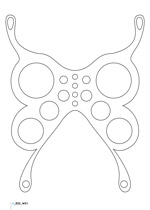
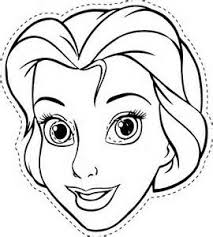
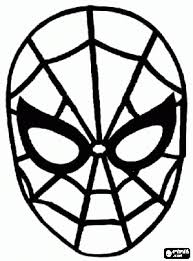
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| **CARNIVAL**  **CARNIVAL, LESSON 1** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with a British celebration  -to offer them opportunities to compare their customs with those of other countries  -to involve them in a number of creative activities  LEARNERS’ OBJECTIVES  -to revise already known vocabulary  -to learn vocabulary concerning face features  -to practise introducing themselves  -to create masks  MATERIALS  Pictures with related vocabulary  Songs  MEANS  CD player  Laptop  Projector  Colouring paper  Crayons  TIMETABLE FIT  As it is carnival time in Greece, PS get to talk about carnival in various countries, they listen to relevant music and they look at relevant pictures. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS pictures of carnivals around the world introduces the topic. | *Warm-up*  *speaking*  To arouse PS’ interest and introduce new vocabulary. | 5΄  T-PS, PS-T |
|  | 2 | T shows PS flashcards with masks and they talk about facial features (eg. It’s got a big nose/ small eyes etc) | Listening to model language, answering questions To be exposed to relative vocabulary and to answer questions focused on facial features. | 8΄  T-PS, PS-T |
|  | 3 | PS are now asked to choose a mask they like and colour it. They then cut it out and the T helps them to create their mask by adding a rubber. | Creating, colouring, cutting To colour PS’ own masks, to cut them out and to put them on in order to dance. | 15΄  T-PS, PS-T |
|  | 4 | T asks PS to put on their masks and encourages them to dance to relevant music. | *Responding to orders*  To understand simple orders and respond appropriately. | 5΄  T-PS, PS-T |
|  | 5 | T asks PS to some questions about their masks regarding facial features. | *Revising language (facial features)*  To respond to questions concerning facial features and recycle relevant language | 5΄  T-PS, PS-T |
|  | 6 | T asks PS to evaluate the lesson (thumbs up / down). | *Evaluating*  To take active part in the learning process. | 2’  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

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| **CARNIVAL**  **CARNIVAL, LESSON 2** | | | | | |
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| LESSON PLAN |  |  |  |  |  |
| AIMS  -to acquaint PS with the carnival in different countries  -to have PS enjoy listening to carnival music and drawing  -to have PS work collaboratively and do a puzzle  LEARNERS’ OBJECTIVES  -to listen to carnival music  -to recycle previously taught language  -to do a colouring activity  -to work in collaboration with peers in order to achieve a task  -to sing a carnival song  MATERIALS  Carnival colouring pages  Carnival music  MEANS  CD player  Colouring papers  Crayons  TIMETABLE FIT  Second carnival lesson with PS listening to relevant music, talking about carnival, colouring and doing a collaborative activity. |  | STEP | PROCEDURE | STAGE  AIM | TIME  INTERACTION |
|  | 1 | T shows PS pictures of carnival and revises relative vocabulary. | *Warm-up*  *Speaking, recalling language*  To warm up and revise recently taught vocabulary. | 3΄  T-PS, PS-T |
|  | 2 | T gives PS carnival colouring pages and asks them to colour as they wish while they listen to carnival music. | *Colouring*  To do a relevant colouring activity. | 10΄  T-PS, PS-T |
|  | 3 | PS are now asked to form groups of four or five in order to do a carnival puzzle. | *Performing a collaborative task*  To use their cooperative and collaborative skills in order to perform a simple task (to do a puzzle). | 10΄  T-PS |
|  | 4 | T asks groups to stick their puzzles onto coloured paper and create a poster with the puzzle and the name of their team in order to present their work to others. | *Working together in order to present their work*  To produce aesthetically nice work and to present their groups and their work. | 7΄  T-PS |
|  | 5 | T shows PS flashcards with carnival vocabulary which they will need for a song (Mardi Gras). | *Presenting and practising vocabulary*  To learn and practise carnival language. | 5΄  PS-PS |
|  | 6 | T asks PS to listen to the song and sing along while they do the relevant miming as well. | *Listening to a song, singing and miming*  To revise the new language and conclude the lesson. | 5΄  T-PS |
|  | 7 | T asks PS to evaluate the lesson. | *Evaluating*  To express their opinion about what they have learnt and about the process. | 2΄  PS-T |
|  |  | Key: T: Teacher, PS: Pupils, T-PS: Teacher to Pupils, etc | | |

<http://rcel.enl.uoa.gr/files/peap/A_class/E_cycle/A_E03_M01.mp3>

<http://rcel.enl.uoa.gr/files/peap/A_class/E_cycle/A_E03_M02.mp3>

**MARDI GRAS SONG**

The wheels on the float go round and round  
All day long  
The riders on the float jump up and down  
All day long  
The bands in the parade go drum, drum, drum  
All day long  
The drivers on the float go beep, beep, beep  
All day long