

A MODUL CÍME

Introduction, greetings in English, countries and nationalities

A modul felhasználási területe: 5 - 7. évfolyam

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MODULE MAP

The general and main focus of the module: Introducing ourselves and each other in English and learning these through communicative games

Content focus: Greetings and introduction phrases and names of English speaking countries and nationalities

Development focus:

- communicative skills
- developing the interest (length, lasting)
- social interaction
- flexibility, openness, curiosity, tolerance
- intrinsic motivation
- openness for new information
- aesthetic sense, creativity

1. Title of the part module Placement test, getting to know each other	2. Title of the part module Introduction, Greetings in English	3. Title of the part module English speaking countries and their flags	4. Title of the part module Countries and nationalities
<p align="center">Goal/purpose</p> <p>With the help of the placement test we separated the group into 2 smaller groups. Getting to know each other.</p>	<p align="center">Goal/purpose</p> <p>The students have to be able to introduce themselves in English and greet each other.</p>	<p align="center">Goal/purpose</p> <p>The students learn the colours and shapes that are used in the flags of the English Speaking Countries, and getting to know the country names.</p>	<p align="center">Goal/purpose</p> <p>The students learn the nationalities of the English Speaking countries and introduce each other to a third person.</p>
<p>Competence development in this part of the module are:</p> <ul style="list-style-type: none"> - Communicative competence - Memory - Social competence 	<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - communicative competence - social competence - memory 	<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity 	<p>Competence development in this part module are:</p> <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity
<p>Content in draft:</p> <ul style="list-style-type: none"> • placement test • getting to know each other 	<p>Content in draft:</p> <ul style="list-style-type: none"> • Greetings in English • Introduction in English • communicative games 	<p>Content in draft:</p> <ul style="list-style-type: none"> • Revision: greetings • colours • shapes 	<p>Content in draft:</p> <ul style="list-style-type: none"> • revision of shapes and colours • revision of countries • countries and

• communicative games		• flags	nationalities
Part module time frame: 90 minutes	Part module time frame: 90 minutes	Part module time frame: 90 minutes	Part module time frame: 90 minutes
The total time of the module: 360 minutes (8 hours)			

Description of the module

Detailed module description

Needed materials and methods:

	Estimated costs
travel, organizing	-
physical means: computer, laptop, smart board	-
material intensity: colour pencils, scissors, copier paper, markers, glue, beach ball, bean bags	apx. 2500, HUF
Other, special things needed:	-

Description of the tasks

Part module 1

I.1. Placement test

A grammar test to sort the student into 2 groups depending on their English knowledge level

materials needed: placement test paper

used method: test

I.2. Beach ball getting to know you

With throwing the beach ball to each other student tells his or her name and passes the ball, and the next person tells his or her name and so on.

Materials needed: beach ball

used method: game

I.3. Bean bag getting to know you

With passing the bean bag student tells his or her name and the others student's name he or she plans to pass the ball on. If she or he can't remember any names she is out of the game.

Materials needed: bean bag

used method: game

I.4. Simon says

The traditional Simon says game with a little help. Just to increase the tensions and make the class more fun we give instructions like "pinch your nose", "stand on one leg" or "stick out your tongue". The student's who don't understand the rules have to just follow what the others are or copying the instructor.

Materials needed: smart board slide with greetings

used method: song

I.5. Nice to meet you

Students stand in 2 straight lines. The students are back to back to each other. Everyone has a partner at his or her back. On count of 3 they turn and greet each other: Nice to meet you. My name is And they shake hands.

Materials needed: -

used method: game

Part module 2

II.1. Introduction

Introduction, getting to know each other. 'My name is song'

Materials needed: smart board slide with greetings

used method: song

II.2. Big freeze game

Big freeze game: teacher says phrases, words and when students hear one from the ones we learnt they have to jump up from their seats. The last one jumping or not jumping at all has to do a forfeit: saying a tongue twister.

'Peter Piper packed a pack of pickled peppers, the pickled peppers Peter Piper picked.'

Materials needed: -

used methods: game

II.3. Round greeting

Round greeting: students stand in a circle and shake hands with the person next to them saying 'Hello', Hello'. Then comes the next round when then say a bit more: 'Hello, how are you?' and shake hands also with the person next to them until the round is done. Last round: they say: 'Hello. How are you?' answer is: 'I'm fine, thank you.' And shake hands with each other

again.

materials needed: -

used method: game, memory, drill

II. 4. Hot potato

Hot potato: Students sit in a circle on a rug or on chairs. One student sits in the middle. While chanting a rhyme: '*Eenie meenie miney moo, catch a tiger by the toe, if he hollers let him go, eenie meenie miney moo*' they pass the beanbag around. When the student in the middle shouts hot potato they stop and the one in the middle asks: What's your name? The student with the 'hot potato' beanbag has to reply: 'My name is...' and tell his/her name.

materials needed: beanbag

used method: game, memory

II.5. Chinese whispers

Chinese whispers: Students form 3 groups and stand in a line. The teacher whispers to the first children's ears one of the learnt phrases and on the count of three they have to whisper the given phrase to the next person's ears and so on. The last person has to say out loud what he/she heard. The winner is the first one finishing with whispering and saying the closes phrase to the given one. It is interesting to see what comes out at the other end.

Materials used: -

Used method: game, memory

II.6. Good evening beach ball

Good evening beach ball: On the beach ball the learnt phrases are written. The teacher throws the ball to a student and he/she has to say the phrase that is written on the ball where his/her thumb is. After reading that phrase he/she throws back the ball to the teacher. And so on.

Materials used: beach ball, permanent marker

Used method: game, kinetic awareness

II.7. Scrabble:

a) Handout for each group with the phrases. These phrases were cut up into words. The task is to unscramble and find the correct order.

b) On the smart board there are the phrases but this time the letters are scrambled. The task is to unscramble them as quickly as they can.

materials used: smart board slide, handout

used method: group work, revision

Part module 3

III.1. 'What's your name?'

'What's your name?' song:

Link to the song: <https://www.youtube.com/watch?v=BAFSTrSNJMg>

Learning the song and practicing singing it.

materials needed: internet

used method: song

III.2. Colours:

a) Introducing the colours with flashcards and practicing the colours with the rainbow coloured beach ball. The teacher passes the ball and the student repeats back the colour his or her thumb touches on the ball.

b) Colouring the BINGO cards following the instructions.

materials needed: beach ball, colours flashcards, coloured pencils

used method: memory, game, kinetic practice

III.3. Shapes

Shapes: With interactive game students get to know the English names of different shapes and have to opportunity to practice them.

materials needed: internet

used method: games, memory

III.4. Bingo:

Colours and shapes BINGO game, where teacher calls our different coloured shapes. The person who has the first 3 shapes in a row crossed out has BINGO.

materials needed: bingo cards, coloured pencils

used method: game, memory

III.5. Flags

a) This part students find the flags for the countries.

b) Students colour the flags appropriate to the original flags

materials needed: coloured pencils, internet, computer

used method: game, memory

III.6. Which country am I?

There are enough countries and flags cards for each student in the group. We pin them on their backs and they have to find out which country they are using the colours and shapes we learnt today.

materials needed: beanbag

used method: game, memory

III.7. Beach ball:

Practising the colours and flags with the rainbow beach ball. The students pass the beach ball and they have to tell the colour where their thumb

touches the ball and have to tell the name of a country which has this colour in its flag.

materials needed: beanbag/beach ball

used method: game, memory

Part module 4

IV.1. Beach ball – colours revision

Warm up activity with playing with the beach ball. Tell the colour where our thumb touches the ball. The students pass the ball to each other.

materials needed: beanbag

used method: game, memory

IV.2. Flags and countries and nationalities smart slide

a) Countries and nationalities connecting exercise. Find with the blind map which country it is and learn the nationality.

b) word search: find the countries and nationalities in the word search board.

materials needed: internet, computer, flashcards

used method: game, memory

IV.3. Colour the blind map

Colour the countries to the colours of the country's flag as the map was the flag.

materials needed: coloured pencils, handout

used method: game, memory

IV.4. Memory

Students are sitting in a big group around the table. The cards are on the table upside down. There are 2 sets of cards with the blind map and the nationality written on them. The students form small groups. The first group flips up 2 cards. If they are the same they can keep them. If it is not the same they put them back and turn back the cards. Then the next group comes. The winner is the group that has the most pairs.

materials needed: memory cards

used method: game, memory

IV.5 Memory game with flags and countries

Here is the link to the game we play online:

<http://eslgamesworld.com/members/games/vocabulary/memorytext/countries%20flags%20game/index.html>

The students have to find the flags for the countries popping up on the castle.

materials needed: internet

used method: game, memory

IV.6. Which one has gone?

Put up a set of picture cards on the board and ask the class to close their eyes. Take away one of the cards on the board and say, 'which one has gone?' When they hear this question the children look up, identify and name the missing picture as fast as possible. You can take away more than one picture at a time if you wish. You can also move the pictures around in between goes - as long as you can do this quickly so players are not kept waiting. Bring up the winners to ask the question and take the pictures away to give the slower ones a chance to answer.

materials needed: picture cards

used method: game, memory

IV.7. beach ball:

Buy a beach ball or any cheap softball that can be written on. Using a marker pen divide up the ball into segments and write a friendly greeting in each segment such as, "Good afternoon" or "What's your name?" or "How are you?"

Your tired students after the long class start throwing this beach ball around. This not only wakes up your tired students but it takes the pressure off because when they catch the ball all they have to do is read out the phrase that their thumbs are pointing to and throw the ball to the next person.

materials needed: beach ball, marker

used method: game, memory