

II.

Lesson plans





UNIT 1 WHAT'S YOUR NAME?

LESSON 1 A

Lesson 1 of the first unit is to be done in **two sessions** and serves as a “starter” in order to make the young learners’ first contact with the foreign-language classroom a good experience.

Vocabulary, phrases and structures:

Hello. Good morning/afternoon; Bye-bye.

Receptive: *What's your name?; Yes; I'm Max/Benny/Linda.*

Linguistic skills:

Greetings.

Cognitive, motor and social skills:

Establishing basic classroom routines.

Learning how to socialise in class.

Materials:

Stories Video or Stories Audio Cassette/CD; Max, the glove puppet

Welcoming the class

- As the children come in, use the **PLAYWAY TO ENGLISH** topic song as background music to set a happy tone and create a cheerful atmosphere. (*Do not teach the words of this song. If you use it often during warm-ups and closing routines, humming it every now and then, the learners will pick up some of the “chunks of language” by themselves.*)
- Greet the children in English: *Hello. Good morning/afternoon. I'm Mrs/Miss _____.*
- Guide the pupils around the classroom and show them their desks and where they will sit when they watch the video.
- Introduce classroom language: *Stand up* and *Form a circle*. Ask children to join hands and form a circle. Turn to your left and rhythmically say, *Hello, hello, Maria, hello* to the child on your left. Then to your right, *Hello, hello, Sandra, hello* to the child on your right. Repeat this procedure, turning to your left and to your right until you have greeted every child.





- Explain to the children, in their mother tongue, the kinds of activities they will be doing: songs, chants, rhymes, fun stories and puppet shows on video, games and puzzles.
- Give the children some time to flip through their *Pupil's Book*.



or



Stories

Step 1 Sketch: I'm Max

- Show the children the video sequence, *I'm Max*, twice.

Videoscript:

Max: Hello.
 Linda and Benny: Hello.
 Linda: What's your name?
 Max: Aaaaaaah ... M ... m ... m ... m.
 Benny: Martin?
 Max: M ... m ... m.
 Linda: Mike?
 Max: M ... m ... m.
 Benny: Max?
 Max: Yes. Yes. I'm Max. Max.
 Benny: What's your name?
 Benny: I'm Benny.
 Max: And what's your name?
 Linda: I'm Linda.

Comment:

Before you start, you could ask the children which English words they already know.

If video is not available:

Ask the children to take out the stick-in pictures from the appendix in the *Pupil's Book* on p. 57. Ask them to place the pictures next to the *Pupil's Book* and look at the double page (2 and 3) where the stick-in pictures need to go. Play the sketch from the *Stories Audio Cassette/CD*. Ask them to place the appropriate stick-in pictures in the spaces on the *Pupil's Book* page. Check if all the pictures are in the correct place. Then ask the children to moisten the pictures and to stick them in.



Step 2 Introducing Max, the glove puppet

- Now is the time to introduce *Max, the glove puppet!* Use *Max* to say *Hello*: First make *Max* say *Hello* to all the children and to you.
- Say *Hello* to *Max*, and then ask each child to say *Hello* to him.
- Invite the children to tell you where *Max* should sit, and explain that from now on, this will be *Max's* permanent seat. (Try to "suggest" a place that is prominent and which can be seen and reached by all the children.)



Closing routine

- *Max* tells the children that it is time to say *bye-bye*.
- Tell the children to stand up (you need to demonstrate as you say this), and then ask them to form a circle by joining hands again.
- Turn to the child on your left and say or sing, *Bye-bye, José, bye-bye*, and then to the child on your right and say or sing, *Bye-bye, Anna, bye-bye*. Say or sing it as you did the *Hello, hello* in the ritual above. Ask children to wave *bye-bye* with their right hands.
- See the children to the door and wave *bye-bye*.

Comment:

Make sure that *Max's* head moves only when he is speaking. You can hold *Max* in front of your face, so that children cannot see your mouth moving when *Max* is speaking. When you are speaking as yourself, *Max's* head should remain still.



Two large panels illustrating a sequence of events. Each panel has a small circular icon at the top center showing a person walking, and a small square icon at the top left showing two people talking.

Left Panel: Shows a person sitting on a sofa watching a television. The TV screen displays a cartoon bird character. Below the TV, a smaller inset shows the bird character with its hands up. At the bottom of the panel is a small icon with the number 2.

Right Panel: Shows a sequence of three scenes. The top scene shows the television set broken and the bird character running away. The middle scene shows two people cleaning up the broken TV. The bottom scene shows the two people running away from the bird character. At the bottom of the panel is a small icon with the number 3.





LESSON 1 B

Vocabulary, phrases and structures:

What's your name?; Yes; I'm Max/Benny/Linda.

Linguistic skills:

Understanding a dialogue from the video.

Asking names.

Introducing oneself.

Cognitive, motor and social skills:

Removing stick-in pictures from the appendix of the *Pupil's Book*.

Putting pictures in the correct order and sticking them in the *Pupil's Book*.

Establishing basic classroom routines.

Learning how to socialise in class.

Presenting short dialogues with a partner.

Materials:

Stories Video or *Stories Audio Cassette/CD*; *Pupil's Book*, pp. 2 and 3; stick-in pictures from the appendix, p. 57; water and cotton wool for each child; *Max, the glove puppet*



Revision

- You and *Max* greet the children as they come into the classroom.
- Give *Max* to a child. Ask the child to use *Max* to greet other children by name: *Hello, Daniel.*



or



Step 1 Sketch: I'm Max

- Show the video once.

Step 2 Stick-in pictures

- Ask the children to look at pages 2 and 3 of the *Pupil's Book*. Tell them to remove the stick-on pictures from the appendix. The pictures are perforated and are therefore easy to press out. Ask the children to place the appropriate pictures on the empty spaces in the *Pupil's Book*.
- Circulate among the children and check that all the pictures are in the correct places.
- Then tell the children to moisten the pictures and to stick them in.

If video is not available:
Play the sketch from the *Stories Audio Cassette/CD* and ask the children to point at the appropriate pictures in the *Pupil's Book* while they listen.

If video is not available:
Leave out Step 2.

Classroom management:
Use English when you circulate among the children. Say again and again, *Let me check. Yes. Very good. Stick the pictures in.*







Step 3 Mini-dialogues



or



- Play the video sequence again.
- Take *Max, the glove puppet*, and speak as *Max* by using a different voice: *Hello, I'm Max. What's your name? – Emma. – Hello, Emma.*
- Walk round the classroom with the glove puppet. Make *Max* ask the children their names and greet them.
- Gradually, the children take on *Max's* role. They take the glove puppet and ask other children their names.
- Show the playback version, i. e. sound but no voices, of the video sequence. The children listen to the sounds and say the lines of the sketch. Whisper to help them.

If video is not available:
Play the sketch from the *Stories Audio Cassette/CD*.

If video is not available:
Leave out this stage.



What's your name?

Lyrics: Gerngross/Puchta
 Music: Lorenz Maierhofer
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 and Edition Helbling

C
G
G7
C
 All Solo

1.-3. What's your name? What's your name? (clap) 1. I'm Lin - da. ___
 2. I'm Ben- ny. ___
 3. I'm Max. ___

F
C
G
G7
C
C7
 All

Ref.: Hel- lo, ___ hel- lo, hel- lo, ___ hel- lo, hel- lo, ___ hel- lo to you!

F
C
G
G7
C

Hel- lo, ___ hel- lo, hel- lo, ___ hel- lo, hel- lo, ___ hel- lo to you! Hi!



LESSON 2

Vocabulary, phrases and structures:

Hello to you.

Linguistic skills:

Singing a song (*What's your name?*).

Cognitive, motor and social skills:

Paying attention while speaking in unison.

Singing and clapping to the right beat.

Following a clapping rhythm.

Singing a line from a text (*I'm Linda/Benny/Max*) alone.

Materials:

Max, the glove puppet; Class Audio Cassette/CD nos. 2, 3; (optional) props for the characters Linda (T-shirt) and Benny (cap) in the role-play; Activity Book, p. 2



Step 1 Greeting

- Greet several children with the glove puppet. Then give the puppet to a child, who continues to greet the others. Allow all the children to take turns greeting each other with the glove puppet: *Good morning/afternoon. I'm Max. What's your name?*



Class

Step 2 Song: What's your name?

- Play the song from the *Class Audio Cassette/CD* no. 2 and sing along yourself. Clap three times after the second *What's your name?*, and ask the children to clap along. (Demonstrate twice, clapping only the first time. Rehearse twice.)
- Sing the song with the children. Use the playback version: *Class Audio Cassette/CD* no. 3.
- Cast three children in the parts of Benny, Linda, and Max. They either say or sing the lines, *I'm Benny/Linda/Max*.
- Call on three children and ask them their names: *What's your name? – I'm Peter.* (If necessary, whisper cues to help them.)
- Sing and clap along with all the children as the three children with roles sing or recite their parts.



Reminder:

Give the children who are playing Benny and Linda one prop each to indicate their characters, e.g. a cap for Benny and T-shirt for Linda. These props can always be used in the role-plays.





Step 3 Activity Book p.2

- Ask the children to open their Activity Books at page 2. They should find where Max, Benny and Linda are hidden in the picture. Give them a few minutes to do that. If the children cannot find Max, Benny and Linda, suggest that they look at the picture from different angles. When they have found the characters, ask the children *Where's Benny/Linda/Max?* Get them to hold up their books and point at the spot where Benny is hidden. Prompt them to say *Here*.
- Get the children to finish colouring in the picture.