add more and can refer to the flashcards for extra ideas.

#### HAND OUT PAGE 6 OF THE LEARNER'S COPY

The children complete the bubbles. Add illustrations if they want.

Remind them that they are "professional authors" and must do this carefully because it's part of the book they are writing.

They can stick their questionnaires on the reverse.

### Make sure children can:

Read and ask questions about routines, everyday life etc.

Answer the questions as a XanToKi alien.

### HOT Questions

You can ask these in Polish

If you lived on another planet how do you think you would travel to school?  
What kinds of food do astronauts eat when they are in space?

## 54. Interview

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń kontnuuje pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń wcieli się w rolę mieszkańca planety XanToK i opowiada o swoim życiu.

You will need

Flashcards featuring everyday activities: sports, routines, hobbies etc. to revise.  
Question labels (large print).  
Questionnaire worksheet (pairwork).  
Story page 6: information bubbles to be completed.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Questions about routines, hobbies.

Children repeat  
after the teacher

The questions, model answers.

Children can say  
on their own

Name the activities from the flashcards.

Their responses to the questions.

### Project Preparation

Page 6: Completing the bubbles to give information about a XanToKi's life.

### Homework

Complete page 6 if necessary.

Secret  
Sentence

I get up at half past six in the morning.

### Raise interest

Pictures of different ways of communicating - telephone, email, postcards, envelopes, letters and stamps, text messages, SKYPE, smoke signals etc.

#### PRESENTATION

Using the pictures you have to ask:

"How often do you telephone your mum/grandma? Do you send postcards when you are on holiday?" etc. Draw a picture of the astronaut on planet XanToK on one side of the board, and then a picture of Earth and mum and dad on the other.

Ask: "How can our astronaut talk to mum and dad? Can he communicate with them?" (Yes, he can, remember the phone call from mum in the dialogue in lesson 7.5?) He can also write emails and send photos. Look!"

#### DISAPPEARING TEXT - ON THE BOARD

On the board: use the model email text - alter it if necessary for the children. Write out an email address, and then the email itself.

Keep reading it together and rub out a key word every so often as you go along. Repeat from the start and continue rubbing out words until much of the text has disappeared. The class should be able to read most of it from memory. If time, you can ask individuals to fill in the gaps for you.

Get the class to read it out together - you can spot check particular words/phrases with individuals if you like.

#### COMPLETE THE SENTENCES GAME

Put the class into groups or pairs and hand out cut-up words from the email to the class. Read out the whole email again stopping at the gaps and whoever has the right wordcard for the gap should stand up and say it.

This may also be played as a grab-the-word game with all the cards on one table and the children in teams at the other end of the classroom or a Chinese Whispers variation where the teams whisper along the chain and the last person must choose the right word.

#### MODEL: PAGE 7 (AN EMAIL HOME)

As always, model filling in the gaps first, pointing out the words they need are in the box.

Draw the "photograph" of you, the astronaut, with XyRAX.

Leave your version up on the board so that the children can check the gaps.

#### HAND OUT PAGE 7 OF THE CHILDREN'S COPY

You can complete the gaps as a whole group exercise, going slowly and getting the answer from the children for each gap before they write it in.

Monitor and remind them to be professional!

The children complete the email and draw their own version of the photograph.

### Make sure children can:

Read the email.

Select the right words for the gaps.

### HOT Questions

You can ask these in Polish

Before the telephone and email, how did people communicate?  
If you were on a desert island, what could you do to attract the attention of ships and planes?



Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń kontnuuje pracę nad książką o podróży przez kosmos do planety XanToK.  
Uczeń wcieli się w rolę astronauty i opowiada w jaki sposób komunikuje się z bliskimi na Ziemi.

You will need

Pictures showing different types of communication methods.  
Model email text (full versions and gap fill version).  
Printed words for the grab-the-word game. (two or more copies if class is large or playing in groups).  
A copy of story page 7 for each child and one for yourself!

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The content of the email.

Children repeat  
after the teacher

The email as a disappearing text.

Children can say  
on their own

The missing words from the email.

### Project Preparation

Page 7. Complete the email and add a drawing: "a photograph from XanToK".

### Homework

Are there any story pages that the children need to complete? Decorate?

Secret Sentence  
I'm writing to you from Planet XanToK.

## Project presentation

In this session the children will:  
gather together all the pages of their booklet - 7 story pages in total,  
add the title page (empty),  
bind the pages together,  
decorate the title page,  
finish off any outstanding gaps.

First, present your complete version of the booklet with the title page already completed (hope it looks professional!) and go through the whole story with the class.

Hand out the pages to the children - make sure they arrange them in the proper order. Be certain to have extra copies of the story book pages for children who were absent/have had an accident with their page! They will have to complete their pages and the title page AFTER they have put together the booklet.

Remember to give all the instructions in English, take it slowly... each time you give an instruction follow up with "Show me, please!" so you can keep an eye on things.

Depending on how you decide to bind the pages together, use a staple-gun or hole punch & string/ribbon.

Finally, the children will decorate their title pages, add their names as the author. Encourage the children to look through their books and decorate/add more illustrations etc.

You may want to deliver the booklets 'on loan' to the library, or invite your head teacher/other teachers to come in for a final presentation of the children's work.

Suggestion for filler/fast finishers:

1. Play hangman. Using the vocab from each section of the book: select a word and play against your partner/group/the class.
2. Complete a blank word-search (individually) using words from the book.

## HOT Questions

You can ask these in Polish

Do you think our astronaut will stay on XanTok? Travel to another planet? Return home? Why?

Children need to know / be able to

read through their booklets, retell the story, give information and descriptions. know that they must follow your instructions carefully or risk messing up their booklets, that their booklets will be on show! (in the school library?).

You will need

Either: a stapler and staples or a hole-punch and some string/ribbon to thread through the pages.  
Coloured pens, glue, scissors.  
Title page - copies per child.  
Your own version of the finished booklet incl. title page.  
Blank word-search grids (filler).

Children need to prepare / bring

Any images connected to space travel and the universe they have managed to collect (to use for the title page decoration).

Coloured pens/pencils, glue, a piece of string/ribbon to bind the pages, scissors.

## 56. The Book

Secret Sentence

I'm going to go to Planet XanTok.

## Criteria for success

to be used as a springboard for discussion with the children

Can they retell the story?

Can they say what's on each page?

Do they respond to your questions and requests for descriptions etc?

Can they remember the role play dialogue?

Do they feel proud of their booklet (they created it after all)?

Why? Why not?

What would they do differently?

### Raise interest

Pictures of summer destinations eg. the beach, lakeside, mountains, famous cities for sightseeing.

Transport pictures: car (with a roof rack for luggage!) planes, airport, caravans and so on.  
Realia: one (packed) suitcase, with luggage tags - approx 15 - 20 items inside.

#### PRESENTATION

The children have already seen the suitcase, and are curious. Ask:  
"What time of year is it? Guess where we're going? What do you think is inside?" Elicit answers in English.

Open up the suitcase but not fully, the children shouldn't see all the contents at once! Draw items out one by one, check the vocab and place them to the side.

#### KIM'S GAME

Put all the items where everyone can see them. Tell everyone to look for a minute, to take a "brain photo", but no more information than that. Cover the "display" with a sheet and now hand out some paper. The children, in teams/pairs/solo are to write down (or draw) as many objects they can remember. Set a time limit and countdown.

Check together.

Key phrases: "Have you got your...?"  
"Oh, no! I forgot!"

#### THE PLAY: "LET'S GO!" (SCENE 3/4)

Write a list of things to pack on the board (or let them decide).

Put the children into groups and let them practise the scene. They can draw the separate items so the last person has some props to put into a pretend suitcase.

Invite a volunteer from a group and model the scene with them (see overview).

#### PASSPORT 1

Of course, you can't go abroad without a passport!

Model drawing a self-portrait passport style and prompt the children to ask you the questions so you can fill in the details.

Show the passport worksheet and ask what kind of information does it contain?

Fold the worksheet, put the nationality and flag on the "cover" and display as a passport.  
Set the passport worksheet as homework.  
(No passports? No holiday!).

Questions: "Where do you live? What's your address? What colour eyes have you got? How tall are you? When were you born? etc."

#### AT THE END OF THE LESSON

If time, you can play the "I'm going on holiday and I've got a ...., ....., .... in my suitcase." chain game.

Each child adds one more item to the list so the next has more to recall before they can add their own.  
No repetition of items!

#### Make sure children can:

Provide the necessary information about themselves for the passport.

List the most important items to take on holiday.

### HOT Questions

You can ask these in Polish

If it rained non-stop during your holiday, what could you do instead of going to the beach?  
Who decided that holidays should be in the summer?  
Was it a good decision?

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku  
Uczeń pakuje wymyśloną walizkę, opisuje jakie rzeczy będą mu potrzebne w podróży.

You will need

Pictures of holidays, travelling and summer displayed around the room.  
Realia: one packed suitcase. Suggest: 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. approx 15 -20 items). A big sheet for Kim's game. Copies of the passport worksheet for homework. Colours.

## 57. Let's go!

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The introduction about holidays, travelling and packing.

The questions for the passport information.

Children repeat  
after the teacher

The questions for the passport info.

Oh no! I forgot my....! etc.

Children can say  
on their own

The items in the suitcase.  
A self-description for the passport.

### Project Preparation

Scene 3: Family packing chain  
Have you got your....

First props for the mini-play - passports.

### Homework

Make your passports.

Secret Sentence Don't forget your passport!

### Raise interest

Some holiday props (from the previous lesson).

#### REVIEW

As a starter quiz, write some anagrams of the objects from the suitcase (previous lesson) on the board.

#### PRESENTATION

Write the word "two" on the board and ask for words that rhyme - e.g. shoe, you, blue.  
Do the same for "three" and "red" just to get the idea of rhyming.

Show the flash card of the family getting ready to set off on their summer holiday. Ask questions: "What are they doing, are they happy? What's in the car? What do think is in this suitcase? Where are they going? How long for?"  
We're going to learn a happy song about going on holiday! Let's listen.

#### SONG INTRO

Put the large print labels (1st half of sentence) in order on the board. Play the song and check if anyone knows how to "end the sentence". Play it again, stop after each sentence and add the missing labels until the whole text is on the board.

Play it again and again, removing some labels, spot-checking to see who remembers what comes next and so on.

#### SONG - PHYSICAL ACTIVITIES

Option 1. Put the class into "family teams". Hold a mini contest, which family can sing better. Arrange a stage area and seating, so the children can pretend they are sitting in the car on the way to their holiday destination.

Option 2. In "family teams" at one end of the classroom, with the song labels at the other. Say the first part of a song phrase, one member of the team must run to find the matching end of phrase label.

#### WORKSHEET - GAP FILL

Hand out the worksheet for the children to complete.

Filler activity:

Quiz -  
Give a description /definition of an item from the suitcase. The children must guess what it is.

### Make sure children can:

Complete their own worksheet.

Name items to pack in their suitcases.

Can end the song phrases as you say/sing them.

### HOT Questions

You can ask these in Polish

What's the best/worst thing about long journeys?  
Is it more comfortable to travel by train/car/ship etc?



Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń śpiewa piosenki o podróżach.

You will need

- Picture card of family setting off on holiday.
- Large print label cards to reconstruct the song lyrics.
- A recording of "Summer Holiday" by Cliff Richard.
- Gap fill worksheet of song lyrics for each child.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

- Questions about the picture card.
- The song.

Children repeat  
after the teacher

- The longer, more difficult song phrases.

Children can say  
on their own

- A description of the picture card.
- The end of the song phrases.

### Project Preparation

Scene 2: The children will learn the song for the play.

### Homework

Collect pictures of places to go on holiday/holiday activities (to use in the next lessons poster-making session).

Secret Sentence No more worries for me or you, for a week or two.

**Raise interest**

Pictures of activities you can do on holiday in different places: sailing, surfing, eating ice-cream, sunbathing, eating in a restaurant etc.

Realia ideas: holiday brochures, snorkel, swimming goggles, armbands, guidebook, camera, bike helmet, walking boots etc.

**PRESENTATION**

Show the pictures you have and ask where you can do these activities - on a beach/in the mountains/in the countryside/at a lake/in a city etc?

Ask: "What do you like doing on holiday?"

**QUESTION TIME**

Use the large print question labels and ask the children for their answers.

Key words: active, lazy, I feel sick, sailing, armbands, comfortable, outside, camping, afraid of insects, experiment, exotic food.

Watch out for key words from the questionnaire answers, you may need to put them on the board now, so the children can complete their answers later.

Practise the questions. Sing them through. Select volunteers to ask others the questions. Each child completes their own questionnaire and finds out which type of holiday is best for him/her.

**ROLE PLAY INTRODUCTION**

Show the travel agent poster and elicit information from the children.

Ask them the questions from the questionnaire and suggest the ideal holiday. "The best holiday for you is...", "You can go to..."

Pretend you are a travel agent. Ask a volunteer to come into your shop.

Improvise: "This holiday costs 400 euro per person. How many people in your family? Can I have your credit card please?" and so on.

**ROLE PLAY**

The children work in pairs A: travel agent, B: customer. See Overview.

You can put an enlarged copy of the model dialogue on the board, or hand out copies between pairs, to help the weaker learners.

They can read the questionnaire.

And swap.

**POSTER**

In pairs or small groups, set the task to design a poster for a holiday resort - using the pictures the children collected, drawings etc and the travel poster as a model for a text.

Set different holidays for different groups. Beach holiday, sailing holiday, city break, mountain holiday etc. As the children are working on their posters, play the "Summer holiday" song in the background to sing along to.

**Make sure children can:**

Ask the questions.

Talk about different things they can do on holiday.

Read the questionnaire answers.

**HOT Questions**

You can ask these in Polish

What's the best holiday for an Eskimo? If you lived on the beach, where would you go for your holidays?

**59. Travel agent**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku. Uczeń bawi się w Biuro Podróży, wypełnia ankietę. Uczeń rozumie i poprawnie wymawia słowa: active, lazy, I feel sick, sailing, armbands, comfortable, outside, camping, afraid of insects, experiment, exotic food.

**You will need**

Pictures of things you can do on holiday (in various destinations). Realia to raise interest. Large print question labels. Copies of the questionnaire per child. Large sheets of paper, coloured pens/pencils, glue for travel agent posters. Travel agent model dialogue. "Summer Holiday" song to practise.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

The questions about "What can you do where?" activities and destinations.

Children repeat  
after the teacher

The questions - sing them to become more fluent.

Children can say  
on their own

Express their preferences for particular activities and places. Ask the questions to their partners and give a reply.

**Project Preparation**

Scene 1: Travel agent role play.

Posters for the travel agent's display.

Song - practise.

**Homework**

Posters to add to the display at the travel agents.

**Secret Sentence** I want to swim in the blue sea.

**Raise interest**

Pictures of a plane, tickets, passport, stewardess, pilot., check-in desk, airport.

**REVIEW**

Start with any/all of these:  
song/travel agent questions/chain game: packing."I'm going on holiday. In my suitcase I've got..."

"Now we've got the tickets from the travel agent. We've packed our suitcases. We're excited and we're ready to go! What's next?"

**AT THE AIRPORT**

Show the flashcard of the check-in desk, the pilot, the stewardess.

"Is it a problem if you forget your toothbrush? swimming goggles? tickets? passport?"

Ask: "What do you need?" - suitcase, passport, tickets.

**READING "AT THE AIRPORT"**

Write the key words (from the gaps) on the board in a different order.  
Read the text, pause at the gaps and the children need to guess what the missing word is.  
You can do this as a board run game.

Hand out the reading - gap fill version. Treat it as a listening exercise.  
The children can fill in the gaps as you do it together.

**ROLE PLAY**

Set out the roles with a volunteer model group. Go through the role play. See Overview.

Practise.

Play your "At the airport" scenes in front of the class.

Then the children can get into groups to do their own scenes, extend the family members so everyone can take part.

**PERFORMANCE - INVITATIONS**

Are you going to invite anyone to the performance?  
Get the children to make invitations for their parents/ teachers/other classes.

If time, set one of the extra activities for Module 8. On the board: play "Last Letter - First Letter" (with a holiday focus).  
(eg. Child 1: Holiday; Child 2: Yacht; Child 3: T-shirt; Child 4: Tent; Child 5: Train; Child 6: Nice weather; Child 7: Rain; Child 8: No tickets!; Child 9: Sunny; etc).

**Make sure children can:**

Sing the song.

Ask/answer the travel agent's questions.

List the items in the suitcase.

Do the "Have you got..." chain from the airport scene.

**HOT Questions**

You can ask these in Polish

Imagine you are in this situation, how would you feel? If you lost you your ticket, how else could you get on the plane?

**60. At the airport**

**Cel lekcji**  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku. Uczeń rozumie i poprawnie wymawia słowa i zwroty związane z planowaniem podróży: passport, ticket, suitcase, wallet, money, boarding, plane etc.

**You will need**

Pictures to introduce the airport scene. Flashcard of the check-in desk.  
Copies of the gap fill reading per child,  
Paper, coloured pens/pencils for invitations.

**Lesson:**  
from start  
to finish

**Language**

Children hear  
and understand

The reading and key words of the "At the airport" scene.

Children repeat  
after the teacher

The questions and responses from the airport scene.

Children can say  
on their own

The questions as a chain song.

**Project Preparation**

Scene 5: At the airport. "Have you got... Oh no! I forgot the tickets!"

Invitations?

**Homework**

Prepare extra invitations for staff/other classes? A poster for the play?

**Secret Sentence** Oh no! I forgot the tickets!  
No tickets, no holiday.

### Raise interest

This is the first time the children will see the play as a whole piece, not just individual sketches. It is a good opportunity to introduce theatre and organisational vocabulary.

Bring some pictures of a theatre, a stage, backstage, actors, audience etc.

### LEAD IN

Start with the song. You can treat it in various ways, as a team contest, verse by verse, line by line, who can sing the loudest, who's got the best pronunciation, the best smile when singing etc.

Show the pictures of the theatre, use the new vocabulary. Organise the classroom space, designate areas and actions: the stage, backstage, the audience, applause, take a bow, the curtain comes up! Start! Sitting in front of the stage etc.  
Play a game where the children run to the right place or do the right action according to your command.

### SET THE RUNNING ORDER

Ask the children about the different scenes from lessons 1,2,3, and 4.  
Do they think they are in the right order?  
Which should be first?  
Do they remember the characters involved?

Make an organisational poster so that everyone can refer to it.  
On a large piece of paper write:  
The mini play "Let's go!"  
Scene 1: At the travel agents.

### SET THE ROLES

Who wants to be what? Remember, different children can play the characters in different scenes, so that everyone is involved.

Think: Are you going to follow the play as it is in the overview? Are you going to modify it? Add extra sections to make it longer? To use more vocabulary? Do you need a narrator?  
Do you need to give each child their lines? Is it enough to put the lines on a larger poster for everyone to follow? Can the children improvise?

On the poster, next to each scene, write who is playing what and leave an additional column for props.

### RUN THROUGH

According to the poster order, run through the scenes. As you go, highlight in English where everyone should be.

Bring the props you already have - the suitcase/items to pack/passports.

Also, ask the children about ideas for what props or costumes they could have. Have they already got them at home? Can they bring them in?

Make a list of anything else you need - can you make more decorations for the stage? Have you got/can you make the holiday tickets? (scene 1).

### EXTRA ACTIVITIES

Working on props.

Games on the board:  
Hangman  
Anagrams

You can use an activity from the Module 8 extra activities set.

Listening activity: Give definitions of words connected to the play for the children to guess the answers.

### Make sure children can:

Sing the song. Say their lines.

### HOT Questions

You can ask these in Polish

What's the role of a director?  
Have you seen a play in a real theatre?  
How do you think the actors felt?

## 61. Organise the play

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwala słownictwo z całego roku.  
Uczeń pracuje z równieśnikami nad przedstawieniem.

You will need

Pictures connected to acting and the theatre to raise interest and introduce the theatre vocabulary.  
Large paper to make the organisational poster.  
Coloured pens/pencils.  
Any props you already have eg. the suitcase, items to pack, passports, tickets etc.  
Do you need to prepare the lines for the children? Can they write them in their books?

Lesson:  
from start  
to finish

Language

Children hear  
and understand

The new vocabulary connected to acting and the theatre.

Your instructions for moving around different areas in the theatre and on stage.

What their role is.

Children repeat  
after the teacher

Any difficult lines.

Children can say  
on their own

Their lines and sing the song.

### Project Preparation

Scene 1. Travel agent.  
Scene 2. Song "Summer holiday".  
Scene 3. Family packing chain. "Don't forget your..." and chorus of... "Summer holiday".  
Scene 5: At the airport. "Have you got... Oh no! I forgot the tickets!"

### Homework

Collect the necessary props.  
Work on your lines.

Secret Sentence  
I'm an actor in a play.

### Raise interest

Today's focus is on moving between scenes properly.

You can find some pictures of animals or transport for the "Come onto the stage like a ... (mouse)" activity.

### STAGE ORGANISATION

Involve the children in deciding how the stage for the different scenes should be organised.

Think: do you want someone to be a director? Do you want someone to be responsible for moving the stage furniture?

Although they will probably tell you in Polish, you can confirm everything in English to use a whole range of organisational language.

Do you want a "props manager"? Do you want someone to manage a clapper-board between scenes?

### RUN THROUGH FROM THE TOP

Refer to the poster you made last week.

Use the poster as a check list for props and costumes. Add information, highlight/cross off any changes.

Encourage the children to check where they should be and when.

### "FLOW" PRACTICE

As you run through, focus today on the changes in between scenes.

You may want to practise just coming on and getting off the stage. Quickly, quietly, like a snail, like mice, like elephants, like a train, like a helicopter, like baby spiders, like professional actors.

### REVIEW PROGRESS

Involve the children. Ask them what they think went well, what do they think they need to work on.

Give lots of encouragement.

### EXTRA ACTIVITIES

If time - do one of the activities from the extra set for Module 8.

Board games. Other songs. Picture dictation.

### Make sure children can:

Say their lines.

Be in the right positions.

### HOT Questions

You can ask these in Polish

How would you describe your feelings on stage? Are you excited? What can you do if you are nervous?

## 62. Stage direction

Cel lekcji wyrażony w języku rodzica

Uczeń utrwała słownictwo z całego roku. Uczeń pracuje z równieśnikami nad przedstawieniem.

You will need

- The organisational poster from the last lesson. Coloured pens/pencils to make any additions/alterations.
- The props.
- A clapper-board?
- Paper for extra activity picture dictation (optional).

Lesson: from start to finish

Language

Children hear and understand

Your instructions for stage management. "Come onto the stage quickly, quietly, like a snail, like mice, like elephants, like a train, like a helicopter, like baby spiders, like professional actors."

Children repeat after the teacher

Any difficult lines.

Children can say on their own

Their lines. Sing the song.

### Project Preparation

Run through all scenes. Focus on the flow between the scenes. Note missing props and any stage management issues.

### Homework

Remember your lines and to bring in your costumes and props for the dress rehearsal next lesson.

Secret Sentence Scene 1: At the travel agents

### Raise interest

Bring a "gong" or "bell" to signal the start of the performance. Use the clapper-board.

#### DRESS REHEARSAL - INTRODUCTION

Check the organisational poster together with the children. Do they have everything they need? Last minute props/additions to stage design.  
Think: What if someone is absent on the day? Who will take over their role?

#### DO A PHYSICAL STRESS RELEASE ACTIVITY

Do some stretching and breathing techniques to release any tension. Calm the children down and settle them.  
Stand tall like a tree. Stretch like a giraffe. Curl up small like a hedgehog.  
Breathe in and lift up your arms. Breathe out and lower your arms. 5, 4, 3, 2, 1.

#### RUNNING ORDER

Do they all know where they should be before scene 1? Where they should be after scene 2? etc. Think:  
On the day of the performance - as the children are waiting for the audience to arrive - they could 'interview' some of the early guests (in English!) using the same questionnaire as in 8.3.  
"The best holiday for you is..."

#### REHEARSE, REHEARSE, REHEARSE

Practice makes perfect, right? Think:  
If you're not performing this in front of parents/invited guests, this could also be a good time to video the scenes, so you have a couple of versions to choose from afterwards.  
Remember to give lots of encouragement and to set your expectations high.  
They are "professional actors" after all!  
Don't forget to practise the final group bow at the end!

#### SETTLE AND REVIEW

Breathing, stretching, TPR activities. Review the rehearsal with the children.  
What went well? What needs some work still?

### Make sure children can:

Say their lines. Move between scenes properly.  
Sing the song. Bow at the end as a whole group!

### HOT Questions

You can ask these in Polish

How did you feel during the rehearsal?  
How will you feel in front of an audience?  
How can you help your nerves go away and relax?

## 63. Dress rehearsal

Cel lekcji  
wyrażony  
w języku rodzica

Uczeń utrwała słownictwo z całego roku.  
Uczeń pracuje z rówieśnikami nad przedstawieniem.  
Uczeń uczestniczy w próbie generalnej do przedstawienia.

You will need

The organisational poster from previous lessons.  
Coloured pens/pencils for additional notes/changes.  
A clapper-board?  
A camera (+ photographer).  
A video camera (+ cameraman).  
The props and stage decorations.

Lesson:  
from start  
to finish

Language

Children hear  
and understand

Your stage management instructions.

Children repeat  
after the teacher

Any remaining problematic lines.

Children can say  
on their own

Their lines, sing the song.

### Project Preparation

Scene by scene.  
Timing.  
Transitions between scenes.

A good opportunity to take some photos or even video some scenes.

### Homework

Practise your lines, remember your props & costumes.

Secret Sentence Breathe in, breathe out - count to five.

### Project presentation

Performance time! Breathing and stretching exercises.  
Are the children ready to interview the audience (in English) as you wait for everyone to arrive?

CHECK LIST  
Props:

Seating for audience:

Camera/Video:

Stage decorations & furniture:

Backing music for song:

Running order and starting positions:

Other: (absent children? Children to take over the role of a missing actor?).

### HOT Questions

You can ask these in Polish

Which scene do you think was really good?  
Would you change anything about the performance?  
Did the audience like the show?

## 64. "Let's go!" show

Children need to know / be able to

Their lines.  
The song.  
Their positions for each scene.  
Their final bow positions.  
Their responsibilities (if stage/prop managers).

You will need

To organize the seating for guests.  
To organize the camera/video camera.  
To make sure the props are in position, the stage furniture is ready.  
Copies of the questionnaire to ask members of the audience.

Children need to prepare / bring

Their costumes and props.

Secret Sentence

I've got my passport AND my ticket and I AM going on holiday!

### Criteria for success

to be used as a springboard for discussion with the children

Feelings prior to the performance, during and after.

Recognition for their dedication and hard work, for working as a group.

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**

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