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| **Background information**  The storybook Little Beauty is probably inspired by the real-life story of a gorilla called Koko. He lives in a zoo in California and over the past thirty years has learnt ASL (American Sign Language) to be able to communicate with zoo keepers. He was also given a kitten as a companion and they developed a special bond. Another source of inspiration is no doubt the story of Beauty and the Beast where despite the physical differences two people come together and fall in love. |

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| **Name/type of activity** | **Aims** | **Procedures** | **Materials** | **Time** |
| **Display course / Session aims** | **Course aims:**   * Read a story about communication * Draw a picture to express emotions * Write a poem about emotions * Act out the story   **Session aims:**   * Introductions * Expressing emotions * Talking about friends | At the beginning of each session the aims should be displayed and explained to the learners. In this first session it will take slightly longer as you can also tell them the course aims. This will help the learners contextualize the language they are going to learn and the objectives for learning it. You will need to explain the word *emotions* to this age group who might not understand it conceptually in their L1. Depending on your teaching context you can put your hand on your heart and smile to show love, show an angry face using your hands in a claw-like fashion and then pretend to wipe tears away to show sadness. | W/B | 5-10 mins |
| **Warm up** | * To allow learners to get to know each other’s names. * To use body language to help learners enjoy the initial activity and feel at ease in a new group. | * Ask the children to stand in a circle facing inwards. * Demonstrate saying your name and doing an action e.g. waving your hands, jumping, scratching your head. It should be a simple gesture and you should demonstrate at least three to show students they aren’t meant to be all doing the same movement. * Then go round the circle letting everyone choose their own action and say their name at the same time. * If you have a very large class do this in two circles and turn it into a race to get round the circle first. Once the teams have finished the others sit and watch the other group say their names and do their actions. | - | 10-15 mins |
| **Vanishing words** | * To introduce vocabulary to enable learners to express simple emotions.   *sad, happy, upset, angry* | * Enlarge and cut up a teacher’s version of the flashcards and display on the board. * Move your finger along the cards changing your facial expressions to express the emotion as you do. Do this a couple of times and encourage the learners to copy you. Then introduce and drill the words *sad, happy, upset, angry* as you move your finger along again and again. * Gradually turn the cards over or remove them but continue to move your finger along, pointing to the empty spaces getting the learners to continue saying the words and pulling the faces. | - Enlarged flashcards - *sad, happy, upset, angry*  - blutack | 10 mins |
| **Flashcard emotions** | * To introduce the structure *I’m/He’s/she’s + sad/happy*… to enable learners to express simple emotions | * Choose three volunteers. You should choose at least one girl and one boy. Give each learner a flashcard and keep one for yourself. All four of you should stand in a line and hold the flashcard in front of you so that they are visible to the whole class. * Say ‘*I’m happy*.’ (depending on what flashcard you are holding). Point to the volunteer learners and say *he’s sad, she’s upset* and *he’s angry*. (depending on what flashcards the learners are holding.) Change the volunteers and repeat. * Change the volunteers a third time. Each time begin with you saying *I’m*…and this time ask the volunteers to say how they are feeling (according to their flashcard) using *‘I’m*… Then ask the whole class to describe how each volunteer is ‘feeling’ ensuring they are using *he’s* and *she’s* appropriately. | - Enlarged flashcards *sad, happy, upset, angry* | 10 mins |
| **Pulling faces** | * To allow learners to practise using vocabulary and expressions to express simple emotions * To practise the structure *he’s/ she’s + adjective* | * Distribute individual sets of vocabulary cards *sad, happy, upset, angry* * You pull a face to express one of the emotions and the learners have to point to the correct picture on their desk. * Then you say an expression and the whole class has to pull the appropriate face. Repeat for all emotions. * Then ask for volunteers to pull faces to the rest of the class. Begin by you saying *he’s* or *she’s* *sad* etc and asking the volunteer if your guess is correct. Then ask the class to describe the subsequent volunteers. * Put the class into small groups of three or four. Choose someone from each group to begin. They have to pull a face. The others have to say *he’s/she’s + adjective*. The first one to guess has their turn next. | Vocabulary cards  *sad, happy, upset, angry* | 10 mins  +  10 mins for group work |
| **Pictionary dialogue** | * To introduce the expression *How are you?* to allow learners to have a simple exchange | * Choose a stronger learner to demonstrate the following dialogue with you. Lay the four cards onto the table with the pictures facing down. Ask the learner the question *How are you*? Indicate that they should pick a card and say I’m + what is on the card e.g. *I’m sad* (depending on the picture). Then you draw a quick sad face to illustrate ‘*sad’*, show it to your ‘partner’ and they then show you the card they had turned over. Check that they are the same. Demonstrate a second time with the learner asking you the question ‘*How are you*?’ * Put the class into pairs and tell the learners to lay their cards out in front of them with the pictures facing down. They need white paper and a pencil for drawing. Allocate A and B roles and say that A begins by asking the question and then it is B’s turn. | Vocabulary cards  *sad, happy, upset, angry* | 20 mins |
| **Vocabulary dictionary** | * To reinforce the vocabulary learnt and for learners to have their own record for after the course | * Ask for volunteers to come to the board and spell the words *sad, happy, upset and angry.* Ensure that the words are legible as this will act as a model for the whole class. Alternatively get the whole class to call out the letters and you write the words on the board. * Distribute vocabulary dictionaries to each leaner. Demonstrate for the first vocabulary card sticking it into the box and writing the word underneath. * Ask them to do the same. They can decide in what order they stick the cards. | - Vocabulary dictionary Session 1  - glue | 10 mins |
| **Class discussion** | * To introduce the theme of friendship and to touch on differences * To introduce extra vocabulary taken from Little Beauty to prepare learners for the storybook in Session 2   *a gorilla, a kitten, a friend, a(n unusual) friendship* | * Distribute the photo of the real-life gorilla Koko holding his kitten friend plus other examples of best friends on Worksheet 1. * You will have to explain the difference between the words friend and friendship. You can do this by explaining that a friend is a person. When you talk about unusual friendships use the synonyms strange and bizarre to facilitate their understanding but emphasize that it is not the person (or animal) who is unusual but the relationship between them. Point to the Koko, shaking your head, and say ‘*He’s not* *unusual*.’ Point to the kitten, shaking your head, and say ‘*She’s not unusual*.’ Point to them both and demonstrate together by bringing your hands together and say ‘*Their* ***friendship*** *is unusual but it’s a good friendship.’* * Ask if they can think of any other friendships which turn into love between someone similar to a gorilla and someone very different to look at. Elicit the story of Beauty and the Beast. * Look at each of the four photos and elicit any descriptive vocabulary the learners already have at their disposal. This could include *he’s, happy, she’s happy, girl, boy, bear, young, frog, mouse, water, red, black, blue, white, t-shirt, on, under, next to…* * Elicit what is the same and what is different with each of the set of friends. * Distribute the vocabulary cards for gorilla and kitten, write up the words on the board and ask learners to add them to their vocabulary dictionaries. | - Worksheet 1  - Vocabulary cards  *a gorilla, a kitten*  - Vocabulary dictionaries | 20 mins |
| **Listen and mime** | * To introduce expressions in order to enable learners to have a passive understanding of a range of daily activities * **Play** football/on the computer/with dolls * **Read** books/magazines * **Watch** television * **Go** to the cinema/shops/park * **Draw** pictures * **Talk** on the phone/face to face * To integrate high frequency classroom language   *play, read, draw, talk* | * On the board draw a large table similar to the one on Worksheet 2. You can reduce or enlarge the content of this table depending on the time you have available and the linguistic level of your learners. * Replace the words with simple pictures to demonstrate the expression i.e. a football, a computer, a hanging picture, two faces looking in opposite directions with telephones by their ears… * As you go through the pictures emphasize the verbs each time - in the table the expressions have been grouped to facilitate the learners’ memorisation of the words. They are not being expected to reproduce the expressions orally at this point although if you have some students who need an extra challenge you could ask them to come and read out the actions for the next stage. * As you say the words gradually get the learners to mime the action. * Vary the order in which you say the words to check their understanding. | W/B | 10 mins |
| **Gap fill Worksheet** | * To personalise the learning context for the learners | * Show them a copy of the worksheet. The top half should be familiar to them from the last activity. Demonstrate for question 2 they can copy expressions from the table above. Remind them of the meaning of the word *together*. Ensure for question 3 that they understand the meaning of *best friend*. You can demonstrate this on the board with a picture of you, surrounded by your friends. Name them all and circle one of them saying this is your best friend. * Allow them time and space to complete the table about themselves and their own friends monitoring to assist as and when is needed. * When they have completed the worksheet they can show their neighbours and tell them the name of their best friend and what they are doing in the picture. | Friendship Worksheet | 20 mins |
| **Storybook Front Cover** | * To introduce extra vocabulary taken from *Little Beauty* to prepare learners for the storybook in Session 2.   *zoo, keeper*   * To review vocabulary   *a gorilla, a kitten*   * To introduce the expression *‘I don’t know’* as useful classroom language and in preparation for page \*\* of *Little Beauty* | * Show them the front cover of the storybook *Little Beauty* and ask if they can remember the names of the animals. Drill the words *gorilla* and *kitten* a couple of times to help those who don’t remember. Ask individuals to say the words as you point to the pictures. * Insist that if they don’t know they say *‘I don’t know*.’ in English. You should encourage this throughout the course as it’s important to provide the necessary language to allow learners to ask questions and to say that they don’t know or understand something. It might be less threatening for them to say they don’t know in a foreign language. * Ask where they think the gorilla and the kitten are in the picture. *Where do they live?* They may answer *house*, they may answer *zoo*. Accept all answers as possible and then say they live in the *zoo together* and display the flashcard of the zoo. * Then display the flashcard of the keeper. Ask who they think this person is. They should provide the answer in their L1 and you can provide the English. Drill the words *zoo* and *keeper* as a class. | Flashcards  *zoo, keeper* | 10 mins |
| **Class Poster** | * To review differences and how friendships work despite differences * To value learners’ work by creating a class poster | * Think back as a class to any possible differences friends could have. Provide any vocabulary they may need to express differences. These don’t necessarily have to be visible differences. * Each learner chooses a difference to illustrate and they draw a picture of two ‘different’ friends doing one of the actions from the table on Worksheet 2. * Display their drawings as a class poster. | Display template | 25 mins |
| **Session review** | * To consolidate the learning that has taken place throughout the session * To allow learners to reflect on what they have learnt * To allow learners to predict what they will learn next. | * Display the lesson aims again * Ask the learners to say;   + what the subjects were in session 1.   + what words they have learnt in the session.   + why having friends who are different is good.   + what they think they are going to learn in the following session. |  | 5 mins |