

## Társadalmi Megújulás Operatív Program

Kompetencia alapú oktatás, egyenlő hozzáférés – Innovatív Intézményekben

TÁMOP 3.1.4/08/2. – 2009-0094



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# Great Britain

## Culture and Geography

A collection of topic based activities

## Information table

**Type of module:** A collection of topic based activities

**Descriptin of the module:** Learners learn the geography, history and culture of Great Britain. They collect information, pictures and make projects. Learners describe people, animals, places and things. Learners make dialogues of simple situations. Learners learn about people, their features.

**Aims of the module:**

- to extend learners' vocabulary
- to develop learners' comprehension skills
- to improve learners' comprehension skills in identifying words, making meaning and reading
- to develop learners' skills in cooperation and to develop tolerance
- to develop learners' speaking skills
- to improve learners' creativity

**Time frame:** 5 lessons each year

**Target group:** 10-14-year-old learners

**Language level:** A1-learners have been introduced to reading and writing in English

**Suggested language competence:**

- have some experience in making connection between spoken and written language
- have some experience in recognising words in reading and in watching films in English

**Links of the module:**

- cross curricular links
- Literature, History, Geography, Biology, Nature, People and Society, Art

**Foci of skills development:**

- identifying and naming places, things which are connected with Great Britain
- describing people, animals, places and things
- reading, singing and acting out songs
- making projects
- presenting work
- carrying out self- and pair evaluation

**Evaluation:** Learners evaluate each other with monitoring of the teacher

**Suggestions:** Many activities of the module provide opportunities for learners to express themselves either verbally or non-verbally. Teacher should make sure that both types of

responses are acceptable. Lessons on songs give opportunities for the teacher to motivate and activate the learners to sing and enjoy the songs. The lesson, when learners make apple crumble offers a good opportunity for learners to use their knowledge about everyday life, as they bring in and make drawings on their own personal experiences in the activities. Learners can obtain knowledge about everyday life which they can use outside the classroom, too.

**Back-up system:** Educatio KHT Kompetenciafejlesztő oktatási program kerettanterv- angol nyelvi modulok

- Tom Hutchinson: Project 1, 2, 3 third edition( books and DVDs)

# MAP OF THE MODULE

## CLASS 5.

<b>Lessons</b>	<b>Foci of skills development</b>	<b>Main activities</b>	<b>Language input</b>	<b>Materials and resources</b>
1. London bridge	Developing learners' vocabulary Developing learners' listening skills Cultural awareness Learning how to cooperate Keeping the rules when playing a game with a partner	Tug of war Playing the song	The vocabulary of the song	Skipping rope Picture of bridges Glue, paper, pens
2. British names and titles	Using different structures to form sentences Using British names and titles Pronouncing and intonating questions and answers accurately Cultural awareness Obtaining information of the copy of DVD	Role-play Completing worksheets of the DVD Comparing British and Hungarian names and titles	Vocabulary of names and titles	DVD, worksheet
3. Addresses and letters in Britain	Using to be and have got, has got Completing sentences Addressing envelopes Cultural	Completing letters Jumbled addresses Orientating on the map of Britain	Writing an English letter Learning how to address an envelope to Britain Learning an informal letter	Gapped letters envelopes

	awareness		form	
4. English schools 1.	<p>Understanding English people's pronunciation</p> <p>Obtaining answers from short films and dialogues</p> <p>Listening for gist</p> <p>Describing people</p>	<p>Describing people and understanding it</p> <p>Describing the short films</p>	<p>The vocabulary of English school system and school life</p>	<p>DVD worksheets</p>
5. English schools	<p>Understanding instructions</p> <p>Performing the corresponding actions</p> <p>Describing an English school</p> <p>Giving simple presentation</p>	<p>Project work</p> <p>Describing an English school, drawing English school uniforms, writing about the school system and school life</p> <p>brainstorming</p>	<p>Vocabulary of school system and school life</p>	<p>Paper, felt-tip pens, coloured pencils, picture, scissors, glue</p>

<b>NAME AND TYPE OF ACTIVITY</b>	<b>London bridge – action song and tug-of war</b>
<b>TIME</b>	45 mins
<b>FOCI OF SKILLS</b>	Understanding and singing a song
<b>DEVELOPMENT</b>	Cultural awareness Learning how to cooperate Keeping the rules when playing a game with a partner
<b>MINIMUM LANGUAGE REQUIRED</b>	The vocabulary of the song e.g.: wood, clay, bricks, mortar, iron, steel
<b>ORGANISATION</b>	Whole class Group work
<b>MATERIALS</b>	Skipping rope Pictures of bridges, glue, paper, pens (Extension)
<b>CROSS-CURRICULAR LINKS</b>	Game Culture

**Pre-teaching task:** Ask Ls to collect pictures of bridges of London and Britain.

### Description

Prepare a booklet of bridges of London and Britain. Write their names and the places where they can be found under the picture.

Before the song:

Arrange the classroom so that there is enough space to form a circle with the Ls.

Ask the Ls to sit in a circle on the floor and tell them the story of London Bridge and the ideas that people had about building it up again and again. Speak about the materials they needed and teach new vocabulary: wood and clay, bricks and mortar, iron and steel.

Invite the Ls to play a game. Ask two volunteers to raise their hands up and hold each other's to form a gate. Tell them to choose names for themselves e.g.: London or Bridge. L1: *I would like to be London.* L2: *I would like to be Bridge.*

Tell the others to hold hands and go round under the gate and sing the song together.

### London bridge is falling down



The image shows two staves of musical notation in 4/4 time. The first staff contains the melody for the first line of the song, with lyrics 'Lon - don bridge is fall - ing down, fall - ing down, fall - ing down,' written below it. The second staff contains the melody for the second line, with lyrics 'Lon - don bridge is fall - ing down, My fair la - dy.' written below it. The notes are simple, using quarter and eighth notes, and the lyrics are aligned with the notes.

Reaching the end of the verse the gate holders put their arms down and catch a L by their hands and ask: *Who do you choose? London or Bridge?* The L chooses one of them and stands behind him/her and holds his/her shoulders. Then the gate holders raise their arms up and the Ls continue singing the song.

*Build it up with wood and clay, ...*

*Wood and clay will wash away, ...*

At the end of this verse the gate holders put their arms down and catch a L again. They ask the same question: *Who do you choose? London or Bridge?* The L who is stuck under the gate, chooses London or Bridge and joins him/her. The gate holders raise their arms up and the game goes on.

*Build it up with bricks and mortar, ...*

*Bricks and mortar will not stay, ...*

The same happens at the end of the verse. Then the Ls sing the last verse.

*Build it up with iron and steel, ...*

The Ls start singing the song again and keep doing the same actions until everybody has joined one of the gate holders. This way there are 2 lines facing each other. Ask the Ls to count how many children there are on both sides. Elicit how they can arrange the Ls to make it equal, to have the same number of Ls on both sides. Arrange the Ls and take a strong skipping rope to play tug-of-war with it. Draw a line between the two groups on the floor. Tell the Ls to hold the rope on both sides and start pulling it at a given sign. T: *Ready, steady, go!* or *One, two, three*. Stand in the middle to judge the game. If the first person from any of the groups steps over the line, the other group wins the game. Choose two other volunteers for the next game from this group. Praise everybody.

Practical advice:

After a couple of games the skipping rope can be stretched out or damaged. It is better to play the game with a thicker rope and the Ls hands can't be hurt by it either.

#### **Variation for more active Ls**

Ask the gate holders to catch 2 Ls at a time and change places with them. This way more Ls can have the opportunity to hold the gate.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>British names and titles – role play</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Different structures to form sentences Accurate pronouncing and intonating of questions and answers Using British names and titles Cultural awareness Obtain information from the copy of DVD
<b>MINIMUM LANGUAGE REQUIRED</b>	Full name, first name, middle name, surname, nickname, Mr, Mrs, Miss, Sir
<b>ORGANISATION</b>	Pair work
<b>MATERIALS</b>	Project 1 – third edition DVD, worksheets of the DVD
<b>CROSS-CURRICULAR LINKS</b>	Culture

Before the lesson: Writing a full name on the board, making description for the name.  
Prepare DVD for playing.

### **Description**

Ask Ls to look at the board.

T: What can you see there?

L1: A name.

T: Let's see what kind of names there are on the board. Discuss about the names.

Ask Ls: What's your full name?

What's your surname?

What's your first name?

What's your nickname?

Ask Ls to work in pairs to ask each other about their full names, first names and nicknames.

The teacher writes his/her name on the board to elicit other names and titles.

Discuss with the Ls how they address their teachers and how British students address their teachers.

T: How do you call me?

L1: Miss .../Sir ...

Make a table on the board to compare the English forms of titles to the forms used in Hungary.

Ask Ls to watch the copy of the DVD.

Then ask Ls to work in pairs completing the worksheets, check and correct the worksheets together.

Ask Ls to write British full names and nicknames. Ask them to write how they address their different teachers in English. They make role play for greeting their teachers.

Praise them.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>Addresses and letters in Britain – completing a letter and jumbled address</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Using ‘to be’, ‘have got’/‘has got’ Completing sentences Addressing envelopes to Britain Giving personal information and details Cultural awareness
<b>MINIMUM LANGUAGE REQUIRED</b>	Address, street, road, avenue, town, city, country, postcode
<b>ORGANISATION</b>	Whole class Individual work Pair work
<b>MATERIALS</b>	A photocopy of the gapped letter for each L Jumbled addresses Envelope
<b>CROSS-CURRICULAR LINKS</b>	Geography Culture

Pre-teaching activity: Writing a gapped letter and photocopying it.

Dear .....

I’m ..... My full ..... is ..... My nickname’s ..... I’m from ..... and I live in ..... I’m ..... years .....

My mum’s name’s Mrs ..... and my father’s name is Mr .....

What ..... your parents’ names?

I ..... got a ..... His/her name’s ..... I’ve ..... a pet. Its name’s ..... Have ..... got a pet?

In my free time I play ..... and I chat with my Internet friends.

..... you got a computer? Have you ..... Internet friends and e-mail address? My e-mail address is .....

Best wishes,  
your .....

### Description

Ask Ls how addresses are written in Hungary. Compare to the English format. Point out differences and similarities.

Explain that we often use short forms to save time. Write the short forms of streets, roads, avenues on the board.

Ask Ls to tell British cities and towns and find them on the map of Britain.

Give Ls jumbled addresses. Ask them to put the parts of the addresses into the correct order. Then write the address on the empty envelope.

Ask Ls to complete letter with their personal details. Write this letter to their British penfriend.

Ask some Ls to read out their letters to the other.

Praise them.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>English schools I – completing charts</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Understanding English people's pronunciation Obtaining answers from small stories and dialogues Listening for gist Describing people
<b>MINIMUM LANGUAGE REQUIRED</b>	year, school subjects, a double period of, primary school, secondary school, lunch time, break time, home time
<b>ORGANISATION</b>	Pair work, whole class
<b>MATERIALS</b>	Project 1 third edition – the copy of the DVD, worksheets for the DVD
<b>CROSS-CURRICULAR LINKS</b>	Culture

Pre-teaching activity: Collect descriptions, information about English schools from the Internet

### **Description**

Ask Ls about English schools (primary and secondary school). At what age do English pupils go to primary and secondary school?

Watch the first part of the DVD. Complete the first part of the worksheet. Discuss it with your partner. Check the answers together.

Watch the second part of the DVD. Write the missing subject to the worksheet. Discuss it with your partner. Check the second part together.

Watch the third part of the DVD and write the appropriate student's name for each time table. Discuss it with your pair. Check the answers together.

Watch the fourth part of the DVD about Marlborough School. Obtain the necessary information to complete the task. Discuss it with your pair. Check the answers together.

Ask Ls to describe a child they have seen on the DVD with their partner and talk about him/her to their classmates.

Praise them.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>English schools II – project work</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Understanding instructions, performing the corresponding actions Gathering information about schools Describing a British school Thinking themselves into the role of British students Drawing English school uniforms Giving a simple presentation
<b>MINIMUM LANGUAGE REQUIRED</b>	Year, primary, secondary, sixth form, match, packed lunch
<b>ORGANISATION</b>	Group work
<b>MATERIALS</b>	Paper (A/3, A/2), felt-tip pens, coloured pencils, scissors, glue, material from the Internet
<b>CROSS-CURRICULAR LINKS</b>	Culture

Pre-teaching activity: Collect pictures, description about English schools from the Internet.

### **Description**

Ask Ls to show what they have collected about English schools. Discuss how old the English pupils are when they go to primary/secondary school and the sixth form. Ask Ls to make a table of it.

Ask Ls about English students' school days:  
How many lessons do English students have a day?  
When do they go to school?  
When do they have lunch?  
What do they have for lunch?  
When do they go home?

Ask Ls to write down a typical day of an English student and draw some pictures about it.

Ask Ls about sports programmes. Ask Ls to draw pictures about sports.

Ask Ls to draw the typical English uniform for a boy and a girl.

Ask Ls to talk about their project work.

Praise them.

## MAP OF THE MODULE CLASS 6.

<b>Lessons</b>	<b>Foci of skills development</b>	<b>Main activities</b>	<b>Language input</b>	<b>Materials and resources</b>
Britain is a multi-cultural country	Intensive listening for clues to describe people	Describing people Making a map Listening to a CD Completing a text Labelling a map Introducing people	Names of people, towns, countries, nationalities	a listening track CD player Cardboard Fibre pens Glue Coloured pencils Pictures of children Printed map of the world
Festivals in Britain	Using pictures to label a calendar Cultural awareness	Labelling a calendar Talking about family photos Matching pictures with dates Describing festivals Listening to songs	Names of months Names of festivals Ordinal numbers How to say the dates	pictures or photos of festivals Glue Coloured pencils A calendar Songs sung at Christmas, Santa Claus, New Year etc.
Auld Lang Syne	Learning a song and dance Cultural awareness	Listening to a song Singing the song Dancing the traditional dance	the vocabulary of the song	cd, probably skirts for everyone

**Name and type of activity:** Britain is a multi-cultural country-making a map

**Time:**45 mins

**Foci of skills:**Intensive listening for clues to describe people

**Development:**Learning how to describe people  
Improving concentration

**Minimum language:**Names of people, towns, countries, nationalities

**Required:**She is from...

She is (British)

She lives in...

She speaks ...

**Organisation:** Individual work  
Group work

**Materials:** a listening track  
CD player  
Cardboard  
Fibre pens  
Glue  
Coloured pencils  
Pictures of children  
Printed map of the world

**Cross:Curricular links:** Geography

**Description:**

Students look at the pictures and describe the different children. Then, they listen to the track, and complete a chart baesd on the information of the text.

The chart is the following:

NAME	LIVES IN	FAMILY FROM	SPEAKS
Joe	Liverpool	Hong Kong	English, Chinese
Peter	Manchester	Poland	English, Polish
Reni	London	India	English, French
Francesca	Glasgow	Italy	French, English, Italian
Winston	Birmingham	Jamaica	English, Spanish

Then, students work in groups of 3-4 to find five English-speaking towns. Then, they work on the cardboard and glue the map of the world onto the paper. They label the towns on the map and draw speech bubbles and write the descriptions of children there, e.g. His name is Joe, he lives in Liverpool, but his family is from Hong Kong. He speaks English and Chinese. Then the groups introduce the children one after the other. At the end, everyone chooses a character from the 5 children, and introduce them using 1st person singular, e.g. My name is Joe, I'm from Liverpool, but my family comes from Hong Kong. I speak English and Chinese.

**Name and type of activity:** Festivals in Britain-labelling a calendar with photos

**Time:** 30 mins

**Foci of skills:** Using pictures to label a calendar

**Development:** Cultural awareness

**Minimum language:** Names of months  
Names of festivals  
Ordinal numbers  
How to say the dates

**Required:** Christmas is on the 25th and 26th of December, we celebrate the birth of Jesus then. In the pictures we can see a Christmas tree with presents and decorations.

**Organisation.** Individual work, group work

**Materials:** pictures or photos of festivals  
Glue  
Coloured pencils  
A calendar  
Songs sung at Christmas, Santa Claus, New Year etc.

**Cross-curricular links.** Culture, Music

**Description:**

Before the lesson the teacher asks the students to bring family photos or pictures from magazines connected with Christmas, Easter, Santa Claus and New Year. Then they work in groups, each group has to deal with one specific holiday. 4 groups=4 festivals.

Then, children match the pictures with the exact dates. Each group has to talk about the given festival. They describe the festivals one after the other.

During the activity they listen to songs such as Wish you a Merry Christmas, Jingle Bells, Auld Lang Syne etc.

After the descriptions, the teacher gives each group another festival to be introduced. Students can help each other.

**Name and type of activity:** Auld Lang Syne –song and dance

**Time:** 20 mins

**Foci of skills:** Learning a song and dance

**Development:** Cultural awareness

**Minimum language:** the vocabulary of the song

**Required:** Instructions

- Form a circle
- Cross your hands over your body
- Join hands with your neighbour
- Sing the song

**Organisation:** whole class

**Materials:** cd, probably skirts for everyone

**Cross curricular links:-** Music  
-P.E.

**Description:**

Before the lesson the teacher asks the students to bring skirts into class.

The teacher tells the students the cultural background

It is the following: In Scotland New Year's Eve is, for many people, the most important festival of the year, and nowadays, many of their costumes are followed in the rest of Britain. At midnight party-goers toast the New Year and link hands to sing Auld Lang Syne. This was originally a poem written by the Scottish poet Robert Burns. Auld Lang Syne means 'old items' or 'times past'.

The text of the song is

Should *old* acquaintance be forgot,  
and never brought to mind ?

Should *old* acquaintance be forgot,  
and *old* lang syne ?

CHORUS:

For auld lang syne, my dear,  
for auld lang syne,  
we'll take a cup of kindness yet,  
for auld lang syne.

And surely you'll *buy* your pint *cup* !  
and surely I'll *buy* mine !

And we'll take a cup o' kindness yet,  
for auld lang syne.

## CHORUS

We *two* have run about the *slopes*,  
and *picked* the *daisies* fine ;  
But we've wandered *many* a weary *foot*,  
*since* auld lang syne.

## CHORUS

We *two* have *paddled* in the *stream*,  
*from* morning sun till *dine*<sup>†</sup> ;  
But seas between us *broad* have *roared*  
*since* auld lang syne.

## CHORUS

And there's a hand my trusty *friend* !  
And *give us* a hand o' thine !  
And we'll *take* a right *good-will draught*,  
for auld lang syne.

## CHORUS

After listening to the song students will probably be familiar with the tune of the song. The teacher invites them to tell when it is sung, if they know any translation into their language, and whether they have an equivalent song that the whole nation sings at a particular time or date of the year.

Then, the whole class sings the song and practise it at the beginning or end at each lesson. Students try to learn the traditional dance. Teacher explains the rules: Students form a circle, cross their hands over their body and join hands with their neighbours on either side. During students can wear traditional skirts.

## MAP OF THE MODULE CLASS 7.

<b>Lessons</b>	<b>Foci of skills development</b>	<b>Main activities</b>	<b>Language input</b>	<b>Materials and resources</b>
The British Isles	Describing a landscape Comparing regions Giving historical features Improving tolerance and concentration Giving presentation	Project work Collecting historical and geographical names Writing comments for the pictures brainstorming	Using present simple and past simple in writing and speaking Using comparatives New vocabulary of the topic	Paper, scissors, picture, glue, felt-tip pens, coloured pencils
What do you need to bake some apple crumble?	Developing learners' vocabulary Developing pronunciation and intonation Developing learners' speaking skills through a short role-play	Learning what ingredients are needed for baking some apple crumble Starting an Apple Crumble Poster	Ingredients: flour, butter, margarine Can I have some ... please? Here you are How much is it/are they? Do you want anything else?	Ingredients of apple crumble A bowl Word cards
Baking apple crumble	Developing learners' listening skills Developing skills in identifying words Developing speaking skills in cooperation Developing learners' tolerance	Role-play Making apple crumble dough Making apple crumble	Recipe of apple crumble Shopping dialogue	Recipe Ingredients and kitchen tools for making apple crumble
Typical British meal	Pronouncing new words and questions accurately Intensive listening and quick reactions Cultural	Vocabulary game Role-play Short dialogues	Vocabulary of British meal and meal times	Flash cards, word cards

	awareness Learning how to cooperate			
British wildlife	Revising and learning new vocabulary Listening for gist Describing animals' physical features and basic characteristics	Brainstorming Vocabulary game Completing worksheets Making a wildlife map Project work Performing learners' project	Names of wild animals in Britain Landscape of Britain	Word cards, flash cards, map of the UK Animal pictures, scissors, glue

<b>NAME AND TYPE OF ACTIVITY</b>	<b>The British Isles – project work</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Describing landscape Comparing regions Giving historical features Giving presentation Improving tolerance and concentration
<b>MINIMUM LANGUAGE REQUIRED</b>	Comparatives and superlatives Present Simple, Past Simple Words: population, capital, flag –the Union Jack, government, hill, valley, mountain, river, lake, ocean, sea, island; The UK, England, Scotland, Wales, Northern Ireland
<b>ORGANISATION</b>	group work
<b>MATERIALS</b>	Paper (A/2, A/3), scissors, glue, coloured pencils, felt-tip pens
<b>CROSS-CURRICULAR LINKS</b>	History, Geography, Culture

Pre-teaching activity: Divide the class into groups of four. The groups collect geographical and historical data and pictures about The British Isles from the Internet, the library and the newspapers

### **Description**

Revise the vocabulary and grammar with Ls.

Brainstorm a list of important places and write them on the board.

Discuss what to do: - Make a map/ use a map

- Label important places on the map
- Draw or find pictures for the map
- Write comments for the pictures
- Stick the pictures and commentary on the map

When they are ready, ask the Ls to sit in a circle and present their projects to each other.

Praise them.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>What do you need to bake some apple crumble? – creative communication</b>
<b>TIME</b>	45 mins
<b>FOCI OF SKILLS DEVELOPMENT</b>	Developing Ls' vocabulary, pronunciation and intonation Developing Ls' speaking skills through a short role play
<b>MINIMUM LANGUAGE REQUIRED</b>	Ingredients: flour, butter, margarine, cream, etc. Can I have some flour please? Here you are.
<b>ORGANISATION</b>	Whole class
<b>MATERIALS</b>	Prepare all the ingredients you will need to bake apple crumble Word cards
<b>CROSS-CURRICULAR LINKS</b>	Culture

Pre-teaching activity: Prepare a large piece of paper and write Apple Crumble Poster on it. Divide it into 3 parts: Ingredients, Recipe: Apple crumble  
Put pictures and word cards on the poster gradually for keeping a record of Ls learning

### **Description**

Lead in: Drawing a spelling shark with the word: dessert

Explain that for making apple crumble, you will need some things: apples, flour, butter or margarine, sugar, water, cream or ice cream.

Put the ingredients into a bowl before the lesson and cover them with a towel. Invite one L and blindfold him/her. Choose one of the ingredients and ask him/her to taste it and make a guess about it. Encourage Ls to name the ingredients and confirm their guesses in English. Ask Ls to choose the correct word card to label what is in the bowl.

Repeat the game with other Ls. By the end of this process, all ingredients should be labelled on the desk.

Practice pronunciation.

Practice the words and play memory game with the word cards.

Introduce the Apple Crumble Poster and explain how you are going to complete it step by step.

Practice pronunciation and read out the words loudly.

Invite Ls to stand around the desk with the ingredients on it and play the dialogue.

Can I have some flour, please?

Here you are.

Play it with all the ingredients.

Make a shopping list using the poster for resources.

Homework:

Groups of four get all the names of ingredients for baking apple crumble. Ls have to make a shopping dialogue using the following structures:

Can I have .....

Here you are.

Do you want anything else?

How much are they? / How much is it?

Thank you.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>Making apple crumble – creativity and creative communication</b>
<b>TIME</b>	45 min
<b>FOCI OF SKILLS DEVELOPMENT</b>	Develop Ls' listening comprehension skills Develop Ls' skills in identifying words Develop Ls' speaking skills Develop Ls' skills in cooperation Develop Ls' tolerance
<b>MINIMUM LANGUAGE REQUIRED</b>	Ingredients and recipe of apple crumble, speaking structures for shopping
<b>ORGANISATION</b>	Group work, pair work
<b>MATERIALS</b>	Ingredients of apple crumble, kitchen tools: saucepans, bowls, dishes for baking
<b>CROSS-CURRICULAR LINKS</b>	Culture

### **Description**

Lead in: Act the dialogues at the shops buying the ingredients of the apple crumble.

Ask Ls to read the recipe on the Apple Crumble Poster.

Identify the necessary words and actions.

Following the instructions, Ls make apple crumble. The teacher monitors Ls and helps them if they need it and give them some feedback.

Bake the apple crumble in the afternoon and taste it.

Praise Ls for their work.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>Typical British meals – vocabulary game</b>
<b>TIME</b>	15-20 mins
<b>FOCI OF SKILLS DEVELOPMENT</b>	Pronouncing new words and questions accurately Intensive listening and quick reactions to make groups Cultural awareness Learning how to cooperate
<b>MINIMUM LANGUAGE REQUIRED</b>	British breakfast, bacon, sausages, baked beans, toast, marmalade, cereal, light meal, packed lunch, main meal, fish and chips, vegetable, dessert, pudding, custard, ice-cream, cake, apple pie Present Simple: question form, affirmative form Do you make breakfast/ lunch/ dinner/ supper? Yes, I do. I make ..... / No I don't.
<b>ORGANISATION</b>	Whole class
<b>MATERIALS</b>	Flashcard for the meals Word cards for meals
<b>CROSS-CURRICULAR LINKS</b>	Culture

Pre-teaching activity: Making flashcards for meals. Arrange the classroom so that there will be enough space to play the game.

### **Description**

Ask Ls to sit in a big circle. Use as many flashcards and word cards as many Ls are (18 Ls → 9 flashcards + 9 word cards).

If there is an odd number of Ls, also the teacher has to participate in the game.

Revise the vocabulary of the meals and meal times with the help of flashcards and word cards. Elicit questions and answers: Do you make.....? Yes, I do. I make ..... / No, I don't.

Shuffle the cards and each L chooses 1 card.

Ask the Ls to stand up and when the teacher says “Meal time”, the Ls try to find their partners by asking questions. If they find each other they have to run to a place designated by the teacher (e.g. in front of the board). The pairs have to stand behind each other in the order of finishing their task.

When the last Ls arrive, start checking the pairs.

Extension: The teacher put the word cards (breakfast, lunch, dinner, supper, dessert) on the table and the Ls have to stick their cards on the board.

Check the cards on the board. Praise them.

<b>NAME AND TYPE OF ACTIVITY</b>	<b>British wildlife – project work</b>
<b>TIME</b>	45 mins
<b>FOCI OF SKILLS DEVELOPMENT</b>	Revising and learning new vocabulary Describing animals' physical feature and basic cha characteristic Listening for gist Learning how to cooperate
<b>MINIMUM LANGUAGE REQUIRED</b>	Names of wild animals: hedgehog, mole, dwarf mouse, vole, weasel, otter, roe-deer, deer, fox, ermine, squirrel, badger
<b>ORGANISATION</b>	Whole class Group work
<b>MATERIALS</b>	Word cards, flash cards of animals, a map of the UK, glue, scissors
<b>CROSS-CURRICULAR LINKS</b>	Geography Biology
<b>Pre-teaching task:</b>	Ask Ls to collect pictures about particular animals from Internet, magazines, newspapers. Prepare maps of the UK, stick the animal pictures on the board.

### Description

Ask Ls to collect wild animals of Europe.

Describe physical features of animals which Ls don't know in English: mole, hedgehog, vole, weasel, otter, deer, roe-deer, badger, squirrel. Encourage Ls to choose the particular animal from the animal pictures you have described. Confirm their choice in English and write the name of the animal next to the correct picture on the board.

Repeat the game with the other animals until all the pictures on the board are labelled.

Tell Ls that British wildlife is similar to European wildlife. Tell Ls, that they are going to watch a copy of the DVD (Project 2 third edition by Tom Hutchinson) about British wildlife. After watching the DVD Ls try to complete the worksheets and then they watch it again to check their answers. After each part of the copy of the DVD check the worksheet with the whole class.

Ask Ls to form groups of four. (Gather together – group formation.)

Each group gets a map and Ls stick their animal pictures in it.

When the groups have finished their tasks ask them to show their map and describe the animals on their map.

Praise each group and each L.

## MAP OF THE MODULE

### CLASS 8.

Lessons	Foci of skills development	Main activities	Language input	Materials and resources
Sights of London	describing a historical event based on pictures Looking for information on the Internet (historical background)	Looking for pictures of London Talking about the pictures Collecting information on the sights Matching the pictures and the places Describing the sights Asking directions	asking for and giving directions	sights of London-pictures A printed map of London Glue coloured pencils information from the Internet-descriptions of sights
Clementine	Listening to identify words Checking Ordering Selecting	Listening to the song Numbering the keywords of the song	The vocabulary of the song	Board, chalk, Song
Families	listening to an interview and complete a chart Improving cooperation Exchanging personal information Experiencing the pleasure of creating something personal	Looking at the DVD Completing a chart Introducing people	I was born I got married I went to school I had children Past Simple Tense	Project 3, Culture DVD, Chapter: Families

**Name and type of activity:** Sights of London-making a map with pictures, descriptions

**Time:** 45 mins

**Foci of skills:** describing a historical event based on pictures  
Looking for information on the Internet (historical background)

**Development:** Cultural awareness

**Minimum language:** asking for and giving directions

**Required:** -How can I get to?  
-Turn left/right!  
-Go straight on!  
-Go under the bridge! Etc.

**Organisation:** whole class, pair work, individual work, group work

**Materials:** sights of London-pictures  
-A printed map of London  
-glue  
-coloured pencils  
-information from the Internet-descriptions of sights

**Cross-curricular activities:** Culture, History, Geography

**Description:**

Before the lesson the teacher asks students to look for pictures connected with **Big Ben, the Millennium Dome, Nelson's Column, 10 Downing Street, Trafalgar Square, the London Palladium, Buckingham Palace, Greenwich, the River Thames, London Eye, Oxford Street and the Tower of London.** Students work individually this time.

At the lesson, students show their pictures and they talk about what we can see in the photos. Then the teacher divides the class into 4 groups. Secondly, using computers and the Internet in class each group has to collect information on 3 sights. They print the materials. After this, with the help of Internet, they have to look for the exact place of the sights, where they are situated in London. When they are ready with this, they take the printed London map, and stick the pictures to the correct places. Groups take turns. If the groups have finished, they talk about the sights given beforehand. Each group member has to introduce and describe one sight.

If the map is ready, then they work in pairs, asking How can I get from here to the Tower of London. They have to ask the way. In pairs, students act out the conversations.

**Name and type of activity**      **Listening to the song – Clementine**

**Time**                      10 mins

**Foci of skills**      Listening to identify words  
Checking  
Ordering  
Selecting

**Organisation**      Whole class, individual work

**Materials**              Board, chalk, Song

**Teacher's activities:**

1. The teacher tells the class to listen to the song and check their words.
2. The teacher writes the following words on the board in random order for learners to number: *canyon, miner, daughter, sandals, ducklings, water, swimmer, sister*. Then s/he plays the tape twice, once for the learners to number, then for them to check the order.

**Learners' activities:**

1. Learners have previously prepared a list of seven chosen words. They listen to the song to check their predictions.
2. Learners write down the words and listen to the song again. They number the keywords of the song in the order of appearance:  
*1 canyon, 2 miner, 3*

daughter, 4  
sandals, 5  
ducklings, 6  
water,  
7 swimmer, 8  
sister.

3. Finally, the teacher hands out copies of the Song for the learners to follow. The illustrations to the text support understanding. S/he plays the tape again but this time turns the volume down when the chorus comes so that the learners can sing it. S/he helps with the correct pronunciation.

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3. The learners get the copies of the Song to follow. They sing the chorus without the tape.

The text of the song:

*In a cavern, in a canyon, Excavating for a mine Dwelt  
a miner forty-niner, And his daughter Clementine*

**Chorus:** *Oh my darling, oh ..., oh... Clementine! You  
are lost and gone forever Dreadful sorry, Clementine  
Light she was and like a fairy, And her shoes were  
number nine. Herring boxes without topses  
Sandals were for Clementine. (Chorus)*

*Drove she ducklings to the millpond, Every morning  
just at nine; Stubbed her toe upon a splinter,  
Fell into the foaming brine. (Chorus)*

*Ruby lips above the water Blowing bubbles soft and  
fine. But alas, she was no swimmer,  
And I lost my Clementine! (Chorus)*

*And the miner, Forty-Niner, He began to peak and  
pine; Thought he oughter join his daughter –  
Now he's with his Clementine. (Chorus)*

*How I missed her, how I missed, How I missed my  
Clementine – Till I kissed her little sister,  
And forgot my Clementine! (Chorus)*

**Name and type of activity:** Families-an interview

**Time:** 45 mins

**Foci of skills:** listening to an interview and complete a chart

**Development:** Improving cooperation

Exchanging personal information

Experiencing the pleasure of creating something personal

**Minimum language:** I was born

I got married

I went to school

I had children

**Required:** the vocabulary of telling one's life

**Organisation:** Whole class

Individual work

Pair work

**Materials:** Project 3, Culture DVD, Chapter: Families

**Cross-curricular activities:** Mathematics

**Description:**

First stage:

Students look at the DVD carefully. They can watch it several times.

Second stage:

They complete the chart based on what they have seen.

The question is always the same.

What happened to people in the given years?

James	Julian	Emma
1933	1964	1991
1936	At the age of 18	1994
At the age of 16	1983-86	1996
1961	1992	2003
1964		

Third stage:

Students choose one character and introduce their life based on the chart, using Past Simple Tense.

Last stage:

Each student chooses a family member and tries to talk about his/her life with the help of exact dates.