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Aims of the course

The aims of the course are to build confidence in English through a range of motivating, creative and fun activities with a strong focus on speaking, listening and pronunciation. It is likely that students will have encountered some of the language they will be studying; our objective is to put this knowledge into action. One consideration with this age group is that we are not just teaching the students English, but helping the whole child develop too, so we should think about developmental aims too (see lesson plans).

The lesson plans

The lessons generally follow the MMM paradigm:

- Meet the language
- Manipulate the language
- Make the language their own

With higher level students, you may find you can spend less time 'meeting' the language and spend more time on 'making the language their own'.

Suggested order of teaching:

1. FUN-1 First Lesson (compulsory lesson)
2. FUN-2 My Classroom
3. FUN-3 My Time and E-Safety (compulsory lesson)
4. FUN-4 My Clothes
5. FUN-5 My Day
6. FUN-6 My Emotions
7. FUN-7 My Summer
8. FUN-8 My Superheroes
9. FUN-9 My Wild Animals
10. FUN-10 My Wild Self



In the lesson plans you will often see ; this means that more information can be found in this guide.

Key characteristics of the Age Group

Students in this age group

- have got short attention spans, so need a variety of activities in a lesson, both *settlers* and *stirrers*: calming and focussing activities versus exciting and more energetic activities.
- benefit from intrinsic motivation, so activities need to be fun and engaging.
- learn best by doing, so Ss need to be actively involved in every stage of the lesson.
- need lots of praise and positive reinforcement (smiles, "well-dones", and rewards).
- benefit from rules and routines, so they can feel safe in the classroom.
- generally want to please the teacher; exploit this!

Development

- Some students will struggle with their fine motor skills (e.g. using scissors).
- Some students will still be quite ego-centric, teacher-dependent and might struggle with group work (e.g. making eye contact/sharing).
- Some students at the lower end of the age group may not yet be proficient writers in their L1.

The importance of Routines

Routines promote a positive learning environment as they help learners (who may have just been put in an alien environment with a new teacher who speaks a strange language) to feel secure and confident in the classroom. They help create a sense of community in the classroom too; encouraging co-operation, and shared purposes.

One of the most rewarding aspects of using routines is the opportunity for natural language acquisition. When your students start parroting your instructions back to you or they've learnt a chunk of classroom language, not only does it reflect how we learn L1 but it provides the building blocks for noticing patterns in language for learning in later life.

But the greatest benefit of routines is that once your YLs are on board, they become more autonomous and your life as a teacher becomes much easier; it is less stressful, less draining and it allows the focus to return to learning not just classroom management. Not just a positive learning environment, but a positive teaching one too!

(Carol Reed, *500 Activities for the Primary Classroom*, London: Macmillan, 2000)

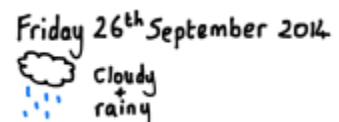
Routines for UKL4 FUN classes

Before Class

Routines start outside the classroom; students should know where and how to wait for class. Encourage learners to line up outside and enter one by one as you welcome them in.

Start of Class:

As YL (Young Learners) teachers we are not just teaching English but we play fundamental role in developing the child as a whole; help them develop their organisational skills; coats come off and are hung up as soon as they enter the classroom; students sit down and get everything they need out of their bags.



Date and weather

Elicit and board the date and weather from the students (or get them to do it). It will be ready to be copied into their notebooks. Students at this age love helping the teacher; take advantage of this!

Taking the register

- Nominate a student to take the register for you and be your 'Little Teacher' 📅. The Little Teacher reads out the names and the students respond with 'I'm here' (or he/she's not here) The Little



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Teacher can ask some or all the children a question to help them 'switch on their English brains' (e.g. What's your favourite...? Can you...? Have you got a...? etc)

A wake up shake up!

Movement at the start of the class is a great for you to take control of energy levels; wake up tired minds or wear off excess energy: Try this in a circle with your class (I'm sure you can imagine the moves!):

Hands up! Shake shake, shakety shake!
Hands down! Shake shake, shakety shake!
To the left, to the left, to the left, left, left!
To the right, to the right, to the right, right right!
Jump in, jump out and turn around!
Jump in, jump out and then sit down!

(Jack Williams; source: <https://eflrecipes.com/2014/09/26/yl-routines-jenny-holden/>)

Here is an alternative circle song – (<https://www.youtube.com/watch?v=ALcl3MuU4xQ> – Make a Circle – Supersimplesongs)

Last lesson fun review

To add continuity to lessons and help Ss review and recycle the language they are studying, towards the start of each lesson it is suggested that you do a fun game based on the previous days' learning. Suggestions for activities can be found at the bottom of the previous days' lesson plan.

During Class

Giving out materials/tidying up

Never do anything yourself that a student can do for you. Just make sure you stage and model your instructions carefully!

Signals

- Student signals

To avoid cries of 'finished, finished, finished', having signals in place creates a much calmer atmosphere. Encourage students to put their hands on their heads/fingers on noses when they finish an activity. When playing or working in teams extend this to the whole group.

- Teacher signals

Try to consistently use the same gestures when you give instructions to the class to support your words;

If you want students to know that an activity is coming to the end, give time warnings followed by a count-down. If you're still struggling to get their attention try saying '1,2,3, Look at me!' And wait. Be a lighthouse if necessary (sit in the middle of the classroom and look around the room until you have everybody's attention. It just takes one student to understand and they'll help the others catch on).

Recording New Language

Have a dedicated new language column on your board. All new language should be recorded in the students' Picture Dictionaries which will be set up in the first lesson. Students write the word and a picture to represent

that word, some students may prefer to write a translation; stronger students should be encouraged to write new language in example sentences.

Closing routines

- Students should take shared responsibility for the tidiness of the classroom; everything must be put away and rubbish picked up before students can leave the classroom. Students love cleaning the board! (don't forget chairs under tables too as they leave)
- Make sure any work for display is put up (preferably with a title and the students' names on).
- Students can then put their belongings away.

Rewards

- Get all the Students' attention and give out smiley faces to those who have followed the rules and tried hard today.

How to implement routines successfully

Routines do take time to establish, so have patience.

- Start when planning, so everyone will know what is expected of them and what they should do.
- Never explain when you can demonstrate; allowing time to introduce routines at the start of their stay will pay off in the long run.
- Use TPR (Total Physical Response) or 'Simon Says' as a fun way to get your students trained. E.g. Simon says stand in a line, Simon says stand in a circle, put your hands on your head etc. This will soon become second nature to the learners.
- Reward your students for doing as you want them to; smile at them, praise them, give them a sticker/smiley face/star. Show them that their behaviour pleases you and they will be keen to do so again.

Rules, Rewards and Consequences

In the classroom, we have 5 simple rules we ask students to follow:

- Try to speak English
- Be on time
- Respect everyone /everything
- Don't interrupt; listen to your teacher and your classmates.
- Try to do your best!

If students misbehave the consequences are progressive:

1. A warning
2. Teacher will move you in the classroom
3. After class – the teacher will speak to you alone
4. Group Leader - the teacher will speak to you and your Group Leader and the Course Director
5. Parents - phone call home

Never carry over consequences 1 and 2 to the next lesson as each child should have the opportunity for a fresh start. However, if you do have unwanted behaviour in the classroom, don't be afraid to ask for help from your CD.



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The majority of our students are well behaved and enjoy learning so the above consequences should only apply to a small minority. Students should be rewarded for following the rules:

Rewards

Copy students' names onto the reward chart students can gain up to 3 smiley faces in one lesson (one for every hour) for their good behavior (not their ability in English). At the end of the lesson, the teacher adds smiley faces onto the chart accordingly. The chart should be displayed in the classroom for all students to see.

At the end of their stay, students will receive a certificate based on the number of smiley faces received:

15 smiley faces = Bronze

20 smiley faces = Silver

25 smiley faces = Gold

Please note that we should avoid having large discrepancies between the best behaved and worst behaved students – always look for ways to praise students – ask students to clean the board for example. It is expected that most students will receive a silver or gold certificate.

As you prepare your reports, you will also need to ensure students have their reward certificates ready too. Liaise with your CD to organise this.

Instructions

Ss at this age need very clear instructions to ensure they understand what is *and isn't* expected of them. Key points to consider are:

1. Stand or sit down in one place and face the students.
2. Ensure all students looking at you with no distractions e.g. no pens in their hands. (*'1,2,3, Look at me!'* will help gain their attention easily.
3. Give the instructions in graded landed accompanied by gestures/visuals
4. Model the task first (badly and well); don't forget to give a good and bad model for both language and behaviour.
5. Check instructions with simple questions e.g. Who is your partner? What language must we use?
6. If necessary at a higher level, check with one student e.g. What are we doing, Juan?

Lockstep

To help ensure activities are easy to manage, try to work in lockstep as much as possible. With this age group Ss are in various stages of development so some learners will have much better developed motor skills than others; avoid faster Ss racing ahead by trying to keep everyone working at the same pace. Early finisher activities can further help with this.

English and L1 use

With this age group, despite perhaps a limited range of English, it is not unreasonable to expect that Ss can use English for the duration of the lessons (and beyond!). In order to achieve an English only environment we need to give learners the tools to communicate in English:

- The My Classroom lesson focus on classroom language in order to help Ss stay in English teaching/reminding Ss of useful phrases (.e.g. How do you say,...? Can I have a...? etc) that will mean they have no reason to resort to L1
- Likewise, in every lesson, there is suggested task language to elicit/teach to ensure Ss can do the task in English (e.g. I think that.../ We should put the x here).
- The reward system also plays a part in helping Ss remain in English throughout the lesson; this is highly motivating for them.
- When setting up activities, consider your pairings/groupings carefully; by mixing up nationalities Ss will have a real reason to use English.

Pronunciation and Drilling

Pronunciation work provides a good level of challenge for all and can work as a way to ensure students are equally challenged(both the strongest and the weakest Ss). Ss at this age group generally have a strong ability to mimic sounds well; this means that we should aim for accuracy with our students' pronunciation. Spend time drilling the language so that students feel confident enough to use the language independently.

How to drill

Sometimes drilling can lead to that 'scho-ol-as-sem-bly-af-fect' and becomes more of a drawl than a drill. Liven up drilling by using funny voices and actions to accompany words;

Drilling chants

By creating a chant when drilling lexis with pointing to words (e.g. using the following patterns AB, AB, ABC or ABC, ABC, AB, AB, ABC). E.g. Monkey, lion, monkey, lion, monkey, lion, crocodile.

Circle drill

Pass the flashcard/*realia* around the circle. Ss ask and answer:

A: What's this in English?

B: It's a... What's this in English?

C: It's a... What's this in English? etc.

Start by sending one item in one direction. When the Ss get the idea, send another item in the opposite direction. Continue to feed in other items — the fun starts when Ss get two things at once!

Choral drilling

Drill the language as a whole group and in smaller groups

Individual drilling



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Nominate individuals to say the language too; students at this age love showing off what they can do.

Nominating smaller groups and individuals also means that you can listen out for any problems with pronunciation.

Flashcard games:

What's missing?

Students cover their eyes and you remove a flashcard. Students tell you which one is missing; hand over to the students when they are confident with the game. Challenge the Ss by removing more flashcards.

Point/swim/jump/hop to the flashcard

Put the flashcards around the room and direct students to move in creative ways to the flashcard.

Mouth the word

Put the flashcards where all students can see them; get students to look at your mouth and silently mouth the word. Students then guess the word.

What to drill

Everything! Drill lexis, structures and task language so that students are confident to only use English in the classroom. Avoid drilling from the written form where possible as this slows the learners down and learners may be wrongly influenced by sound-spelling discrepancies.

Difficult sounds

If students are having problems pronouncing a word, encourage them to look at your mouth and highlight what your tongue/teeth/lips are doing to help students make a physical connection to the sound.

Level of challenge/mixed ability

In order to maintain interest and motivation in the classroom students need to be appropriately challenged; look and listen to your students to understand if students are being challenged at the right level. Clues like swinging legs or hands on heads suggest that students are bored; is this because the material is too challenging or too easy?

Challenge can often be added by insisting that students only use English; students should aim for accuracy — give feedback on errors and praise students for good use of language

Ways to ensure activities are not too difficult include providing the appropriate scaffolding for tasks and giving clear models about what is (and isn't expected) of them.

Mixed Ability

It is unlikely that your class will be completely homogenous; as students will have strengths in different areas. You can respond to this by pairing stronger or weaker students together or by mixing up stronger and weaker students so they can learn from one another.

One of the most effective ways to deal with mixed ability groups is to ensure you have early-finisher tasks ready, so that no student has the option to lose focus from the lesson.

Useful early-finisher tasks include:

- Always setting open ended tasks (e.g. write a minimum of.... Not ~~write 3...~~)
- Helping other learners to finish
- Helping the teacher
- Writing new words in their picture dictionaries
- Making signs/labels for display work

In the lesson plans there are suggestions on how to challenge higher level Ss.

Classroom Space

Students need to move around the classroom frequently to help maintain the pace and flow of the lesson. Mix up the use of tables and floor space to keep learners interest and help show change in lesson focus (e.g. sitting on the floor in a circle means we're going to do drilling).

Ss are motivated to write or create work for an audience; exploit this by ensuring Ss' work is displayed in the classroom (or corridor, notice board etc) and not just abandoned in a corner or your teacher's box! Ensure it is labelled with a title and Ss' names and put up with care; this can be handed over to the Ss who will take great pride in doing this.

Feedback

Feedback is a crucial part of the learning process; students need feedback in order to improve and see progress. It is also motivating and gives the lesson a purpose. It can be divided into 3 distinct but interconnected categories

1. **Praise.** This is particularly important in a young learner classroom so give as much as necessary; smiles, "well-dones", smiley faces etc will all motivate Ss to do their best

1. **Content feedback.** For Ss to feel recognition for their work and see the purpose of a task, it is important to give feedback on the content of an activity; seeking opinions can be a great way to do this (Which poster was the most interesting? Did you have anything in common with your partner? Etc)
2. **Linguistic feedback.** use either on the spot or delayed error correction to highlight any issues.
 - On the spot correction (Student says: "I go to school yesterday")
 - Repeat the error with questioning intonation. *I go to school yesterday*
 - Rephrase correctly: "Oh, you *went* to school yesterday!" or "Oh, I *went* to school yesterday too!".
 - Use finger correction: allocate one word/sound per finger; wiggle the finger where the error is to encourage Ss to correct themselves.
 - Delayed feedback
 - At the end of a task board any good and bad examples of language an ask Ss to decide if the sentence is correct or not and how it can be improved, if necessary.
 - Blanking out words can be a useful alternative to writing incorrect language on the board.
 - Delayed feedback is often a useful moment to incorporate further pronunciation work.

Notes about feedback

- Learners generally want to be correct and don't intentionally seek to make mistakes. Most learners say they want more feedback in class.
- Ss will not mind being corrected if you have created a positive, supportive learning environment; this is why praise is so important. Mistakes are a natural part of the learning process and should be considered as an opportunity for learning.
- Don't ignore mistakes or parrot them correctly without drawing the student's attention to it; engage the learners with the correction process.
- Never go straight to delayed linguistic feedback without first doing content feedback; it can be very demotivating; Ss could feel that you are only interested in doing tasks as an excuse to listen for errors.
- Don't just correct; highlight the positives too!

Fillers and Reviews

At the end of every lesson plan you will find a list of suggested activities based around the lesson under the title:

Fun Review for next lesson/ Filler activities for this lesson

You may need extra activities to engage or maintain interest. They can also be used as a review of the previous day's work. Below is a glossary of useful activities many of which are suggested in the lesson plans.

Typical games/activities

Anagrams	Can be done as a class, in teams or individually. Best done in lexical sets, e.g. Furniture: hairc, blate etc		
Backs to the board (telepathy)	In teams, one student from each team sits with their backs to the board. The teacher writes a word on the board. Other team members must define the word in English or mime to the teammate. Variation: Make students sit on their hands so they have to use English.		
Backs to the question	Same as above but Teacher writes a question on the board. Students must give an answer to the question so that the person in the hot seat can work out the question. E.g. I would scream. I'd run away. I'd call Ghostbusters Q: What would you do if you saw a ghost? Variation: Leave the questions on the board so Ss can ask and answer in pairs.		
Banana dictation	In groups / pairs (using mini whiteboards) or individually. Dictate sentences with missing words. When there is a missing word the teacher says banana and the students must write down the missing word (and rest of the sentence).		
Bingo	Students have a card with (e.g.) twelve pictures and twelve pieces of paper with corresponding words. They put six pieces of paper on the card (each student different) and then words are called out until one student has covered all the pictures. He / She is then the caller. Variation: Have students make their own bingo card from lexical set.		
Board Jump	Put the Ss in the centre of the classroom in front of the board. Draw a line down the centre of the board; indicate to Ss that this is an imaginary line that continues through the centre of the classroom. Designate one side of the board to one category and the other side to another. Call of words/phrases and Ss must decide which category they belong to and move to that side of the board (with a nice jump!) or straddle the imaginary line if both categories are possible. Some possible categories: <table border="1" data-bbox="429 1729 1386 1951"> <tr> <td style="text-align: center;"> ✓ Yes Summer Countable for </td> <td style="text-align: center;"> X No Winter Uncountable Since etc </td> </tr> </table>	✓ Yes Summer Countable for	X No Winter Uncountable Since etc
✓ Yes Summer Countable for	X No Winter Uncountable Since etc		

<p>Board race</p>	<p>In two teams students line up to write as many words in a given lexical set as possible. Each team has one pen, the first student writes one word only and passes pen to the next teammate. The team with the most (spelled correctly) in the given time is the winner.</p> <p>Variation. Draw two ladders, with ten rungs each, on the board. Students board race as above to reach the top ladder, The winning team reaches the top rung first.</p> <p>Variation 2: Can be used for grammatical structures. E.g. complete the sentence...If I had known..., Yesterday I...</p>
<p>Brain Gym</p>	<p>Exercised based TPR (Total Physical Response) in order to wake up the brain. Focus on co-ordination and following instructions.</p> <p>Students can invent their own movements and teach to other students.</p>
<p>Categories</p>	<p>Students in teams. Give them a category (e.g. types of film) and they must predict how many they can come up with in 1 minute. Various scoring systems are possible, e.g. 5 points for fulfilling prediction plus one point for every extra item, minus 2 points for not meeting predicted number etc)</p>
<p>Change chairs</p>	<p>Seat students in a circle. Teacher stands in middle and says 'Change chairs if you are wearing blue...if you get up early in the morning' . Students change chairs. When the students get the hang of it, the teacher should sit down in the circle so that one child is without a chair. This child then continues 'change chairs if...'. They need to try and sit down quickly so they are not stuck in the middle and another student can continue</p>
<p>Dancing vocabulary</p>	<p>Put on an upbeat song, e .g. <i>Happy</i> by <i>Pharrell Williams</i> and stand in a circle with the students. Call out a word elicit a dance move for it in time to the beat — continue with the same lexical set, handing it over to the students when they are ready so they choose the language (You can throw in 'freestyle' too).</p>
<p>Guess the category</p>	<p>Write seemingly random words on the board. Ss guess the link, e.g. chess, penguin, newspaper (black and white things) lemon, pineapple, banana (fruit) etc</p>
<p>Magic finger</p>	<p>Students 'write' words on their partner's back (i.e. use their finger as a pen). Good for practising new language or basic spelling with starters. Can be set up as a race or relay.</p>
<p>Mini Whiteboards</p>	<p>Take a piece of coloured card and put it into a plastic poly pocket. Ss can write on the plastic using whiteboard markers and erasing with tissue paper. These simple whiteboards can be used very effectively as for sharing answers to activities/games.</p>
<p>Missing Vowels</p>	<p>Remove vowels from lexical set (e.g. Food. p_ _r, l_m_n, m_ _t)</p> <p>Variation: Could be done with a whole text (good way to adapt boring readings from course books).</p>
<p>One word, many words</p>	<p>Students make as many words as possible out of one long word (e.g. INTERNATIONAL).</p>
<p>Pelmanism</p>	<p>Cards with matching words or pictures are spread face down and students take turns to pick up matching pairs. Can be used for questions and answers, collocations, pictures with their corresponding words, words and their definitions, compound nouns etc</p>
<p>Pictionary</p>	<p>Ss come to the board and draw an item. Other Ss guess the word. Can be best kept within a lexical set or items studied to avoid ambiguity. Can be handed over to Ss to continue in pairs/small groups.</p>

Post-it game	Get each student to write a piece of lexis from a lexical set on a post it note and then stick it to someone else's back or forehead. (could be done with famous people too). Students have to find out who they are by asking questions. Variation: Limit to yes / no questions for extra challenge.
Spelling tiles	Ss practice spelling in teams. Students empty the spelling tiles onto the floor and turn them all face up. The teacher then says/mimes/draws/defines a word to be spelt. Scoring: If you have 4 teams. The fastest team gets 3 points, the next 2 points, the next 1 point but the last to finish get 0 points.
Spelling circles	In teams, students sit in small circles. The teacher gives a word for team one to spell. Each child in the team says one letter of the word. If any student makes a mistake it passes over to the next team until it is correctly spelt. Students really have to listen to each other.
Stop the bus / Scategories	In teams, students have 4 or 5 categories e. g animal, name, country, food, sport, classroom object. Teacher says letter of alphabet and teams race to write a word for each category beginning with that letter. The team which finishes first shout 'Stop the bus' and teams get points for correct answers. Variation: Challenge students by giving extra points if their words are different to other teams.
TPR (Total Physical Response)	Teacher gives instructions and Ss respond with actions, e.g. I wake up in the morning, I stretch my hands to the sky, i have a shower etc. Good to do in a moving circle to avoid over-excited children running into each other
5 things	In teams, students have to write down five things in a given category. The more random the better. E.g. 5 things you can hide a penguin behind. 5 things bigger than a double-decker bus. 5 triangle-shaped things. The students can even decide the categories.
20 questions	One student thinks of an object (animal/mineral/vegetable). The other students ask yes/no questions to find out what the student is thinking of.

Resources

Further useful resources can be found at:

- Super Simple Songs https://www.youtube.com/channel/UCLsooMJoIpl_7ux2jvdPB-Q

A YouTube channel with accompanying website (supersimplelearning.com) loaded with easy kindergarten style songs. Aimed at native speakers, they work very well with this age group for EFL purposes

- MES-English <http://mes-english.com/>

A flashcard resource site with a range of lexical sets covered; flashcards available to print or in PowerPoint with accompanying bingo cards/word searches hand-outs etc

First Lesson

FUN-1

Focus	In this lesson, Ss need to complete an enrolment form and understand the school and class rules. A Speaking Assessment is also conducted to help ensure Ss are in the right class.
Materials	Sticky name labels, Attachments (School Rules, speed dating sentence stems, speaking assessment form), Projector and First lesson power point.
Aims of the lesson	1. By the end of the lesson students will have filled in and handed in their enrolment forms
	2. By the end of the lesson students will have been assessed in their speaking skills
	3. By the end of the lesson students will know about school rules and the class rules and rewards system

📄 - See UKL4 FUN Teaching Guide

LESSON PLAN

Phase	Time	Activity	Total time
First 30 minutes			
1	30'	<p>Welcome Packs and Enrolment Forms.</p> <p>Throw a ball around the classroom so you know everybody's name (perhaps ask Ss to wear a name label too).</p> <p>Welcome Packs</p> <p>Ensure that Ss write their name on their welcome pack and notebook. Look through the packs together and check Ss understand its contents. Encourage Ss to look at the maps and find where they are on them.</p> <p>Remind Ss that they need to bring their folder with them to every class and must wear their wristbands when leaving school grounds / at all times.</p> <p>Ss don't need to understand the content of everything but the reason why the information is useful for them.</p> <p>Enrolment Forms. Either board the enrollment form (attachment 1) on the IWB or write up the template on the white board.</p> <p>Complete the first pieces of information open class on</p>	30'

		<p>the board about you. USE CAPITAL LETTERS</p> <p>Give out the form folded in half so that Ss focus their attention only on the personal details section.</p> <p>Allow Ss who have their phones in the classroom to use their phones to complete the details; reassure Ss who don't have the details that their Group Leader will fill it in later.</p> <p>Re-iterate the fact that the emergency number is the number to contact a parent/guardian, NOT their own mobile number!</p> <p>Working in lockstep, Ss complete the forms in CAPITAL LETTERS.</p> <p>Focus Ss' attention on the second part of the form, again model your own examples. Ss need not write this information in English.</p> <p>Swimming ability can be best demonstrated with a cline of smiley faces on the board.</p> <p>Again model the final section; if there is any confusion; ask the Ss to talk to their group leader to clarify.</p>	
Second 30 minutes			
2	10'	<p>Introduction. Model the activity by completing the sentence stems in attachment 2 (All about me) on the board with information about you. Elicit the questions needed where possible.</p> <p>Ask Ss to complete the information about themselves.</p>	40'
3	20'	<p>Speaking Assessment. The idea is to get everybody speaking to everybody else, Ss use the sentences as prompts for discussion. Ss with very little language may simply read out their sentences, but stronger Ss should develop their sentences into questions, ask follow up questions and respond accordingly.</p> <p>Model the activity</p> <p>A; What's your name? B: My name's Gaia, How old are you? A: I'm 9. And you? B: I'm 9 too! A: Really?! Where are you from? B: I'm from Spain. Do you like Spain?</p>	60'

		<p>Etc.</p> <p>A & B: Nice to meet you!</p> <p>Drill 'Nice to meet you' so Ss use the language.</p> <p>Ask Ss to stand up and introduce themselves to everybody using the prompts.</p> <p>As Ss speak, monitor and fill in the speaking assessment sheet (attachment 3). Ask Ss any extra questions if you need to.</p> <p>If all the Ss finish early; encourage them to report back in pairs. <i>I think her name is Maria etc</i></p> <p>Sts could also report back open class.</p> <p><u>Feedback</u> on any useful language, examples of good language and typical errors.</p>	
Last 30 minutes			
3	25'	<p>School rules game. Board the school rules (attachment 4) in visual form and elicit from the Ss the meaning of each picture.</p> <p>Go through the school rules open class (attachment 5) and ask CCQs and give further examples to check understanding and drill the key phrases:</p> <p>e.g.</p> <ol style="list-style-type: none"> 1. Speak English 2. Be on time 3. Respect everyone; no bullying! 4. Be polite 5. Look at the notice board 6. Be quiet in your accommodation! 7. Ground Rules Policy 8. If you damage it, you pay for it! 9. If you hear the fire alarm, get out! <p>Ask Ss which they think is the most important rule.</p> <p><u>Board bash:</u></p> <p>But the group into 2/3 teams – Ss line up in front of the board.</p> <p>Read out the school rules randomly and Ss must bash</p>	85'

		<p>the appropriate picture; allocate points accordingly.</p> <p>Make sure you model good bashing and bad bashing here; reinforce the respect rule!</p> <p><u>Miming game</u> (if time allows)</p> <p>Nominate pairs to mime different scenarios. Other Ss guess the rule.</p>	
4	5	<p>Rules, Rewards and Consequences for the UKL4 FUN Classroom. □ Ask Ss if they think any rules are missing;</p> <p>Elicit the most important rules for the classroom</p> <ul style="list-style-type: none"> • Try to Speak English • Be on time • Respect everyone /everything • Don't interrupt; listen to your classmates. <p>Explain that if Ss don't respect the rules, the consequences are progressive:</p> <ol style="list-style-type: none"> 6. A warning 7. Teacher will move you in the classroom 8. After class – the teacher will speak to you alone 9. Group Leader - the teacher will speak to you and your Group Leader and the Course Director 10. Parents - phone call home <p>However, if Ss do respect the rules in the classroom, they will get a reward! Show Ss the reward chart and certificates.</p> <p>15 smiley faces = Bronze 20 smiley faces = Silver 25 smiley faces = Gold</p> <p>Ask some questions to further motivate and check understanding. Do you want a certificate? What colour would you like? Would your parents be happy to receive a phone call? Would they like to see your certificate? What do you have to do to get a bronze certificate? etc</p> <p>See the teaching notes for more information on the reward system for UKL4 FUN classes.</p>	90'

Enrolment Form – to be completed in CAPITALS



First Name

Surname(s)

Date of Birth

Nationality

Parents/Guardians Name

Address

Post Code

Home Telephone No

Emergency contact number

Are you taking any medication: Yes No

If yes please say what it is, what it is for and how often you have to take it:

.....

.....

.....

Have you recently had a tetanus injection? Yes / No

Date of tetanus

Please tick your swimming ability:

Can swim 50 metres and I am water confident

Cannot swim 50 metres but I am water confident

Cannot swim 50 metres and I am not water confident

By completing this form and enrolling on our course, students accept that they are expected to behave in a polite and respectful manner and comply with all rules imposed by UK Language Courses.

Important information: Please inform us of any **special diets / health problems / allergies / recent hospitalisations** or anything else you feel we should know about on the back of this form.

Attachment 2

All about me!

My name is

I'm.....years old.

I'm from

My favourite

In my free time, I.....

I can

Last summer I

I'm at summer school because

.....

I.....

I.....

I.....

All about me!

My name is

I'm.....years old.

I'm from

My favourite

In my free time, I.....

I can

Last summer I

I'm at summer school because

.....

I.....

I.....

I.....

Speaking Assessment Form

Teacher:	
Classroom:	
N. of Ss in class	

Pronunciation	Fluency	Accuracy	Lexis
How well can you make out what they are saying? Can you tell by the tone of their communicative intention?	How long can Ss speak without stopping? How good are they at paraphrasing? Are they using linking devices?	How many grammar mistakes are they making?	How broad a range of words are they using? Are they repeating the same words over and over?

SURNAME	NAME	✓	Mark 1 - 4 (1 = worst, 4 = best)			

Attachment 4



Attachment 5

School Rules!

1. English! You are here to learn English. Speak it as much as you can and **DO NOT** use your own language in lessons.
2. Be on time! Make sure you are not late for class, for activities or for excursions.
3. Be respectful and tolerant towards each other and all staff and Group Leaders. UKLC will not accept any bullying, harassment or abusive behaviour.
4. Be polite to everyone! Use "please" and "thank you".
5. Notice board! Look at the notice board every morning to see what the activities are for the day, remember what group you are in, and be on time!
6. Noise! After evening activities you must return to your boarding house. You can chat to your friends but after 11pm there must be quiet in the house!
7. At this college we have a "Ground Rules" policy. If you misbehave then you will get a warning, if it happens again we will ring your parents and if you still do not behave **WE WILL SEND YOU HOME.**
8. Damages. If you break something or cause damage then you will be asked to pay for it. If nobody tells us who caused the damage, the whole group will pay together.
9. Fire Drill. There will be a fire drill in your first few days. When you hear the alarm you must stop what you are doing and get out! We will have a competition to see which house/class is the fastest.

My Classroom

FUN-2

Focus	These lessons aim to prepare Ss for life in the UKLC classroom. Ss will be introduced to the language needed to participate in English in class, create a picture dictionary where they can store new lexis throughout the course and get used to the routines in the classroom. The most important element of today is that Ss feel confident and comfortable in the classroom.
Materials	A teacher's box, Alphabet flashcards (e.g. http://esl-kids.com/pdf/alphabet/small-alphabet.pdf), Song, Glue sticks and scissors, coloured paper and/or attached posters, coloured pencils and pens, blue tak, paper and card for making dictionaries, a model of a picture dictionary ☐, IWB Projector, copy of songs (optional)
Aims of the lesson: Language:	By the end of the lesson students will be better able to use functional language to work in the classroom.
Developmental aims:	Ss feel comfortable working in an English environment, encourage Ss to listen to one another, develop fine motor skills through cutting and sticking.
Assumed knowledge	Colours and some classroom object lexis.

☐ - See UKL4 FUN Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	<p>Routines. ☐</p> <p>Date and weather check followed by little teacher</p> <p><i>If you are not sure of your Ss' names throw a ball around and ask/answer "What's your name?" Until you and all the Ss know everybody's name. Throw in some other personal questions too (What's your favourite...? Where are you from...? etc)</i></p>	10'
2	10'	<p>Classroom Instructions. Do TPR ☐ with typical classroom instructions – <i>stand in a circle, make a line, read, listen, point, be quiet, put your hand up, draw, colour, write, cut</i> etc.</p>	20'

<p>3</p>	<p>10'</p>	<p>Warmer. Review the alphabet with learners; it's likely that they will know the song well but struggle to recognize and produce some letters out of sequence (typical problematic letters are A, E, I, O, U, R, H, J, X, Y)</p> <p>Drill the alphabet as a group and then nominate individuals to check certain sounds; keep coming back to those problematic letters to ensure Ss are confident in producing them independently.</p> <p>It can be fun to drill the alphabet in a round, go around the circle and ask each student a letter in turn (a, b, c, etc) every time a student makes a mistake, everybody quickly changes positions in the circle and the next student must start again from the beginning.</p>	<p>30'</p>
<p>4</p>	<p>10'</p>	<p>Focus on pronunciation – colour alphabet.</p> <p>Elicit the following colours (use your colour pencils or flashcards to do so)</p> <p style="text-align: center;">Green Grey Red Blue Yellow White Dark blue</p> <p>Drill the colours and put them on the floor in front of you. Encourage Ss to pay attention to your mouth shape as you do –by exaggerating the vowel sounds and using gestures. Now return to your alphabet cards – ask Ss to match the sound to the same colour sound accordingly.</p> <p>a- Grey b- Green c- Green d- Green e- Green f- Red etc</p> <p>Start by doing them open class; when Ss get the hang of it pass it over to the Ss to complete.</p>	<p>40'</p>

		<p>Green – b, c, d, e, g, p, t, v Grey – a, h, j, k Red – f, l, m, n, s, x, z Blue – q, u, w Yellow – o White – i, y Dark blue – r</p> <p>Check open class and drill the sounds again in colour order to reinforce the sounds</p> <p>Extension. Put the colours in different corners of the room, ask the Ss to stand up in the middle of the classroom, say different letters of the alphabet and Ss move accordingly.</p>	
5	10'	<p>Controlled practice. Give Ss a copy of the alphabet (see attachment 1) ask them to colour the letters according to the appropriate sound.</p>	50'
6	10'	<p>Spelling practice. In pairs/ small groups Ss ask and answer "How do you spell...?" questions; this is a very useful classroom question and sets up a later part of the lesson so drill this so that Ss feel comfortable with the question.</p> <p><i>How do you spell your first name?</i> <i>How do you spell your last name?</i> <i>How do you spell your town?</i> Etc</p> <p>Ss should also write down the answers to check understanding.</p>	60

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	30'	<p>Picture Dictionary Creation Elicit the alphabet onto the board – writing both the upper and lower case letters; Aa Bb, Cc etc</p> <p>Show Ss your model of a picture dictionary and tell Ss that they're going to create their own dictionary where they can keep a record of all the new words they learn at summer school.</p> <p>How to make a dictionary: <i>You might want to do this first step before class: Take 15 A4 sheets of paper and one sheet of coloured card: Lie the papers on top of the card and fold in half Staple twice to create the book Alternatively, you could use the first section of Ss' notebooks for this.</i></p> <p>Open the book to the first double page and ask Ss to write the letter Aa in the top right corner. Encourage Ss to write both the capital and lower case version (Aa) as not all Ss will be confident with both forms yet especially for the letters that they don't have in their own languages.</p> <p>Continue, allowing one double page for every letter. (This is best done in lock step to avoid fast finishers racing ahead) You should monitor closely as some Ss may skip letters or write the letters on every page – again working in lockstep should prevent this. Ss should end up with a few spare pages at the end (to account for any mistakes!) and a blank first page. On the front cover, Ss write '(Mario)'s Picture Dictionary and decorate it (suggestions might include a British flag, UKLC logo, a spelling bee etc)</p> <p>Make sure your own model is beautifully decorated with some words already entered in to show Ss what to aim for and to motivate them to want to have one too!</p> <p>Enter some words with the single word and a drawing, put others words in full sentences and a drawing to show stronger Ss what is expected of them.</p> <p>Encourage Ss to enter any words that they have already learnt at summer school (e.g. wristband, school rules, dining room, rhyme etc) or any words that are</p>	30'

		<p>already in your new language column on the board.</p> <p><u>Optional activity</u> Ss can colour the letters with the corresponding rhyming colour (see above)</p>	
2	20'	<p>Classroom lexis Elicit from Ss that they should try to use only English in the classroom so it's very important that they know all the classroom words.</p> <p>Elicit bigger items first (<i>table, chair, board, window</i>), and drill any problematic language.</p> <p>Bring Ss on to the floor and sit down in a circle. Show the Ss your teacher's box and encourage learners to guess what's inside (teach/ elicit <i>Have you got a....?</i>)</p> <p>As Ss guess the items drill the pronunciation. Key items that will be useful during the class are <i>pen, pencil, pencil sharpener, pencil case, ruler, rubber, colour pencil, felt tip pen, scissors, glue stick, blue tak, notebook, picture dictionary etc</i></p> <p>Drill the items paying particular attention to correct pronunciation and those words that are new to them /they are less confident with, initially drill chorally, then in small groups then pass the items around the circle. Ss ask and answer</p> <p><i>A: What's this in English?</i> <i>B: It's aWhat's this in English?</i> <i>C: It's a....What's this in English?</i></p> <p>etc</p> <p>Start by sending one item in one direction. When the Ss get the hang of it, send another item in the opposite direction. Continue to feed in other items - the fun starts when Ss get two things at once!</p> <p><u>Safety</u></p> <p>Ensure Ss pass the scissors in a safe way; model a good and a bad example of this to show Ss your expectations.</p> <p>Tweak for higher levels. Send two or everything round the circle; elicit the plural form and 'What are these in English?' They are...'</p> <p>Add any new language to the picture dictionary.</p>	50'

3	10'	<p>Spoken practice of the target language: Mingle.</p> <p>Remain in the circle and ensure some/all children have an object.</p> <p>Ask the Ss to give you the objects in turn by asking <i>'Can I have an x, please?'</i> Encourage Ss to respond with <i>'Here you go'</i></p> <p>When you have the returned items, elicit the question <i>"Can I have an x, please?"</i> Drill the question and response using a variety of the objects until Ss are comfortable with the question.</p> <p>Model the activity with a strong student. Ask the student to stand up and you each take one item. Ask and answer: <i>A: Can I have a x, please?</i> <i>B: Here you go. Can I have a x please?</i> <i>A: Here you go.</i> <i>B: Thank you.</i></p> <p>Swap the items according to the transaction above then continue with another student. Then give everybody an item and ask Ss to continue asking and answering the questions to everybody in the group.</p> <p>Monitor and refer back to the school rules; insist on <i>please</i> and <i>thank yous!</i></p> <p>Feedback by sitting everybody back down in the circle and asking for the items and returning them to the box.</p>	60'
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LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	5'	<p>Lead-in Recap the question <i>'Can I have an x, please?'</i> and remind Ss that this is a very useful question in the classroom and around summer school in general. Elicit other situations when it's useful (In the canteen, doing sports activities, in shops, at the tuck shop etc')</p> <p>Tell Ss they're going to learn some other important language to help them communicate in English in the classroom (and beyond)</p>	5'

<p>2</p>	<p>25'</p>	<p>Classroom language song. Get Ss to stand up. Ask Ss several questions about classroom objects by asking "How do you say this in English?" then draw a man on the board and repeat the question.</p> <p>Put the images from the song on the IWB (attachment 2,3) Sing the tune of the song pointing at the pictures as you go along – at this stage don't sing the words – just use la, la, la etc to the tune of Frère Jacques.</p> <p>The aim here is to sensitize Ss to what the images represent and give them the tune in preparation for the next stage.</p> <p>Elicit/teach and drill each line – checking the meaning further by giving more examples.</p> <p>Drill each couplet, every time Ss are comfortable with one couplet, go back to the previous ones to keep on building on their knowledge.</p> <p>Encourage Ss to do actions as they sing along.</p> <p>Sing the song through completely a couple of times then divide the room into two groups:</p> <p style="text-align: center;">Group A = question Group B = response</p> <p>Ss then repeat the song but only singing their parts; change groups and repeat. Encourage a bit of completion between the groups here to see who can sing the best.</p> <p>Put the Ss in pairs and Ss practice the song together – one as the question and the other as the response; Ss swap roles.</p> <p>Bring back the Ss all together and repeat for a final time.</p> <p><u>Optional:</u> Give Ss a copy of the song with some words gapped out so Ss have a take away copy of the song (Attachment 4)</p>	<p>30'</p>
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3	15'	<p>Classroom Poster creation Tell the Ss as this language is very important you'd like them to create posters with these phrases on as a reminder to use them in the classroom.</p> <p>Depending on the level it might be useful to feed in some other useful questions/statements; <i>Can I go to the toilet, please? I don't understand, Sorry, I'm late, Can you help me please, I've forgotten my x, Can you open a window please?</i></p> <p>Ss could create their posters from scratch or you could use these Wordles (Attachment 5) for Ss to cut up and put in the right order. Ss should add an accompanying picture to help Ss remember the meaning.</p> <p><i>Insist that Ss use the classroom language to get any items they need for the creation of their posters.</i></p> <p><u>Early finishers</u> Ask Ss to copy the sentences into their notebooks for future reference.</p>	45'
3	5'	<p>Feedback. Stick the posters around the room and drill the sentences again so Ss are confident they know where to look for help in future lessons</p>	50'
4	10'	<p>Classroom tidy up and rewards. ☐</p>	60'

Fun Review for next lesson/ Filler activities for this lesson.

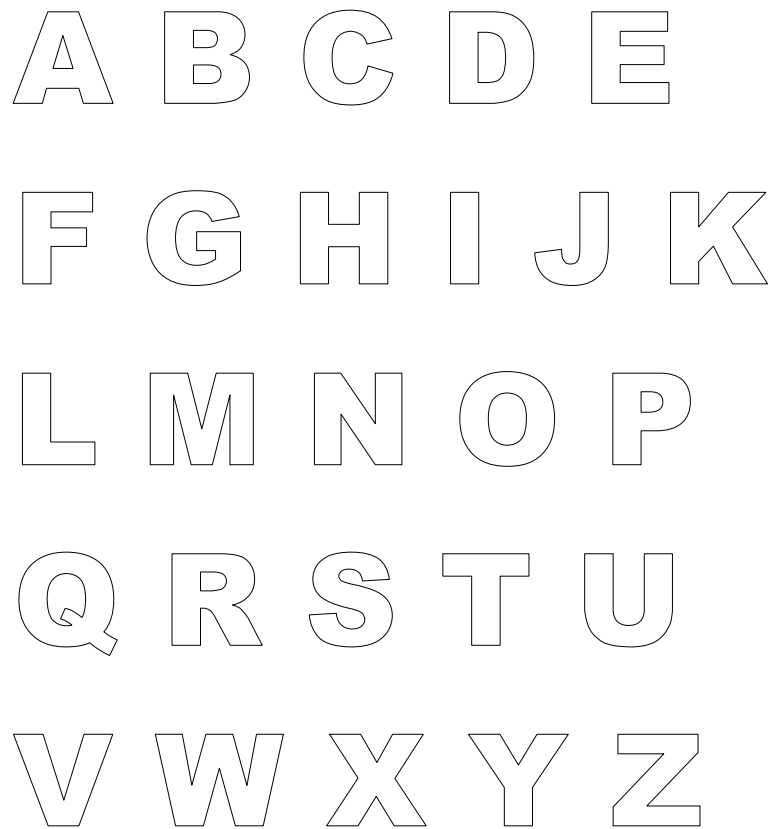
- Play 'backs to the board' ☐ with the classroom lexis or classroom sentences
- Play Pictionary ☐ with the classroom lexis
- Simon says ☐ with classroom instructions/questions

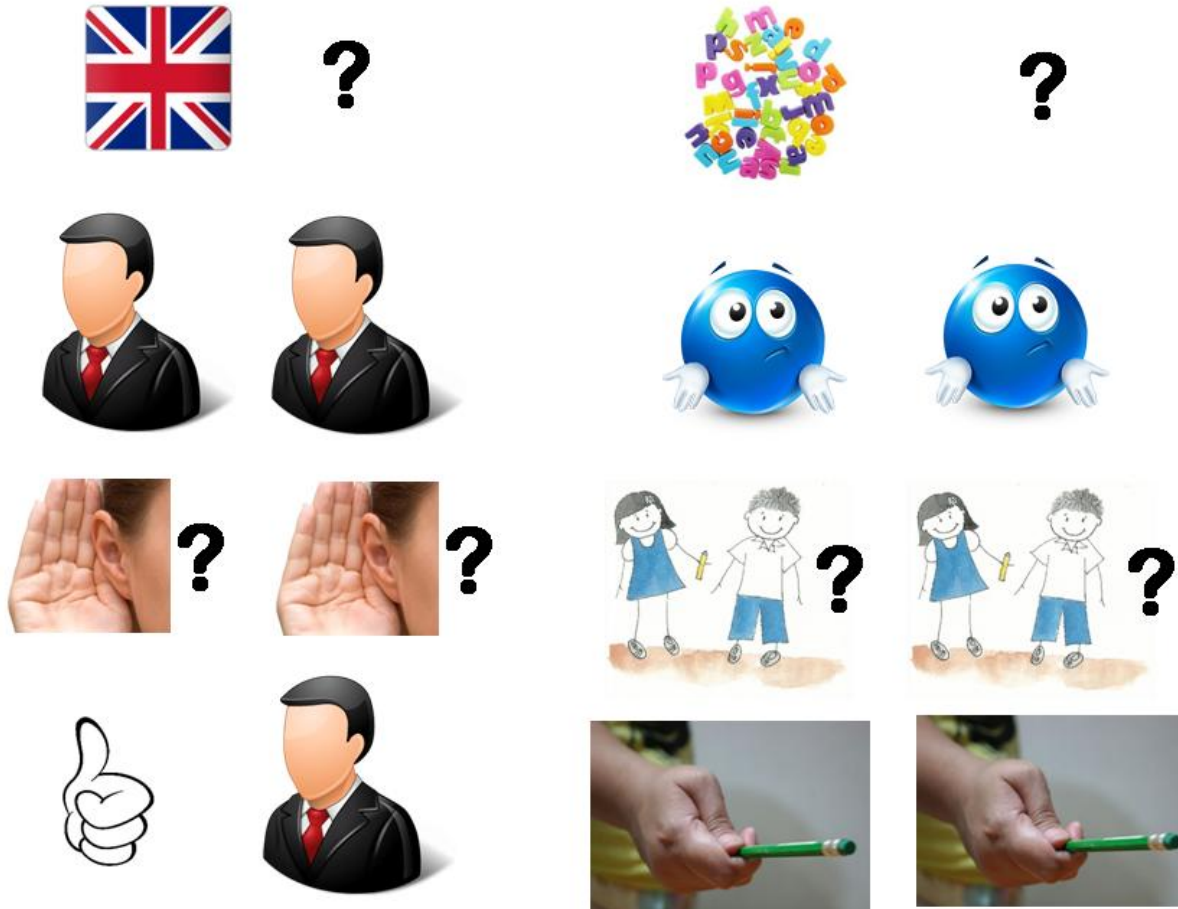
Ways to adapt for different levels

- See notes in the lesson plan.
- Stronger classes may only need a quick review of the lexis and form allowing you more time to work on classroom questions

Attachment 1

The Alphabet





Classroom Song

How do you say this I
English?
It's man.
It's man.

Can you repeat,
please?
Can you repeat,
please?

Yes, I can.
It's man

How do you spell that?
How do you spell that?
I don't know
I don't know

Can I have a pencil,
please?
Can I have a pencil,
please?
Here you go.
Here you go.

Classroom Song

How do you say
this in English?

It's " _ _ _ "
_ _ _ ' "man"

Can you _ _ _ _ _ _ _ _ ,
please?

Can you repeat, _ _
_ _ _ _ _ ?

Yes, I can.

It's " _ _ _ . "

How do you _ _ _ _
_ that?

How do you spell _ _
_ _ ?

I _ _ _ ' _ know!

I don't _ _ _ _ !

Can I have a _ _ _ _ _
_ _ , please?

Can I have a pencil,
_ _ _ _ _ _ ?

Here _ _ _ go!

Here you _ _ !



My Time and E-safety

FUN-3

Focus	In this lesson students will think about how they use their time. They will clarify their understanding of the word 'safe' and watch two videos to highlight their awareness of being safe online. Ss will then go on to design their own poster with advice to encourage other students to be safe online. Please note that the e-safety section of the lesson is compulsory.
Materials	Hand-out with pie charts on, paper for posters, felt tips pens/colour pencils, projector for YouTube videos: https://youtu.be/d5kW4pI_VQw (Child focus e-safety) by Creative Conspiracy and https://www.youtube.com/watch?v=-nMUbHuffO8&feature=youtu.be (CEOP KS1 Film: 'Lee & Kim' Cartoon Suitable 5 yrs -- 7 yrs) By Jacqui Thompson
Aims of the lesson: Language:	By the end of the lesson Ss will... <ol style="list-style-type: none"> 1. ...be better able to give their opinions on safety in the context of using the internet. 2. ...be better able to use imperatives to give advice (for higher levels: better able to use should/shouldn't for advice) 3. ...be better able to use visual clues to understand an authentic listening text 4.be better able to talk about their daily lives using the verb pattern spend time + ing Something
Developmental aims:	Develop critical thinking skills; encourage Ss to listen to one another; raise awareness of social conventions.
Assumed knowledge	Familiarity with some daily activities and animal lexis.

☐ - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. ☐ Date and weather check followed by little teacher	10'
2	10'	Last lesson fun review. ☐	20'
3	15'	Warmer. Ask Ss in groups to brainstorm all the activities they do in a day. Elicit some examples on the board (e.g. studying, eating, sending text messages).	35

		<p>Encourage Ss to use the -ing form of the verbs to make the next part of the lesson easier.</p> <p>Feedback</p> <p><u>Content:</u> Ask Ss to put the activities in the order that they usually do them.</p> <p><u>Linguistic:</u> Feedback on any useful language</p>	
4	10'	<p>Task preparation Board a pie chart with 24 segments in it. Elicit the hours around the side of the pie chart and with the help of the Ss start to complete your time distribution on it (see attachment 1 as an example).</p> <p>Hand out the pie chart templates (attachment 2) to the Ss and ask them to complete their charts for themselves.</p>	45'
4	15'	<p>Mingle. Model the activity by asking various Ss <i>'How much time to do you spending?'</i></p> <p>Elicit the question to the board and an appropriate response.</p> <p><i>e.g. How much time do you spend sleeping.</i> <i>I spend 8 hours sleeping everyday</i> <i>I usually spend 8 hours sleeping</i></p> <p>Keep drilling the question and response with different verbs until Ss are comfortable enough to use it independently.</p> <p>Encourage Ss to respond to the information with <i>'Oh really?'</i> <i>Me too,</i> <i>Wow,</i> <i>I wish I could do that etc</i></p> <p>Ss mingle around the classroom and ask and answer questions; they should be given the additional task of finding the person who is most similar to them to encourage Ss to listen to one another.</p> <p>Feedback on any interesting similarities/differences. Who has the best day etc.</p> <p>Allow time for Ss to add any new language to their picture dictionaries.</p>	60'

		<p><u>Tweak for higher levels</u></p> <p>You could exploit this to work on comparatives/superlatives.</p>	
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LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	5'	<p>Warmer. Now ask Ss to look at the activities in their pie chart and highlight which activities involve using technology/being online. Elicit responses from Ss and ask if they think this is ok, if they want to spend more time or less time online etc.</p> <p>Ask Ss in groups to brainstorm all the activities that they can use a computer/smartphone for. To make this more motivating, do this as a board race or completion where the team with the highest number of correct points, wins.</p>	5'
2	10'	<p>Lead in. T boards pictures of:</p> <ul style="list-style-type: none"> - somebody crossing the road safely and somebody crossing the road dangerously, somebody swimming with sharks, somebody rollerblading with elbow and knee pads, a child using a computer, people playing chess, somebody feeding a lion, somebody doing a science experiment with goggles, somebody playing football, somebody sending a text message. <p>Ask the students to decide which activities are safe and which are dangerous. Model first with the road pictures and elicit which is dangerous and which is safe. Write in new language column 'safe >< dangerous'. Ss speak in pairs.</p> <p>With stronger students encourage them to give opinions and reasons. <i>E.g. I think x is dangerous because....</i></p> <p>Feedback (open class). Ask Ss to respond physically to whether an activity is safe or dangerous (e.g. have a dangerous and a safe side of the classroom that Ss</p>	15'

		<p>must move to and thumbs up for safe and thumbs down for dangerous). Nominate stronger Ss for reasons.</p> <p>Elicit more dangerous and safe activities from Ss. Add any new language to the column on your whiteboard.</p> <p>Return Ss to their seats and focus again on whether using a computer is safe or dangerous. It's ok if they have different opinions! Tell Ss they are going to watch a video about using the internet and Ss need to decide whether they still have the same opinion.</p> <p>Gist task: <i>Is using a computer safe or dangerous?</i></p>	
3	10'	<p>Video 1</p> <p>Play this short film https://youtu.be/d5kW4pI_VQw (Child focus e-safety) by Creative Conspiracy.</p> <p>Ask Ss to tell their partner if using a computer is safe or dangerous (Did they change their opinion?). For very low levels, pre-teach any functional language Ss will need in order to do this (e.g. <i>I think using a computer is safe, No, I disagree/ Yes I agree because....</i>)</p> <p><u>Feedback open class:</u> Ss may come to the conclusion that using a computer is dangerous only for the computer (it gets a virus).</p> <p>Ask Ss if they have ever had the same problem with adverts on their computer.</p> <p>Elicit from Ss what we can learn from this video. Board something like <i>'Don't click on strange adverts'</i> in new language column.</p>	25'
4	10'	<p>Video 2</p> <p>Board 2 stick people, name them Lee and Kim. Tell Ss they're going to watch another video about using a computer, but this time with Lee and Kim.</p> <p>Gist question: Are Lee and Kim safe when using the computer?</p>	35'

		<p><i>Important: Tell the Ss that this is an authentic video for English school children so they might not understand every word. This should be really motivating for them! Remind Ss that it isn't important to understand every word but just to answer the question are Kim and Lee safe.</i></p> <p>Watch this https://youtu.be/-nMUbHuffO8 from 00:10 until 01:48</p> <p>Pause the film and ask the Ss to tell their partners if Lee and Kim are safe or unsafe.</p> <p><u>Feedback</u> open class: Elicit some opinions. But don't tell them the answer!</p>	
5	5'	<p>Watching for detail Draw a stick superhero next to your stick Lee and Kim and name him Super Sid. Tell the Ss Super Sid will tell them if Lee and Kim are safe or not. Watch.</p> <p>Task: Were you correct? Are Kim and Lee safe?</p> <p>Press PLAY from 01:48 (or go back to beginning if the Ss prefer)</p> <p>Watch until 02:50 (Twice if necessary) Ask Ss to compare their answers. Ask for justification from stronger Ss. (Watch again to check if necessary)</p> <p><u>Feedback</u></p> <p>Board 'Personal information' in the new language column and elicit what this might include (<i>date of birth, address, school, telephone number, email address etc</i>). CCQs might include: Is your birthday personal information? (Yes) Is your telephone number personal information? (Yes) Is your favourite food? (No, not really)</p>	40'
6	5'	<p>Prediction Return focus to video: What do Ss think is going to happen next? Elicit longer answers using '<i>going to</i>' for prediction from higher-level ss.</p> <p>With very low levels, gist question: <i>Do you think it will be safe or dangerous?"</i></p>	45'

		<p>Students watch and check until 5:18</p> <p>Students decide in pairs if it was a safe or dangerous adventure. (Answer: Dangerous; scary man!)</p>	
4	10'	<p>Watching for Specific Information</p> <p>Students watch 02:50-05:18 again and answer the following specific information questions (board them to ensure Ss stay focussed):</p> <ol style="list-style-type: none"> 1. What animals do you see? <i>Rabbits, bear, pig, dog, fox, cat, monkey, tiger (butterflies)</i> 2. Which animals are bad? <i>Tiger, bear*</i> (cuddly bear, the bear could be a nice animal, like a teddy bear; what seems nice, is not always nice). 3. Which animals are good? <i>Rabbits, monkey (we don't know about the other animals but we can assume they are good as they don't do anything bad!)</i> 4. Why does Kim have butterflies in her stomach? (mime this for lower levels) <i>She is scared</i> 5. Are the animals real? / who are the animals in reality? <i>(No / Other computer game players)</i> <p>Ask the Ss to check their answers in pairs/small groups.</p> <p><u>Feedback</u> open class, encourage Ss to justify their answers. Number 5 may need more checking.</p>	55'
5	5'	<p>Prediction What do you think will happen next? Elicit Ss' ideas: open class or in pairs.</p> <p>Ss watch and check until 06:00</p> <p>Feedback – were your ideas correct? Are Lee and Kim safe now? (yes)</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	10'	<p>Focus on advice. Remind Ss of the video; recap the key points.</p> <p>Tell Ss Super Sid can help us stay safe. How many top tips does he have?</p> <p>Ss watch and check 06:00</p> <p>Four top tips:</p> <p>Board the top tips in the wrong order e.g.</p> <ul style="list-style-type: none"> • <i>Keep your personal information private (3)</i> • <i>People you don't know are strangers. (1)</i> • <i>Tell an adult you trust (4)</i> • <i>Be nice to people like you would in the play-ground (2)</i> <p>Ss watch again and put them in the correct order (see above)</p> <p>CCQ (Concept Check Question) these rules carefully so you are happy the Ss understand their significance. <i>e.g. is it good to tell a teacher if you have an internet problem? (Yes), is it ok to say you've got big ears to somebody on the internet? (No) Is everybody online your friend? (No) Is it a good idea to give to out your phone number on a social networking site? (No)</i></p> <p>CCQ 'stranger' <i>(Is your mum a stranger? No. Is your sister a stranger? No. Is that person in the street a stranger? Yes. etc.)</i></p> <p>Ss may want to see the end of the video, do this if you wish, or move straight on to production stage.</p> <p>Ask Ss if they liked the video. Why/ why not?</p>	10'
1	30'	<p>Poster Making. Ask Ss what would be a good title for these top tips. Feed in 'e-safety'.</p> <p>Ask Ss in small groups of 2/3 to design a poster with at least 5 rules for being safe online (the four top tips, plus <i>don't click on strange ads</i> would give them 5), but</p>	40'

		<p>encourage them to be creative and think of other advice. E.g. <i>Don't meet arrange to meet strangers, don't read emails from strangers, don't believe all the information on the internet etc</i></p> <p>Give Ss around 20 minutes to design a poster. To further motivate Ss, tell them these posters will be put on display in the computer room (or other appropriate area) so all the other classes/staff/ group leaders will see them. Encourage equal participation from all Ss, by insisting that each member of the group speaks/writes (not only draws).</p> <p>Show an example (attachment 3) to help them gain ideas and motivate more.</p> <p>Pre-teach/ elicit, board and drill functional language to help Ss communicate in English during the poster making time.</p> <p>E.g. <i>Let's draw a...here.</i> <i>No, let's write.....there</i> <i>Can I have the blue pencil please?</i> <i>(Higher levels) I think we should draw a .../ write about...</i></p> <p>Tweak for higher levels Encourage higher-level Ss to use should/shouldn't, rather than imperatives.</p>	
2	10'	<p>Feedback.</p> <p><u>Content:</u> Either do a gallery display around the room and ask Ss to choose the best poster/ most interesting / important rule/advice / funniest picture etc and feedback open class.</p> <p>Or ask Ss to hold up their posters and give a brief explanation of them.</p> <p><u>Linguistic:</u> Feedback on any useful language</p> <p><i>After the lesson</i></p> <p>Don't forget to put up their work for all to see!</p>	50'
4	10'	<p>Classroom tidy up and rewards. ☐</p>	60'

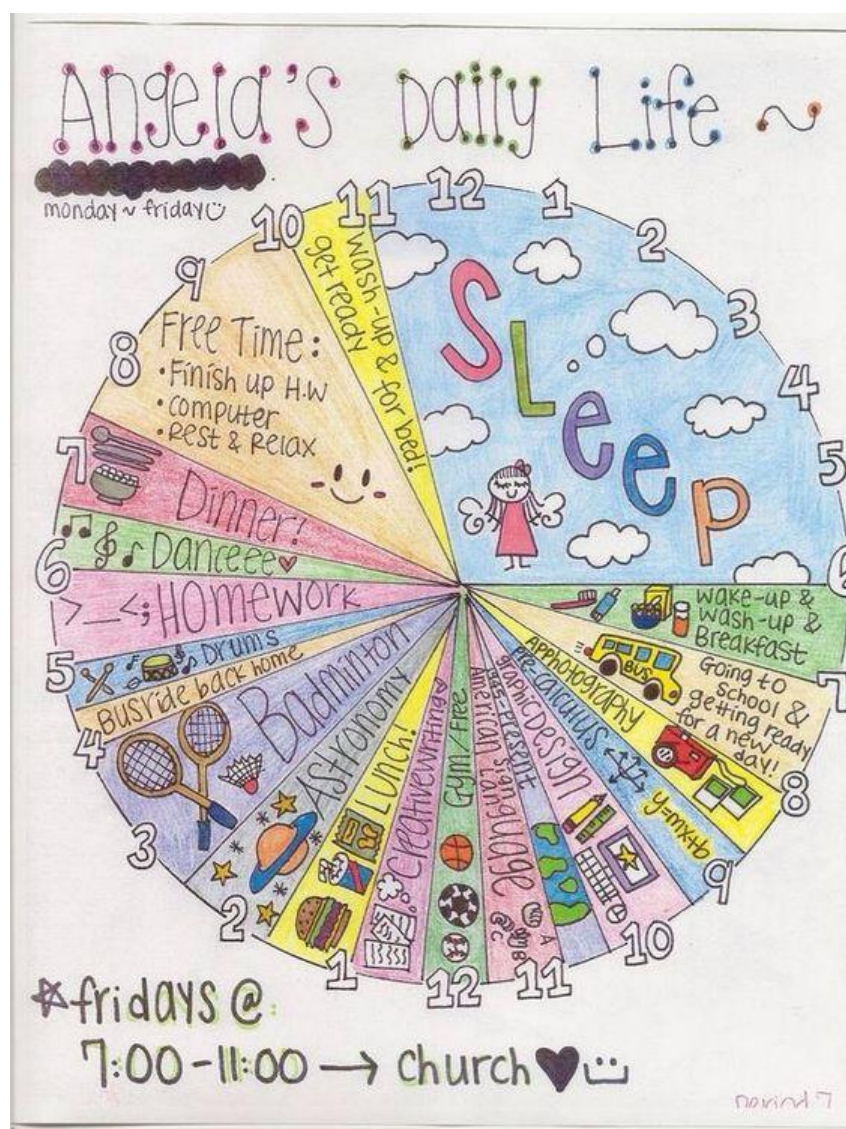
Fun Review for next lesson/ Filler activities for this lesson.

- Play this interactive game <https://www.esafety.gov.au/kids-quiz/> or this more comprehensive one: <https://esafety.gov.au/education-resources/classroom-resources/budde>
- 'Backs to the board' with new language from today's lesson

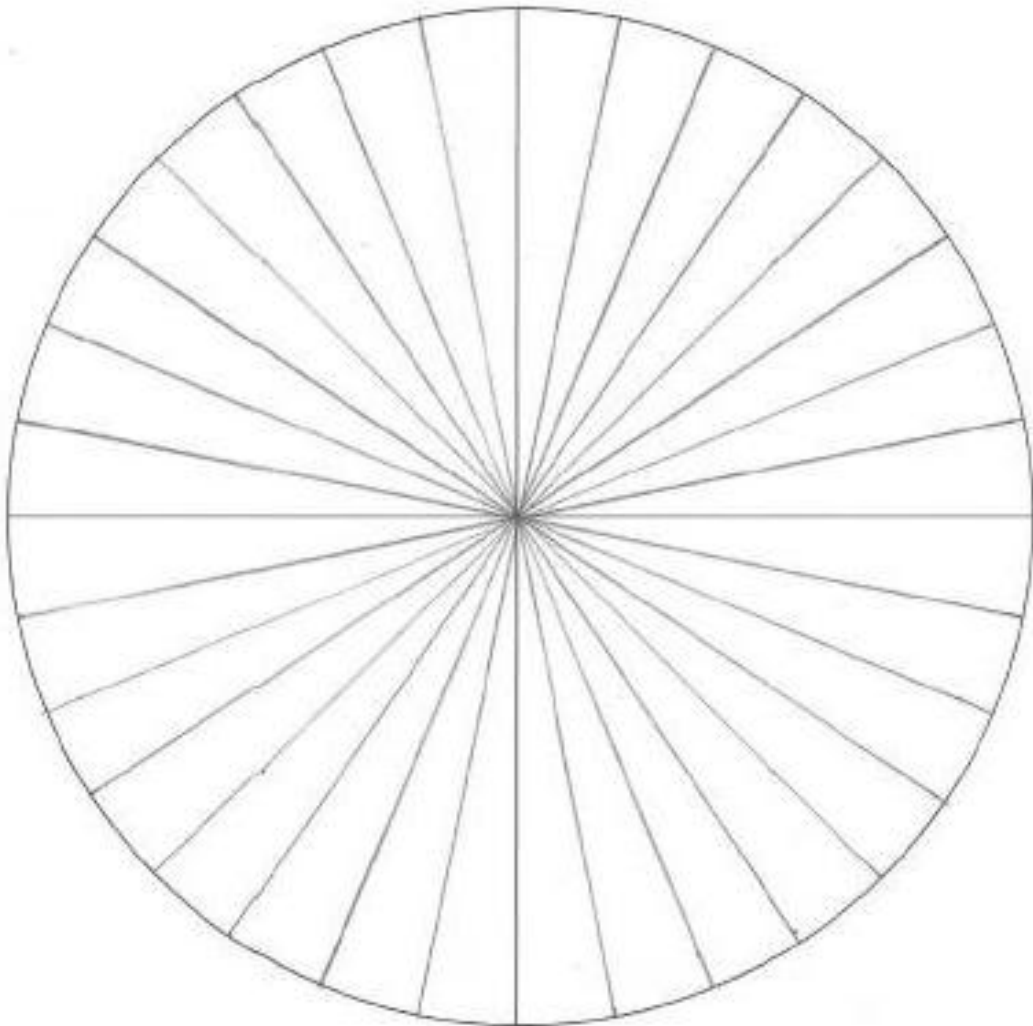
Ways to adapt for different levels

- See notes in the lesson plan.
- Stronger Ss could act out different online scenarios and Ss could think of appropriate advice.

Attachment 1



Attachment 2



Attachment 3



Our eSafety Top Tips!





My Clothes

FUN-4

Focus	In this lesson students will explore clothes lexis by reading the story of the Emperor's New Clothes. Ss will practice writing and reading student generated materials. This could potentially link with a Trashion Show.
Materials	A copy of The Emperor's New Clothes(Usborne books), Paper for poster, felt tips pens/colour pencils, flashcards of clothes.
Aims of the lesson: Language:	By the end of the lesson students will be better able to use language to talk about their clothes in the context of reading a book The Emporere's New Clothes .
Developmental aims:	Develop drama skills and interaction skills.
Assumed knowledge	Some basic clothing lexis.

☞ - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. ☞ Date and weather check followed by little teacher.	10'
2	10'	Last lesson Fun Review. ☞ Look at the bottom of the last page of that lesson for ideas.	20'
3	5'	Warmer. Elicit some of the clothes that Ss are wearing and plays Simon Says with 'point to a + item of clothing'	25'
4	20'	Language presentation. Drill lexis for clothes– you could use <i>realia</i> or these flashcards: http://www.mes-english.com/flashcards/clothes.php Divide flashcards into two sides when drilling. Ask Ss to decide what the difference is between the two sides. T elicits singular and plural	45'

		Allow time for Ss to add new lexis to their picture dictionaries.	
5	10'	Controlled practice. Ask Ss to draw two stick people; one male and one female. Dictate clothes for each to wear (Ss often confuse he/she so this will reinforce this knowledge too).	55'
6	5'	<p>Consolidation of language through a chant. Drill the Emperor's Little Hum (to the tune of heads, shoulders, knees and toes):</p> <p style="text-align: center;">Mmm, mm, m, mm mm Mm, mm, Shirts, trousers, socks and shoes Sock and shoes I love clothes, oh yes, oh yes, I do Shirts, trousers, socks and shoes Socks and shoes (Words by Sarah Phillips, 2013)</p>	60'

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	30'	<p>Listening to a story. Show the Ss the front cover of the book and elicit what the Ss think will happen in the story.</p> <p>Read the story to the Ss.</p> <p>Make sure all the Ss can see; you might need to have half the Ss on the floor and a row behind sat on chairs. Turn the book towards the Ss and read the story; following the words with your fingers and pointing to the pictures to support the story; you might need to grade the language or add more information to ensure understanding. Add chant into story whenever the Emperor is trying on clothes and encourage the Ss to join in.</p>	30'

		<p>Ask the Ss if they liked the story.</p> <p>Read the story again and ask them to join in the words with you; play with the rhythms so Ss gain confidence with the structures and drill key expressions.</p> <p>Read the story again, this time with the Ss stood up and get them to join in with as much as possible, the chant, miming and any text they remember.</p>	
2	15'	<p>Dramatic response to the text. Ss act out key scenes from the story. E.g. trying on the clothes: T elicits structure and drills 'Here's your beautiful, green shirt your majesty'. 'Ooh it's fantastic/amazing/ wonderful etc'. Pass this over to the Ss to continue.</p>	45'
3	15'	<p>Play a game of story statues from the text. Ask a child to come to the front and position them into a freeze frame of a scene. Ss work in pairs to guess. <i>I think it's the little boy. He's shouting.</i></p> <p>Once Ss understand the concept pass this over to them to continue the activity in small groups.</p> <p>You might need to elicit and board the characters and some actions in order to support weaker Ss.</p> <p>If time is available at the end of the lesson, read the story again; eliciting what is going to happen next and encouraging the Ss to tell the story.</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	20'	<p>Consequences Drawing activity. Tell Ss they are now going to design some new clothes for the Emperor (depending on the group, Ss may prefer to design clothes for a UKLC staff member).</p> <p>Give each student an A4 piece of paper which they fold into 6 parts. In the first part Ss draw the emperor's head and some fancy head gear. They pass it along the group, folding it as they go along to keep it top secret. And the next person draws a top etc.</p>	20'
2	15'	<p>Writing practice. Give Ss one completed emperor each, ask them to open up the image and describe it to their partner (expect lots of laughter).</p> <p>Ask Ss to write a paragraph of text based on the collaborated images. Depending on the level you may need to board sentence stems/model for students to study and change. Be available to help with new lexis and monitor for accuracy.</p> <p>Tweak for higher levels. Stronger classes can write an alternative ending to the story or a continuation of the story. Or a parallel story from the point of view of the Clothes Makers</p>	35'
3	10'	<p>Reading. Ask the Ss to help you hang the posters around the room. Distribute the paragraphs to students who read the paragraphs and match them to the appropriate Emperor poster.</p> <p>Stronger Ss should be encouraged to add more detail. Stick the descriptions to the appropriate posters.</p>	45'

4	5'	<p>Feedback. Give feedback on good language and typical errors. Some typical errors to feedback on may include:</p> <p style="text-align: center;">He's wearing a coat long He is wear high heeled shoes He's wearing a long red trousers.</p>	50'
4	10'	<p>Classroom tidy up and rewards. ☐</p>	10'

Fun Review for next lesson/ Filler activities for this lesson☐.

- Board jump ☐– singular/plural nouns
- Simon Says - Miming with take off and put on clothes
- Pictionary☐ with clothes lexis
- Repeat the song and add in extra lyrics

Ways to adapt for different levels

See in text comments

Stronger classes will need to spend less time on the lexis; this will free up more time for 'making the language their own'. Ss could create a new uniform for UKLC staff members and present their ideas.



My Day FUN-5

Focus	These lessons revise and review language for daily routine; the language focus is on present simple, 3 rd person 's' in the context of watching a Mr. Bean video. In the final activity, Ss produce a mini book detailing their daily routine
Materials	A3 paper and colouring pencils, Daily routine flashcards http://www.mes-english.com/flashcards/dailyroutines.php (optional) a model of the mini-book, card and split pins for clocks (optional), Mr. Bean worksheet (attachment 2), Youtube clip: https://www.youtube.com/watch?v=IacjiYGj9I4 and projector.
Aims of the lesson	By the end of the lesson students will be better able to use language to talk about their daily routines in the context of making a mini book.
Developmental aims:	Develop social skills by encouraging Ss to listen to one another, raised awareness of the features of a book, developed their fine motor skills
Assumed knowledge	Some daily routine lexis and perhaps an ability to tell the time.

☞ - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. ☞ Date and weather check followed by little teacher.	10'
2	10'	Last lesson fun review. ☞	20'
3	5'	Warmer. Start by asking the Ss about their day. What time did you wake up this morning? What time did you go to bed? Did you have a shower? Responding to emerging needs: Telling the time. Depending on the Ss' level you may see that Ss need work on telling the time; this would be really useful for them during the course of summer school; being on time is very important and especially important to aid understanding of instructions on excursions.	25'

		<p>If Ss do need work on this. You could make a model of the clock below or use your arms to help you drill it (you may need to stand with your back to the Ss!). Start by drilling the o'clock times, then half past, quarter past, quarter to, and finally five past, ten past etc.</p> <p>Do remember that some Ss may not yet be able to tell the time in their own language (if you notice some Ss especially struggling, don't dwell on it too long, but do praise them for what they can do).</p> <p>Practice time telling by dictation times to the Ss; students should write down the digital times (eg. Half past seven = 7:30). Ss could then repeat the same activity in pairs.</p> <p>You could even make your own clocks with the Ss (see below) Ss could then dictate times to one another and respond with the correct clock face instead.</p>	
4	20'	<p>Language presentation Drill lexis for daily routines. Use these flashcards (or teach them through mime):http://www.mes-english.com/flashcards/dailyroutines.php</p> <p>When drilling, drill in complete sentences rather than in the infinitive form (I get up, I wash my face etc). Allow time for Ss to add new lexis to their picture dictionaries.</p>	45'
5	10'	<p>Checking Ss' understanding through TPR (Total Physical Response). ☐ Play a game of 'Simon Says' to check understanding of the language.</p>	50'
6	10'	<p>Consolidation of language through a game:</p> <p>Play game of bingo with the chosen lexis set; you could use these cards (or simply ask Ss to draw a 3x3 table and write in their chosen words).</p> <p>http://www.mes-english.com/flashcards/files/dailyroutines1_bingo.pdf</p>	60'

		<p>Teach phrases such as "Sorry, could you repeat?" and "Line, Full House" etc to add more language and a communicative focus to the game.</p> <p>Tip. Instead of reading single words to up the challenge you could put the words into a listening text.</p> <p>Extra. Bingo is always a favourite activity and Ss will likely want to play again, you could ask Ss to pass their bingo cards to a partner and use a different colour pen/shape to cross off words (to save time and paper). When playing again, you can up the challenge by only mouthing the words; this helps Ss focus on pronunciation more (saying 1,2,3 before mouthing the word will help with management)</p>	
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LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	20'	<p>Controlled writing practice to provide a model for the final activity. Mime your daily routine through a silent dictation; ask Ss to watch you mime; they write what they see in their notebooks. Using the 3rd person here makes for a good level of challenge for all as it is something that is often 'late acquired'.</p> <p>E.g. Jenny wakes up at 7:00. She has breakfast at 7:30. She eats toast and jam. She has a shower and gets dressed. At 8:00 she goes to school etc.</p> <p>Break up the miming into manageable chunks (e.g. one phrase at a time), pre-teach punctuation words like full stop and comma, pay strict attention to 3rd person 's' (you could even board a large 'S' in the form of a snake on the board as a fun reminder to Ss to use it).</p> <p>After each sentence nominate a student to read back what they have written (always from the beginning). This encourages accuracy and encourages Ss to listen to one another. Try to stay silent throughout to encourage co-operation and social skills.</p> <p>When you have finished, ask Ss to check their work in pairs.</p>	30'

		<p>Tweak for higher levels. For stronger groups you could include the negative form too (e.g. Jenny wakes up at 7:00 but she doesn't get up at 7:00, she gets up at 8:00, She doesn't have breakfast, but she drinks coffee etc).</p>	
2	25'	<p>Further controlled practice of 3rd person 's'. Mr. Bean Goes to the Dentist. Pre-teach any unknown lexis (e.g. park the car, do exercises). An efficient way to do this would be through TPR ☐.</p> <p>Prediction. Ask Ss to complete the 3rd person form on the worksheet (attachment 2) predict the order of the daily routine in pairs. Ss complete column 1 with their predictions). Elicit from Ss than Mr Bean is quite crazy and does not do things in the typical order.</p> <p>Viewing. Ss then watch https://www.youtube.com/watch?v=IacjiYGj9l4 and check and complete the 3rd column in the correct order (e.g. Mr. Bean sleepwalks so he gets up before he wakes up etc). You may need to pause after the first couple to ensure Ss have understood the instructions.</p> <p>Feedback. Ss check in pairs before open class feedback.</p> <p>Extra. Ss may want to watch again; if they do and there is time, ensure they have a task e.g. narrating the film in pairs (He gets up, he wakes up etc) or you could ask specific information questions (e.g. what time does he wake up?).</p>	30'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	25'	<p>Making the language their own: Making a book about their daily routine. It can be nice to not reveal what Ss are making immediately as the element of surprise is very motivating. Give each student a piece of A3 paper and make the book; watch this YouTube video as a fantastic example of how to make it and teach it (Classroom Instructions – International House Newcastle):</p>	25'

		<p>http://www.youtube.com/watch?v=udl2yO22V78</p> <p>Elicit from Ss that they have made a book and you would like them to write about an illustrate their daily routine in England. Elicit a title for the book 'My English Life' /My UKLC Day etc and elicit where the page numbers go (odd numbers on the right) Encourage learners to do the writing first and leave the drawings until the end so that there is a clear linguistic focus. When Ss have finished they can read their partners books or ask them questions; e.g. "What time do you wake up?"</p> <p>You could display the booklets by hanging them on the wall with string but do remember to let the Ss take them home as I'm sure they would want their parents to see what they have made.</p> <p>During this activity Ss should be encouraged to work at their own level, so push stronger Ss to add more details (e.g. "At 8:00, I have breakfast in the dining room with my friends. I eat cereal and toast. The food is terrible etc or make a comparison between their normal lives and UKLC life").</p> <p>Alternatives: Ss could write about their daily lives in their own country, interview a partner or member of staff and write about their daily routine instead or create a new character (e.g. a crazy Mr Bean type, a minion, the Dudda Monster or a superhero to link the lessons together).</p>	
2	10'	<p>Feedback. Give feedback on any interesting cultural differences. Also give feedback examples of good language, on errors and highlights any new language. Some typical errors to feedback on may include:</p> <p>In the morning wake up at 8:00 I wake up at 8:00 am in the morning She wake up at 6:00 I watch my face I dress at 7:00 I have shower at 8:00</p> <p>Encourage Ss to write any new language on the board into their picture dictionaries.</p>	50'

4	10'	Classroom tidy up and rewards ☐	60'
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Fun Review for next lesson/ Filler activities for this lesson ☐.

- Dancing lexis ☐ / Backs to the board ☐/ Simon Says/ Pictionary ☐/ Hangman also work well with this lexical set.

Ways to adapt for different levels

With a stronger group, you may not need to devote the first hour to learning the daily routine lexis and a quick review of it may be sufficient. This would allow more time to be spent on 'making the language their own'; this mingle and the interview and report would be a good way to compensate for this:

- **Mingle**

Ss could mingle and ask each other about their daily routines:

e.g. What time do you wake up in *Spain*?

Collecting this information in a chart really appeals to this age groups desire to complete things and ensures they listen to their partners too

e.g.

	Get up	Have breakfast	Go to school	Have lunch	Go home	Have dinner	Go to bed	Etc
Maria	7:30	7:35	8:00					
Anastasia								
Miguel								

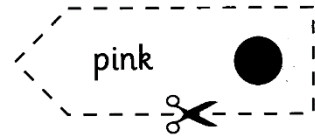
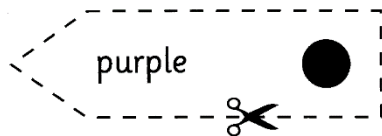
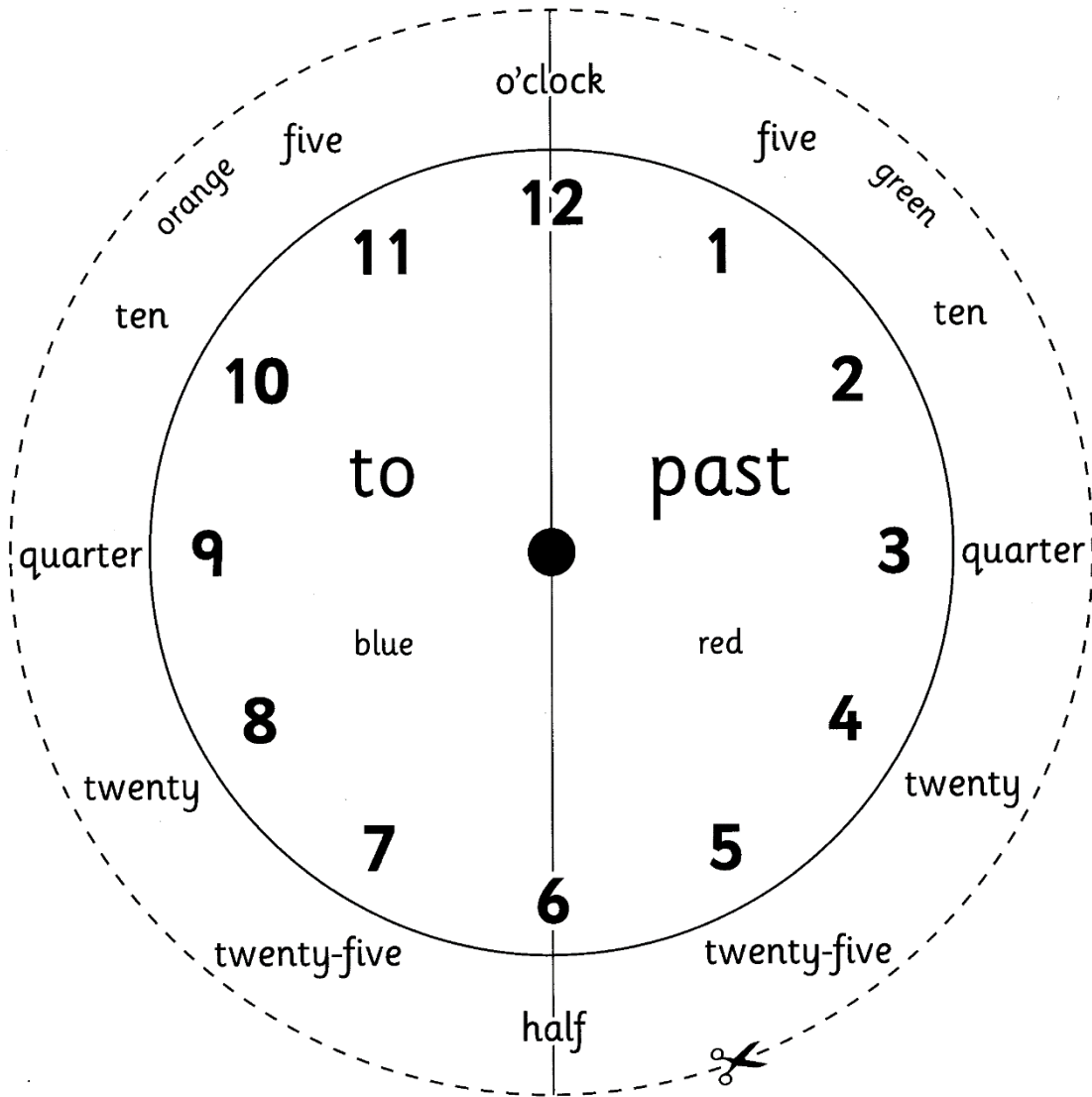
You could make this table for them in advance ready completed with names and activities, semi completed, activities represented by pictures (to up the challenge) or have the Ss create their own tables in their notebooks.

Feedback on cultural differences.

- **Interview and Report**

Ss could interview staff members or other Ss and write up a report about their day.

What's the time?



Mr Bean goes to the dentist

Order the daily routine activities	Daily routine He...	Actual Order
	He parks the car	
	He wake up	
	He make the bed	
	He get in the car	
	He take off his pyjama shirt	
	He take off his pyjama trousers	
	He get dressed	
	He brush his teeth	
	He leave the house	
	He do his exercises	
	He get up	
	He arrive at the dentist	

What time does he wake up?

What time is his dentist appointment?



My Emotions

FUN-6

Focus	In this lesson students will explore language to describe emotions. Ss will watch a short clip from the movie Inside Out as a spring board for activities based on understanding the causes of emotions and how to handle them in a positive way.
Materials	Attachments, Internet connection, YouTube clip: https://www.youtube.com/watch?v=beIALH8aV2c projector, paper for poster, felt tips pens/colour pencils, blue tak.
Aims of the lesson: Language:	By the end of the lesson students will be better able to use language to talk about their emotions and give advice to tackles theses.
Developmental aims:	Raise awareness of cause and result, focus on positive outcomes.
Assumed knowledge	Some knowledge of language to describe feelings.

📄 - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. 📄 Date and weather check followed by little teacher.	10'
2	10'	Last lesson fun review. 📄	20'
3	20'	Lead in. T asks 'how are you today?' and elicits some responses. Use exaggerated face to mime different emotions: Happy, Sad, Surprised, Scared, Angry, Disgusted, Worried, Tired, Hungry, Thirsty, Confused, Bored, Sleepy, plus any more you think are relevant to your group. Drill the emotions with (I'm/ I feel...) as you go along (pay particular attention to the difference between hungry and angry – get Ss to look at your mouth to help them with this). Ss add any new language to their picture dictionaries.	40'

4	10'	<p>Language practice. Ss practice the language in pairs repeating your activity above; one models the face and the other says the emotion.</p> <p>Encourage Ss to ask the question; Are you....? Yes, I am/ No, I'm not.</p> <p>Feedback. Nominate Ss to do the same open class. Pay attention to problematic sounds.</p>	50'
5	10'	<p>Controlled practice. Play pelmanism ☞/ a memory game with emotions (attachment 1).</p>	60'

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	5'	<p>Review Lexis. Get Ss to focus on your mouth (1,2,3, look at me!) Mouth an emotion to the Ss and get them to tell you which word you are saying. Continue with other emotions before passing it over to the Ss.</p>	5'
2	10'	<p>Video Clip. Ask Ss to watch the video clip and ask how many emotions are in the clip (5). Link:</p> <p>https://www.youtube.com/watch?v=beIALH8aV2c</p> <p>Ask if Ss know the film, ask them to tell you about it.</p> <p>Ask Ss to watch again and using their pelmanism cards put the cards in the same order that they appear in the film. Feedback that some emotions have different names:</p> <p style="text-align: center;">Happy – joy Scared – fear Disgusted – disgust Angry - anger</p>	15'

		<p>Elicit why. We use adjectives when we use I'm..., but the name of the emotion is a noun. E.g. I'm angry. Anger is very bad for you.</p> <p>Ask the Ss what we can learn from the film; that emotions can control our behaviour; it's good to understand our emotions etc</p>	
3	20'	<p>Understand cause and effect. Ask Ss to complete the sentence stems about Riley:</p> <p>Riley feels angry when.... (e.g.) the cards fall down She feels happy when.... She feels disgusted when... She feels sad when... She feels scared when...</p> <p>Ss watch again and check; Ss may need more language support here; add new language into your column on the board.</p> <p>Now ask Ss to complete the same sentences about themselves</p> <p>I feel angry when... etc</p> <p>Encourage stronger Ss to complete sentences about the other emotions you met earlier</p> <p>Ask Ss to compare their sentences in small groups; encourage Ss to respond with 'Me too!' I know what you mean' etc.</p>	35'
4	15'	<p>Understand how to respond to our emotions positively. Ask Ss what they do when they feel angry; elicit a range of options; encourage Ss to decide which are good ways to handle the emotion and which are bad ways. Tell Ss that you have a song to help you remember how to stay positive. To the tune of If you're happy and you know it...</p> <p>If you're happy happy happy, clap your hands.</p>	50'

		<p>If you're happy happy happy, clap your hands. If you're happy, happy happy, happy happy happy, if you're happy happy, clap your hands If you're angry...count to 10 If you're scared...hold my hand If you're disgusted...walk away If you're sad...talk to your friend</p> <p>Sing along with the Ss; encouraging lots of miming and facial expressions to emphasize the ideas.</p> <p>Tweak for higher levels. Stronger Ss can sing the original 'if you're happy and you know it' for added challenge)</p>	
5	10	<p>Continuation of the song. Ask Ss to continue the song for some of the emotions that they met in the first lesson. Ss work in groups to create the lyrics and then present the songs to the other groups.</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	10'	<p>Giving advice. Elicit the key words in the song: Angry – count to 10, sad – tell a friend etc. Elicit/teach Ss that we can give advice using should drill the structure using the lyrics of the song. E.g If you're angry, you should count to 10, drill the structure using the lyrics of the song. When Ss are comfortable with the structure, elicit other advice for angry:</p> <p>e.g. you should listen to a happy song, you should go for a walk etc</p> <p>Tweak for higher levels. With stronger classes feed in the negative form "shouldn't".</p>	10'
2	10'	<p>Task preparation. Put Ss into pairs or groups of 3 and let them choose one emotion to give advice for. In their groups, Ss should brainstorm ideas. Give them about 5 minutes for this; after 5 minutes or when ideas</p>	20'

		are running out, tell them they can go and look at other people's ideas and 'steal' any useful suggestions.	
3	20'	Poster creation. In the same pairs/groups, Ss design posters giving advice on how to handle their emotions. It would be beneficial to have a model poster so that Ss know what they are aiming for.	40'
4	10'	Feedback Either ask Ss to present their ideas to the class or do a gallery tour of the posters around the classroom. T gives feedback on good language and typical errors Typical errors to feedback on may include: You should to have a break, You should have drink You shouldn't stay up late	50'
4	10'	Classroom tidy up and rewards	10'








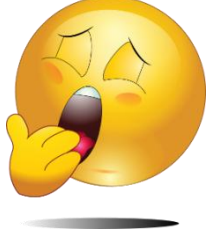




Fun Review for next lesson/ Filler activities for this lesson.

- Board jump ☐ – positive and negative emotions
- Mini whiteboard game☐; describe a situation and Ss have to guess the emotion (I've got an exam to-day – worried, I'm just eaten English pizza – disgusted etc)
- Act out a scenario – using the problem; solution formula.
- Mingle - give Ss an emotion card; Ss mingle around the classroom asking for advice
 - I'm sleepy. What should I do?
 - You should...
 - Thank you etc

Ways to adapt for different levels

- If Ss are weaker, you could omit the work on should and continue to use the imperative form instead. Spend more time scaffolding the advice section with lexis for solutions. Here is a very simplified version of the 'if you're happy..' song: <https://www.youtube.com/watch?v=l4WNRvVjiTw>
- Stronger classes can work more quickly through the initial stages and spend more time exploring giving advice. They could invent new characters for the movie (e.g. boredom) inventing what triggers they respond to and how they manifest themselves.

Attachment 1

Disgusted		bored	
Worried		Scared	
Happy		Sad	
Angry		Sleepy	
Surprised		Hungry	
Thirsty		Confused	

My summer FUN-7

Focus	Overview: These lessons aim to extend Ss knowledge and confidence with using summer and weather vocabulary, raises Ss awareness of rhyming sounds in the context of Olaf's song from Frozen and give Ss wiring practice in a postcard activity.
Materials	<ul style="list-style-type: none"> • Projector • Song worksheet • 2 x hula hoops and summer/winter realia and word cards (Optional). • Postcard reading activity (printed or on the IWB) • Paper and coloured pencils for postcards • Print off of a world map and pins for display.
Aims of the lesson: Language:	<ol style="list-style-type: none"> 1. By the end of the lesson students will have broadened their vocabulary related to summer in the context of Olaf's Summer Song. 2. Sts will be better able to identify rhyming sounds. 3. Sts will be better able to write a postcard
Developmental aims:	2. Develop critical thinking skills, raised awareness of climatic issues
Assumed knowledge	Some weather vocabulary and holiday activity vocabulary.

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. ☐ Date and weather check followed by little teacher	10'
2	10'	Last lesson fun review. ☐	20'
3	15'	Warmer Bring in some realia to the classroom and word cards/flashcards to represent summer and winter (hat, scarf, sunglasses, umbrella, June/July, August, December, January, snow, sunshine, bikini, coat, snowman, beach etc) Layout the two hula hoops on top of one another and make a Venn diagram out of them; label one as sum-	35'

		<p>mer and one as winter and elicit that the middle section is for both summer and winter.</p> <p>Distribute items/ word cards and ask Ss to put them in the appropriate section; use this as an opportunity to drill the pronunciation of the words.</p> <p>Stronger groups could work in pairs first to predict where the items go; Teach functional language: 'I think the hat can go in both sections, I think the umbrella goes in winter' etc</p> <p>Elicit other words from sts that could go in the Venn diagram</p> <p>Depending on the level you may want to ask sts to copy this into their notebooks.</p> <p>An alternative would be to do this in books as a dictation.</p> <p>Optional activity: Divide the board into town and create an imaginary line down the centre of the room. Abel one side summer and the other side winter. Do a Board Jump with the teacher saying the words and the students jumping accordingly or straddling the two sections for both.</p> <p>Hand this over to the Ss when Ss are confident with the idea.</p> <p>Add any new vocabulary in to the picture dictionaries</p>	
4	20'	<p>Lead in: Listening for specific information</p> <p>Drawing dictation; keeping it a secret, dictate attachment one (or similar) to the Ss. To add interest and suspense avoid saying the word 'snowman' but instead get them to draw it by using shapes instead 'draw a small circle on top of the big circle' etc</p> <p>Depending on the level of the Ss it may be a good idea to check 'on the left/right next to, in, on, under' etc before starting to ensure everybody is on the right track.</p> <p>For higher levels add more complexity to the structures and add details to the drawings.</p>	50'

		<p>Sts will probably also enjoy colouring the picture too; to maintain the appropriate level of challenge do this as a dictation too (either incorporate it to the above phase or do it after the drawing stage as a separate activity)</p> <p>As you dictate the sentences, encourage Ss to repeat the instructions with you; this will help them with the next activity.</p> <p>When Ss have finished their drawing, elicit that it is Olaf from Frozen. Ask Ss if they think it is funny that a snowman is on the beach. Why? Etc (elicit melt/frozen etc)</p>	
5	10'	<p>Feedback</p> <p>Sts recap the description in pairs</p> <p>Feedback with true/false sentences E.g. the snowman is <i>on</i> the towel. The ball is next to the umbrella.</p> <p>Add any new language to picture dictionaries.</p>	60'

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	10'	<p>Song preparation:</p> <p>Watch 'Frozen 'In Summer' song -Official (https://www.youtube.com/watch?v=UFatVn1hP3o)– write down words that they see as they watch. Sts check in pairs (Depending on the level elicit 'I saw...' Or 'there is/are...')</p>	10'
2	15'	<p>Language focus; drill lexis from the song</p> <p>Use the PowerPoint presentation to drill the words, it is likely Ss will know some of the vocabulary but not all so drill and concept check judiciously. When drilling, try to incorporate a structure too (e.g. It's hot, I'm tanned) to further consolidate use and meaning.</p> <p>Use gestures, ask CCQs (concept check questions) and give further examples to further check meaning e.g. Do you get tanned in sunny or cold weather? When else does water change into steam?</p>	25'

3	5'	<p>Gist Listening Get Ss to stand up and elicit a mime for each piece of vocabulary. Listen to the song and ask Ss to mime every time they hear that word. (Sts may want to repeat the activity)</p>	30'
4	10'	<p>Listening for key words Give out the song hand out and ask Ss to complete it with the words missing Listen and check</p>	40'
5	5'	<p>Listen and sing song/ mime along Don't worry that it is likely Ss won't understand every word in the text; learners need to get used to ambiguity and focusing on what they do know is very motivating for Ss and a useful tool to approaching other texts in the future.</p>	45'
6	15'	<p>Focus on rhyming sounds Focus Ss attention on the final sounds of lines in the song e.g. storm and warm, see and me, dream and steam. Elicit that the sounds rhyme Return Ss' attention to the words on the IWB, ask them which other words rhyme. Teach `...rhymes with...' e.g. Bee rhymes with me and see' Elicit other rhymes that correspond to these sounds E.g. bee, me, see, tea, she etc Ask Ss which rhyme is not used in the song. Puddle and Cuddle. Ask them why? (Olaf doesn't know about puddles, it's a funny song etc) Do a board bash. □ Put the Ss into two teams say a word and Ss must bash the corresponding rhymes(s) Add new language to the picture dictionaries</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	10'	<p>Exposure to target text Distribute a copy of the postcard. Elicit who it is from and who it is for. Sts read the text and draw Olaf's holiday. Tweaks for varying levels. Vary the text according to the level of the group. In a mixed ability group, give postcards of varying levels of difficulty to the weaker/stronger Ss appropriately.</p>	10'

		<p>Feedback. Ss compare pictures and check text for meaning.</p>	
2	35'	<p>Writing. Olaf's world tour.</p> <p>Tell the Ss that Olaf is going on around-the-world trip; elicit from Ss what destinations he could go to (the crazier the better!) and ask each student to choose one destination.</p> <p>Depending on the level of the Ss, Ss produce a post-card from Olaf in varying. To support weaker Ss, ask Ss to copy and change or give a half gapped text for Ss to complete.</p> <p>Stronger Ss can do independent writing and should be encouraged to write as much as possible.</p> <p>Sts may benefit from doing rough copy first that you can then correct before making a neat copy for the wall display.</p> <p>Pin postcards to a display map in the room (Print off a world map, stick pins in the map to mark destinations, add string and another pin leading to the postcard on the outside of the map)</p> <p>Fast finishers can add a picture, decide the best route for Olaf to take (e.g. First he should go to France, then Spain etc)</p> <p>They could also write a postcard to their own families about their experiences in Britain.</p> <p>It could be nice to play the song in the background as Ss are working.</p>	45'
3	5'	<p>Feedback</p> <p>Encourage all the learners to read the postcards and decide which is the most interesting/crazy. Where will Olaf be happy et.</p>	55'

		T gives feedback on good use of language any typical errors	
4	10'	Classroom tidy up and rewards. ☐	60'

Fun Review for next lesson/ Filler activities for this lesson.

- Play a pelmanism (see teaching notes) with the rhyming words
- Play the interactive pelmanism on the IWB (<http://anglomaniacy.pl/summerMatching.htm>)
- Sing along to the song again

Ways to adapt for different levels

Weaker Ss

Don't worry if Ss don't have the past yet, let them write what they can and correct them as you monitor.

Stronger classes


Could create a little story using the rhyming lexis


Should be able to write more and more accurately in the postcard activity.


Attachment 1







Attachment 2



<p>Dear Anna,</p> <p>How are you I'm having a fantastic time here in sunny Egypt. The weather is beautiful, it's very sunny and warm.</p> <p>Yesterday, I went to the pyramids and saw a mummy.</p> <p>Tomorrow we're going to go surfing at the beach. I want to ride a camel too!</p> <p>It's getting very hot, I must go! Wish you were here!</p> <p>Olaf xxx</p>	
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In 



 will buzz, kids will blow dandelion fuzz



And I'll be doing whatever  does in .



A drink in my , my snow up against the burning .

Probably getting gorgeously  n .

I'll finally see a summer breeze, blow away a winter .

And find out what happens to solid  when it gets  !

And I can't wait to , what my buddies all think of .



Just  how much cooler I'll be in .

Dah dah, da doo, uh bah bahbahbah boo


The  and the  are both so intense,


Put 'em together it just makes sense!



RrrRaht da daht dah dahdahdahdahdahdoo


 is a good time to stay in and .

But put me in  and I'll be a, happy  !

When life gets rough, I like to hold on to my .

Of relaxing in the summer sun, just letting off .

Oh the  would be blue, and you  will be there too

When I finally do what frozen things do in  !

UKL4 My Superheroes

FUN-8

Focus	These lessons revise and review can/can't structures and language to describe super abilities. Whilst the grammar may be known to them; the challenge comes from working on pronunciation and incorporating it with new lexis. Ss build up to creating a superhero description which their partner then draws.
Materials	Superhero flashcards/ PowerPoint (http://www.mes-english.com/flashcards/supers.php), Colored A4 paper and colouring pencils/felt tips, Flipchart paper (optional), Blue tak
Aims of the lesson: Language:	By the end of the lesson students will be better able to use language to describe superpowers and can/can't for ability in the context of creating a superhero.
Developmental aims:	Developing social skills by working in pairs and groups.
Assumed knowledge	None.

📄 - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. 📄 Date and weather check followed by little teacher	10'
2	10'	Last lesson fun review. 📄	20'
3	5'	Warmer Lead into to the topic by playing hangman with the word 'Superhero' Elicit from the group any superheroes they know. Elicit why they are special; they have superpowers.	25'
4	25'	Language presentation: super-ability lexis Elicit and drill superpowers (http://www.mes-english.com/flashcards/supers.php) Play some flashcard games 📄 with them	50'

		<p>When drilling, ask learners personalised questions to increase engagement – e.g. can you fly? Can Spiderman fly? Which superheroes can fly?</p> <p>Allow time for Ss to add new lexis to their picture dictionaries.</p> <p>Stronger Ss should put the language in complete sentences.</p>	
5	10'	Consolidation of language. TPR (Total Physical Response) ☐/Simon says with the lexis set	60'

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time		
1	10'	<p>Language presentation 2: Focus on can: positive and negative forms Tell Ss that they are going to become superheroes today. They now have a new Super Identity - e.g. Juan becomes SuperJuan and Maria becomes SuperMaria etc.</p> <p>Elicit your Superhero Identity (e.g. Superteacher) on the board and drill 3 things you can do and 3 things you can't do. When drilling here, really focus on the stress patterns:</p> <p style="text-align: center;">○ ○ ○</p> <p>e.g. I can fly. I can't fly</p> <p>This difference can be difficult for learners to hear and produce so a board jump ☐ might work well here to add more practice:</p> <p>Put the Ss in the centre of the classroom in front of the board. Draw a line down the centre of the board and on one side draw a tick and on the other side a cross:</p> <table border="1" style="width: 100%; height: 100px; text-align: center;"> <tr> <td style="width: 50%; vertical-align: middle;">✓</td> <td style="width: 50%; vertical-align: middle;">x</td> </tr> </table>	✓	x	10'
✓	x				

		<p>Read out various combinations of the language e.g. Sara can shoot lasers, Michele can't fly, Superman can see through walls. Ss jump accordingly.</p> <p>When Ss are confident with this you could hand it over to the Ss to be the teacher</p>	
2	10'	<p>Controlled written practice of the form Ss then write <u>at least</u> 3 positive sentences and at least 3 negative sentences describing their superpowers. Monitor and check accuracy; early finishers can write more sentences)</p> <p>Pair check: Ask Ss to read their sentences to their partners; paying particular attention to the stress</p>	20'
3	15'	<p>Language presentation 2: Focus on can: positive and negative forms Next to your tick and cross, board a question mark. Elicit from the students the question form (Can you...? And the short positive and negative answers). Again focus on the stress and sounds of <i>can</i> here.</p> <p style="text-align: center;">/kən/ O o o</p> <p>I can swim I can't swim</p> <p style="text-align: center;">/kən/ /kən/</p> <p>Can you swim? Yes, I can</p> <p style="text-align: center;">/ka:nt/</p> <p style="text-align: center;">No, I can't</p> <p>Encourage Ss to look at your mouth shape to help further. A fun way to practice this is to number the sounds e.g.</p> <p>1= /kən/ 2=/kən/ 3=/ka:nt/</p> <p>Then say the words in varying combinations for Ss to recognize; Ss respond by saying the correct number formation.</p> <p>e.g. 1,2,1 – 1,2,3. 3,2,1</p> <p>Once Ss have the idea you can hand this over to them to do in pairs/small groups</p>	35'

4	15'	<p>Spoken practice of the target language: Mingle.</p> <p>Model asking questions with a strong student;</p> <p><i>A: Hello, what's your name?</i></p> <p><i>Hi, I'm Super....., What's your name?</i></p> <p><i>A: I'm Super..... Can you fly?</i></p> <p><i>B: Yes, I can, Can you breathe underwater?</i></p> <p><i>A: No I can't. Can you.....</i></p> <p>etc</p> <p>Ss continue and mingle around the classroom asking and answering the questions.</p> <p>You could ask Ss to complete a table in their notebooks with their results or provide them with a table to complete. This will encourage Ss to listen to one another and Ss enjoy the satisfaction of completing the table.</p>	50'
5	10'	<p>Content feedback. Which superpower is most popular/the best?</p> <p>Language feedback. Board a mixture of good and bad examples of language use and ask Ss to work in pairs to decide which are correct and which can be improved; feedback open class</p> <p>Use this as another opportunity to work on the pronunciation. You could repeat the board jump activity here; this time with the 3 sounds.</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	10'	Creating a model for the final activity. Model the activity on the board/using flipchart paper together:	10'

		<p>Draw a face on the board (or use flipchart paper so you can display it afterwards) and elicit that s/he is a superhero that you are going to create together (e.g. Captain UKLC/Super Chester Woman, Super Duddo etc). Elicit from the Ss:</p> <p>Superhero name: alias name, Age: Description: Costume: Superpowers: Home planet:</p> <p>For stronger groups feed in: Nemesis: Weakness: Back story:</p> <p>(If Ss aren't clear as to what you mean use Superman as an example, Superman's alias is Clarke Kent, Superman's weakness is kryptonite etc)</p> <p>It's important that the Ss buy into the idea and get a chance to show off their creativity so go with their ideas rather than your own.</p> <p>Build up the information about the Superhero adding to the drawing as you go along (e.g. He can fly; add wings or a cape, he can run very fast, add muscly legs – if you are not a very confident drawer encourage the Ss to help you.</p>	
2	25'	<p>Creation of a superhero Ask Ss to either create a new character or develop their Super Identities further (if they want they can rename their superhero)</p> <p>Give them a piece of coloured paper and a time limit to write about their super hero (encourage stronger Ss to write more, weaker Ss may need prompts on the board to help them). Depending on Ss' level, you may want Ss to write a rough copy first in their notebooks which they can then copy on to their coloured sheet.</p>	35'

		<p>Reading and responding to a text. When your time limit is up, ask the Ss to pass their information to a partner; the partner must then draw the superhero using the details given.</p> <p>Tweak for lower levels. Ss could work individually on their characters or work in groups to support each other's learning.</p> <p>Board sentence stems/ give them a template to help Ss describe their superhero</p> <p>Focus on fewer items in the description.</p>	
3	5'	<p>Responding to other's work Ask Ss to display their work on the walls of the classroom and have a 'gallery tour' where Ss can move around and read the information; Ss should be given a task (e.g. which is your favourite superhero? Which is your favourite picture?).</p>	40'
3	10'	<p>Feedback on the above content questions and highlight any new language/typical errors/ examples of good language to the Ss</p> <p>Typical errors to feedback on:</p> <p>He name is SuperMarco He come from Planet Minion He can breathing under water He wearing a blue costume He can swim (meaning is positive but it sounds negative)</p>	50'
4	10'	<p>Classroom tidy up and rewards ☐</p>	10'

Fun Review for next lesson/ Filler activities for this lesson.

- Play 'backs to the board' ☐ with the superhero lexis
- Do some Dancing lexis ☐ with the superhero lexis

Ways to adapt for different levels

- See notes in the lesson plan.

Stronger classes may only need a quick review of the lexis and form allowing you more time to work on production. However, all groups would benefit from spending time on the pronunciation of both the lexis and *can/can't*.

The topic can be extended to look at comparatives and superlatives. The Ss can build on their superheroes they have created today by looking at them in terms of the following characteristics:

- Height
- Age
- Strength
- Speed
- Superhero level etc

Ss could then make their own top trump cards for the characters (giving a value or a score out of 10 where appropriate) and play together

E.g.

Name: Super Dudda	Name:
Aggressiveness: 3	Aggressiveness:
Height: 2 meters	Height:
Age: 706 years	Age:
Strength: 4	Strength
Speed: 9	Speed:
Good deeds: 9	Good deeds:
Beauty: 2	Beauty:

Bear in mind that Ss would need scaffolding to produce the comparative and superlative forms.



My Wild Animals

FUN-9

Focus	These lessons revise and review wild animal lexis and language to describe them; the language focus is on differentiating between verbs to help Ss develop their grammatical awareness. In the final activity, Ss produce a poster with a riddle on for their peers to work out.
Materials	Animal Flashcards, running dictation text (see attachment 1), cards cut up and hidden around classroom (see attachment 2), envelopes/plastic wallets for posting game, A4 paper and colouring pencils, blue tack (and paper clips – optional), A model of the activity.
Aims of the lesson: Language:	By the end of the lesson students will be better able to use language to describe wild animals in the context of making a riddle poster display.
Developmental aims:	Develop critical thinking; Raise awareness of writing for an audience.
Assumed knowledge	A basic knowledge of wild animals and recognition of have got/be/can structures

☐ - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. ☐ Date and weather check followed by little teacher	10'
2	10'	Last lesson fun review. ☐	20'
3	5'	Warmer. Play 'Simon Says' with wild animal lexis (e.g. elephant, tiger, lion, crocodile, zebra, snake, hippo, panda, bird, monkey, giraffe, rhino etc)	25'
4	20'	Language presentation. Drill (see teaching YL notes) animal lexis (you could use these flashcards here: http://www.mes-english.com/flashcards/animals.php) Allow time for Ss to add new lexis to their picture dictionaries	45'

5	15'	<p>Exposure to target language: Listening. Ss play a mini-white board game in teams:</p> <p>T describes the animals taught using the following structures:</p> <p>It is...</p> <p>It can...</p> <p>It's got...</p> <p>It lives in....</p> <p>It eats...</p> <p>Ss write their answers on their mini white boards</p>	60'
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LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time
1	20'	<p>Exposure to target language: Reading and a model of target structures. Give Ss a running dictation with a short animal description (Attachment 1 is an example)</p> <p>Get Ss to check their work in pairs (check for spelling, punctuation etc). As Ss do this, t boards the text for Ss to check.</p> <p>Elicit from the Ss how they could change the text to describe a different animal (e.g. a penguin)</p> <p>Tweak for varying levels. If the class is weaker remove the negative sentences, if stronger add more details and present as a paragraph rather than sentences.</p>	20'
2	25'	<p>Language Focus. Tell the Ss that there are 20 cards hidden around the classroom (attachment 2) and Ss have to work in teams to find the cards and put them in the correct category.</p> <p>Ss work in teams of two – give each team a different coloured pen, one student is the <i>finder</i>, one the <i>stamper</i>. The finder stands and looks for the cards-ONE AT A TIME (Ss must not run – model a good example of a</p>	45'

		<p><i>finder</i> and a bad example of a <i>finder</i> to highlight this to them) the <i>stamper</i> then marks the card with their colour.</p> <p>When all the cards have been found, give the Ss time to work in pairs to decide which card goes with which verb (teach functional language - I think it's <i>can</i>. No! I think it's <i>has got</i> etc)</p> <p>Display envelopes with <i>It's got...It can'</i> etc and the stamper posts the word in the corresponding envelope.</p> <p><u>Whole class feedback:</u> Open the envelopes, take out each word at a time and check if it is in the right place, assign points accordingly, use this as an opportunity to drill and check the language (Which animals are big? Which has a long neck? And drill at full sentence level to reinforce the structure)</p> <p>Allow time for Ss to copy the information into their notebooks.</p> <p>In small groups - Ss can test each other (<i>it can fly – a bird;</i>, <i>It eats leaves - a panda</i> etc)</p>	
3	15'	<p>Making the language their own. In Ss' notebooks, Ss draft a copy of their animal description. With the final activity in mind encourage them to keep the information top secret.</p> <p>Depending on the level of the group, you may set this up with prompts as below or study and change the model.</p> <p>My favourite wild animal is a/an...</p> <p>It is...</p> <p>It can...</p> <p>It's got...</p> <p>It lives in....</p> <p>It eats...</p> <p>Stronger Ss should be encouraged to write more by adding extra details.</p> <p>Monitor closely to help Ss with accuracy and push Ss to work at their level.</p>	60'

LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	25'	<p>Creation of a riddle poster.</p> <p>This will be much easier to set up, if you have created a model as an example (attachment 3):</p> <p>Distribute A4 paper</p> <p>Remind Ss to be secretive about what they write – they are writing for an audience so encourage Ss to write neatly and develop their presentation skills.</p> <p>In lockstep, hold the paper portrait and fold the paper into thirds. Ask the students to copy out their description into the top third section (Remember they must not copy the title or the name of name of the animal!)</p> <p>In the middle third, Ss draw a picture of the animal and write the name of it. (Set a time limit to make this easier to manage)</p> <p>Ss then fold up the bottom third and secure with blue tack or paper clips so the picture is hidden. On this folded flap, Ss write 'What is it?'</p>	25'
2	15'	<p>Gallery. Display the posters around the room.</p> <p>Put the Ss in pairs and ask them to read each poster, when they agree with their partner what the animal is, they lift the flap to see if they are correct. Ss then fold the paper back up so the answer is once again hidden. Before moving on to the next image and so on (insisting Ss move on your clap will make this a lot easier to manage).</p>	40'
3	10'	<p>Feedback.</p> <p>Content: Feedback on which riddles were best/difficult/easy etc. Why?</p> <p>Linguistic: Highlight good and bad examples of language use:</p>	50'

		<p>Typical errors to feedback on.</p> <p>It live in jungle It is a long neck, it has got green, It's got a long legs It can swimming</p> <p>A fun way to feedback further on this, would be to divide the room into four sections (it can, it's got, it is, it eats). The teacher says a noun/noun phrase and the Ss move accordingly (e.g green, a broken body, jump, swim, four legs, big etc).</p>	
4	10'	Classroom tidy up and rewards. ☐	10'

Fun Review for next lesson/ Filler activities for this lesson.

- Play this interactive pelmanism activity <http://anglomaniacy.pl/wildAnimalsMatching.htm>
- Play 'backs to the board' (see Teaching YL notes) with animal lexis – depending on the level Ss could mime the animals or use the above structures to describe them
- Focus on the question forms – play 20 questions (see Teaching YL notes) to guess the animal

Ways to adapt for different levels

- If Ss are weaker spend more time on the lexis section; focus on only one two of the grammar structures (e.g it is +colour/size and it's got + body parts)
- Stronger classes can develop the structures further; looking at positive, negative and question forms.

Attachment 1

It is long and green.
It has got a small head and a long body
but it hasn't got any legs.
It can climb a tree but it can't walk.
It lives in hot countries or the jungle.
It eats mice and insects.
What is it?

Attachment 2

a long neck	fly
tall	swim
short legs	a big mouth
climb trees	beautiful
leaves	small animals
bananas	sing
a big body	two small ears
eight hairy legs	in the jungle
dark blue	very big
in the sea	a long tail

Attachment 3

It's black and white. It lives
in grasslands. It's got four
legs. It eats grass.



My Wild Self

FUN-9

Focus	These lessons revise and review body parts in the context of monsters. Ss use <i>have got</i> to describe monsters and in the final lesson go to the computer room to create a 'My Wild Self'.
Materials	A4 paper and colouring pencils, blue tack ,a projector and internet connection. Don't forget to book the computer room!
Aims of the lesson: Language:	By the end of the lesson students will be better able to use language to describe appearance in the context of making a 'Wild Self' online.
Developmental aims:	Develop social skills by working in pairs, listening and responding to others; promote critical thinking skills.
Assumed knowledge	A basic knowledge of wild animals and recognition of have got/be/can structures.

📄 - See UKLFUN 4 Teaching Guide

LESSON PLAN – Lesson 1

Phase	Time	Activity	Total time
1	10'	Routines. 📄 Date and weather check followed by little teacher	10'
2	10'	Last lesson fun review. 📄	20'
3	5'	Warmer. Play Simon Says with body parts: During this stage gage Ss' knowledge of body parts; it's likely they will know many but struggle with pronunciation and plurals	25'
4	20'	Language presentation. Drill key body and face parts (for stronger Ss feed in more complicated words like a chin, a thumb, a wrist, an ankle, a belly button etc) With the final activity in mind after Ss have the human body parts, feed in the 'wild' parts <i>wings, horns, a tail, claws etc</i>	45'

		<p>A useful way to highlight the singular/plural issue could be to elicit the body parts on to the board. As you do so, divide the board into two columns, writing singular ideas in one column and plural ideas in the other; write the words in the columns in different colours</p> <p>Elicit from the Ss why the list are different and a title for each column</p> <p>Allow time for Ss to add new lexis to their picture dictionaries</p> <p><u>Optional Activity</u> Singular vs plural nouns board jump ☐</p>	
5	5'	<p>Brain gym. ☐ Consolidation of new language. T gives verbal instructions to Ss who listen and respond physically;</p> <p><i>Touch your right ear. Touch your left ear. Touch your left leg with your right arm. Touch your nose with your arm. Touch your face with your knees</i></p> <p>Add in adjectives too, <i>long legs, small eyes, big head, Show me tiny wings, huge claws etc</i></p>	50'
6	10'	<p>Presentation of target structure: Build up a picture of a monster on the board starting with a face outline and adding one item at a time, elicit from the Ss "It's got a...big red face, it's got three small green eyes, it's got four long legs" etc (You could use the Dudda monster from the entrance test as a model or encourage the Ss to suggest ideas for the creation of the monster)</p> <p>As you build up the monster drill the language repeatedly to build up confidence with the language; don't forget to individually nominate Ss too.</p> <p>Tweak for higher levels. Focus greatly on adjective order:</p> <p>It's got a long green body (adj+colour+noun)</p> <p>Rub out some of the body parts and elicit 'it hasn't got...'</p>	60'

LESSON PLAN – Lesson 2

Phase	Time	Activity	Total time																				
1	25'	<p>Recap phase 6 above</p> <p>Exposure to target language: Listening; Drawing dictation. Dictate a picture of a monster to the Ss.</p> <p>Ss listen and draw the monster in their notebooks</p> <p>Feedback. Encourage Ss to compare their picture to your own. Ss can then recap the description together in pairs for further practice of the Target Language.</p>	25'																				
2	25'	<p>Practice of the target language: Making the language their own:</p> <p>Pairs Dictation</p> <p>Give Ss a short time to draw their own monster and then they repeat the above activity with a partner.</p> <p>Ss at this age may not be used to working in pairs and may need help to work together; encourage them to keep their image 'top secret' and teaching task language like <i>'Can you repeat that please?'</i> <i>'How many...legs?'</i> <i>'what colour is the...body?'</i> will help them do this.</p> <p>Tweak for varying levels For weaker Ss, prompt Ss language with sentence building table on the board: e.g.</p> <table border="1" data-bbox="555 1429 1220 1821"> <tbody> <tr> <td>A</td> <td>Long small tiny</td> <td>green blue yellow</td> <td>body head tail</td> </tr> <tr> <td>3</td> <td>huge</td> <td>pink</td> <td>legs</td> </tr> <tr> <td>2</td> <td>short</td> <td>orange</td> <td>fingers</td> </tr> <tr> <td>8</td> <td>tall</td> <td>purple</td> <td>belly but- tons</td> </tr> <tr> <td></td> <td>curly</td> <td>brown</td> <td>Hair</td> </tr> </tbody> </table> <p>Again, use varying colours to highlight the singular/plural/uncountable issue. Ss could write down their descriptions to read from for further support; or this could be an early finisher task for stronger Ss.</p>	A	Long small tiny	green blue yellow	body head tail	3	huge	pink	legs	2	short	orange	fingers	8	tall	purple	belly but- tons		curly	brown	Hair	50'
A	Long small tiny	green blue yellow	body head tail																				
3	huge	pink	legs																				
2	short	orange	fingers																				
8	tall	purple	belly but- tons																				
	curly	brown	Hair																				

3	10'	<p>Feedback</p> <p><u>Content:</u> Similarities of pictures/ quality of work etc./ who has the ugliest monster etc.</p> <p><u>Linguistic:</u> T gives feedback on good and bad language</p> <p>Typical errors to feedback on:</p> <p>It's got a two long legs. It is a red curly hair it has got ears pink and long It hasn't legs It <i>is</i> a big nose</p> <p>A fun way to feedback further on this, would be to divide the room into two sections: <i>Correct and Incorrect</i></p> <p>The teacher says a sentence and the Ss move to the appropriate side of the room.</p> <p>Elicit the errors and use this as another opportunity to work on pronunciation.</p> <p>Allow time for Ss to copy any new language into their dictionaries</p>	60'
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LESSON PLAN – Lesson 3

Phase	Time	Activity	Total time
1	10'	<p>Creation of a 'My Wild Self Character': Task Preparation. Project the web page http://www.buildyourwildself.com/ and work through the creation of a wild version of yourself together.</p> <p>As you do so, over emphasize the language you use e.g. <i>Click here. Now let's move on to....x</i> <i>That looks amazing. No! That's terrible, let's try this!</i> Etc</p> <p>Drill it as appropriate to give Ss the support needed to complete the next task.</p>	10'

<p>2</p>	<p>30'</p>	<p>Creation of a 'My Wild Self Character': Task. Take the Ss into the computer room; ask Ss to work in pairs to up the communication and make it easier for you to monitor.</p> <p>Once in the computer room try to work in lockstep as much as possible to make it easier to manage.</p> <p>Pre-teach / elicit useful task language: <i>Click here, Now, let's move on to....x</i> <i>That looks amazing. No! That's terrible, let's try this!</i></p> <p>As Ss are working in pairs, be clear when it is time to move on to the next person so everyone has time to complete the task.</p> <p>When each child has completed their image select print screen and paste the image into a word document, select the image and crop it if necessary.</p> <p>Print off the images or continue to work on the computer and Ss can write a description of their Wild Self.</p> <p>Tweak for higher levels. This would be a nice springboard for work on comparatives/ superlatives, story creation or for high levels, <i>If I were my wild self, I'd....</i></p>	<p>40'</p>
<p>3</p>	<p>10'</p>	<p>Feedback. Allow time for all Ss to see each other's work and feedback on the craziest/ most beautiful etc.</p> <p>Feedback on good language use and any typical errors</p> <p><i>Typical errors to feedback on:</i></p> <p style="padding-left: 40px;">It's got a two long legs It has brown hair long it has got ears pink and long It's got a wings</p> <p>Ss will probably also have difficulty with the pronunciation of hair, eye, ears etc</p>	<p>50'</p>

4	10'	<p>Classroom tidy up and rewards. 📄</p> <p>Don't forget to display Ss' work!</p>	60'
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Fun Review for next lesson/ Filler activities for this lesson.

- Play this interactive pelmanism activity: <http://anglomaniacy.pl/bodyMatching.htm>
- Do a board jump 📄 with singular and plural nouns.
- Play bingo 📄 with the body parts
- Use the Wild-Self posters as a listen and point activity.

Ways to adapt for different levels

- See in text comments
- Stronger classes can move quickly through the suggested stages and then use the Wild Self Creations as a basis for more descriptive or story work.

SOURCES

Books

500 Classroom Activities: Carol Read, Macmillan, 2007

Primary Grammar Box: C Nixon and M Tomlinson, Cambridge University Press 2003

Lyrics and songs

Classroom Song: Suzanne Goodwin; International House Language Centre Palermo 2014

Super Simple Songs: https://www.youtube.com/channel/UCLsooMJoIpl_7ux2jvdPB-Q

Wake Up Shake Up: Jack Williams; source: <https://eflrecipes.com/2014/09/26/yl-routines-jenny-holden/>

Olaf's In Summer: Josh Gad: <http://www.metrolyrics.com/in-summer-lyrics-josh-gad.html>

Flashcards

Alphabet flashcards: <http://esl-kids.com/pdf/alphabet/small-alphabet.pdf>

MES-English: <http://mes-english.com/flashcards>

Images

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www.uniquecoloringpages.com/summer-coloring-pages-and-book.html

www.worlddartsme.com/images/destroy-clipart-1.jpg

www.worlddartsme.com/images/fire-alarm-free-clipart-1.jpg

Video Clips – YouTube

CEOP KS1 Film: 'Lee & Kim' Cartoon Suitable 5 yrs -- 7 yrs: <https://www.youtube.com/watch?v=-nMUbHuffO8&feature=youtu.be>

Child Focus Esafety: https://youtu.be/d5kW4pI_VQw

Classroom instructions: <http://www.youtube.com/watch?v=udl2yO22V78>

Frozen 'In Summer' song: Official: <https://www.youtube.com/watch?v=UFatVn1hP3o>

Inside Out Movie Clip: Get to know your emotions: <https://www.youtube.com/watch?v=beIALH8aV2c>

If you're happy: <https://www.youtube.com/watch?v=l4WNRvVjiTw>

Mr Bean goes to the dentist Part 1: <https://www.youtube.com/watch?v=IacjiYGj9l4>

Websites

<http://anglomaniacy.pl/>

<https://esafety.gov.au/education-resources/classroom-resources/budde>

<https://www.esafety.gov.au/kids-quiz/> or this more comprehensive one:

<http://mes-english.com/>