

Year 1-Part B-UNIT 7

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow instructions • sing a new song • recognize and say the parts of the bus
<i>Intercultural aspect:</i>	Pupils should become familiar with the traditional song ‘The wheels on the bus’
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • use gestures to communicate meaning • activate background knowledge • use rhythm and music to remember vocabulary
NEW LANGUAGE	
<i>Production</i>	parts of the bus: wheels, door, wipers, horn action verbs: go round, open, shut, up, down
<i>Comprehension</i>	Sounds: swish, beeb
RECYCLED LANGUAGE	Colours: red, yellow, green, blue, purple, brown, white, grey, black action verbs: stamp, nod, shout, snap, listen, be quiet, stand up, sit down, clap, stamp
MATERIALS	Parts of the bus flashcards, photocopiable materials, Power Point Presentation found at www.schools.ac.cy , action flashcards, soft ball
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song they learnt in a previous lesson and perform the actions along with the teacher. • The teacher mimes an action and gives an instruction. If the instruction matches the action, pupils snap their fingers once. If the word doesn’t match the action pupils snap their fingers twice.

	e.g. Sit down, touch your nose, listen etc.
PRESENTATION	<ul style="list-style-type: none"> The teacher introduces the new language go round/open/shut/up/down. The teacher encourages pupils to repeat the words and perform the actions: <ul style="list-style-type: none"> Go round (rolls hands around each other) Open / shut (puts hands back and forth) Up / down (stretches body/arms up and down) A volunteer comes to the front. The teacher gives instructions to the pupil who responds and does the above actions one by one. The rest of the class does the actions, while also repeating the phrases. The teacher shows a Power Point Presentation. with a bus slide. She/he introduces the word bus. She/he says: <p>e.g. This is a bus. Do you like buses? Have you been on a bus? What colour is it? Is it big or small?</p> The teacher points to the parts of the bus and introduces the new words (wheels, horn, wipers, door). Pupils repeat the words in different ways (loudly, silently, quickly, angrily etc.).
PRACTICE	<ul style="list-style-type: none"> Disappearing pictures: The teacher places on the board the flashcards of the new vocabulary for the parts of the bus (wipers, door, wheels, horn). The pupils say the words. The teacher takes one picture away and the pupils say the words including the missing picture. Gradually all the pictures are removed and pupils say all the words from memory. The puppet says different actions including recycled and new words (round and round/up / down/open/ shut). Volunteers or the whole class mime the actions. The teacher mimes an action and pupils identify and name the action.
PRODUCTION	<ul style="list-style-type: none"> The teacher presents and teaches the song: “The wheels on the bus” it’s a traditional song and there are many versions of it found online: A recommended version is the following: <p>http://learnenglishkids.britishcouncil.org/en/songs/the-wheels-the-bus</p>

The lyrics are as follows:

*The wheels on the bus go round and round,
round and round, round and round
The wheels on the bus go round and round
All through the town*

*The wipers on the bus go swish swish swish
Swish swish swish
The wipers on the bus go swish swish swish
All through the town*

*The people on the bus go up and down
Up and down, up and down
The people on the bus go up and down
All through the town*

*The horn on the bus goes beeb beeb beeb
Beeb beeb beeb, beeb beeb beeb
The horn on the bus goes beeb beeb beeb
All through the town*

*The babies on the bus go aah
Aah aah
The babies on the bus go aah
All through the town*

*The door on the bus goes open and shut
Open and shut open and shut
The door on the bus goes open and shut
All through the town*

- Pupils sing the song and perform the actions along with the teacher or the supportive video.

Actions: Go round (pupils roll hands around each other)
Open/ shut (put hands back and forth)
Swish swish swish (move arms left and right)
Beeb beeb beeb (pretend to honk a horn)
Up/ down (stretch body/arms up and down)
Aaa Aaa (pretend to cry)

- Flashcards that show the parts of the bus (door, wheels, horn, wipers) are placed on the board randomly. A group of pupils come to the front and place the cards in the right order according to the sequence they are mentioned in the song.

EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of pupils’ responses to the various activities and how they respond to the actions of the song.

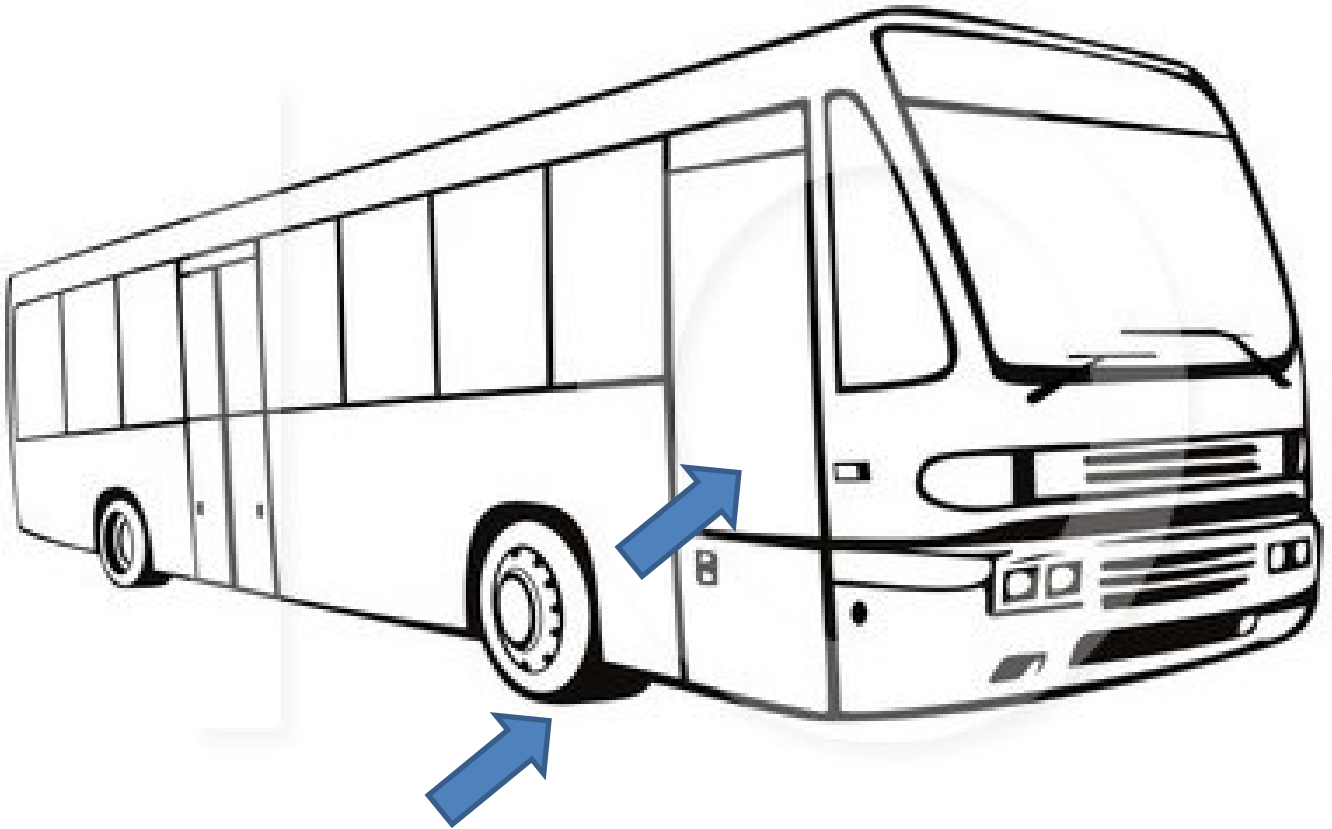
LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupil sing ‘The wheels on the bus’ they learnt in the previous lesson. Some pupils are given the parts of the bus flashcards. Every time their flashcard is mentioned in the song they lift it up. The rest of the pupils mime the actions as mentioned in the previous lesson. The activity is repeated with different pupils. • Pupils play ‘Teacher says’. The teacher uses the target vocabulary (actions new and recycled/ parts of the bus) <p>e..g. Teacher says: Go round, up, down, open, shut, turn around, stamp your feet, jump, sit down etc.</p> <p>If necessary the teacher makes the appropriate gestures to help pupils to help pupils remember the new actions.</p>
PRACTICE	<ul style="list-style-type: none"> • Kim’s game: The flashcards for the parts of the bus are placed on the board. Pupils close their eyes and the teacher removes one. When they open their eyes they name the missing card. • The teacher performs an action and says a word or phrase. If the word or phrase, matches the action, pupils clap their hands. If the word doesn’t match the action pupils stamp their feet.
PRODUCTION	<ul style="list-style-type: none"> • Pupils play Pump up the volume. The teacher sends one pupil out of the room to be the seeker. The teacher hides a part of the bus flashcard. When the pupil returns, all pupils say the name of the object over and over again as the seeker tries to find it. The pupils must speak softer and quieter as the seeker moves further away from the hidden card. As she/he moves closer, the class pumps up the volume by repeating the word louder and louder until the card is found.

	<ul style="list-style-type: none"> • Ball game: Pupils stand in a circle. Pupils pass the ball to each other while singing the wheels on the bus. The teacher says ‘Stop’ to different instances of the song where actions are mentioned. (e.g. go open and shut, go round and round, go up and down, go shh shh, shh etc.). When teacher says ‘Stop’, the pupil that has the ball has to perform the appropriate action. The rest of the pupils name the action. • ‘Take the bus role-play <p>Arrange some of the pupils’ chairs so that they are facing forward in rows just like on a bus. The teacher/or a pupil can be the driver. A number of pupils ‘enter the bus’ (sit on their chairs). The bus driver, (pupil) with the teacher’s help gives instructions to the other pupils who perform the actions and repeat the instructions.</p> <p>e.g. Beeb the horn Go round Stop! Go fast Go up and down...</p> <p>At the end the teacher says ‘Stop’ and mimes getting off the bus. She invites another group of pupils to repeat the activity.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Listen, point and say <p>Pupils look at the picture of the new language and repeat the words. Then, the teacher calls out words randomly and pupils point to the appropriate picture.</p> <ul style="list-style-type: none"> • Listen and colour the bus <p>Pupils are given a bus outline. They are asked to colour the bus according to the teacher’s instructions. The transcript is as follows:</p> <p>Now, let’s colour the bus! Let’s see. What colour is the door? Mm... let’s colour it brown. Now, let’s colour the wheels black. And what about the wipers? Let’s colour the wipers black, too! And the horn? The horn is grey. Now, let’s colour the bus. Colour it yellow.</p> <p>As the bus is being coloured pupils can award themselves with one point for each correct colour.</p> <ul style="list-style-type: none"> • Pupils make a bus craft

Photocopiable materials

1. Listen, point and say. Then colour.



Bus craft

Cut out the parts of the bus. Stick them in the right place. Then, colour.

