

Zsuzsanna Benkő (Ed.)

**INTEGRATED PROGRAMMES FOR
LOWER-PRIMARY TEACHER TRAINING**

FOUR SEASONS – THREE NATIONS

Lisbon – Szeged – Vienna
2004

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Contents

Conceptual umbrella	5
Preface	9
Edina Szöllősy: Teaching English to Young Learners	11
Four Seasons – Three Nations	31
Authors of this volume	115

Conceptual umbrella

Since the development of hierarchical societies most social scientists agree that inequalities in the countries of the developed world are still characteristically defined by this hierarchical arrangement. Different classes, strata and groups of the society are arranged along financial, property, educational, social division of labour and settlement differences. Social scientists agree also on the fact that opportunities in the society are largely influenced by factors that can not be represented in the hierarchical arrangement. What are these factors?

Without hierarchical ordering of the factors in question here we think of inequalities related to gender: women in all societies of the developed world are in worse social positions than men of similar stratification characteristics. The national and ethnic palette of European societies is very colourful; belonging to a national or ethnic minority can be source of social disadvantages. Though cases are different by countries and societies, the state of the disabled further expands the system of unequal opportunities.

An increasingly indispensable part of knowledge-based society, highlighted more and more in the recent years – beside disciplinary knowledge (geography, biology, chemistry, etc.) – is the need for a complex orientation in the society. Public education can support social orientation the best if it is able to develop, strengthen and implement practice-oriented skills and expertise. What are those skills we aimed at developing in this project? We intend to deepen health promotion, health-conscious behaviour, value system and practice. Opportunities for health are described also along social hierarchy and along the level of education as a decisive factor within, and this chance or opportunity is further increased or decreased by minority status or of being different. It is already an important aim and task in itself that lower-primary school educators and through these educators, children, parents and grandparents should become acquainted with modern approach to health. So as to reduce health inequalities new educational and psychological methodological elements are required beside essential knowledge, because paradigm-change is also essential for getting to know, accepting and make others accept “difference”.

We can hope for a modest result only if we base health promotion solely on knowledge transmission – however thorough it is –, and it is the same case if we

focus only on knowledge transmission in relation to minority issues. In the case of health promotion we considered practice-oriented education and the transmission of values as decisive educational methods. In case of minority issues value is carried and transmitted by arts. Music, dance and literature – saga as a genre corresponding to the age characteristics – make this complex world visible, audible, perceptible and enjoyable. This scope of questions means not only the historically determined, traditional minority groups (for example the Gypsies, the Jews, Black people or the disabled) but it also means the present migration process within the European Union that happens in front of our eyes: migration from close countries within Europe and from distant countries in Asia, Africa, Latin-America.

There are considerable differences among European countries in terms of their attitudes to their down-and-out, and here we mean the disabled primarily. Though we know it well that those countries where disability is visible in the whole society, because most of them left the closed institutes two or three decades ago (Great Britain, the United States), has defined many tasks for themselves, this process has just started in other countries, where at the same time all this should be made acceptable for small children and for their parents, that is for the whole society.

Inequality appears not only in health chances or in case of minorities but in fostering talent as well. Hence we are well aware that public education strives at the capital-reproduction of the middle class of the society (see the theory of Bourdieu). That is why it is essential to foster the talent of those children in lower-primary school whose parents lack this cultural capital: their communication is underdeveloped, their self-evaluation is low. That is why we have chosen an educational domain for fostering talent where these two factors are not decisive, and it is mathematics. But we are not approaching mathematics the way as the vast majority of the adult society would imagine on the basis of their earlier school experiences. All these of course do not help the communication difficulties of disadvantaged children. Communication skills practice is the answer to that. According to our experiences, teacher training in most European countries does not offer this kind of skills development practice for their students.

We take an invaluable step by developing mother tongue communication, but this increases equal opportunities within the given nation only. Speaking foreign languages (like English and German), especially in three small EU countries like Hungary, Portugal and Austria, is extremely important. Austria has helped a lot in working out the German language module.

Striving at equal opportunities is of key-value in each content module. Creativity, practice-orientation, the socially integrated individual (keeping family, settlement and cultural backgrounds in mind during the education of lower-

primary pupils) are the methodological bases of the transmission of these contents and values. This new perspective can form an organic part of the traditional values of lower-primary teacher training of these three countries.

Zsuzsanna Benkő

International professional coordinator of the project

Preface

Four seasons – Three Nations is a classroom-related, user-friendly resource book for teacher trainees and for all teachers of English to young learners.

The portfolio is aimed at combining theory with practice, literature with intercultural issues and through literary texts, step-by-step guided activities as well as with children's and art students' drawings and designs it attempts to assist students and teachers of English in using songs, rhymes and chants in an entertaining and effective way.

The authors of this portfolio (Alexandra de Nagy, Portugal, Rudolf Edelmann, Austria, Edina Szöllősy, Hilda Sinka and Klára Szabó Hungary) are all teacher trainers, mentor teachers and experienced classroom teachers themselves and they also represent three different teacher training institutions as well as the multi-faceted educational and cultural background of their own countries. The material presented in the portfolio is the result of their close cooperation and joint work, which was carried out under the auspices of the European Union's COMENIUS 2.1 programme.

The texts and activities of the portfolio centre around topics of utmost importance for all children, regardless of their age, nationality and general interest. The main themes to be explored are the changing of seasons and nature, popular holidays and celebrations. These topics also offer an opportunity for children and teachers alike to think and talk about cultural diversity as well and eventually they help children to understand each other better. To raise cultural awareness in the classroom of young learners the maps of the three countries, their national flags and the description of their Christmas celebrations are also included in this material for discussion and comparison.

The theoretical introduction is to give an overview of the theoretical and practical issues related to teaching English to children. The main focus of this chapter is the pedagogical achievements of the last decade and so it includes a literature review, an outline of teaching priorities and a list of practical considerations for teacher trainees and classroom teachers.

The theoretical introduction is followed by a collection of rhymes, plays, songs and a grid of step-by-step classroom activities. Some of the drawings and activity ideas are based on Internet sources. Occasionally students and teachers are urged by suggestions to experiment and try out their own variations of the given task.

Dear Colleagues,

Finally, we do hope that our *Four seasons – Three Nations* portfolio will be an asset for all of you to rely on in everyday teaching work, and, at the same time, it will be also fun and joy to work with.

Lisbon – Szeged – Vienna

Klára Szabó
Sub-coordinator

TEACHING ENGLISH TO YOUNG LEARNERS

Edina Szöllősy (Hungary)

1. Literature Review

The aim of this introductory chapter is to give an overview of the theoretical and practical issues related to teaching English to children focusing on the last decade, which has been an active and evolving one with the primary ELT (English Language Teaching) market expanding worldwide. The growing need and popularity of English and the demand for early English language teaching programs in schools have been influencing the content of initial teacher training programs and the highest priority is producing competent primary language teachers.

Although research findings on the optimal age for foreign language learning remain inconclusive, more and more parents would like to give the opportunity to their children and more and more schools offer 'early' English programs. If we look at the relatively short history of the theory and practice of foreign language teaching methods and techniques, relatively little concern is shown for primary level teaching. Some of the humanistic approaches of the 1970s and 1980s share concerns with good primary school teaching practice. So, most of the publications and research date back to the last 10–15 years and the popularity and rationale of ELT to young learners is still growing and strengthening.

The chapter focuses on two areas. First, general issues will be considered by looking at three major books. MARIANNE NIKOLOV'S introduction to *Issues in Research into Early Foreign Language Programmes* (Ed. Jane Moon and Marianne Nikolov, University Press Pécs, 2000), CHRISTOPHER BRUMFIT'S *Teaching English to Children* (in *Teaching English to Children, From Practice to Principle*; Ed. Christopher Brumfit, Jane Moon and Ray Tongue. CollinsELT, HarperCollins Publishers, 1991) and SUSAN HALLIWELL'S *Teaching English in the Primary Classroom* (Longman Group UK Limited, 1992) will establish the theoretical background of the general issues related to teaching English at the primary level.

In the second part of the introduction, priorities and practical considerations will be discussed on the basis of three widely-used resource books of ideas and approaches for primary English teachers. The following three books, *Teaching English to Children* by WENDY A. SCOTT and LISBETH H. YTREBERG (Longman,

1990), *Young Learners* by SARAH PHILLIPS (OUP, 1993) and *Very Young Learners* by VANESSA REILLY and SHEILA M. WARD (Oxford University Press, 1997), describe the general characteristics of young language learners and help teachers develop classroom management, planning and presentation skills. The major part of these books focus on the different methods and techniques teachers can use in improving the listening, speaking, writing and reading skills of their students. They also give advice about how to establish a creative classroom and what topics and themes are appropriate to utilize with this age group.

1. 1. General issues

When looking at the general issues related to teaching English to children, the first widely accepted idea is that children are better at second language acquisition (SLA) than later starters. However, Nikolov suggests that it is important to look into the theoretical background and the empirical evidence related to this claim to see to what extent and how they support the assumption.

There are three major research areas: the existence of the critical period hypothesis; immersion programs in second language contexts; and foreign language programs. In her introduction, Nikolov examines the theoretical explanations for the existence of a critical period concerning the neurolinguistic, cognitive, social-psychological and linguistic explanations. She also looks at the research from three perspectives: how empirical SLA studies support ‘the younger the better’; ‘the older the better’; and ‘the younger the better in some areas’. Her conclusion concerning the critical period hypothesis and its relevance for early foreign language programs is that numerous factors interact in the studies supporting or rejecting the hypothesis. Psychological and sociological variables, teaching methods, materials and teachers are not taken into consideration. She believes that there are inconsistencies in the research design and elicitation techniques of target language outcomes.

Her paragraph on the teachers of young learners, whom she calls the key players, informs the reader about the qualification of language teachers in some European countries (Italy, UK, Austria, Czech Republic, Russia, Poland Belgium) including Hungary, where 64% of primary school language teachers are Russian retrainees. She claims that there is not enough research on what teachers actually do in the classroom and how teachers’ proficiency, especially pronunciation, influences young learners’ language development.

When evaluating the English for lower primary teaching materials, she also states that there is not enough research on how whole-language, task-based, learner-centred and activity-based materials are used. The appropriate metho-

dology is usually identified but as far as the implementation and its influences of the chosen method are concerned, we know only a little. Nikolov finishes with a list of useful questions for further research including successful programs, optimum conditions and good classroom practice, effective teachers, realistic expectations, the role of the mother tongue. In her conclusion she claims that children should have access to foreign languages from an early age and gives five strong arguments which support it.

In his introduction to *Teaching English to Children*, Christopher Brumfit starts by posing a fundamental question of whether there is such thing as primary English Language Teaching in a general sense. Clearly in many countries there is ELT in schools for young age groups but the key elements in the concept of primary ELT vary considerably from culture to culture. Brumfit lists some of the characteristics young learners share – though the age range of primary schooling vary considerably from country to country. He states that there is a significant debate about whether young learners learn languages better or more efficiently than older children or adults. In general, the evidence is unclear, but we know that effective teachers can help learners to progress rapidly, at any level of schooling. Also, there are a number of reasons for teaching English at primary level that do not rely simply on the claim that it is the best time to learn languages well.

Considering the main objectives of early foreign language programs, understanding foreign cultures from an early age so children grow up tolerant and sympathetic to others, maximum learning time for languages, and later the language can be used as a medium of teaching are among the most important ones. The main explanations whether children learn languages better at a younger age include the fact that the brain is more adaptable before puberty, children have fewer negative attitudes to foreign languages and cultures, their language learning is more closely integrated with real communication since it depends more on the immediate physical environment than does adult language and children devote vast quantities of time to language learning.

Brumfit mentions that there are some problems with these explanations, there are not enough surveys and research on the advantages, so what can be safely stated is that early language learning certainly does not do any harm. He considers the needs of teachers, that besides basic competence in the language they need competence in primary teaching methodology. He emphasizes the role of story, dance, role-play and puppet activity, model-making etc. and teachers need to centre their teaching on topical rather than formal organization. The selected papers in his book focus on good primary practice, activity-based teaching, the role of fun and games, drama and literature.

Susan Halliwell believes that working with young language learners in the primary classroom can be both a rewarding and a demanding experience. To make the most of this experience for everybody, teachers need to be very clear what it is they are trying to do. They need to identify what learning a language in school demands from young children and what it can offer them. In her book *Teaching English in the Primary Classroom* she starts with the learners themselves. She explains how they bring with them to the classroom existing skills and instincts which help them to learn a new language. The book describes how those skills and instincts form the foundation for our priorities with young learners and she relates these ideals and ideas to the daily practical realities of the classroom.

The most important and useful chapter of her book is the one on working with young language learners. She claims that young children do not come to the language classroom empty-handed, but already have well-established sets of instincts, skills and characteristics which we need to identify and use. By doing this we are already beginning to describe the language classroom we want to create and the kind of things we want to do. She differentiates between content goals and attitude goals and claims that primary language work should emphasize the attitude goals, i.e. confidence, willingness to have a go, risk taking. According to her, we need to be realistic in our expectations of ourselves and of the learners. It should mean taking realities into account in such a way that good things can happen, and this approach of constructive realism relates to the matter of children's behaviour in language classes. The considerations of stir-settle, the concepts of mental engagement and actual occupation, and variation-simplicity help the teachers to design and evaluate the language activities.

1. 2. Priorities and practical considerations

Bellow, priorities and practical considerations will be looked at via three resource books of ideas and approaches. The authors, Scott and Ytreberg have wide experience in teacher training mainly in Norway. Sarah Phillips is a well-known material writer and she runs primary teacher-training courses mostly in Spain. Vanessa Reilly is a teacher trainer in Spain and Sheila M. Ward works for the British Council in Portugal.

Scott and Ytreberg's *Teaching English to Children* is a valuable resource book for anyone teaching English to young learners. It is full of ideas and activities which can be adapted for use with children of any age and it gives much practical advice on lesson planning and the organization of the classroom. The first chapter sets the background and gives an overview of the young language learner. Throughout the book, the authors divided the children into two main

groups – the five to seven year olds and eight to ten year olds and they give us a list of general characteristics of the two age groups focusing on their language development. These characteristics will be listed in the practical part of the introduction. Preceding the chapters on the four language skills of listening, speaking, reading and writing, the authors consider classroom management and atmosphere by looking at what an ideal teacher is like, evaluating the affective factors that influence success and emotional and physical well-being of the learners. Each chapter ends with a list of questions and thinking points for teachers to consider and reflect on.

The structure of Sarah Phillips' *Young Learners* is in a way similar to the previous resource book, she does not only look at the four language skills separately but organized her ideas around vocabulary and grammar, games, songs and chants, creative activities, video and in the last chapter puts it all together in classroom management, lesson content and planning. In her introduction she states that as a general rule, the younger the children are, the more holistic learners they are. What primary language teachers should learn and keep in mind is that the activities should be simple, achievable within the children's abilities, stimulating and largely orally based. She looks at the question of whether or not to use the mother tongue in the English classroom and decides that while it is essential to use as much English as possible in class, there are times when the use of English is counter-productive. It is often more economical and less frustrating to check instructions or carry out feedback sessions with the children in their native language but students should be given clear guidelines on when they are expected to use English and when their first language is permissible.

Reilly and Ward's book *Very Young Learners* starts with the specification of children age 3–6 who have not yet started compulsory schooling and have not yet started to read. There is a growing trend in many countries for children of this age to start learning foreign languages, which means that many teachers who trained to teach adults and teenagers find themselves with classes of very young learners. According to the authors' experiences learning a new language can be a traumatic experience and it might be helpful to put them at ease by speaking to them in their own language and gradually weaning them on to using more and more English in class. When the writers focus on learner characteristics they emphasize the importance of children getting the as much of the teacher's individual attention as possible.

They also consider the attention span of these young learners, and encourage teachers not to take it as a personal rejection when a four-year-old wanders off in the middle of an activity. The best way to hold the attention of a whole

group of young children is to change in every five to ten minutes. It is also important for us to remember the silent period, i.e. young learners may spend a long time in absorbing language before they actually produce anything. Through repetitive songs, rhymes, games and plenty of choral work, children will be able to produce language without the stress of having to speak individually. Also we should not forget, that pre-school children learn through direct experience, via the five senses, and do not yet understand abstract concepts, that is why it is very useful to use TPR (Total Physical Response) activities where children demonstrate their comprehension by doing what teachers are asking them to do.

2. Learner characteristics

In our understanding '*young learners*' means children from the very first year of formal schooling (6 or 7 years old) to 10 or 11 years of age. The term '*very young learners*' is also sometimes used, and it refers to children who have not yet started compulsory schooling and have not yet started to read. In the following part, the characteristic features of young learners will be addressed, very young learners (3–6) and upper primary age (12–14) are not specifically considered here. However, as we teachers know, sometimes it is not so much the children's age that is important in the classroom but how mature they are and what attitudes they have towards learning and towards their peers and what their personalities are like. There are many factors which influence these features: their culture, the environment they come from, their parents, their sex, their expectations towards school, themselves and their teachers etc. Of course, there are some general characteristic features of this age group but the approach you choose and decide with a class will be influenced by your knowledge of their circumstances and interest rather than by their physical age.

2. 1. Age specific features

There is a significant difference between what children of 6 can do and what children of 10 can do. Some children develop early, some later. The years at primary school are very important in the children's intellectual, physical, emotional and social development. They go through a series of stages gradually acquiring skills, they develop characteristics which enable them to fit into the society, to share and co-operate and progressively they learn how to learn. It is our task to help them in acquiring skills and independence so they can continue learning outside and beyond school.

We divided the children into two main groups throughout the description of characteristic features and the suggested age group for the tasks and activities. We

assume that the first group (6-8) is at level one, the beginner stage. The 8–11 year olds may also be beginners, or they have been learning English for some time. Our list of characteristic features is adapted from Scott and Ytreberg description.

What six to eight year olds can do at their own level

- Talk about what they are doing.
- Tell you about what they have done or heard.
- Plan activities.
- Argue for something and tell you why they think what they think.
- Use logical reasoning.
- Use their vivid imaginations.
- Use a wide range of intonation patterns in their mother tongue.
- Understand direct human interactions.
- They know that the world is governed by rules. They may not always understand them, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- Their own understanding comes through hands and eyes and ears.
- They have short attention and concentration span.
- They sometimes have difficulty in knowing what is fact and what is fiction.
- Young children are often happy playing and working alone but in the company of others. They don't always want to share.
- They cannot decide for themselves what to learn.
- They love to play and learn best when they are enjoying themselves.
- They are enthusiastic and positive about learning and love being praised for what they do.

Eight to eleven year olds

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- They are able to work with others and learn from others.

- Since they are competent users of their mother tongue, they are aware of the main rules of syntax. They understand abstracts, symbols, they can generalize and systematize.

As a general rule it can be assumed that the younger the children are, the more holistic learners they will be. Young learners have the advantage of being great mimics, they are often unselfconscious and usually enjoy the activities the teacher has prepared for them. It is relatively easy to raise and maintain motivation and to make the English class enjoyable, interesting, stimulating and memorable for the children since they are naturally curious and responsive to anything new.

Children at their first years of school become emotionally attached to their teacher to such extent that this may become a significant factor in their attitudes towards English and other foreign languages they might learn later. They should experience the process of language learning as a kind of game to which they would be ready and enthusiastic to contribute physically, emotionally and intellectually. Children need a teacher who will dance and sing with them, play, draw, colour and act. The teacher must love both children and the work she is doing, must be dedicated and enthusiastic, highly fluent in English and have good pronunciation. Primary language teachers have a much wider responsibility than only teaching a language system, they educate and develop the whole child.

3. Classroom management, activities and tasks

The teaching style, the approach, the techniques and types of activities we choose with a class depend on many factors but here are some points to consider.

- The activities should be simple and clear enough for the children to understand what is expected of them.
- The tasks should be within their abilities, they should be ‘doable’ and achievable but at the same time challenging and stimulating for them to feel satisfaction and achievement with their work.
- The activities should be largely orally based.
- Games, songs with actions, total physical response activities, tasks that involve colouring, cutting and pasting, simple repetitive stories, short role-plays, chants should be used with this age group.
- The activities should provide useful combination of real communication and deliberate repetition of restricted language items.
- The activities should provide elements of indirect and peripheral learning.

- ‘Stir’ (oral work, competitions, role plays) and ‘settle’ (copying, listening, being read to) activities should be varied.
- The two forms of involvement, mental engagement (games, puzzles, imagining, talking about themselves) and actual occupation (reading aloud, writing, drawing, repetition) should be varied.
- Variation does not mean that we have to keep changing the topic; you can keep the same topic and materials and change the work you do with it.

As a teacher of young children, it helps a lot if you have a sense of humour, you are open-minded and patient, if you can sing and draw well, but even if you are a reserved and more serious type you can work on your abilities and attitude. However, it will make all the difference if you are positive, feel secure and confident in what you are doing. Knowing where you are going, what and why you are doing is crucial in being successful and effective in teaching. Here are some practical hints and suggestions how to create positive classroom atmosphere and emotionally secure environment for our learners:

- Respect your students and be realistic about your expectations.
- Make your students feel that you like them, like your subject and you like working with them.
- Encourage your students to become independent, adventurous and explorative and give them enough space to use their creativity, imagination and initiation.
- Consider mistakes as natural part of the learning process.
- Create ground rules and establish routines.
- Give your learners responsibility for doing classroom jobs like sorting books, cleaning the board, setting the calendar etc.
- Create a pleasant physical surrounding; decorate the classroom with post-cards, posters, pupils’ drawings etc. add character to the room but leave enough space for work.
- Arrange the desks in different ways for different types of activities and interactions.

The question of whether or not to use the mother tongue in the English classroom is a widely debated one. It is essential to use as much English as possible but there are times when the use of the mother tongue is more economical and less frustrated. In a feedback session, where the aim is for the children to express their feelings and emotions and for you to tell them what you think about their work, the first language is more useful and effective. Children need to know

which activities are particularly designed to develop their oral skills where they should try to use only the target language. However, if they are working with a reading text or doing a project that requires logical inference or decision making and reaching a consensus with others, it would not be reasonable to expect them to be able to do these in English.

The area where English should be used as much as possible is the organization, management and the running of the class. Classroom language is relatively limited and operates with a surprisingly small number of structures and phrases. If we repeat them a couple of times and help comprehension by demonstrating what we want, students will learn them very quickly. An effective technique to encourage the use of English in the classroom is to write the most commonly used phrases in bubbles and stick them on the wall. You can also use other ways of getting your meaning across by acting, miming, doing. You will have to decide how much mother tongue you use and allow. It will largely depend on your own individual class, but remember that your students are unlikely to have the opportunity to hear English all day, so you should let them hear as much as possible while you have them in class. Try to keep your language simple but natural and keep it at their level. Repeat in English what children say in their mother tongue or you can use a puppet which understands only English.

4. Feedback and correction

Giving our students feedback about their progress, and getting feedback from them about our teaching is a vital part of the learning and teaching process. This is when we try to look back at and reflect on what we have been doing and achieving. Feedback should become a regular element of teaching. It can be done immediately after an activity or on a fixed day each week but it should allow us to develop insights into the teaching and learning and enable us to evaluate realistically and make appropriate decisions concerning the next teaching steps.

To develop your students' skills in self-evaluation and to make them become more independent and autonomous learners, you should not dominate these feedback sessions but listen effectively to the children and try to interpret what they say appropriately. Feedback sessions should be conducted in the native language by using different techniques which are suitable for our age group. Here are some ideas:

- Ask your learners to draw a face which shows how they feel about the activity.
- Ask them to draw any symbol to show what they think.

- Ask them to say/write down two things they have learned through the activity (language and other).
- Ask them to write you a short note/letter telling you what they liked and disliked doing.
- Lines can be used showing different aspects e. g.

Interesting	_____	Not useful
Useful	_____	Boring
My own contribution line		
My work was:	_____	
	hard average poor	

- Ask students to become teachers for three minutes and evaluate the whole class activity.
- Ask them to list three things they would do differently if they had to do the same task.

If you regularly do feedback and build it into your daily routine of classroom work you will help the learners become more aware of your aims, of their strength and weaknesses, of accepting criticism and the opinions and suggestions of others.

Correction and error treatment have a particularly important role in the teaching and learning process though research and empirical data cannot help practitioners decide what corrective behaviour to adapt, how students' language acquisition can be helped best. It seems to be a generally accepted view that 'the idea of error treatment clashes with communicative language concerns, and this creates further difficulties for the classroom teachers on the very practical issue of what to do when students make errors (LYSTER and RANTA, 1997, p.38). The way we correct will have a very significant role in forming our students' attitudes towards language learning and in enhancing or undermining their self-confidence and their willingness to take risks.

The way learners react to correction depend on their personalities but, eventually, mistakes and failures become frustrating and embarrassing and they would try to avoid situations where they might say things wrong. Fortunately, communication does not demand 100% accuracy. There are times in the lessons when the teacher is concentrating on accuracy and here correction is important. There are other times when you encourage fluency where correction can be destructive. Wanting to correct every mistake and everybody in the class would

make pair and group work impossible which give the framework of most student talking time. You have to work out your own correction techniques both for oral and written work and find the most effective ones for different groups. Be flexible and explore alternatives.

5. Developing language skills – Listening

The prior aims of doing listening activities in the classroom are to develop children's comprehension of oral language and that they learn to function successfully in real-life listening situations. Listening tasks are very important in the primary language classroom providing a rich source of language data from which the children begin to build up their own idea of how the language works. You should provide language which is slightly at a higher level than the level the children are already familiar and able to produce. You can make the meaning clear by using pictures, mime, body language and a lot of repetitive items. It is almost always true that language learners understand more than they can say. Foreign language learners – like children when they learn their first language – respond to it long before they learn to speak. Our language students also have a silent period in which they listen to the language around them, internalize it and formulate their own grammar. It is believed that this period should be respected and students should not be made to speak or write until they are ready and do it spontaneously. Total Physical Response activities (TPR) – when children respond to the teacher's instructions non-verbally or with a minimum of language – allow them to focus on what they are listening to and to demonstrate that they have understood it without being distracted by how to formulate their answers.

We tend to believe that doing good and effective listening practice means listening to the cassettes which usually come with the course book. But actually us teachers provide real authentic material when instructing and organizing or telling a story, and since we are physically there in the classroom, children can see our face, gestures and body language, and this is how we listen in real life most of the time. Cassettes are very useful for providing different voices and accents but let your young learners get use to your voice and pronunciation and gradually introduce other language varieties as they progress.

It is also important to remember that young learners have short attention spans, so do not overload them with long listening. You also have to make sure that children have something to do as a result of what they hear. There are a lot of great and simple ideas for effective listening activities, e.g. listen and do, listen and colour, listen for the mistakes, filling in missing information (can be based on a picture), listen and repeat, listen and identify, but you always have to remember

to make it short, clear, enjoyable and memorable, so the language in focus will 'stick to them'.

6. Speaking

Speaking is perhaps the most challenging skill for the teacher to teach. In their native language children can assert and maintain social needs, can project into novel situations, use the language for controlling the self and others and to inform, forecast and reason without difficulties. They expect to do the same in English. One of the most fascinating things in teaching young children a foreign language is their basic assumption that the foreign language is just another way of expressing what they want to, but there are limitations because of their lack of actual knowledge. Learners have to master several different elements of language in order to say what they want: pronunciation, structures, functions, vocabulary etc. It is important to find the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk. Children love to have little conversations, sing songs, learn short phrases, they respond strongly to music and rhythm. As they become more secure to use and manipulate the language you can introduce less controlled activities such as storytelling or information gathering.

You need to remember that young children need to move around a lot, doing lively activities with a specific language aim in view. Passing or rolling the ball, go and find, fetching, pointing, drawing on the board are good tasks to satisfy their moving needs. When engaging students in a less controlled and later free speaking activities, the choice of topic is very important. Topics may be familiar ones but should be built on and extended so students learn something new. Try to select a range of activities which help develop students' thinking skills, encourage sharing and co-operating like listing, ordering and sorting, comparing, predicting, problem solving and sharing personal experiences.

The most frequently occurring problem with monolingual classes that children switch back to their mother tongue for not having the English. Choose tasks that are within their abilities and make it clear whether they can use their own language for solving it but the presentation of the end results should happen in the target language.

7. Reading

When to introduce reading to your students would depend on how well they read in their mother tongue, whether they show interest in reading in English, whether they have to learn to read in English at that stage. Whether to use the same

approach to reading what they had in their mother tongue or choose a different one depends on your teaching situation and experience. Obviously, if there was one correct for teaching all children to read then only one method would exist.

The ‘Phonics’ approach is based on letters and sounds. We teach the letters of the alphabet and the combination of letters as they are actually pronounced. Teachers who follow the ‘whole language’ approach teach recognition of whole phrases and sentences, which have meaning in themselves. The words are not presented in isolation and based on the children’s spoken language. The combination of instructional methods at different stages in the process of teaching to read might be an alternative as well. One way into reading with young children is to read them stories aloud from a picture book. Show them the words and pictures as you read and they will begin to associate sounds and meaning with written symbols.

Models of the reading process often depict the act of reading as a communication event between the sender and a receiver of information. Reading models have been developed to describe the way readers use language information to construct meaning from print. ‘Bottom-up’ models assume that the process of translating print to meaning begins with the print. The process is initiated by decoding graphic symbols into sounds. The reader first identifies features of letters, link these features together to recognize letters, spelling patterns, words, sentences, paragraphs and proceeds text level processing.

‘Top-down’ models assume that the process begins with the reader’s prior knowledge. The process is initiated by making predictions or ‘educated guesses’ about the meaning of some unit of the print. Readers decode graphic symbols into sounds to check out hypothesis about meaning. ‘Interactive models’ assume the combination of both prior knowledge and print.

If school beginners have not learnt to read in their mother tongue, which is most likely to be the case in most teaching situations, they will not clearly understand what a word is, what the connection is between the spoken and written word. The majority of 8–10 year olds will already be able to read in their own language and have little difficulty in transferring their reading skills to English. Instead of focusing on the mechanics of reading they can focus on content. Possible starting points for introducing reading to young learners can include:

- Reading familiar nursery rhymes or songs (where children read what they already know).
- Reading aloud in chorus, or individually.
- Reading dialogues aloud in pairs.

Some children are keen readers and want to read books as soon as they can but we have to spend some time building up confidence with the whole class about silent reading. Giving them a story to read they have listened to before then to see how far they can get in two minutes or giving them half a story to read silently and then elicit what they think might happen next in the mother tongue are two effective ways. Prediction is an important part of the thinking and reading process. They can predict what a word mean from the context, pictures, what word combination it appears or what they know about the subject. Reading cards (a one-page story with illustrations), home-made books, picture books for native speakers, graded readers for foreign language learners, picture dictionaries, books with audiocassettes and authentic reading materials (National Geographic for Kids, cartoons etc) are all available for the teacher to make the reading lessons more colourful and enjoyable.

It is important that, before reading, you prepare your students for it by previewing or doing pre-reading activities. They help students become aware of the purposes for a reading assignment. Raising questions and setting purposes is the beginning of efficient processing of information. Some pre-reading ideas:

- Read the title, discuss the ideas and personal experiences students might have.
- Read the heads, subheads and highlighted print.
- Study the visual material.
- Brainstorming as a pre-reading activity is especially useful in getting students to generate ideas they can use to think about the upcoming reading (or speaking, listening or writing) material. It involves two basic steps: (1) identifying a broad concept that reflects the main topic to be studied and (2) having students work in small groups to generate a list of words related to the concept within a short time.
- There are two reading techniques that you can provide activities for your students to develop their skills.

Skimming which involves intensive previewing of the reading text to see what it will be about. An effective motivator for raising students' expectations about their assigned text material is to direct them to skim the entire reading rapidly, taking no more than two minutes.

Scanning involves looking through rather than actually reading word-for-word a text while searching for particular information or the answer to known questions.

8. Integrating children's literature and storytelling

Teachers naturally seem to know that there is no better way for children to become interested in the world of books than through listening to stories and poems. Through hearing stories, tales, legends, children develop a positive attitude toward books. These experiences are likely to improve reading comprehension and vocabulary development and eventually will improve students' writing.

We believe that everyone working with children should be able to offer them 'storytelling' as part of their regular experience. We can learn how to select the right story, pattern the session, adapt the story for telling, remember it, improving our voice and speech, and how to face the audience.

It is a well-known fact that the idea of integrating literature into EFL has rich educational value like authenticity, personal involvement, social and psychological development, cultural and language enrichment. More and more teachers use stories to supplement their core material or to create their mini-syllabuses.

Stories provide the starting point and rich contexts for developing a wide variety of related language and learning activities. The selected story should meet some criteria such as repetition, cumulative content, rhyme, humour and suspense and it should allow us to implement a story-based methodology structured around the familiar three stages of pre, during and post storytelling.

Implementing a story-based approach requires a great deal of energy, creativity and excellent classroom management skills and flexibility from teachers and above all, it maintains high quality language teaching.

9. Writing

The question when to start teaching writing in English is closely related to the issue of reading. How well they write and read in their mother tongue, whether they show interest in writing in English, and to what extent the English spelling system interferes with what they are learning in their mother tongue should all be considered. First children usually copy words, phrases and sentences to practice their handwriting and improve their writing speed. The words and sentences are usually connected to themes about children's lives, school, daily routines, their families and best if they are linked to visual materials.

The process of learning to write in English is a long one and we assume that most of the young learners will still be coping with the mechanics of writing as well as thinking about what to write in their own language when they start learning to write in English. In spite of the difficulties, writing is a useful, integral and enjoyable part of the foreign language lesson. It adds another physical dimen-

sion to the learning, lets children express their personalities, help to engage them into other aspects of the language (vocabulary, structures)

“Using writing as a means” means that we try to engage our students with aspects of the language other than the writing itself (write down new words, copying grammar rules). Using writing as an end means that the main objective is the writing itself (writing a letter).

Thus writing activities range from being tightly controlled to being completely free. With beginner young learners we do more controlled activities but we should try to include simple and short free writings as well. Straight copying, delayed copying (you write a sentence on the board, allow time for students to look at it then you erase it and ask them to write it down), dictations are examples of tightly controlled, non-communicative writing activities. Gap-filling, half-a-sentence dictations, post cards, invitations, picture gaps are examples of guided writing. Controlled and guided writing tasks are designed to develop students’ writing with most of the language provided for them.

Brainstorming and producing word-stars or vocabulary charts can be a good start off for free writing tasks continuing with short dialogues, speech bubbles, descriptions, and short notes. Writing group stories and group letters are excellent ideas since the actual writing can be shared and re-writing is not so painful.

When we give feedback on students’ writing we can look at the language itself (spelling, vocabulary, grammar), the organization, style and content. Children might invent fascinating stories but not able to write it down in accurate English. It is very important that we recognize and appreciate creativity, imagination and inventiveness. Instead of overusing your red pen and take away the pleasure of writing, consider the following ideas:

- Use different colours for different types of mistakes.
- Read the learner’s written work with the child at your side so you can talk about it together.
- Select the best writings (which might not be completely correct) and display them for others to read.
- Point out the major errors and ask students to rewrite their first draft.
- Collect the most frequent mistakes and work through them as a whole class activity.
- Let students correct each other’s work in pairs or in small groups.
- Correct students’ work and record the corrected version on a tape. Students can take the tape home and correct their own mistakes by listening to you.
- Do not correct specific mistakes, write a short comment what the student should be more careful about next time.

10. Vocabulary and grammar

Vocabulary represents the breadth and depth of all the words we use, recognize, and respond to in meaningful acts of communication. Young children are quick to learn new words but not so quick to learn new grammatical structures. Following the principles of the Lexical Approach, it is clear that the language does not consist of traditional grammar and vocabulary but pre-fabricated multi-word chunks (LEWIS, 1997). The old-fashioned vocabulary are words which can stand alone, is a relatively small group of lexical items. Collocations (certain words which co-occur in natural texts with greater than random frequency), fixed expressions and semi-fixed expressions are chunks which should not be broken down but taught as 'large' as possible.

Some useful guidelines for effective vocabulary teaching:

- Teach keywords, useful and interesting words.
- Teach words in relation to other words.
- Teach students to relate words to their background knowledge.
- Awaken interest in and enthusiasm for words.
- Do activities based on L1/L2 comparisons.

The introduction of picture, bilingual and monolingual dictionaries is important from the very beginning of foreign language learning to improve students' dictionary skills and independence. Looking up words, illustrating them, writing out short definitions, putting words in sentences should become part of the instruction and provide pleasure, excitement and achievement for children.

Practical ideas for vocabulary teaching

- Use flash cards.
- Show only a part of the flash card and ask children to guess what is on it.
- Work out your own diagram for lexical sets or word families.
- Create a text in the children's own language and mix the English words you want to teach. They have to guess the meaning of the English words from the context.
- Odd words out based on thematic, sound or grammatical similarities and differences.
- Label classroom objects with their English names.

Young learners have an amazing ability to absorb language through playful activities. Teaching grammar rules is not useful since they are in the progress of mastering the rules and grammar terms of their own language.

The place of grammar teaching is a highly debated issue but most people agree that the best time to introduce simple grammar is when our lower primary learners ask for explanations or when correcting written work or oral practicing exercises. What is important that the explanation should be simple, clear and useful so students are able to grasp the point.

Conclusion

The purpose of this chapter was to look at and reflect upon, some of the implications of literature with, approaches and developments that have taken place over the last decade in English language teaching for young learners.

It has been an active and evolving decade, with the primary ELT market expanding worldwide and more and more children and teachers involved. The last 10–12 years have brought accumulated experience, expertise and confidence. Most of the questions What shall I do? How do I teach children? How do children learn foreign languages? have been given a possible answer or solution and the pedagogy and practicalities have been discussed.

Today a great number of teachers are experienced and in a position to pass on their knowledge to new teachers and learners of English. The authors of the reviewed books and articles represent this approach with a healthy balance of theory, research and practice. Most of them follow the ‘theory of action’ (Schön, 1983), based on the concept of ‘tacit knowledge’, which underlies professionals’ real-time action and is organized into theories. WIDDOWSON (1984) believes that no matter how concerned teachers may be with the immediate practicalities of the classroom, their techniques are based on some principle which is accountable to theory. Ten years ago there was a dearth of materials for teaching children but, over the decade, there has been an explosion of them. Today there are over 20 handbook titles from major British ELT publishing houses on the market ranging from more academic to practical content.

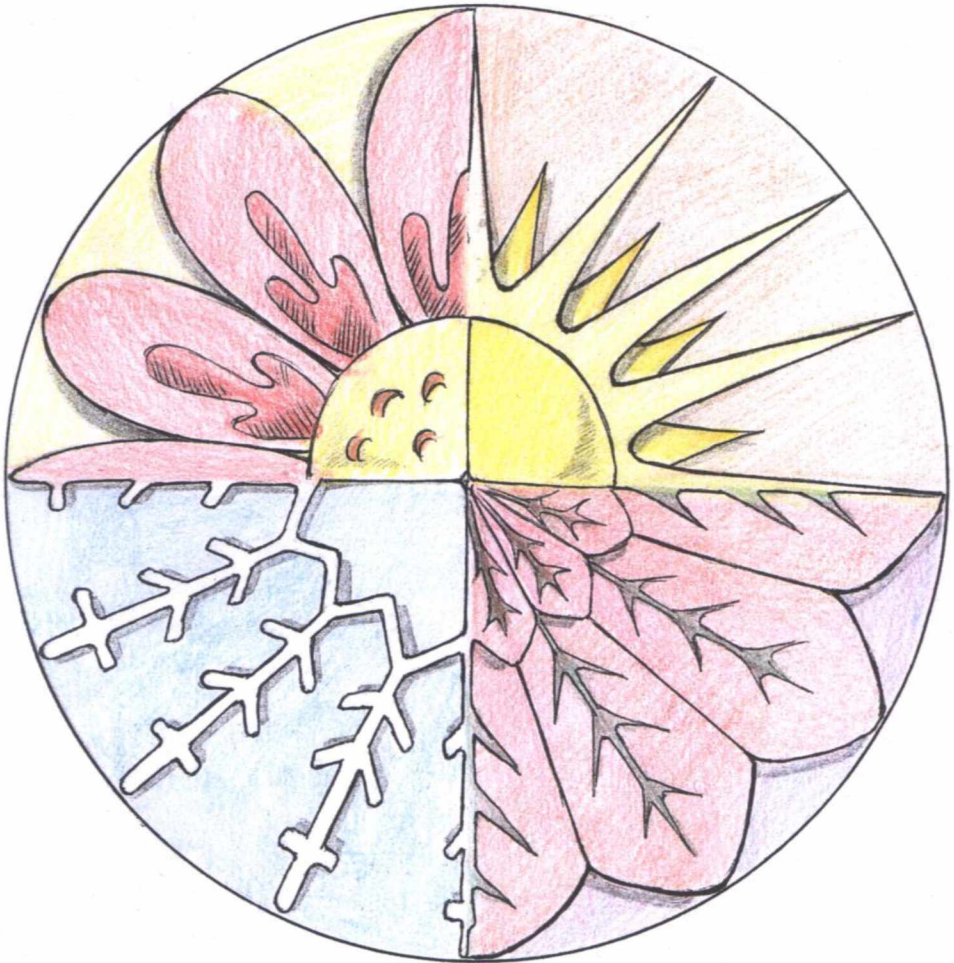
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The Four Seasons

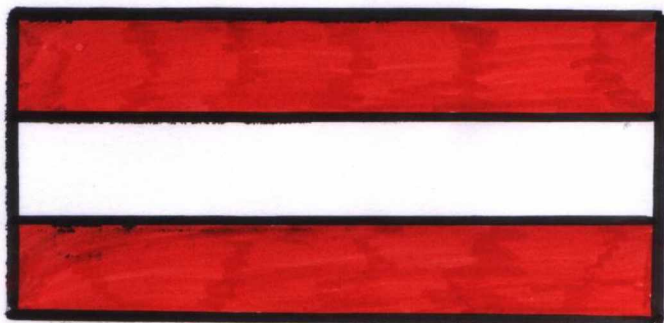
Four Seasons – Three Nations



These poems and tales have been used by children in Austria, Portugal and Hungary. Look at the maps of these countries.

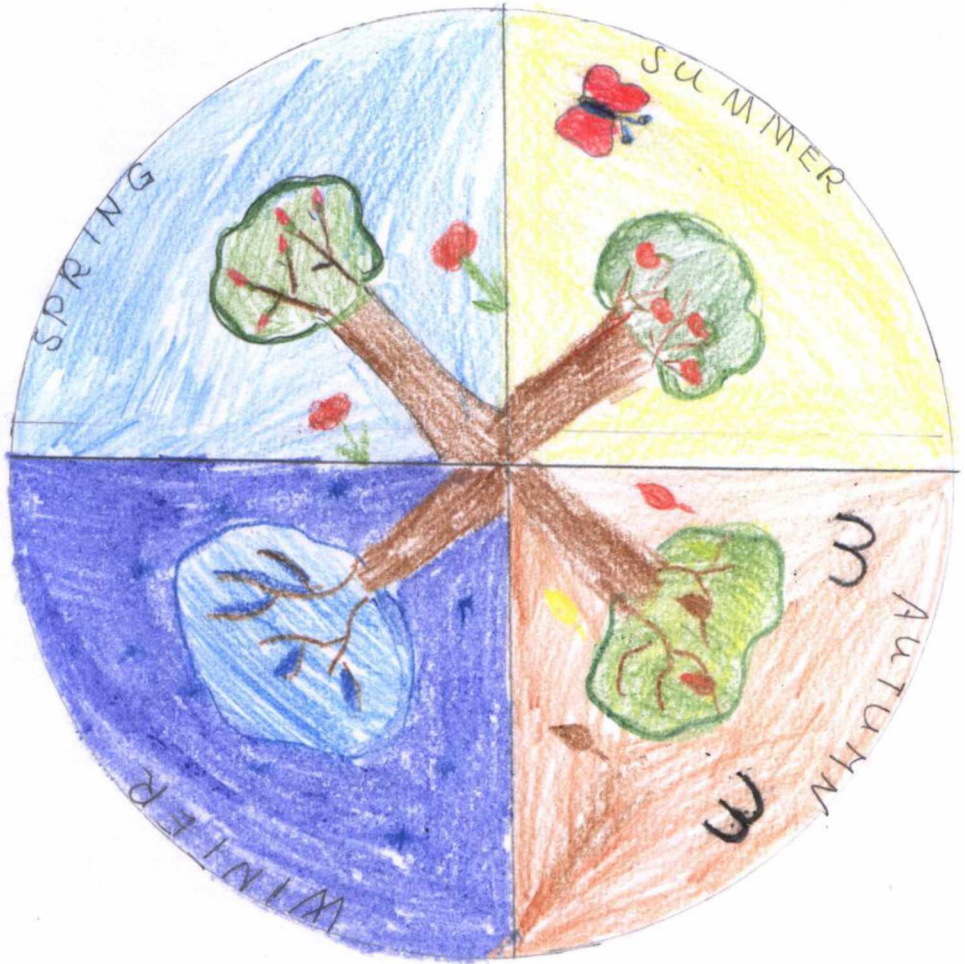


Can you identify the national flags of Austria, Portugal and Hungary?



Seasons

Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white.



Title	Seasons
Level/age	Beginners 6–8
Language	Colours, seasons, 3 rd person singular of to be
Materials	Pictures and labels of the four seasons, flipchart paper
Preparation	Labels of the four seasons; Photocopies of four bare trees; Write the poem on a piece of flipchart paper mixing the colours of the seasons;
In class (task description)	Students match the pictures of the different seasons with the names of them. They decorate the trees according to the seasons. They match the seasons with the colours. They learn the poem by heart.
Pre-teach	Seasons, colours
Stages	<ol style="list-style-type: none"> 1. Put the pictures of the four seasons on the board. Arrange the labels of the seasons around them. Ask the students to match the pictures of the seasons and the labels. 2. Distribute the handout with the bare trees on them. The children decorate the trees according to the seasons and label them. 3. Ask the pupils to match the seasons with the colours on the flipchart paper. 4. Recite the rhyme together with the students 2 or 3 times. 5. Ask individual pupils to say the rhyme in front of the class. 6. The students copy the rhyme into their exercise book.
Follow-up	The children illustrate the rhyme drawing or cutting out pictures of each season. They learn the poem by heart.
Variation	Students modify the rhyme replacing the colours or the nouns.
Remarks	Simple rhyme for very young learners.

Activity design by Sinka Hilda

The Four Seasons

Hi. I am a bear.

My name is Bobby.

I live in a hollow tree.

I like all the days of the year.

In the spring, I like to pick flowers.

In the summer I like the hot, lazy days.

In the autumn, I like to play in the fallen leaves.

In the winter I like to ride on my sledge in the snow.

I like all the days of the year, but the day I like the best is....

...my birthday!

All my friends come and eat ice cream and birthday cake!

In what season is your birthday?



*Scarry, Richard. Teeny Tiny Tales
Adapted by Sinka Hilda*

Title	The Four Seasons
Level/age	Beginners 8–10
Language	Seasons, activities, introduction
Materials	Scarry, Richard. <i>Teeny Tiny Tales</i> : 11 stories (1983) (If the book is not available you can use your own pictures, realia or children's drawings instead).
Preparation	Visuals; drawings, puppets
In class (task description)	Storytelling
Pre-teach	day, year, sledge, pick
Stages	<ol style="list-style-type: none"> 1. Divide the class into four groups. Prepare four slips of coloured paper (White, green, yellow, brown – equivalent to the four seasons). Ask each group to choose one of them. Discuss with the students which season their colour might stand for. 2. Give out a list of words related to the 4 seasons. E. g. <i>rain, boat, sandcastle, snow, hot,...</i> Ask the groups to pick out all the vocabulary items relevant to the season they chose. 3. Ask them to read out their choices. Which ones can belong to more than one season? Which ones can belong to only one season? (Some new vocabulary might come up during this activity.) 4. Teach some new vocabulary depending on the level of your class. You can use a calendar, simple drawings and pantomime for it. E. g. <i>day, year, sledge, pick,</i> 5. Ask the students which their favourite season is. Why? 6. Tell the story. (You can use the storybook if it is available or your own pictures or a puppet of a bear to illustrate it.) 7. Ask the students about their birthday. In which season is it? 8. Tell the story again. Give out the pictures of the story to different pupils. While you are telling the story they have to hold up the relevant pictures. Repeat the process once more. 9. Give out the pictures to different students again. Ask them to come to the front and hold up their pictures finding the right order of them. The rest of the class tells the story in chorus. Repeat the whole process once more with other pupils coming to the front. 10. Some volunteers can tell the story in front of the class.
Follow-up	Draw illustrations for the story.
Variation	<ol style="list-style-type: none"> 1. Rewrite the story with different actions in each season. Draw pictures of the new activities. 2. Rewrite the story about the students' own life. Speak about it.
Remarks	While telling the story try to involve your pupils as much as possible. You can stop and ask them questions at certain points. E. g. <i>Do you know what the four seasons are?</i>

Activity design by Sinka Hilda

Months Chant

Say the months and clap your hands.

January, February, March, April, May, June, July, August,
September, October, November, December.

Say the months and clap your hands.

January, February, March, April, May, June, July, August,
September, October, November, December.

Say the months as fast as you can!

January, February, March, April, May, June, July, August,
September, October, November, December.

Oxford University Press primary course books and resource books

Title	Months Chant
Level/age	Any (esp beginners)/ 5–7
Language	The names of months, imperatives say and clap. Say slowly, say fast.
Materials	Cards with the names of months on them. Cards with fruits, flowers, etc representing months. Snowdrop, sunflower, etc.
Preparation	Draw and cut out cards. Write names of the months on them, draw flowers and fruits representing various seasons and months.
In class (task description)	Pronunciation practice; a tongue twister.
Pre-teach	Names of the months. Some flowers and fruits representing months and seasons.
Stages	<ol style="list-style-type: none"> 1. Children listen to the chant. 2. They clap word stress when saying the names of the months: a strong clap for the main stressed syllable in the word and a slight clap for the unstressed one(s). 3. Children group cards/months according to season. 4. They repeat rhyme faster and faster.
Follow-up	* Children might draw pictures of their own to represent months and seasons.
Variation	Children are in one corner of the gym. Each child represents a month. When the teacher gives the following command 'Winter months, run!', the children representing December, January and February run to the other end of the gym.
Remarks	This exercise is also an opportunity to listen to 'The Year Song' by Boney M., in which the months of the year make up the lyrics.

Activity design by Rudolf Edelmann

Autumn



The Great Big Enormous Turnip

Once upon a time an old man planted a little turnip and said, "Grow, grow little turnip, grow sweet. Grow, grow little turnip, grow strong." And the little turnip grew and grew up sweet and strong and big and enormous.

Then one day the old man went to pull it out. He pulled and pulled again, but he couldn't pull up the enormous turnip.

The old man called the old woman. "Come and help me. I can't pull this turnip up." The old woman pulled the old man, the old man pulled the turnip, and they pulled and pulled again, but they couldn't pull it up. So the old woman called the granddaughter. "Will you come and help? We can't pull this turnip up." The granddaughter pulled the old woman, the old woman pulled the old man, the old man pulled the turnip. They pulled and pulled again, but they couldn't pull it up.

So the granddaughter called the black dog. "Will you come and help? We can't pull this turnip up." Then the dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, the old man pulled the turnip. They pulled and pulled again, but they couldn't pull it up.

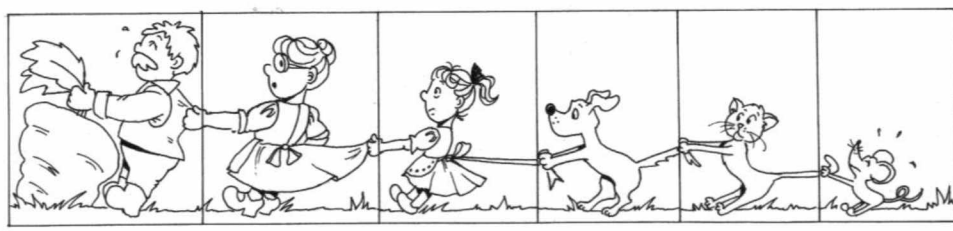
So the black dog called the cat. "Will you come and help? We can't pull this turnip up." Then the cat pulled the black dog, the black dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, the old man pulled the turnip. They pulled and pulled again, but they couldn't pull it up.

So the cat called the mouse. "Will you come and help? We can't pull this turnip up." Then the mouse pulled the cat, the cat pulled the black dog, the black dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, the old man pulled the turnip. They pulled and pulled again and up came the turnip at last.

Ujlakyné Szűcs Éva Children's Literature Handbook

Title	The Great Enormous Turnip
Level/age	Lower-intermediate (8–9)
Language	Imperative, adjectives
Materials	Photocopies of the story, picture cards
Preparation	Make photocopies of the story and white out the characters (old man, old woman, granddaughter, dog, cat, mouse) Mixed picture cards Cut paragraphs
In class (task description)	<p>Task 1. Teacher reads the story to the class with gestures and actions to show meaning. Teacher reads the story once more and in the meantime students put the picture cards into the correct order.</p> <p>Task 2. Children – one picture card each – role-play the story and learn the two sentences 'Come and help me! I can't pull this turnip up.'</p> <p>Task 3. Teacher reads the story and learners put the paragraphs into the correct order. (Names of characters can be highlighted so word identification is made easier) Teacher reads the story and children say the imperatives in chorus. ('Grow, grow little turnip, grow sweet. Come and help me, I can't pull this turnip up')</p> <p>Task 4. Students copy the names of characters onto the word cards.</p>

Activity design by Szöllősy Edina



Apple tree - rhyme

Shake, shake the apple tree,
Apples red and rosy,
One for you and one for me,
Shake, shake the apple tree.

Title	Apple Tree Rhyme
Level/age	Any (esp beginners)/ 5–7
Language	Numbers and some fruits
Materials	A fruit bowl or the picture of an apple tree on board. Coloured paper, felt pens, some pairs of scissors.
Preparation	Teacher draws an apple tree on the board.
In class (task description)	Action rhyme. Children stand in pairs and act out the rhyme: shaking the tree, pointing at their partner and then at themselves. They might vary the text by using different colours: red, green and yellow and /or different fruits: plum, pear, peach etc.
Pre-teach	Colours and fruits.
Stages	<ol style="list-style-type: none"> 1. Say rhyme acting out what you say. 2. Children stand in pairs and act out the rhyme: shake the tree, point at their partner and then at themselves. 3. Children draw and cut out apples. Paint them in green, red, and yellow. Class repeats the rhyme together and teacher asks the children to put their pictures of apples in a fruit bowl or hang them on the 'apple tree' on the board.
Follow-up	* Children might vary the text by using different colours: red, green and yellow and /or different fruits: plum, pear, peach, etc.
Variation	Children are given the pictures of apples. They repeat the rhyme line by line. After his/her line each child puts his/her apple in a fruit bowl.
Remarks	This exercise is also an opportunity to repeat the months and seasons by brainstorming spring, summer and autumn fruits.

Activity design by Szabó Klára

Weather Rhyme

Rain, rain, go away !
We don't like a rainy day.
Sun, sun, come out to stay!
We all like a sunny day.

(clouds - cloudy; fog - foggy; wind - windy)

Rain

Rain, rain, go away.
Come again another day;
Little Johnny wants to play.

The Real Mother Goose

Incy Wincy Spider

Incy Wincy Spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sunshine, dried up all the rain,
And Incy Wincy Spider climbed up the spout again.

Sing a Song of Sixpence

Title	Weather Rhyme
Level/age	Any (especially beginners)/ 7–9
Language	Weather words: rain, fog, clouds, wind and their adjectives. Rainy, foggy, cloudy and windy. Expression of likes and dislikes.
Materials	Stick puppets of clouds with raindrops and of the sun. Weather chart for three days. (Hint: The Ladybird Clock). Children can set the time, the day of the week and the weather.
Preparation	Make the stick puppets and the weather chart with the children.
In class (task description)	Action rhyme
Pre-teach	Weather words: rain, fog, clouds, wind, storm and their adjectives. Rainy, foggy, cloudy, stormy and windy. Expression of likes and dislikes: We like... We don't like...
Stages	1. Children set up a weather chart, which they fill in for three days. 2. They express what weather they like and dislike by using: We

	like sunny weather. We don't like foggy weather, etc. 3. They listen to the rhyme and act it out by using stick puppets. 4. They are divided into groups of 'rainy weather' and 'sunny weather' and repeat the rhyme. 5. The two groups then swap roles.
Follow-up	* Children can 'act out' rhyme for another class
Variation	Children repeat the rhyme by using 'clouds' and 'cloudy', 'fog and foggy', 'wind and windy', 'storm and stormy'.
Remarks	Children might play weather forecasting on TV. E.g. It's foggy today.

Activity design by Rudolf Edelman and Szabó Klára

"Guy Fawkes" Night Chant

Look in the sky!
 See them fly.
 Fireworks shooting up so high!
 Red, yellow and green so bright.
 Bang! Pop! Whizzzzzz! On Guy Fawkes' Night.

Oxford University Press primary course books and resource books

Title	Guy Fawkes Night Chant
Level/age	Upper primary/10–12
Language	Colours, onomatopoeic words, 'fire' words
Materials	Objects, pencils representing various colours, pictures of fireworks, bonfires and dolls made from straw.
Preparation	Make a doll from straw with your class. Draw pictures of fireworks and bonfires. Discuss when children saw fireworks in their life.
In class (task description)	Hands-on activity; competition and exhibition
Pre-teach	Collect as many 'colour' and 'fire' words as possible.
Stages	1. Teacher tells the rhyme. When mentioning the colours, holds up pencils/objects of the same colour. 2. Children tell the onomatopoeic words with him/her in groups. Competition: Which group is the best imitator? 3. Children draw illustrations for a 'Guy Fawkes' celebration. Fireworks, bonfire, straw dolls. 4. Drawings are exhibited in the class. 5. Children walk around the 'exhibition' and tell the rhyme.
Follow-up	Teacher tells the story of Guy Fawkes to class. They also might discuss fire safety regulations.

Activity design by Szabó Klára

Weather Chant

Do you like the sun?
 Yes, I do. Yes, I do. I do.
 Do you like the snow?
 Yes, I do. Yes, I do. I do.
 Do you like the rain?
 Yes, I do. Yes, I do. I do.
 Do you like the fog?
 No, I don't. No, I don't. I don't.
 Can you tell me why?
 Yes, I can. Yes, I can. I can.
 I can't find my dog in the fog!
 I can't find my dog in the fog!

Rudolf Edelmann, Rock Chants, Hueber, Munich, 1997

Title	Weather Chant
Level/age	9–11
Language	Yes and No questions, short answers. Weather words.
Materials	Pictures of the school building/ a house on a sunny, a foggy, a rainy day. A toy dog.
Preparation	Draw pictures
In class (task description)	Teacher asks the questions, children give the answers. One child will have the toy dog. He/she says the last two lines.
Pre-teach	Yes and no questions: Do you like? Short answers: Yes, I do. No, I don't.
Stages	1. Children listen to the teacher's performance. 2. Repeat the chant: the teacher asks the questions, children give the answers. One child will have the toy dog. He/she says the last two lines. One child will take over the role of the teacher. Toy dog is also given to another child.
Follow-up	Chant is acted out for another class.
Variation	New vocabulary items might be introduced: clouds, wind, cat, parrot, bunny, etc.
Remarks	Attention must be given to proper intonation

Activity design by Szabó Klára

A Ghost Story

There was a bad little ghost.
He liked to say, "BOO!"
Everyone called him Boo.
One day Boo saw a bunny.
"I will have some fun," said Boo.
"BOO!" he said to the bunny.
The bunny ran very fast.
He ran so fast that he lost his tail.

Then Boo saw a little bug.
He had pretty spots on his back.
"I will have some fun," said Boo.
"BOO!" he said to the bug.
The bug jumped.
All of his spots fell off his back.

Soon Boo saw a turtle.
"BOO!" he said to the turtle.
The turtle did not run or jump.
He just put his head in his shell.
"Oh, my!" cried Boo.

"Where is his head?" said Boo.

Boo was very sad.
He did not want THAT to happen.
He never said "BOO" again.

The turtle had played a trick on Boo.

Task:

Ask the students to read the story and draw the pictures of the animals in the order of their appearance in the story.

Halloween Rhymes

Pumpkin, pumpkin,
Round and fat;
Turn into a Jack-O - Lantern
Just (clap)
Like (clap)
That! (clap)

I`ve got a funny face.
With nose and mouth and eyes
And when you see it in my hand
You`ll get a big surprise.
I can put it on me,
I can look at you;
Then I can shout:
"Boo ! Hoo! Hoo! Hoo!"

Jack-O-Lantern

(tune: Are you sleeping?)

Jack-O-Lantern, Jack-O-Lantern,
Halloween, Halloween,
See the witches flying,
Hear the wind a-sighing,
Ooo - ooo ooh! Ooo - ooo - ooh!

Trick or Treat

Trick or treat.
Trick or treat.
I want something good to eat.
Trick or treat.
Trick or treat.
Give me something nice and sweet.
Give me candy and an apple, too.
And I won't play a trick on you!

Oxford University Press primary course books and resource books

Halloween Colours

Black cat.
Orange pumpkin.
White ghost.
Green-eyed monster.
Black, orange, white, green.
These are the colours of Halloween!

Oxford University Press primary course books and resource books

Black cats.
Witches' hats.
Jack-o'-Lanterns.
Jack-o'-Lanterns.
Black, orange, white, green.
These are the colours of Halloween!

Oxford University Press primary course books and resource books

Ten Little Witches

(tune: 10 little Indians)

One little, two little, three little witches,
Four little, five little, six little witches,
seven little, eight little, nine little witches,
Ten witches in the sky.

Ten little, nine little,.....
One little witch, "Bye, bye!"

Title	Playing with words for Halloween
Level/age	Lower Intermediate/8+
Language	Vocabulary dealing with Halloween
Materials	Worksheet, picture cards, Blue-tack
Preparation	None
In class (task description)	Learning/Revising vocabulary on the topic including all language skills
Pre-teach	None
Stages	<ol style="list-style-type: none"> 1. Introduce the chosen words through pictures; put them on the board. 2. Ask some children to come to the front and ask them, e.g.: "Touch the pumpkin!", etc. 3. Tell the children to close their eyes; say the words and they should repeat them, word by word, after you. 4. Ask the children to read your lips: You whisper one of the chosen words, they should say it aloud. Then a pupil takes the teacher's role, and so on. 5. Ask the children to line up one by one, facing the board. On the board there are two faces - one on the left hand side, (e.g. a grumpy face) and one on the right hand side (a smiling face) of the board. The children should stand in front of the board, about in the middle of the two faces. You stand in front of them, facing the children, and hold up picture by picture, saying correct or incorrect words for them. If you are right, they should jump to the YES-SIDE (smiling face); if you are wrong, they should jump to the NO-SIDE (grumpy face) and correct you. After each word they should move back to the middle. 6. Tell the children to say and to "walk" the words (big step – stressed syllable; small step - unstressed syllable) 7. "Halloween Vanishing Act" – Put the pictures on the board again and tell the children to close their eyes again. Say a simple spell like " Abracadabra, whizzy – woo, gone is a picture and so will you!" Tell the children to open their eyes again and they should say now which picture you have removed from the board. 8. Ask a child to whisper one of the words in your ear. The child should mime this word then; the children should guess by saying the appropriate word (Is it a?) 9. Present the spelling of the words on word cards, which you put on the board but not already, matched to the pictures. 10. Read the words out aloud, the children should repeat and read the words as well. Then ask some children to come to the board and match the word cards to the pictures. 11. Hand out the worksheet (see attachment) to the children; they should find the given words, circle them and write them down at the bottom of their worksheet. 12. Check their findings by presenting a transparency with the key to the pupils.

Follow-up	Introduce a rhyme or song in which you can find the words the children have learnt.
Variations	Present a short text (gap filling exercise) on the topic, in which the children have to fill in some of the words they have learnt.
Remarks	It is always important for vocabulary acquisition that the pupils have a variety of activities to practice in a joyful way using different senses.

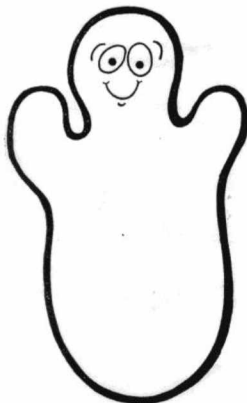
WORKSHEET

B	R	O	O	M	S	T	I	C	K
A	W	I	T	C	H	B	H	A	T
T	I	V	U	P	G	M	E	U	C
A	Z	B	R	X	H	A	L	L	O
C	A	T	R	H	O	W	L	D	K
O	R	E	M	C	S	Y	U	R	L
C	D	Y	K	T	T	S	M	O	U
A	H	P	U	M	P	K	I	N	E
H	A	L	L	O	W	E	E	N	X
D	E	K	O	T	C	D	E	H	R

Look for the following words, circle them and write them down!

Halloween, bat, cauldron, hat, ghost, witch, wizard, pumpkin, broomstick, owl

Activity design by Rudolf Edelmann



Walking out on Halloween

What did I see?

A little black cat

Purring at me.

Repeat with:

A little brown rat squeaking at me.

A fat yellow pumpkin smiling at me



Brenda West

Title	Walking out on Halloween
Level/age	Any (especially beginners)/ 5–7
Language	Animals, colours and adjectives
Materials	Visuals of animals/colours and Halloween vocab (e.g. pumpkin)
Preparation	Make cut-outs of animal silhouettes in black card mounted on straws (+ pumpkin, witch, etc) with the children.
In class (task description)	Rhyme with actions and silhouette puppets
Pre-teach	Animals and Halloween vocab (in rhyme and any others you would like to add) Cat, rat, pumpkin Colours ("") Black, brown, yellow..... Adjectives ("") Little, fat.....
Stages	1. Say rhyme using silhouettes and visuals to illustrate what you say.

	<ol style="list-style-type: none"> 2. Hand out visuals and silhouettes to children and repeat rhyme getting them to hold up the one they hear as you go 3. Get the children to swap their visuals and repeat (do this a couple of times for the children to become familiar with the rhyme and the rhythm) 4. Repeat but this time only say up to the question ‘What did I see?’ Let the children answer verbally or by showing visual or by doing an action. Let them suggest the actions. 5. Swap roles with the children they say the question and you answer. Get the students to do the same in groups taking it in turns to ask and answer until they are saying the whole rhyme with actions.
Follow-up	<ul style="list-style-type: none"> * Children get a copy of the rhyme that they can illustrate with their own silhouettes. * Get the children to suggest their own lines and ‘rewrite’ the poem with their suggestions. * Children can ‘act out’ rhyme for another class
Variation	Walking out at Christmas/Easter, etc.
Remarks	<p>If the children do not normally celebrate Halloween it would be best to start by talking about the traditions so that it would become more meaningful to them.</p> <p>This rhyme is very simple and is probably best used with low level and young children but could also be used with older children by changing the wording to make it more challenging.</p>

Activity design by Alexandra de Nagy

Weather rhyme

Rain on the roof,
 Rain on the tree,
 Rain on the flowers
 On you and on me.

Snow on the roof, ...
 Sunshine on the roof, ...

Title	Weather Rhyme
Level/age	9–11
Language	Folding Activity
Materials	Sheet of paper, pens and pencils, a pair of scissors
Preparation	Get ready for folding and drawing
In class (task description)	Folding and drawing activity
Pre-teach	Weather vocabulary, words related to children's house and garden
Stages	<ol style="list-style-type: none"> 1. Fold paper in half 2. Fold both edges along sides (about 2 cm each) 3. Fold top of both side, so you get two little triangles 4. Draw a door, windows, a tree and flowers on to your house 5. Cut out a little cloud with raindrops in it. 6. Say the rhyme using the cloud and the house.
Follow-up	Children get a copy of the rhyme, they read and illustrate it with their drawings.* Children can 'act out' rhyme for another class
Variation	Children can also use stick puppets or toys to act out rhyme.
Remarks	<p>Rhyme can be taught together with the other weather chants and rhymes.</p> <p>This rhyme is very simple and is probably best used with low level and young children.</p>

Activity design by Rudolf Edelman

Winter



Winter

W is for *winter*, a cold time of year.

(Wrap arms around torso and shiver.)

I is for *ice-skating* far and near.

(Pretend to skate.)

N is for *night-time*, all snowy and bright. (Lay head on "pillow" hands.)

T Is for *trees* with no leaves in sight.

(Stretch arms up like tree branches.)

E Is for *ears*, so cold and red.

(Cup hands around ears.)

R Is for *ready* to ride on my sled!

(Jump up and down with excitement.)

Haines E. Leading Young Children to Music. New York: Macmillan, 1988 p 42

Title	Winter
Level/age	Beginners 8–10
Language	Winter words, adjectives
Materials	6 drawings illustrating each line of the poem
Preparation	Make the drawings Learn the rhyme and the actions
In class (task description)	Rhyme with actions
Pre-teach	Year, far, near, leaf / leaves, in sight, sled
Stages	<p>1. Brainstorm what students think of if they hear the word WINTER.</p> <p>2. Ask students how to spell the word WINTER. Write the letters vertically on the board.</p> <p>3. Put the drawings of each line on the board at random. Ask the pupils to match the drawings to the letters.</p> <p>For example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>WINTER</p> <p>(pic of winter)</p> <p>a cold time of the year</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>ICE-SKATING</p> <p>(pic of ice-skating children)</p> <p>far and near</p> </div> </div> <p>4. Recite the rhyme accompanied with actions. Ask the students to stand up and do the actions.</p> <p>5. Go over the poem with the children. Help understanding with miming. Elicit new vocabulary. Translate where necessary.</p> <p>6. Ask the students to stand up again and join in with the actions and the words as much as they can. Repeat it twice.</p> <p>7. Divide the class into two. One group is reading the poem and the other one is doing the actions. Then they change.</p>
Follow-up	<p>Ask pupils to design a crossword puzzle with WINTER as a solution.</p> <p>Ask pupils to design a hidden-word puzzle containing the vocabulary of the poem.</p>
Variation	Ask pupils to design a rhyme or just a puzzle around the names of other seasons or holidays.
Remarks	The vocabulary items are a bit difficult for beginners but the drawings and the actions can help understanding.

Activity design by Sinka Hilda and Focht Erika, a college student.

Get Ready

Get ready!
 Winter is coming!
 Go to sleep, bear.
 Fly away, bird.
 Go under water, frog.
 Look for leaves,
 rabbit.

(Whizz Kids 1. p. 23)

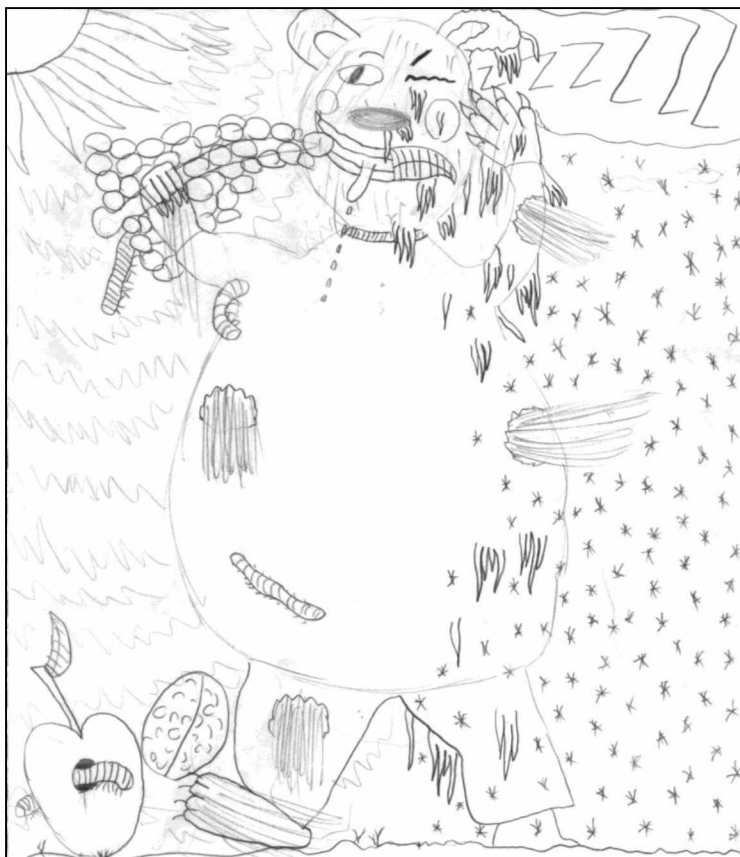
Title	Get Ready
Level/age	Beginners 6–10
Language	Describing actions, talking about nature; the changes of nature in different seasons, animals
Materials	Flashcards of animals; some autumn leaves, some cut-out snowflakes
Preparation	Making visuals, learn the poem and the actions
In class (Task description)	Rhyme with actions
Pre-teach	The names of the seasons, Animals /bear, bird, frog, rabbit/ Actions/sleep, fly, go, look for/ Expressions with actions /go to sleep, fly away, go under water, look for/
Stages	<ol style="list-style-type: none"> 1. Put the autumn leaves on the left side of the board and the snowflakes on the right side of it. Ask the pupils to identify the representations of autumn and winter. Do chorused repetition of the names of the two seasons. 2. Ask questions about autumn. E.g. <i>What colour are autumn leaves? Where are the leaves? Why? Is autumn hot or cold?</i> 3. Ask questions about winter. E.g. <i>Which is the coldest season? What do you like doing in winter?</i> Explain that autumn warns people and animals to get ready for winter. 4. Elicit the names of the animals using the flashcards. Repeat in chorus. Put them on the board and write their names under the pictures or use word cards. 5. <i>What does autumn tell the animals to do?</i> Point to the animals one by one and elicit the actions. Help with pantomime. Echo L1 answers in L2. 6. Recite the poem to the pupils /Play the tape if you have it).

	<p>Pantomime the actions to convey meaning.</p> <p>7. Recite the poem again and ask the students to join in with the actions.</p> <p>8. Ask individual students to come to the front and act out one of the actions. The rest of the group should find out the animal and the action. <i>What do frogs do in winter? What do bears do?</i></p> <p>9. Write <i>sleep, fly, go under water, look for</i> on the board or use word cards. Ask: <i>What do rabbits do in winter?</i> Do chorused repetition.</p> <p>10. Write on the board:</p> <table> <tr> <td>A</td><td>B</td></tr> <tr> <td>Cats</td><td>dogs</td></tr> <tr> <td>Rabbits</td><td>tigers</td></tr> <tr> <td>Birds</td><td>frogs</td></tr> <tr> <td>Bears</td><td>turtles</td></tr> <tr> <td>Hamsters</td><td>butterflies</td></tr> </table> <p>Divide the class into pairs A and B. The pairs take turns to ask about the animals. E.g. <i>What do cats do? They play.</i></p> <p>11. Display pictures or objects on the board representing the different places where animals hide from winter. E.g. a cloud, a cave, a pond, some leaves. The students put the pictures of the animals in their right place. Students talk about the animals.</p>	A	B	Cats	dogs	Rabbits	tigers	Birds	frogs	Bears	turtles	Hamsters	butterflies
A	B												
Cats	dogs												
Rabbits	tigers												
Birds	frogs												
Bears	turtles												
Hamsters	butterflies												
Follow-up	<p>The pupils have to find autumn leaves and stick them in their notebooks. They write the colours of the leaves under them.</p> <p>The pupils draw the animals and their hiding places in their notebooks. They write sentences under them.</p>												
Variation	<p>Ask pupils what other animals do in winter. What do children do? Ask them to draw and write about them.</p> <p>Ask pupils to modify the poem involving other animals or children.</p>												
Remarks	Young children love to learn about animals and nature.												

Activity design by Sinka Hilda

Mr. Bear

Mr. Bear what do you eat?
 Grubs and berries very sweet
 Mr. Bear when do you play?
 In the summer, every day
 Mr. Bear when do you sleep?
 When the winter snows are deep
 Do you sleep the winter through?
 Yes, my little friend I do.



Title	Mr. Bear
Level/age	Beginners 8–11
Language	Simple present questions, question words, describing actions, animals, addressing people in English speaking cultures (Mr./ Mrs./ Ms./ Miss)
Materials	Pictures of bears, a teddy bear (or a puppet bear), word cards
Preparation	Learn the poem; make the word cards
In class (task description)	Rhyme with actions and puppets
Pre-teach	Grub, berry, sweet, deep, every day, eat, sleep, play, winter through
Stages	<ol style="list-style-type: none"> 1. Present some actions miming them with a teddy bear or a puppet bear. Elicit meanings. Go over the process 2 or 3 times. Ask the pupil to join in with the actions. <i>E.g. Eat play sleep walk fish drink</i> 2. Illustrate an action with a puppet bear and ask the students to name it. Go over all the actions 2 or 3 times.

	<p>3. Write the following action verbs on the board: Eat play sleep Ask some questions about children and bears. <i>E.g. What do you eat? When do you sleep? Etc. What about bears?</i></p> <p>4. Give out the word cards to students. Ask them to come to the board and put their cards under the proper verb. Help understanding with pantomime, pictures or drawings. Tell them that one card can go with more than one action. <i>Grubs, berries, summer, winter through, snow, sweet, deep, every day</i></p> <p>5. Ask questions and talk about bears using the words and expressions on the board.</p> <p>6. Recite the poem accompanied with actions using a teddy bear. Repeat it 2-or 3 times. Ask the students to join in with the actions.</p> <p>7. Go over the poem with the children. Help understanding with mime and translation if necessary.</p> <p>8. Clarify the function of <i>Mr.</i> Elicit its variants (<i>Mrs., Ms. and Miss</i>). Discuss their equivalents in the students' own culture. Elicit other ways of addressing people in other cultures.</p> <p>9. Put the questions of the poem and ask the students to join in with the answers. Repeat it 2-or 3 times.</p> <p>10. Ask pupils to find the question words. Elicit meanings. Practice the pronunciation of the questions.</p> <p>11. Divide the class into two groups. One group is Mr. Bear and the other one is the questioner. Then they switch.</p> <p>12. Ask individual students to come to the front and ask the questions. The rest of the class answers.</p>
Follow-up	Give out the words of the poem and ask the students to illustrate it.
Variation	Ask the students to rewrite the poem with different questions.
Remarks	It is very good for role-play.

Activity design by Sinka Hilda

In Winter

There's magic in my garden
When I'm asleep at night.
I shut my eyes and open them
My garden is all white.

(Whizz Kids I., p. 23)

Title	In Winter
Level/age	Beginners 6–10
Language	There is, there are; actions; talking about changes
Materials	Pictures of winter with children having fun in them.
Preparation	Task sheet with <i>There is / There are</i> on it. Memorising the poem.
In class (task description)	2. Poem with some actions.
Pre-teach	3. Garden, shut, at night, asleep
Stages	<ol style="list-style-type: none"> 1. Write snow on the board. Brainstorm students what they can do with snow (Play, make snowman, etc.). 2. Divide the class into pairs. Give them a handout with <i>There is / There are</i> written on them in two columns. Ask them to finish the sentences as many ways as they can. 3. Read out the poem and ask the pupils what they understood. 4. Go over the poem with the children. Help understanding with miming and translate where necessary. 5. Recite the poem again. Ask the pupils to join in if they can. Repeat it twice.
Follow-up	Ask the pupils to draw and label a snow-covered garden.
Variation	Ask the students to change the poem at some points. E.g. <u>There is spring in my garden.</u>
Remarks	The poem and the extra activities develop the students' visual fantasy very well.

Activity design by Sinka Hilda

WINTER

Put on your trousers!
 Put on your sweater!
 Put on your boots!
 Put on your scarf!
 Put on your coat!
 Put on your cap!
 Put on your gloves!
 Run outside!
 Make a snowman!
 Hooray!

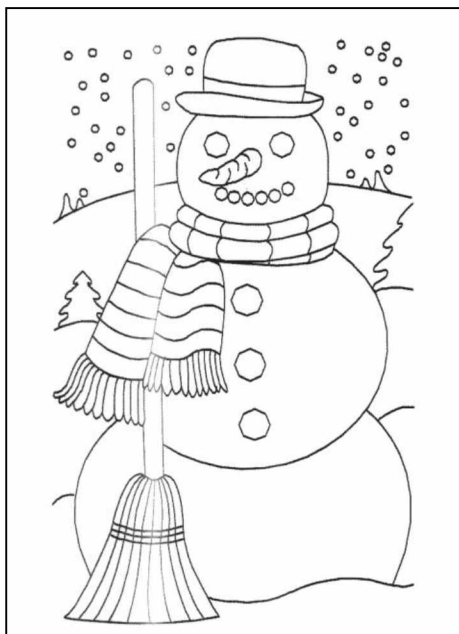
Rudolf Edelmann, PÄDAK Vienna, 2002

Title	Winter
Level/age	Beginners 6–10
Language	Imperative, pieces of clothing
Materials	Pictures of winter, drawings of activities, a snowman, task sheet.
Preparation	Task sheet; drawings
In class (task description)	Poem with some actions.
Pre-teach	Imperative, pieces of clothing
Stages	<ol style="list-style-type: none"> 1. Introduction of new vocabulary. 2. Teacher gives instructions and makes movements to the commands. Children do the movements with him/her. 3. Teacher gives commands without doing the movements. Children try to do the appropriate movements. 5. Teacher gives commands in a jumbled order, children do the appropriate movements to the commands. necessary. 6. 5. Recite the poem again.
Follow-up	Worksheet with pictures representing the commands in jumbled order. Children cut out the pictures and arrange them according to the correct order of lines in the poem.
Variation	Productive stage: Children give the commands themselves.
Remarks	New vocabulary items might be introduced as well. E.g. jeans, jacket etc.

Activity design by Rudolf Edelmann

If I had a snowman

If I had a snowman.
 I would dress him up.
 I would play hide and seek with him. Boo!
 We could throw snowballs,
 We could stand up straight,
 We could catch the stars.
 On Christmas Day, I would give him some pudding,
 And I would pull a cracker with him
 If it snowed I would make him a snow boy.
 We would need our gloves and scarves.
 I would tell him a story and kiss him goodnight.
 What would you do?



'If I had a pig' by Mick Inkpen
Adapted by Alexandra de Nagy – ESE Lisbon

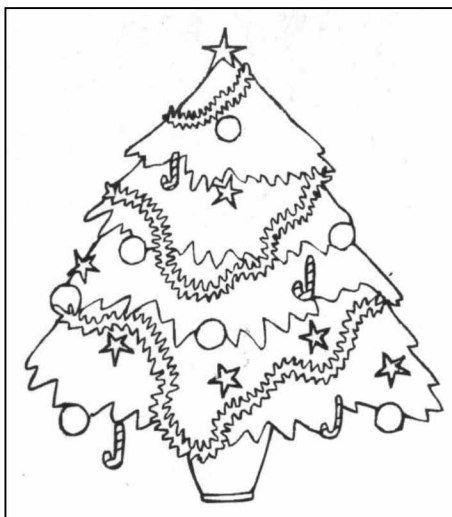
Title	If I had a snowman
Level/age	Pre-intermediate/ 7+
Language	Winter vocabulary (e.g. snowman, snowballs, Christmas day, pudding, cracker, gloves and scarves etc.) 2 nd Conditional (passive recognition)
Materials	Visuals of above and if possible a copy of 'If I had a pig' by Mick Inkpen for reference.
Preparation	The story book 'If I had a pig', illustrates what a small boy would do if he received a pig through the post. There is also another story 'If I had a sheep'. It would be interesting, but not essential, if the teacher could read the book.
In class (task description)	Story reading, making a book and practising the above language
Pre-teach	Vocabulary mentioned above or any other related to the theme
Stages	<ol style="list-style-type: none"> 1. Create interest in the story by setting the situation of receiving a 'snowman', which can do things, in the post. If possible you could also show the video of 'The snowman' to stimulate interest. 2. Brainstorm all the possible things that 'you would do, if this happened'. 3. Write this on the board and get students to suggest possible endings 'If I had a snowman, I....'

	<ol style="list-style-type: none"> 4. You might want to feed in the would/could without focussing on the language in order to produce accurate sentences. 5. When you have various suggestions you can 'read them the story' with actions and/or visuals to illustrate it. 6. As they are listening, students need to pick out which of their suggestions were mentioned in the story. 7. If you have the original storybook you can show it to them now as an example of what they can make. Otherwise, tell students they are going to make a book of this story. Each pair (or group) gets a page with a sentence on it. E.g. 1. If I had a snowman 2. I would dress him up. 3. I would play hide and seek with him. Boo! etc. 8. Students then illustrate their 'page' and write their sentence on it. 9. Finally put the pages together in order to make a story book which could then be used with another class.
Follow-up	<ul style="list-style-type: none"> * Let the students use their 'books' to read to other classes and their parents. * have a mini 'book fair' to show what they have produced * Send a copy to Mick Inkpen
Variation	After doing this story. Students might want to make other books with different titles (If I had an elephant, If I had a spaceship, If I had a robot, etc) This could be done in groups or individually.
Remarks	In my experience children love real books and really enjoy creating their own. You could also use this opportunity to stimulate their interest in books and reading and get them to have a close look at a book cover and what it contains. They can then mirror this on their own book covers. (i.e. title, author, publisher, blurb, ISBN number, etc)

Activity design by Alexandra de Nagy

Christmas is coming,
 We've bought a Christmas tree;
 We've dressed it up with tinsel,
 And with toys for you and me.

Christmas is coming,
 I've hung up both my socks;
 And when she turned her back I wrapped
 Mum's present in a box.
 Christmas has come,
 The pudding's in the pot;
 We're warming up the pudding plates
 To make sure it stays hot.
 EMM et al.



(Variation of Christmas is coming, the geese are getting fat – sung to the same tune)
Alexandra de Nagy – ESE Lisbon

Title	Christmas is coming
Level/age	Any
Language	Christmas vocabulary
Materials	Visuals and if possible tune of original song
Preparation	Learn the song and tune yourself (record if possible) Make a OHT (transparency) version of lyrics with various words missing and/or replaced by visuals e.g. _____ is coming We've bought a ____ (pic of Xmas tree) _____
In class (task description)	The Disappearing Song
Pre-teach	Vocabulary (tinsel, wrap, pudding, warming..)
Stages	<ol style="list-style-type: none"> 1. Play the song for students to listen to a couple of times 2. Cover the lyrics and play the song revealing line by line 3. Sing the song with the students getting them to provide the missing words 4. Rub out other words and get them to sing it again. 5. Keep doing this until the class is looking at a blank screen and 'reading' the words in their minds
Follow-up	Making Christmas trees, stockings, toys, etc to decorate the classroom with
Variation	Listen and sing the original song
Remarks	Children usually enjoy singing especially at Christmas when there are so many songs to be sung

Activity design by Alexandra de Nagy

Five mince pies in a baker's shop,
 Warm and spicy with sugar on the top;
 Along came (child's name) with a penny one day,
 He/She bought a mince pie
 And ate it right away.

Four mince pies in the baker's shop, etc.

No mince pies left in the baker's shop,
 Nothing warm and spicy with sugar on the top;
 'Oh dear,' said the baker with the empty tray,
 'I'll have to make some more,'
 And he did it right away.

So there were
 Five mince pies in the baker's shop, etc

Sue Brown and Elizabeth Masterson

Title	Five mince pies in a baker's shop
Level/age	Low levels /5 – 7
Language	Mince pies, baker's shop, warm, spicy, sugar, penny
Materials	Visuals of the above (or if possible the real thing so that students can see and taste what a mince pie is like)
Preparation	Visuals
In class (task description)	Song with actions
Pre-teach	vocabulary
Stages	<ol style="list-style-type: none"> 1. Students stand in a circle around the 'five mince pies'. These could be cut-outs or balls etc. 2. Sing song filling in one of the children's names. That child comes into the middle and 'removes' one of the mince pies. 3. This is repeated with another child and so on until there are no mince pies left. 4. This process can be repeated to include all the children in the group and replacing 'mince pies' with a cake traditionally eaten in their country at Christmas.
Follow-up	Researching and writing the recipe and then making mince pies in class
Variations	Students could collect their favourite recipes for Christmas cakes/food and bring them to class to talk about and share with the others
Remarks	It would be interesting for students to compare the food/cakes that are eaten in their countries with that eaten in Britain. Perhaps they could do a project about the different Christmas foods that are eaten.

Activity design by Alexandra de Nagy

The Christmas Alphabet

A	ANGEL
B	BELL
C	CANDLE
D	DOVE
E	EVERGREEN
F	FAMILY
G	GIFT
H	HOLLY
I	ICICLE
J	JOY
K	KISS
L	LIGHT
M	MISTLETOE
N	NUTCRACKER
O	ORNAMENT
P	PRESENT
Q	QUARTET
R	RIBBON
S	SANTA CLAUS
T	TOY
U	UNWRAP
V	VILLAGE
W	WREATH
X	XMAS
Y	YULE LOG
Z	ZZZZZZZZZ



Title	The Christmas Alphabet
Level/age	Beginner 8-10
Language	The English alphabet, Christmas words
Materials	Pictures, realia, letter cards of the English alphabet
Preparation	Make visuals
In class (task description)	Introducing Christmas traditions of the English speaking countries, making comparisons to Christmas traditions of the students' own culture.
Pre-teach	
Stages	<ol style="list-style-type: none"> 1. Sing the song of the English alphabet. Repeat it 2 or 3 times. 2. Revise the letters of the alphabet using flash cards. 3. Bring some Christmas objects into the classroom. E. g. candle, holly, mistletoe, bell, Christmas cracker, nutcracker, ornament, wreath, candy, Elicit meanings. Repeat them 2 or 3 times. 4. Teach new vocabulary using objects and pictures. 5. Give out sheets of paper with a Christmas word on each. Ask students to illustrate the words. 6. Put the letters of the alphabet on the board. Ask the pupils to put the matching pictures next to the letters. 7. Give out tiny English flags (party flags). Ask the students to put the flags next to the pictures relevant to English Christmas. Discuss with the pupils which traditions are different, which traditions are similar to their own culture. 8. Mix the pictures. Ask the students to put them into the right order.
Follow-up	Ask the pupils to find other Christmas words and put into the alphabet.
Variation	Ask the pupils to make the alphabet of other topics. E.g. animals, holiday, winter, summer,...
Remarks	It is useful for practising the alphabet and extending vocabulary.

Activity design by Sinka Hilda

The Story of Rudolph, the Red-nosed Reindeer *(Simplified version)*

Look! This is Santa Claus. He brings presents to all the children on Christmas Eve. He lives at the North Pole. It is very, very cold at the North Pole.

There live many reindeer. One reindeer is Rudolph. The reindeer like to play in the snow.

But they do not want to play with Rudolph. They say, "Rudolph, we don't like you! You have a shiny, red nose!"

Rudolph is very, very sad because he has a shiny, red nose. Look at him! He is crying!

One day before Christmas it is very, very foggy at the North Pole. Santa Claus is not happy. "I cannot come to the children this Christmas! It is so foggy! The reindeer cannot find their way in the fog!"

He looks around - and he sees Rudolph with his shiny, red nose. He has an idea! "Rudolph, come on! Your shiny, red nose is like a light! You will guide my sled tonight!"

Rudolph is very happy now. And so they fly high up in the sky - Santa Claus, the reindeer and Rudolph - with his shiny, red nose.

They come to a house and stop on the roof. Can you see Rudolph? Santa Claus has a big sack with many presents. He throws them down the chimney.

Look and tell me, what these children have got! A, a, and a

Then they fly away high up in the sky - Santa Claus, the reindeer and Rudolph - with his red, shiny nose. They fly to all children in the world.

And when you see a shiny, red light in the sky at Christmas, it is Rudolph - with his shiny, red nose.

Adapted by Rudolf Edelmam

Title	Rudolph, the red-nosed reindeer (story telling)
Level/age	Intermediate/9+
Language	Giving instructions on how to draw Rudolph
Materials	Sheet of paper, coloured pencils/felt pens
Preparation	Teacher should have told the story already before
In class (task description)	Drawing Rudolph to given instructions - aiming for listening
Pre-teach	Used vocabulary mentioned in the instruction (mainly receptive use only)
Stages	<ol style="list-style-type: none"> 1. After having told the story, tell the children that you want them to draw Rudolph. 2. Present a picture of Rudolph and focus on all vocabulary you need for giving them instructions on how to draw Rudolph, e.g. oval shape (for his body), antlers, hooves, saddle, bow (to decorate his saddle); revise parts of the body you will use for his description (e.g. nose, ears, eyes, etc.) 3. Hand out a sheet to each student and tell the children to have their pencils/felt pens ready. 4. Start with your instructions: <ol style="list-style-type: none"> a. Draw a long, oval shape for Rudolph's body. Draw it big enough! It should be right in the middle of your sheet. b. Add a smaller-sized oval for his head. c. Then add his eyes, ears, nose and tail. d. Draw two big antlers at the top of his head. Add some fur between his antlers, under his chin and on his tail and body. e. Now draw Rudolph`s legs and add his hooves. f. Add his saddle, tied with a big bright bow. g. Now decorate him in any way you like; colour him in the way you like. h. Do not forget to colour his nose!
Follow-up	This task already is a follow-up activity after a story telling session on "Rudolph, the red-nosed reindeer"
Variations	Introduce the song "Rudolph, the red-nosed reindeer" to the children and teach them the main lines of the song.
Remarks	Depending on the age group, the children could learn the lyrics of the song in a follow-up lesson, in which reading and writing (fill in exercise - missing words given to the text) can be included as well.

Activity design by Rudolf Edelmann

Nativity Play

Characters:

Mary

Joseph

The Innkeeper

Angel Gabriel

Other angels

Chief shepherd

Other shepherds

Kings: Gaspar, Melchior, Balthasar

Place two chairs and the crib on the right of the stage. Hide the baby doll under Mary's chair. Mary and Joseph come on to the stage from the left and Joseph pretends to knock on the door. The innkeeper appears.

Joseph: Have you got a room?

Innkeeper: No, I haven't, but here is a stable. (*Points to the two chairs and the crib.*)

Joseph: Thank you very much. (*Mary and Joseph go and sit down. Mary takes the baby doll, rocks it gently, and then puts it in the crib.*)

Mary: My name is Mary and this is baby Jesus.

Joseph: My name is Joseph and this is my family.

The shepherds come on the stage from the left and sit down. The angels appear and the shepherds look afraid

Chief Shepherd: (*To Gabriel*) Oh! Who are you?

Gabriel: I'm the Angel Gabriel. Come with me to see the baby Jesus.

The shepherds follow Gabriel across the stage. Gabriel goes behind Mary and Joseph and stands on a chair as though in the air. The shepherds kneel down one by one to present their gifts.

Shepherds: Here's a gift for the baby Jesus.

The three kings enter on the left and cross the stage. They kneel down one by one to present their gifts.

Gaspar: I'm Gaspar. Here is gold for the baby Jesus.

Melchior: I'm Melchior. Here is frankincense for the baby Jesus.

Balthasar: I'm Balthasar. Here is myrrh for the baby Jesus.

From Reilly, Vanessa. Very Young Learners. p.143

Task:

Work in groups. Find out who says these sentences and then fit them somewhere into the play.

1. Let's take some presents for him.
2. Good evening innkeeper!
3. He is lying in a manger.
4. I bring you good news.
5. Here's some butter for the baby Jesus.
6. Do not be afraid.
7. Good evening!
8. Here's some wool for the baby Jesus.
9. Let's go to Bethlehem to see the baby Jesus.
10. Here are some blankets for the baby Jesus.

Activity design by Sinka Hilda

Christmas Is Love

Christmas is love
Around a fir tree.
Christmas is peace
With a star to see.
Christmas is joy
In a friendly heart
Found at year's end
To give the New Year a start.



Title	Christmas is Love
Level/age	Beginners 8–10
Language	Description, prepositions /around, with, in at/, verb to be
Materials	Visuals of Christmas
Preparation	Visuals
In class (task description)	Poem with actions.
Pre-teach	Fir tree, peace, joy, love, heart, find-found, year, give, start, end, around
Stages	<ol style="list-style-type: none"> 1. Ask the learners to sing any Christmas song they know. 2. Brainstorm words and expressions the learners think of Christmas. Help with L2 if necessary. 3. Elicit new vocabulary. 4. Listen to John Lennon's Christmas song entitled 'So this is Xmas'. Ask the learners about the differences of this song from other traditional Christmas songs. 5. Divide the class into two groups. Ask them to finish the following sentence as many ways as they can. <i>Christmas is</i> 6. Write <i>Christmas is</i> on the board. Make two columns under it. Elicit the students' answers and write them on the board. Write real objects on one side and feelings on the other side. Elicit the difference between the two columns. 7. Recite the poem accompanied with actions. 8. Go over the poem line by line and elicit meanings. Help understanding with actions and translate if necessary. 9. Recite the poem again and ask the pupils to join in with the actions. Repeat it 2 or 3 times. 10. Recite the poem and ask the pupils to join in with the words and the actions. 11. Act out different lines of the poem in random order. Ask the pupils to find out the line. 12. Ask volunteers to come to the front and act out any line of the poem. Ask the rest of the class to find it out.
Follow-up	<p>Ask students to draw a Christmas tree and label it.</p> <p>Ask students to write down what Christmas means for them.</p> <p><i>Christmas is...</i></p>
Variation	Rewriting the poem.
Remarks	The poem involves concepts and actions at the same time. It is good for different types of learners.

Activity design by Sinka Hilda, Lantos Csilla, a college student

Christmas play

Christmas morning. Baby is asleep. Father Christmas is crying in the corner of a room and wakes Baby.

Baby: Hello! What`s your name?

Father Christmas: Father Christmas.

Baby: Father Christmas!

Enter Stevie, Danny, Lucy, and Annie

Stevie: Danny, Lucy and Annie: Shh!

Baby: Look!

Stevie: Danny, Lucy and Annie: Father Christmas!

Father Christmas (*still crying*): Yes.

Danny: Why are you sad?

Father Christmas: It`s Christmas.

Stevie: I like Christmas!

Baby: I like presents!

Lucy: I like crackers!

Annie: I like Christmas dinner!

Father Christmas: I like presents and crackers and Christmas dinner.

Lucy: Why don`t you like Christmas?

Father Christmas: I work at Christmas. No presents, or crackers, or Christmas dinner for me.

All children: That's terrible!

Stevie: Have you got a Christmas tree?

Father Christmas: No.

Danny: Have you got Christmas decorations?

Father Christmas: No.

Annie: Have you got a Christmas cake?

Father Christmas: No.

All children: That`s terrible!

Lucy (*taking Father Christmas by the hand*): Come and look at our Christmas tree!

The children take Father Christmas to the sitting room.

Annie: Look at the star!

Danny: Look at the decorations!

Baby: Look at the presents!

Father Christmas: Oh.

Enter Mummy and Daddy.

Mummy and Daddy: Children. Shh!

All children: Look!

Mummy and Daddy: Father Christmas!

Stevie: Father Christmas is sad. He doesn`t like Christmas.

Danny: He works at Christmas.

Baby: He hasn`t got any presents.

Lucy: Or crackers.

Stevie: Or Christmas dinner!

Mummy and Daddy: That's terrible !

Daddy: Have Christmas dinner here.

Mummy: Yes! Christmas dinner and crackers!

All children: Hooray!

Baby (*holding out a present*): Happy Christmas, Father Christmas.

Father Christmas: A present! For me? Oh, thank you!

Oxford University Press 1 PHOTOCOPIABLE

When Santa got stuck up the chimney,
 He began to shout;
 'You girls and boys won't get any toys
 If you don't pull me out!
 My beard is black,
 There's soot in my sack,
 My nose is tickling too.'
 When Santa got stuck up the chimney,
 ATCHOO! ATCHOO! ATCHOO!



'This Little Puffin' – compiled by Elizabeth Masterson LONGMAN

Title	When Santa got stuck up the chimney
Level/age	Elementary /7 +
Language	Physical description (nouns and adjectives)
Materials	Visual of Father Christmas (if possible with detachable parts e.g. nose, beard, hat, eyes, etc) Word cards (shout/out/ boys/toys/black/sack/too/atchoo)
Preparation	Materials and learning the poem

In class (task description)	Poem building and describing Father Christmas
Pre-teach	Face, clothes and other vocabulary which would be useful for describing Father Christmas (e.g. nose, beard, hair, eyes, mouth, ears, boots, hat, sack, etc).
Stages	<ol style="list-style-type: none"> 1. Start by asking students to describe Father Christmas. What does he look like? What does he wear? What colour are his clothes? Does he carry anything? etc. 2. Use your visual to build up a Father Christmas as the students give you their ideas. Try to get the students involved in the description. 3. Set situation of 'Santa' stuck in the chimney. Why would this happen? How would he feel? What would he do? etc. 4. Hand out word cards (see materials above). Say the words randomly and get the students to hold up the appropriate word when they hear it. Swap cards and do it again faster this time. Keep doing this until all the students have had a chance to hold up a word. 5. Ask the students to pair the words according to their sound. E.g. boys – toys. 6. Put the words on the board in any order and say the first line of the poem. 'When Santa got stuck up the chimney.' Ask students to suggest which word from the list they think will be in the next line, i.e. shout. 7. Elicit or provide the next line and so on until you have built up the poem. Get the students to repeat each line as you go. 8. Students say the whole thing.
Follow-up	<ul style="list-style-type: none"> * Students illustrate the poem * Act it out
Variations	Imagining other people or things getting stuck up the chimney. Video – Father Christmas
Remarks	This activity follows the traditional dialogue building format and involves lots of repetition

Activity design by Alexandra de Nagy

Christmas in Hungary

Christmas is one of the most special holidays in Hungary; we call it Karácsony” (karatson). A month before Christmas, the streets and shops are decorated with beautiful lights and there are Christmas trees all over the town. A Nativity scene is usually placed in the central square.

In Hungary, similarly to other countries, children write letters to the Infant Jesus asking for presents. We call him “Jézuska”. You should not mix up St. Nicolas Day, 6th of December, with Christmas. On St. Nicholas Day it is Santa Claus who visits children and brings them minor presents, usually sweets in red bags and puts them into the children’s shoes in the windows.

Before Christmas we go from shop to shop, from supermarket to supermarket until we find the right present for everyone. Then we hide the presents in the wardrobes, cupboards or in the drawers for bed linen. Of course older children know about these places and they start searching for the presents as soon as Christmas is getting closer. It is difficult to find a secret place in the house for the presents.

On the 24th December, all the housewives are in the kitchen to prepare the Christmas dinner, which is usually fish. Many families eat traditional Hungarian fish soup, fried or roasted fish. Those who do not like fish may eat turkey, but it is not traditional in Hungary. The traditional Christmas cake is called “bejgli”, which is a special cake, stuffed with sugared poppy-seeds or ground walnut.

The Christmas tree is usually decorated in the morning or afternoon on 24th December by older children or adults, sometimes secretly. They want to surprise smaller children, who believe that Infant Jesus visits them, as the Christmas tree and the presents appear suddenly from nowhere. Children are allowed to enter the room with the Christmas tree only when all the presents have been put under the tree. When they hear the bells of the angels they can go into the room.

We light candles and sparklers late in the afternoon or early in the evening. This is the beginning of the holiday. We stand around the beautiful Christmas tree for a few minutes singing songs. Some families do not sing, they listen to music from a tape or CD. Children stand there surprised, but all the family members are touched. Children cannot wait to the end of singing, but have to until all the family members wish a Merry Christmas to each other. Then they can find and open their presents.

In the remaining time of Christmas Eve we have the Christmas dinner. After dinner children play until they are very tired, adults chat and relax.

More and more families go to the church to the Midnight Mass. The 25th and 26th of December are simple quiet holidays. We usually relax. Some housewives prepare the food for these days earlier, so the food only needs to be heated. The traditional Hungarian food for 25th and 26th is stuffed cabbage.

Christmas trees usually stand in the Hungarian homes until the Epiphany, 6th January.

Orosz Andrea



PORTUGAL "*Feliz Natal*"

On Christmas Eve Portuguese families gather around the Christmas tree and a Nativity scene to celebrate the birth of Jesus. Catholicism is the main religion in Portugal. Thus, the nativity scene is a very important part of the celebration. Traditionally, children are in charge of collecting materials for the nativity scene.

Most children write letters to Infant Jesus asking for presents rather than to Santa Claus.

Many families attend the Midnight Mass (called "Missa do Galo"). After mass they gather around the table and have supper (called "Ceia de Natal"). On Christmas Eve, supper (called "Consoada") consists of codfish with boiled potatoes and cabbage. After the meal, people eat traditional fried desserts: "filhoses or filhós" are made of fried pumpkin dough; "rabanadas" are similar to french toast; "azevias" are round cakes made of a crust filled with a mixture of chick peas, sugar, and orange peel; "aletria" is a vermicelli sweet with eggs (typical of Douro and Minho region). Another traditional dessert is "Bolo Rei". This is a fruitcake that is typically a New Year's cake, but is becoming popular during Christmas holidays. In the cake there are two surprises: one is a little present like a fake ring, or a little doll, or a medal. The other is not as welcomed. There is a raw broad bean. Whoever gets this bean has to buy the "Bolo Rei" in the coming year. In addition to these desserts there are many other that differ from region to region.

In some regions of the country, carolers sing Christmas carols (called "Janciras") in the streets. Some families will open the presents (that are displayed around the Christmas tree) on Christmas Eve around midnight. Others open them in the morning of the 25th, Christmas Day. Some families put one shoe ("sapatinho") of each child next to the chimney (since most of the kitchens in Portugal have one) or next to the fireplace or child's bed instead of a stocking.

On Christmas Day, people eat stuffed turkey for lunch and the traditional desserts.

During the holiday season towns are decorated with lights. The festivities end on January 6, "Dia de Reis".

Alexandra de Nagy

CULTURAL ASPECTS IN THE LIFE OF AUSTRIAN PRIMARY PUPILS

The new academic year starts on the first Monday in September. Most children who start primary education in their first year receive a bag full of sweets, usually in the shape of a big cone, on their first day of school.

In most rural areas there is a religious service before the children go to their classrooms. Halloween is of recent date in Austria and has become popular in primary schools as well. Children do lots of activities in art and craft and also in their English lessons.

On the eve of December 6th all children are very excited. They wait for Saint Nicolas, a popular figure similar to Santa Claus, who comes to the children's homes. He is accompanied by "Krampus", a devil. Saint Nicolas asks the children whether they have been good throughout the year. If so, they get sweets, oranges, figs and peanuts. If not, he admonishes them but usually all children get little presents. The figure of "Krampus" is widely disliked nowadays, as his task is to punish bad children and especially younger children are very scared of him. So most families do not invite "Krampus" to their homes.

In many families Saint Nicolas does not appear in person but brings little presents at night. He puts them in the children's shoes. Sometimes he also brings some pieces of coal if the children were not good. Saint Nicolas comes to many primary schools as well on the morning of December 6th. Christmas is a family event. On Christmas Eve the "Christkind" ("christchild") – the new born Jesus) comes to each and every family. In many families a room is locked on the morning of Christmas Eve, so the "Christkind" has time to decorate a Christmas tree and to place the children's presents under it. After sunset a bell is rung which tells the children that the "Christkind" just has left the locked room and that they can enter it now. The family sing Christmas Carols; religious families also pray. After that the family wish each other a merry Christmas and the children are allowed to open their presents.

A popular dinner in Austrian homes on Christmas Eve is fish, mainly carp. Christmas Day and Boxing Day (Dec. 26th) are public holidays. The children play with their new toys and many families visit relatives and friends.

Although Christmas is a family event, there is a Christmas celebration on the last day of school before Christmas Eve in primary schools. The children have two weeks off at Christmas; school starts again on January 7th.

Rudolf Edelmann

I'm a little snowman,
 Round and fat,
 I've got a woolly scarf,
 And a little bobble hat;
 When the snow is falling
 You will hear me say,
 'Come and make a snowman on Christmas Day!'



*'This Little Puffin' – compiled by Elizabeth Masterson LONGMAN
 Adaptation of 'I'm a little teapot by Alexandra de Nagy – ESE Lisbon*

Title	I'm a little snowman
Level/age	Beginners/ 5+
Language	Vocabulary describing a snow man (round, fat, scarf, hat, snow)
Materials	A visual of a Snowman
Preparation	Students could make a snowman from various materials (e.g. cotton wool, scrap paper or snow (if available)) Or this could be done as a follow-up

In class (task description)	Action Rhyme
Pre-teach	Vocabulary
Stages	<ol style="list-style-type: none"> 1. Say the rhyme and do actions for each line. The children could suggest these. e.g. Round and fat (make circle with hands) etc. 2. Students listen to rhyme and copy the actions. 3. Repeat a couple of times. 4. Students repeat lines and you do actions (get it wrong sometimes for them to 'correct' you). 5. 4. Finally put it all together.
Follow-up	<ul style="list-style-type: none"> * Act out for others * See preparation above
Variations	The original song 'I'm a little teapot' or adaptations
Remarks	A simple activity which is better suited to young students

Activity design by Alexandra de Nagy

Frosty the Snowman

Characters

- | | |
|---------------|----------|
| 1 Storyteller | 5 Jim |
| 2 Tommy | 6 Chris |
| 3 Becky | 7 Frosty |
| 4 Karen | 8 Cloud |

Storyteller: All night it was snowing very hard. There was a lot of snow everywhere.

(Music-imitating wind)

All the children are lying under a white sheet. They are moving as the snow moves if the wind is blowing.)

Storyteller: The next morning was bright and sunny. *(The white sheet is lifted up slowly. The children are standing up, only Frosty is squatting in the middle.)*

Jim: Let's make snowballs!

Children: OK. All right.

Chris: Let's put one large snowball on top of the other.

Tommy: Wow! We have got a snowman.

One child is squatting in the centre. The others are "building" the snowman out of him or her.

Becky: Here is some coal for the eyes.
Karen: Here is a button for the nose.
Jim: Here is a broom.
Chris: Here is a red scarf.
Tommy: That's OK. Let's find a hat.
Becky: But where is it?
Chris: We cannot see it anywhere.
Storyteller: Strong wind was blowing at that moment. Like magic it blew an old silk hat. (*Music: wind*)
Tommy: Wow! A nice hat! Let's put it on the snowman's head.
Music: magic.
Frosty: Hi, boys and girls. I'm Frosty. Frosty, the snowman.
Children: Hi, Frosty.
Frosty: Let's sing and dance together.
Children: Frosty the snowman.... (*The children sing and dance around Frosty.*)
Storyteller: The children were so happy. They came to play with Frosty every day.
Frosty: Let's go skating. Let's have fun.
Children: OK. Come on. (*They are miming skating*)
Frosty: Let's go sledding.
Children: WEEEEEEEEEE!!!! (*They are miming sledding*)
Frosty: Look at us go!
Frosty: WEEEEEEEEEE!!!
Storyteller: One day Frosty had an idea.
Frosty: Would you take me to town? I've never been in a town.
Children: OK: Let's go.
Children: This is the way the children ride.
Frosty: ... This is the way Frosty rides. ...
(Rhyme)
Frosty: What is it?
Karen: It's a pet shop. You can buy pets here. Look! There are puppies, kittens, parrots, fish and lots of other pets inside.
Frosty: What nice kittens there are!
Frosty: What kind of shop is it?
Becky: It's a baker's shop. You can buy cakes, cookies and muffins here.
Frosty: Can we go inside and get a muffin? I've never had a muffin.

Children: OK. Let's get inside.

Storyteller: But when they went inside the shop, Frosty began to melt!

Frosty: Oh, I must go back outside.

Chris: Let's eat our muffin sitting on a bench.

Frosty: OK.

Children: All right.

Frosty: Yummy... It's delicious.

Frosty: We've had such a good time today. I'll never forget it.

Children: Good night Frosty.

Frosty: Good night. Sleep tight.

Storyteller: Soon the days got warmer and warmer and the snow began to melt. *(The white sheet is lowered down slowly.)* When the children came out to play one really sunny day they couldn't see Frosty.

Jim: Did you see Frosty?

Tommy: No, I didn't.

Becky: I didn't see him.

Chris: Where is he?

Karen: I don't know.

Chris: Look! There is a letter over there on the bench.

Tommy: It is from Frosty.

Jim: Let's see. Read it out quickly.

Tommy: Don't cry.
I'll be back again some day.
Love,
Frosty

Cloud: *(Puts the cloud on a transparent.)*

Becky: Look at the sky! Look at that cloud.
Can you see Frosty's figure in it?

Music or rhyme

*Thumpety thump thump, thumpety thump thump,
Look at Frosty go.
Thumpety thump thump, thumpety thump thump,
Over the hills of snow.*

Adapted by Hilda Sinka

The more it snows

The more it
 SNOWS - tiddley-pom,
 The more it
 GOES - tiddley-pom,
 The more it
 GOES - tiddley-pom,
 On
 Snowing.

And nobody
 KNOWS - tiddley-pom,
 How cold my
 TOES- tiddley-pom,
 How cold my
 TOES- tiddley-pom,
 Are
 Growing.

A. A. Milne

Title	The more it snows
Level/age	Elementary /6 +
Language	Present simple/continuous
Materials	Word cards and visuals
Preparation	As above

In class (task description)	Action Rhyme
Pre-teach	Tiddley-pom /verbs (snow, go, know)
Stages	<ol style="list-style-type: none"> 1. Create interest in the topic. Talking about snow. Have you ever seen snow? What is good about it? What don't you like about it? Has anything ever happened to you in the snow? 2. Brainstorm words that rhyme with snow. Feed in relevant rhyming words. 3. Hand out visuals and word cards, e.g. snow, toes, snowing, growing, cold, etc. 4. Read poem and get students to hold up appropriate words/visuals as you read.

	5. Encourage students to join in with the tiddley-poms. 6. Get students to suggest actions for each line. 7. Say poem and do actions
Follow-up	Focus on language and get students to substitute verbs in poem to create a different version.
Variations	Substitute tiddley-pom with another made up word or a word in the students mother tongue.
Remarks	A. A. Milne poems are a good source of rhyme as well as being a good insight into English literature for children.

Activity design by Alexandra de Nagy

You're My Valentine

I like tigers, I like cats,
But you're my valentine.
I like zebras, I like bats,
But you're my valentine.

1 like crocodiles, 1 like frogs,
1 like dinosaurs, 1 like dogs.
1 like butterflies, 1 like bees
But you're my valentine.
(yeah, yeah, yeah)

1 like butterflies, 1 like bees,
But you're my valentine.

Roses are Red

Roses are red
Violets are blue
Carnations are sweet
And so are you.

Be My Valentine

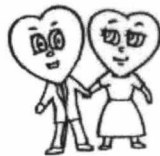
(Sung to Mary Had a Little Lamb)

You are a special
Friend of mine
Friend of mine
Friend of mine

You are a special
Friend of mine
Be my Valentine!

My Valentine Heart

When I say I love you
(Point to lips)
It comes from my heart
(Hand on heart)
You hear it in your ear
(Point to ear)
And it sounds very smart
(Point to head)
I love it when you are proud of me
(Stand very tall)
You say it all day long
(Stretch arms wide)
And when I hear you say it
(Point to ear)
My heart sings a merry song
(Hand on heart)



Title	Valentine rhymes
Level/age	All levels
Language	Zoo animals, flowers
Materials	Postcard pattern, coloured pencils, scissors
Preparation	Show postcards, brainstorm your ideas about Valentine day
In class (task description)	Card design and copying
Pre-teach	Vocabulary and the tradition of Valentine celebrations
Stages	<ol style="list-style-type: none"> 1. Look at Valentine cards and let students choose what they like the best. 2. Students design their own cards and copy the chosen rhyme on it. 3. Students find their own Valentines and read out their rhymes.
Follow-up	Sharing the poems and drawings with other groups. Display of the best cards.
Variation	Ask students to design their own Valentine rhymes. Organise the ritual of Valentine in your classroom. The children give cards to each other.
Remarks	To avoid frustration everybody should make a card to everybody.

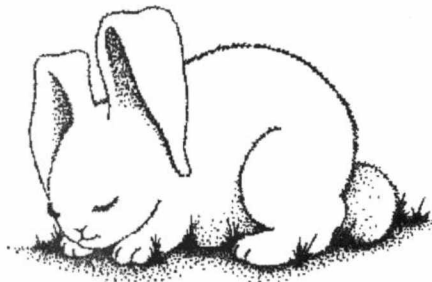
Activity design by Rudolf Edelmann and Szöllősy Edina

Spring



Here Is a Bunny

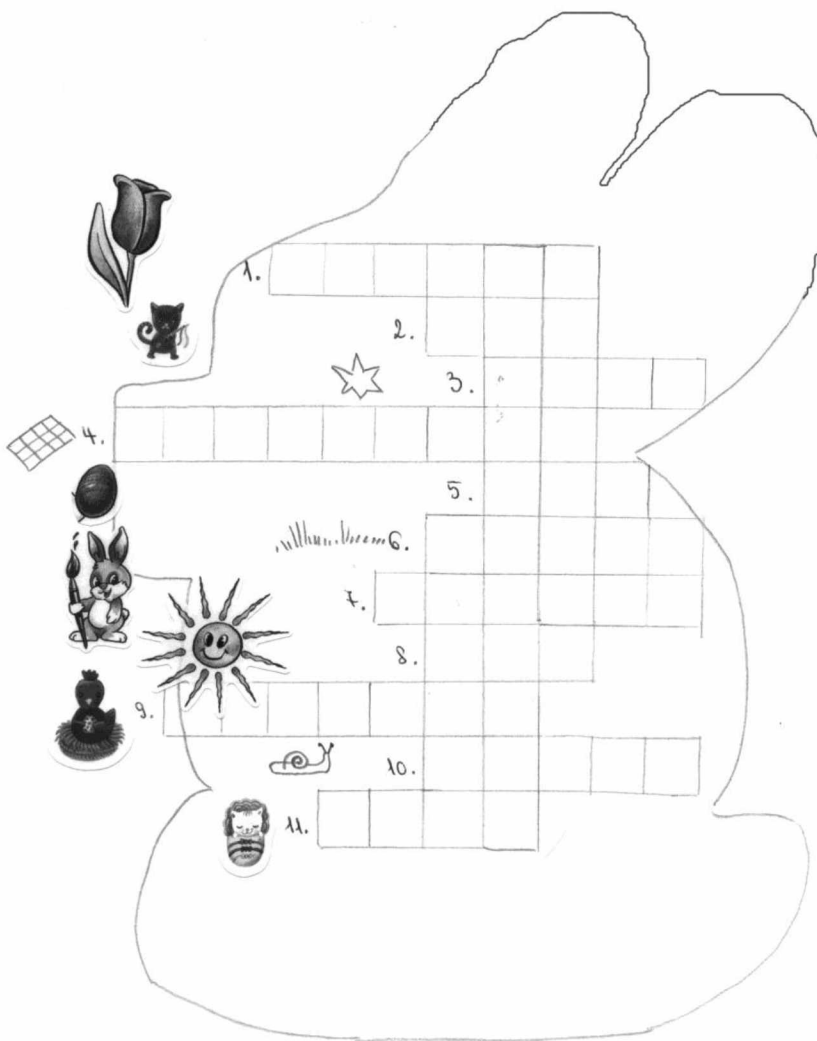
Here's a bunny with ears so funny,	Hold up two crooked fingers on one hand.
And here's a hole in the ground.	Make a round shape with thumb and finger of the other hand.
At the first sound he hears, He pricks up his ears,	Raise and wiggle the "ear" fingers.
And pops right into the ground!	Pop the "rabbit" ears into the "hole" made by the other hand.



(Haines E. *Leading Young Children to Music*. New York: Macmillan, 1988 p. 42)

Title	Here is a Bunny
Level/age	Beginners 8–11
Language	body parts; Easter traditions in England and in the home country, action verbs (hear, prick, pop), prepositions
Materials	Easter bunny puppet or a soft toy
Preparation	Learn the rhyme and the actions
In class (task description)	A finger play
Pre-teach	hole, ground, sound, hear, prick, pop, into
Stages	<ol style="list-style-type: none"> 1. Start to draw an Easter Bunny line by line on the board. After each line let children have guesses what you are drawing. 2. Show the pupils the toy bunny. Discuss the difference between a rabbit and an Easter Bunny. Talk about its role at Easter both in the students' own and the target language cultures. 3. Elicit some other information about Easter in the students' own culture and in England. Draw a big Easter egg on the board or on flipchart paper. Write the students' answers on it. Help with L2 if necessary. 4. Give out labels of different body parts to the pupils. Ask them to come to the front one by one and stick their labels on the proper part of the bunny. 5. Present the rest of the new vocabulary. You can demonstrate some words with the help of your fingers. E.g. <i>bunny, prick, hole, pop, into</i>. 6. Recite the rhyme accompanied with the finger play. Repeat it 2 or 3 times. 8. Recite the rhyme again and ask the students to do the actions. Repeat it twice. 9. Go over the poem with the children line by line. Help understanding with the finger movements. Translate where necessary. 10. Say the rhyme again together with the pupils. Ask them to join in with the actions and the words as much as they can. Repeat it twice. 11. Divide the class into two. One group is reading the poem and the other one is doing the actions. Then they change.
Follow-up	Design an Easter card.
Variation	<ol style="list-style-type: none"> 1. Instead of using fingers act it out as a normal play with the pupils (One student can be the bunny, some of them can make noise and others can form a hole holding hands). 2. Ask the pupils to design other animals with their fingers.
Remarks	<p>It is a useful rhyme before Easter.</p> <p>It stimulates both the right and left hemisphere of the learners' brain involving memorisation and actions.</p>

Activity design by Sinka Hilda

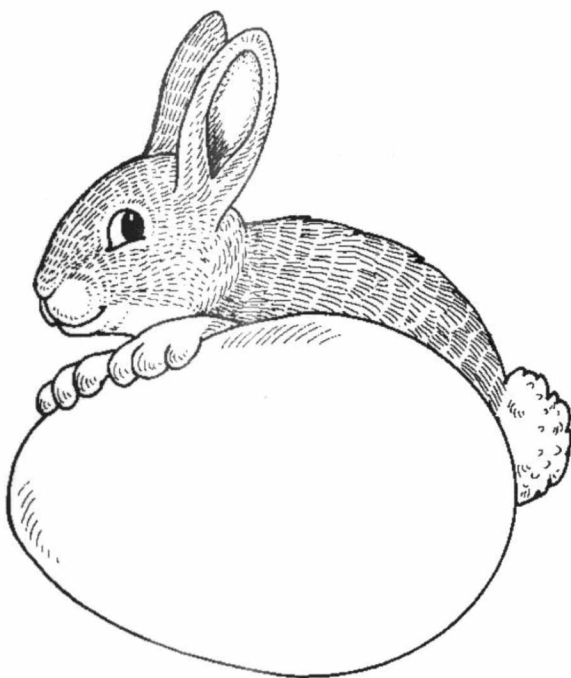


Key to the crossword:

- | | |
|--------------|------------|
| 1. Flower | 6. Grass |
| 2. Cat | 7. Rabbit |
| 3. Star | 8. Sun |
| 4. Chocolate | 9. Chicken |
| 5. Egg | 10. Snail |
| | 11. Baby |

The crossword above might serve as a preparation to any Easter poem or rhyme.

The Easter Bunny's feet
Go hop, hop, hop
(stamp, stamp, stamp)
While his big pink ears
Go flop, flop, flop
(hands up to head for ears, flopping in turn)
He is rushing on his way
To bring our eggs on Easter day,
With a hop, flop, hop, flop, hop.
(stamp, flop, stamp, flop, stamp)
Sing to the tune of Baa, baa black sheep



(This Little Puffin – EMM et al)

Title	The Easter Bunny's feet
Level/age	Beginners/5 +
Language	Easter vocabulary – see poem
Materials	Visual of an Easter bunny
Preparation	none
In class (task description)	Action Rhyme
Pre-teach	Feet, ears, hop. Flop, stamp
Stages	3. Say rhyme and do actions (hopping around the room) 4. Get students to copy your actions and repeat lines 5. Do both together with the children
Follow-up	* Making an Easter Bunny to decorate the classroom
Variations	-
Remarks	A very simple but fun activity, which like the previous one is better suited to young children.

Activity design by Alexandra de Nagy

Little Peter Rabbit

Little Peter Rabbit had a fly upon his ear,
 Little Peter Rabbit had a fly upon his ear,
 Little Peter Rabbit had a fly upon his ear,
 And he flicked it 'til it flew away.



Title	Little Peter Rabbit
Level/age	Beginners 6–11
Language	specific language for Easter; simple past – irregular (fly, flew; have, had)
Materials	Visuals and/or realia
Preparation	Make the paper figure of Peter Rabbit or use a puppet of it.
In class (task description)	Song
Pre-teach	fly / flew, flick, 'til
Stages	<ol style="list-style-type: none"> 2. Introduce Peter Rabbit, showing the paper figure or the puppet of it. 3. Pre-teach vocabulary talking about Peter, illustrating words with the puppet. 4. Sing the song imitating the actions with a puppet or your hands. 5. Ask the students to stand up and imitating the actions while listening to the song. 6. You imitate the actions, ask the students to join in singing the song. 7. Ask students to find out other names for the rabbit and sing their version to the whole group.
Follow-up	* Ask the pupils to draw the figure of Peter Rabbit.
Variations	* Rewriting verses to include other names for the rabbit or other actions.
Remarks	

Activity design by Sinka Hilda

Hot cross buns,
Hot cross buns,
One a penny, two a penny,
Hot cross buns

(variation)
Easter eggs,
Easter eggs,
We have them at Easter time,
Easter eggs,

Fluffy yellow chicks,
Fluffy yellow chicks,
We see them in the Spring
Fluffy yellow chicks,


Woolly little lambs, Woolly little lambs, etc


This Little Puffin – EMM et al
Adapted by Alexandra de Nagy – ESE Lisbon


Title	Hot cross buns
Level/age	Any
Language	Easter specific and functional language for shopping e.g. Can I help you?
Materials	Visuals and/or realia (not essential)
Preparation	None
In class (task description)	Rhyme and role play
Pre-teach	Hot cross buns, Easter eggs, fluffy yellow chicks, woolly little lambs
Stages	7. Pre-teach vocabulary 8. Teach them the rhyme and ask for suggestions to make more verses 9. Set up shopping role-play. What would you need to buy at Easter? Where would you go? What would you say in the shop? Etc. 10. Prepare and do role-play
Follow-up	* Recipe for Hot cross buns (and make them?)
Variations	* Rewriting verses to include other items
Remarks	This can be used for any level or age as you can adapt the language content to suit the group you are teaching.


Activity design by Alexandra de Nagy


Count The Bunnies











5

6

7

8

9

THE UGLY DUCKLING

Duckling: Hello! I'm a duckling. I'm a sad, sad duckling. I can't find my mummy. Where's my mummy?

Next morning Duckling meets a hen.

Duckling: Hello, Mrs. Hen! Are you my mummy?

Hen: No, I'm not! You don't look like me!

Next morning Duckling meets a turtle.

Duckling: Hello, Mrs. Turtle! Are you my mummy?

Turtle: No, I'm not! You don't look like me!

Then Duckling meets a cat.

Duckling: Hello, Mrs. Cat! Are you my mummy?

Cat: No, I'm not! You don't look like me!

After that Duckling meets a dog.

Duckling: Hello, Mrs. Dog! Are you my mummy?

Dog: No, I'm not! You don't look like me!

Next morning duckling meets a swan.

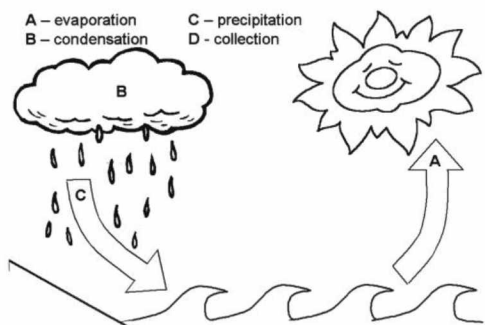
Duckling: Hello, Mrs. Swan! Are you my mummy?

Swan: No, I'm not! You don't look like me!

Duckling is very, very sad, jumps into a box and falls asleep. He sleeps for many, many days.

Then he wakes up ----- and look! He is not a duckling anymore; he is
A BEAUTIFUL SWAN NOW!

Adapted from: Hans Christian Andersen; The Ugly Duckling "by Rudolf Edelmann



There are holes in the sky
Where the rain gets in,
But they're ever so small
That is why rain is thin.

(Pike Milligan)

Title	There are holes in the sky (Spike Milligan)
Level/age	Elem/Pre-Int / 7 +
Language	Water related
Materials	A visual of the water cycle
Preparation	Remind students of water cycle and related events (rain, snow etc)
In class (task description)	Discussion of water cycle and stimulating imagination
Pre-teach	Holes, thin, sky, rain
Stages	<ol style="list-style-type: none"> 1. Discuss the water cycle by using a chart – getting students to tell you what they know about it. 2. Tell students about the poem, which imagines the sky is solid. How would it rain? Prompt them to suggest possibilities e.g. holes 3. Read poem and get their reactions. 4. What about when it snows? And hails? Ask the students for ideas 5. Students write their own version substituting rain in the poem for another natural phenomenon. 6. Compare ideas by reading out poems to each other.
Follow-up	* Draw a picture of the sky/make a cut out of the sky with holes (big and small) etc.
Variations	Link this to other subjects and do similar tasks.
Remarks	Linking English to other school subjects is always a rewarding and useful activity. Students usually enjoy telling the language teacher what they have learnt at school in other subjects.

Activity design by Alexandra de Nagy

Waiting at the window

These are my two drops of rain
Waiting on the window pane.

I am waiting here to see
Which the winning one will be.

Both of them have different names.
One is John and one is James.

All the best and all the worst
Comes from which one of them is first.

James had just begun to ooze.
He's the one I want to lose.

John is waiting to begin.
He's the one I want to win.

James is going slowly on.
Something sort of sticks to John.

John is moving off at last.
James is going pretty fast.

John is rushing down the pane.
James is going slow again.

James has met a sort of smear
John is getting very near.

Is he going fast enough?
(James has found a piece of fluff.)

John has hurried quickly by.
(James was talking to a fly.)

John is there and John has won!
Look! I told you! Here's the sun!

(A. A. Milne)

Title	Waiting at the window
Level/age	Pre-Int/Intermediate / 8+
Language	Rhyming words
Materials	Word cards and poem cut up into lines (one set per group) Visual of a rainy day
Preparation	Materials above and stick the rhyming words around the room
In class (task description)	Sequencing a poem and working on rhyme
Pre-teach	Vocabulary from poem, which you feel, your students won't know. Concentrate on the rhyming words.
Stages	Set situation of a rainy day watching the rain drops trickle down the window. 1. Divide the class into two groups and give them some time to look around the room at the rhyming words. Tell them you are going to read the poem and when they hear one of the words they must shout STOP and tell you which word they heard. That student then 'wins' the card. Keep doing this until you reach the end of the poem. Count how many cards each group has to find a winner.

	<ol style="list-style-type: none"> 2. Hand out the cut-up poem to each group and get them to match the rhyming lines. Then read it again for them to sequence as they listen. 3. Allocate one pair of lines to each pair, e.g. I am waiting here to see/ Which the winning one will be 4. Ask each pair to decide on how they are going to 'act out' their lines for the others 5. Students act out their lines and recite them in sequence.
Follow-up	Write a rainy day story
Variations	Students only get the first of each pair of lines and have to suggest another line to follow it.
Remarks	A more challenging activity which is appropriate for the upper end of this age-group

Activity design by Alexandra de Nagy

Mother`s Day Chant

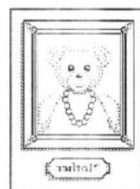
Red flowers, yellow flowers,
 Pink and blue.
 For a special mum
 On Mother's Day
 To say 'Thank you'.

Rudolf Edelmann



Title	Mother's day Chant
Level/age	All levels
Language	Greetings, colours
Materials	A selection of picture postcards, or cardboard paper, pens and pencils to draw them
Preparation	Have greeting cards ready
In class (task description)	Children write the text on a greeting card for their mums and decorate the cards with their own drawings.
Pre-teach	Colours, some names of flowers, greetings
Stages	<ol style="list-style-type: none"> 1. Collection or preparation of cards 2. Writing the texts 3. Decorating the cards 4. Reading texts to class. 5. Arranging an 'exhibition' of postcards in the classroom.
Follow-up	Sending postcards by mail. Learning how to address an envelope.
Variation	Writing postcards for Christmas, Easter from class excursion, etc.
Remarks	Text of the cards might vary from the very simple to the more elaborated ones according to children's level of English.

Activity design by Rudolf Edelmann



Five Little Butterflies

One little butterfly was flying in the sky,
She flew low and she flew high.
Another butterfly came flying by that way,
So two little butterflies flew in the month of May.

Two little butterflies were flying *in the sky*,
They flew low and they flew high
Another butterfly came flying by that way
So three little butterflies flew in the month of May.

Three little butterflies were flying in the sky,
They flew low and they flew high.
Another butterfly came flying by that way,
So four little butterflies flew in the month of May.

Four little butterflies were flying in the sky,
They flew low and they flew high.
Another butterfly came flying by that way,
So five little butterflies flew in the month of May.

Title	Five Little Butterflies
Level/age	Intermediate/8+
Language	Numbers, past tense of some irregular verbs.
Materials	An option: paper wings, pictures of butterflies
Preparation	Have paper wings ready; decorate the classroom with pictures of butterflies.
In class (task description)	Role play.
Pre-teach	Numbers, past tense of some irregular verbs Adjectives: High and low.
Stages	1. Five children pretend to be butterflies. (They use paper wings to illustrate their 'new identities', or just stretch out their arms) 2. They make appropriate movements while saying the rhyme.
Follow-up	Children take turns in pretending to be butterflies. On the basis of the collected pictures a discussion might follow about butterflies,
Variation	
Remarks	

Activity design by Rudolf Edelmann

Summer



Summer Breezes

When summer breezes start to blow,
Teddy Bear runs oh, so slow.
When autumn leaves fall at last,
Teddy Bear runs oh, so fast!

Title	Summer Breezes
Level/age	Beginners 8–10
Language	Simple present, weather, action verbs, opposites
Materials	Different leaves or the picture of them, a puppet bear made of paper
Preparation	Ask the pupils to bring scissors and coloured pencils.
In class (task description)	Rhyme with actions
Pre-teach	Summer, autumn, breeze, blow, leaf, leaves, fall, slow, fast, at last, run
Stages	<ol style="list-style-type: none"> Put summer leaves on the left side of the board and the autumn leaves on the right side of it (or pictures of them). Ask the pupils to identify the representations of summer and autumn. Repeat in chorus the names of the two seasons. Give out some word or picture cards of vocabulary related to summer and autumn, e.g. <i>hot, cold, breeze, wind, green, yellow</i> Ask the pupils to come to the front and put their cards under the proper seasons. Give out the photocopy of the Teddy Bear. Ask pupils to colour it brown and his nose, eyes and mouth black. Ask pupils to cut round the outline of the figure and make holes in the lower part of his body for their fingers to go through. The children put their fingers through the holes and play with their puppet making them <i>walk, run, jump, etc.</i> Give them instructions that the Teddy Bear must obey: <i>Teddy Bear, run! etc.</i> Recite the poem manipulating a Teddy Bear puppet. The children listen to the poem again and they get their puppets to run slow and fast at the appropriate points. Ask the children to recite the poem and manipulate their puppets.
Follow-up	Draw a Teddy Bear and write some sentences around it.
Variation	Rewrite the poem changing the animal (e. g. <i>Little Rabbit</i>) or the actions.
Remarks	If your students cannot handle scissors cut out all the puppets before the lesson.

Activity design by Sinka Hilda

Merrily Swimming Fishes

One little fish was swimming in the sea,
 She swam around so very merrily.
 Another little fish came swimming by that day,
 So two little fish went swimming on their way.

Two little fish were swimming in the sea,
 They swam around so very merrily.
 Another little fish came swimming by that day,
 So three little fish went swimming on their way.

Three little fish were swimming in the sea,
 They swam around so very merrily.
 Another little fish came swimming by that day,
 So four little fish went swimming on their way.

Four little fish were swimming in the sea,
 They swam around so very merrily.
 Another little fish came swimming by that day,
 So five little fish went swimming on their way.

(Evans, Janet; Ideas Bank Cross-Curricular; Rhymes and Jingles, Folens Publishers, 1995, p. 8)

Title	Merrily Swimming Fishes
Level/age	Beginners
Language	Irregular plural: fish; Simple past
Materials	board, coloured paper, coloured pencils, scissors.
Preparation	Ask the pupils to bring scissors and coloured pencils.
In class (task description)	Rhyme with actions
Pre-teach	fish, pl. fish, sea, that day, on their way
Stages	<ol style="list-style-type: none"> 1. The teacher tells the poem to the class. The teacher moves the fish according to the text of the rhyme. 2. The children join in with the words. 3. Children in groups of five prepare (draw, colour in, cut out) five fish. 4. A blue sheet of paper is the sea. Each child holds one fish. The children move the fish according to the text of the rhyme.
Follow-up	Activity might be performed to another class.
Variation	
Remarks	

Activity design by Rudolf Edelmann and Sinka Hilda

One Man Went to Mow

One man went to mow,
Went to mow a meadow
One man and his dog
Went to mow a meadow.

Two men went to mow,
Went to mow a meadow
Two men, one man and his dog
Went to mow a meadow.

Three men went to mow,
Went to mow a meadow
Three men, two men,
One man and his dog
Went to mow a meadow.

Four men went to mow,
Went to mow a meadow,
Four men, three men, two men,
One man and his dog
Went to mow a meadow.

(Újfalakyné Szűcs Éva Children's Literature Handbook p. 66)

Title	One Man Went to Mow
Level/age	Beginners 6–10
Language	Numbers, number + noun connection, irregular plurals man/men,
Materials	cut outs, picture of a meadow
Preparation	Learn the song, make silhouette figures/cut outs of five men and a dog.
In class (task description)	Outdoor game
Pre-teach	went, mow, meadow, man/men
Stages	<ol style="list-style-type: none"> 1. Draw a meadow on the board or use a picture of it. Elicit the name of it. Help with L2 if necessary. 2. Divide the class into groups of 3 or 4. Ask the pupils to find 3 or 4 things that might be done in the meadow. (e. g. <i>walk, have a picnic, sit, graze animals, ...</i>) Check answers. Help with L2 if necessary. If the students did not come up with <i>mow</i> demonstrate it with pantomime and add to the list. 3. Present the irregular plural of man with the cut outs.

	<p>4. Sing the song illustrating with the cut outs of the man/men and the dog. Repeat it at least twice.</p> <p>5. Ask the pupils to join in.</p> <p>6. Arrange a circle game. Two players are chosen to be the man and his dog. The others join hands and form a circle around them. They then skip around the man and the dog and sing the first verse of the song. The man and the dog also walk round the inside of the circle but in the opposite direction. At the end of the first verse the man picks the second man. This player joins the man and the dog in the circle. They continue to skip around in the same way singing the second verse. After each verse the last player selects the next player to come in. They continue playing until the last player is chosen.</p> <p>It can be played in a bigger classroom or outside.</p>
Follow-up	Ask the pupils to draw the man and his dog.
Variation	Make different versions of the song, substituting man/men with <i>boy/boys, girl/girls, woman/women</i> , or to mow with <i>to pick potatoes, tomatoes, to dig</i> ,
Remarks	It is a brilliant outdoor activity.

Activity design by Sinka Hilda

Five Little Ducks

Five little ducks went swimming one day,
Off to the pond and far away,
Mother duck said, "Quack, quack, quack, quack,"
But only four little ducks came back.

Four little ducks went swimming one day,
Off to the pond and far away,
Mother duck said, "Quack, quack, quack, quack",
But only three little ducks came back.

Three little ducks went swimming one day,
Off to the pond and far away,
Mother duck said, "Quack, quack, quack, quack",
But only two little ducks came back.

Two little ducks went swimming one day,
Off to the pond and far away,

Mother duck said, "Quack, quack, quack, quack",
But only one little duck came back.

One little duck went swimming one day,
Off to the pond and far away,
Mother duck said, "Quack, quack, quack, quack",
And all the little ducks came back.

Paddle, Paddle, Paddle Off We Go

Paddle, paddle, paddle off we go,
Three little ducklings all in a row.
Paddle, paddle, paddle, quack, quack, quack,
Off to the pond and round and back.

Evans, Janet; IDEAS BANK - Rhymes and Jingles, Folens Publishers, 1995, page 18

Title	Five Little Ducks
Level/age	Intermediate/8+
Language	Numbers, past tense of some irregular verbs, little ones of animals (ducklings, puppies etc.).
Materials	Pictures of ducklings as decoration.
Preparation	Decorate the classroom with pictures of ducklings.
In class (task description)	Role play.
Pre-teach	Numbers, past tense of some irregular verbs Practice 'quack, quack' together. It's fun!
Stages	1. Some children pretend to be ducks. 2. They make appropriate movements while saying the rhyme.
Follow-up	Children take turns in pretending to be ducks.
Variation	This rhyme can be used together with other 'counting' rhymes. (Merrily Swimming Fishes, Five Little Butterflies)
Remarks	

Activity design by Rudolf Edelmann

On the beach

There's a man over there
And he's sitting in the sand.
He buried himself at tea-time,
Now he's looking for his hand.

There's a boy over there
And he's sitting on the rocks,
Eating apple crumble,
Washing dirty socks.

There's a woman over there
Sitting in the sea.
I can see her
But she can't see me.

There's a girl over there
And she's sitting on a chair.
Standing just behind her
Is a big grizzly bear.

(Michael Rosen)

Title	On the beach
Level/age	Pre-Intermediate +/- 8+
Language	Present continuous and present participles
Materials	Visuals (not essential) of the beach for scene setting
Preparation	Visuals

In class (task description)	Poem (students write their own)
Pre-teach	Vocabulary from poem that is new to students
Stages	<div><div>1.</div><div>Write the title on the board and brainstorm things that you see on the beach.</div></div> <div><div>2.</div><div>Divide the board into four columns: ADJECTIVES/COLOURS/THINGS YOU SEE/ACTIVITIES</div></div> <div><div>3.</div><div>Continue getting ideas from students writing their suggestions randomly in the appropriate column, e.g. ADJ / COLOURS / THINGS / ACTIVITIES Big yellow umbrella standing Old blue sea swimming</div></div>

	<p>4. Read the original poem with the students and try to get them to guess the rhyming words at the end, e.g. I can see her but she can't see ____.</p> <p>5. Focus on rhythm and rhyming words in each verse. Show students the pattern of the poem. There's a ____ over there And he/she is ____ing ____ (rhyme) ____ing ____ ____ (rhyme)</p> <p>6. Using the columns on the board get the students to work in pairs/groups and produce one verse of their own.</p> <p>7. Put the verses together to make the class' own version of the poem.</p>
Follow-up	* Illustrate the new poem and display for others to read
Variations	Write similar poems about different topics (In the park/At the cinema/At school/ At the train station, etc.
Remarks	<p>This activity works well with most levels of students as long as they are able to produce the necessary language. Very low levels can use the columns to write a basic poem.</p> <p>e.g. <u>On the beach</u> Big blue sky Lovely pink ice-cream Tall brown boys Little yellow shells etc.</p>

Activity design by Alexandra de Nagy

We're Going on a Bear Hunt

We're going on a bear hunt. We're going to catch a big one, What a beautiful day! We're not scared.

UH! Grass! Long, long grass! We can't go over it, we can't go under it: Oh no! We must go through it! Swish, swash, swish, swash!

We're going on a bear hunt. We're going to ...

UH! A river! A deep, cold river! We can't go over it, we can't go under it; ... Splish, splash, splish, splash!

We're going on a bear hunt. ...

UH! Mud! Thick, thick mud! We can't go ... Squish, squash; squish, squash!

We're going on a bear hunt. ...

UH! A forest! A big, dark forest! We can't go ... Shiver, shiver; shiver, shiver!

We're going on a bear hunt, ...

UH! A cave! A dark, dark cave! We can't go ...

TIPTOE! TIPTOE! TIPTOE! TIPTOE!

OH, WHAT'S THAT??

A big wet nose! Two big ears! Two big eyes! Listen! BRRRRRRRRRRRR !! IT'S A BEAR !!!!!

Out of the cave! Back through the forest - shiver, shiver -, back through the mud - squish, squash -, back through the river - splish, splash -, back through the grass - swish, swash -, open the door - into the house - run upstairs - into the bed!

WE WILL NOT GO ON A BEAR HUNT ANYMORE !!

*Rosen/Oxenbury: We're going on a bear hunt; Puffin, London 1989
Adapted by Rudolf Edelmann*

Title	We're Going on a Bear Hunt
Level/age	Intermediate 8+
Language	'going to', prepositions, onomatopoeic words
Materials	Pictures to represent scenery
Preparation	Preparation of pictures
In class (task description)	Action story: TPR activity
Pre-teach	'going to', prepositions, some onomatopoeic words
Stages	1. The children make appropriate movements according to the text. 2. They go from picture to picture while acting out the story.
Follow-up	A 'performance' in the school gym.
Variation	
Remarks	The pictures should be placed at some distance from each other because the children need time to say the repetitive phrases of the text. It is advisable to use the school gym for this activity.

Adapted by Rudolf Edelmann

Camping

Camping, camping
Camping's a lot of fun.

I love camping, yes I do
When the sun is shining
And the sky is blue.

Camping, camping
Camping's a lot of fun.

Put up the tent and make fire
Make fire, make fire
'Cause camping's a lot of fun.

Cut and clean and cook and wash
Cook and wash, cook and wash
Cut and clean and cook and wash
'Cause camping's a lot of fun.

Now it's raining and I'm getting wet
 I'm getting wet, I'm getting wet
 Now it's raining and I'm getting wet
 'Cause camping's a lot of fun.

Camping, camping, camping's a lot of fun
 But now I'm cold and wet and sad
 And I want to go home with Dad.

Camping, camping, camping's a lot of fun
 I love camping, yes I do
 But I want to go home with...Mum!!

(Whizz Kids I. p. 44.)

Title	Camping
Level/age	Beginners, lower-intermediate 9–12
Language	Likes and dislikes; weather, actions
Materials	Cut outs of a tent, a bonfire,
Preparation	Make visuals and memorise the song.
In class (task description)	Song
Pre-teach	Tent, put up the tent, I love, I hate, a lot of fun, make a fire, cut, clean, cook, wash, sun, rain, sky, it's raining, get wet, 'cause, the sun is shining.
Stages	<ol style="list-style-type: none"> 1. Give out a list of action verbs. The pupils take turns and act them out. The others try to find out the verbs. E.g. <i>cook, clean, cut, cook, wash your face, wash clothes, sit, run, read, walk, sleep, dance, eat, drink, stand, turn around, fight, ride your bike, ...</i> 2. Ask the pupils about the weather of the actual day. <i>What is the weather like today? Is it hot or cold? Is it raining? Is it snowing? Is it cloudy? Is the sun shining? What is the weather like in summer?</i> 3. Draw a <i>tent</i> on the board. Elicit what it is. Ask the pupils <i>When do you sleep in a tent? Do you like camping?</i> 4. Draw a smiling face on the left side of the tent and a sad face on the right one. Divide the class into pairs. Ask them to collect (write or draw) things they might like and might not like about camping. Go through their ideas. Give L2 where necessary. Repeat new vocabulary in chorus. 5. Give out the rhyme. Elicit what the refrain is. Write <i>'Camping's a lot of fun'</i> on the board.'

	6. Recite/sing the rhyme. Ask the pupils to mark with an emoticon how fun camping is at certain parts of the rhyme. Check the answers. What does the refrain mean at the end of the rhyme? 7. Recite the rhyme again and ask the pupils to join in. Help understanding with miming. 8. Go over the rhyme with the children. Help understanding with miming and translate where necessary. 9. Ask a pupil to come to the front. Whisper him or her an action from the rhyme. Ask them to act it out. The rest of the group should find out the action. 10. Cut the poem into seven parts. Divide the pupils into 7 groups. Ask them to recite and act out their part. Give them time to rehearse then have a performance.
Follow-up	Draw the pictures of the actions and the weather around the poem.
Variation	Ask the pupils to extend the rhyme finding out other activities people should do while they are camping.
Remarks	While reciting the poem exaggerate the emotions and the movements for better understanding.

Activity design by Sinka Hilda

A Party

Let's have a party, a party, a party
 Let's have a birthday party today.
 With balloons and presents, and a cake with candles
 Let's have a birthday party today.

Let's have a party, a party, a party;
 Let's have a Christmas party today.
 With a tree and crackers, and cards and presents
 Let's have a Christmas party today.

Let's have a party; a party, a party
 Let's have a Halloween party today.
 With ghosts and witches, and pumpkin lanterns
 Let's have a Halloween party today.

Let's have a party, a party, a party.
 Let's have a party every day

Oxford University Press primary course books and resource books.

Title	A Party
Level/age	All levels
Language	'Let's', party accessories
Materials	Party accessories: hats, balloons, cards, small gifts, wrapping paper, ribbons, posters etc.
Preparation	Bring party accessories and decorate the classroom
In class (task description)	Organising a class party.
Pre-teach	Party words and party rhyme. You might want to rehearse some other funny songs and rhymes.
Stages	<ol style="list-style-type: none"> 1. Discuss with the children what you need for a party. 2. Bring party accessories. 3. Decorate the classroom. 4. Repeat the rhyme. 5. Listen to music and dance. 6. HAVE FUN!
Follow-up	Cleaning the classroom.
Variation	Theme parties can also be arranged: Valentine, Christmas, somebody's birthday etc. Activities might include inviting guests, writing invitations etc.
Remarks	The funnier the better.

Activity design by Rudolf Edelman and Szabó Klára

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