

Using songs: a lesson plan for 'Karate Class'

Lesson overview

This song is about the days of the week and students' after-school activities, something they will all be able to talk about. This is really useful language that students can use to tell the story of their own lives. That's the sort of target language we like!

The song can be accompanied by fun movements. These will help the students have a good time as well as making the language more memorable. Students will be able to talk about their schedules in English.

Target language

Vocabulary: The days of the week; after-school activities
He/She goes to ___ class on Monday

Materials

- ✓ Picture cards. You can use the ones from *Everybody Up* supplied with this lesson
- ✓ Word cards. Large cards with the names of the days of the week written on them that can be attached to the board
- ✓ The song 'Karate Class'
- ✓ The 'Karate Class' song sheet

Stages

A. Warm up

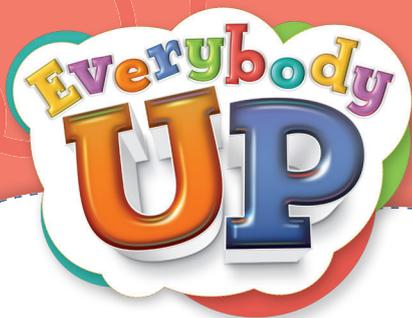
Play the song 'Karate Class' in the background as students arrive for class. Greet the class. Ask a student what day of the week it is. Give that student the word card for that day and ask him/her to attach it to the board. Go through the rest of the cards, asking students to place their cards in the correct order so the cards read Sunday–Saturday from top to bottom. Read the days of the week together.

B. Vocabulary presentation

Use picture cards to introduce the four classes. Add movements for students to do as they say the words. Movements are as follows:

- Karate class: chopping action with the hand
- Swimming class: swimming action with arms
- Dance class: dance movement
- English class: talking hands gesture

Once the students are familiar with the names of the classes, use the movements to prompt them.



C. Practice activity

- i) Take the picture card for dance class and attach it to the board next to the word card that says Monday. Say the sentence *She goes to dance class on Monday* and write it on the board.
- ii) Ask for a student volunteer to attach the other three picture cards next to different days of the week on the board.
- iv) Write the sentences on the board four times:

She goes to dance class on Monday.

He/She goes to ___ class on ___.

He/She goes to ___ class on ___.

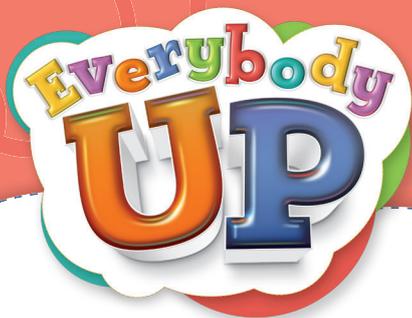
He/She goes to ___ class on ___.

Pointing to the picture cards, chant the sentences in order with the students until they can produce the language confidently.

- v) Change the position of the picture cards and make new sentences, continuing to chant until the students are comfortable with the target language in new patterns.

D. Song

- i) Together, look at the pictures that accompany the song lyrics. Talk about the pictures using any English that the students know.
- ii) Read the song lyrics with the students. By now they should be familiar with the target language.
- iii) Review the gestures for the different classes as you read the lyrics together.
- iv) Play the song and sing together, doing the movements.
- v) Ask some students what after-school classes they do. They may not all be able to produce whole sentences at this stage, so help them to produce the essential information. Don't put less-confident students on the spot in front of their classmates. Write their names and after-school classes on the board next to the correct days of the week. Students who are able to write can do this for themselves. Sing the song again using the new information.
- vi) Brainstorm other after-school activities with the class and write them on the board. Brainstorm names that the children know (their favourite cartoon character for example) and have fun singing a new version of the song. (e.g. *Superman goes to flying class on Monday.*)



E. Activity

i) Students make blank weekly schedules and fill them in with their own after-school information. Remember to be sensitive to the variety there will be in any class.

ii) Students make pairs and tell their partners:

I go to ___ class on Monday.

If you have more time, they can collect information from other students or even the whole class, doing a survey of after-school activities.

iii) Students report what they have found out about other students either as a whole-class activity or in smaller groups, telling each other the information that they have discovered.

F. Game

i) Shuffle the days of the week and put them on the board again in random order.

ii) Students choose a volunteer and blindfold him/her with a handkerchief or cloth.

iii) Explain that the goal is for the seated students to help their classmate put the days of the week in the correct order as quickly as possible by calling out what the card says and where they should put it on the board. They should call out *Up!* or *Down!* You may need to help them!

iv) When they have put the word cards in the correct order, review the days of the week by singing through the first part of the song again. You can repeat this for further practice.

v) Add to the fun by dividing the board down the middle and racing two teams against each other. You will need two sets of the days of the week card to do this. It can get pretty noisy and confusing as the teams compete to communicate with their blindfolded member!

G. Follow-up at home

Challenge your students to use the expressions they have learned at home. Tell them that next week you will ask them how many times and in what situations they used the expressions to talk about their own weekly schedule or that of their friends.