

Using Flashcards and Songs to Teach Young Learners

**Presented to the Department of English Language Education
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PendidikanDegree in English Language Education



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APPROVAL SHEET

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Approved on 23 June 2022

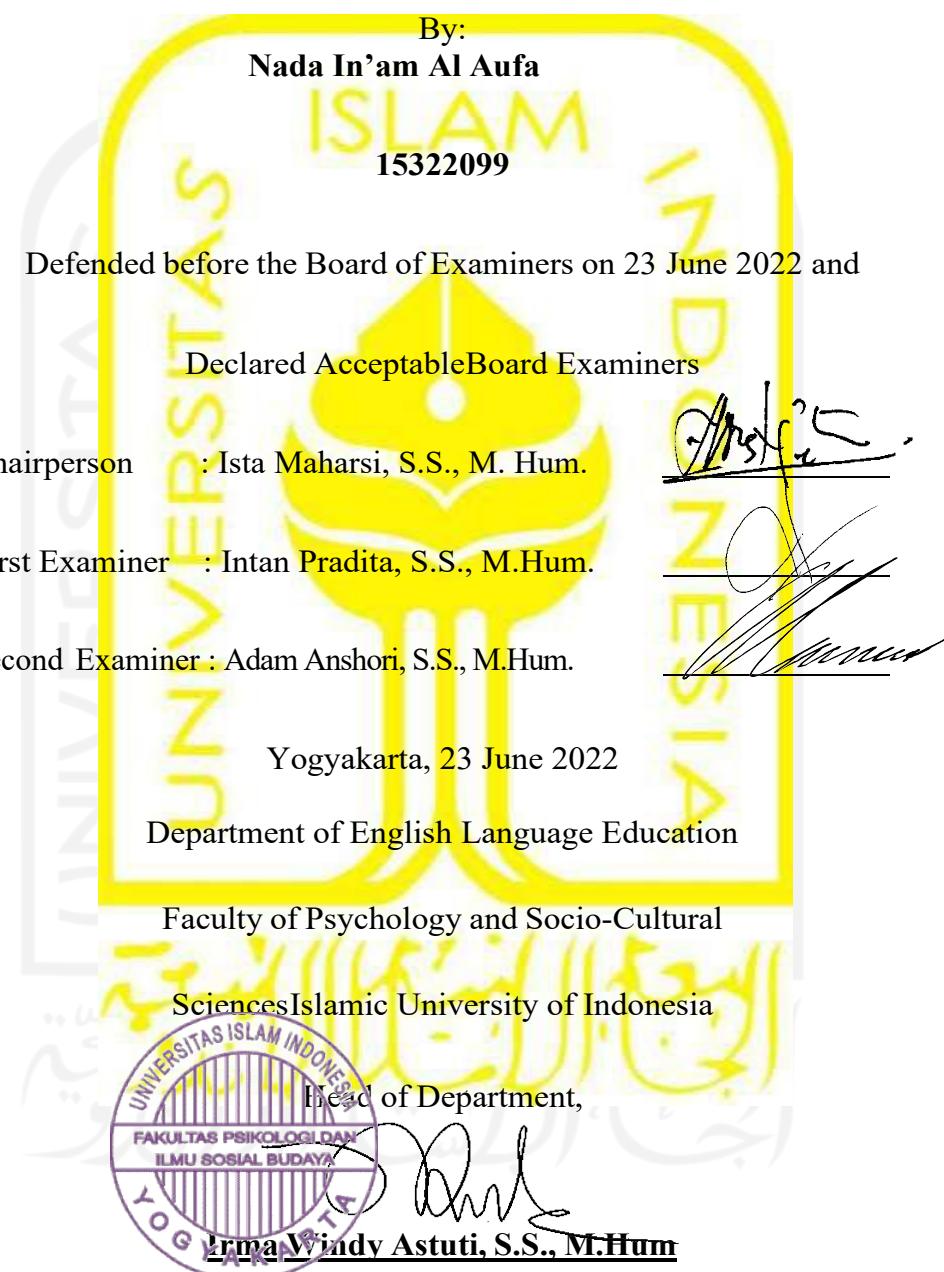
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RATIFICATION SHEET
Using Flashcards and Songs to Teach Young Learners



STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice I wrote does not include the work or part of another person's work, except when cited in a question or bibliography, such as in an academic paper. To do.

Yogyakarta, 23 June 2022

The Writer



NADA IN'AM AL AUFA

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MOTTO

“Your time is limited, so don’t waste it living someone else’s life”

(Steve Jobs)



DEDICATION

This Paper Dedicated to my Future



ACKNOWLEDGEMENT

Alhamdulillah would like to thank Allah SWT for bringing us a lot of joy forever. We also pay tribute to Muhammad SAW, the noble character who led us from darkness to light and from bad personality to good. On this occasion, the author can conclude this best practice as partially satisfying the requirements for a degree in *Sarjana Pendidikan* at the Faculty of English Education at the Islamic University of Indonesia.

The author recognizes that this paper still has many weaknesses and is still far from perfect. However, the author hopes that this paper will bring significant benefits to the reader and help others. Therefore, suggestions, critiques, and contributions to improve this work are urgently needed and highly appreciated by the authors.

Yogyakarta, 23 June 2022

Nada In'am Al Aufa

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK ORIGINALLY	iv
MOTTO	v
DEDICATION	vi
ACKNOELEDGEMENT	vii
ABSTRACT	ix
CHAPTER I: BACKGROUND	1
CHAPTER II: CONSTRUCT	4
CHAPTER III: IMPLEMENTATION	10
CHAPTER VI: CONCLUSION	19
REFERENCES	20
APPENDUCES	21

ABSTRACT

This paper aims to explain the implementation of flashcards and songs to teach young learners on vocabulary knowledge. Findings from the data show that flashcards as an educational tool can make students feel comfortable and look enthusiastic as they follow the educational learning process to enrich their vocabulary acquisition.

Keywords: Flashcards, Songs, Vocabulary Mastery, Young Learner



CHAPTER I

BACKGROUND

Teaching English to young learners is not the same as teaching English to adults. Because they have different characteristics and motives. The young learners are different from adults, so the way of teaching young learners must also be different. There are some common characteristics of the young learners in this group (Wendy A. Scott, 1990). These are things that the young learners are capable user of their native language, they can see the difference between facts and fiction. They really enjoy themselves and love to play and learn when they think what they are doing is a real work, they are positive thinking and enthusiastic. They rely on both spoken and physical language to convey and understand meaning, they can collaborate with others and learn from others, their own understanding comes through their eyes, hands and ears, and they have very short attention and concentration.

The young learners may not enjoy their learning process, when the teacher can't teach them properly. As a result, the teaching and learning process can be failed.

Teachers require the right method to teach the students. The young learners and the adult learner have a different materials proportion. In general, teaching materials is focused on the ability to increase their English Language vocabulary. Teaching vocabulary for young learners is different from adults. They have different motivation

and characteristics. It gets harder when teachers can't motivate young learners intensively. Motivating teachers will increase their interest in better learning. Finding the right technique for teaching young learners requires a thorough analysis, mainly for the teacher. To avoid boredom and keep the young learners interested in what they are learning, teachers need to develop an alternative teaching method.

(Sitompul, 2013) had done the study on teaching vocabulary using flashcards and word list. Her study used a quasi-experimental design that include two classes, grouped into experimental and control group. The experimental group received flashcard treatment and the control group received wordlist treatment. The result of her study show that the students can improve their vocabulary acquisition after being taught by using flashcards and word list. Students in the experimental group were easier to remember the words, more motivated to learn English, and easier to understand the vocabulary. According to students in the control group, world list was a boring strategy. Elsa concludes that flashcards are recommended in teaching young learners vocabulary.

Focus of my paper is using flash cards and songs for teaching English vocabulary to young learners. Flashcards and songs were chosen by the author as a medium in teaching English vocabulary because it is simple, versatile, yet often underexploited resource (Joanna Budden, British Council). Besides, those methods are in accordance with the characteristic of young learners that love to play and to sing.

The writer is interested to develop flash cards as media in

teaching, because they are easy to get. We can make them ourselves.

They are cheap. We can make it last for years by laminating the set.



CHAPTER II

CONSTRUCT

1. Vocabulary Knowledge

Vocabulary is a fundamental element of a language that gives meaning to the language. Learning a language is inseparable from learning its vocabulary. It is one of the important things that should be mastered by the students in order to be able to communicate in the language. According to (ALQAHTANI, 2015), Knowledge of vocabulary is often seen as an important tool for second language learners, as limited vocabulary in a second language hinders successful communication.

2. Flashcards

Flashcard are a set of cards that carry information in the form of words or numbers on one or both sides for use in classroom activity or in self-study. Vocabulary flashcards are a fun, colorful and creative way to memorize and retain vocabulary words. Flashcards are often used as a spatially repetitive learning exercise (Komachali & Khodareza, 2012).

Flashcards are one of the mediums for improving student skill, especially in vocabulary learning. Using flashcards as instructional media will give useful contributions to language teaching and learning process. Besides, the use of flashcards can make the vocabulary learning become fun and interesting. With so many students interested in

flashcards, flashcards can be an excellent media.

For the English teachers, flashcards are becoming an alternative classroom learning media, especially in vocabulary learning. And hopefully flashcards will help students improve their vocabulary mastery skills and motivate them to learn English.

3. Teaching English Vocabulary Using Flashcards

(Binta Utammima Rizka, 2020) suggest some ideas on how to use flash cards in the class room. There are several flashcards technique: flash, slowly, what is missing, magic eyes, lip-reading activity, flashcard riddles, hands-on head, flashcard chains, and Kim's games.

a. Flash

Teacher can use the flash techniques when introducing vocabulary to students. They can get the students' attention to them and flash the cards immediately. Students are then asked to identify what is in the flashcard. The teacher should also be willing to repeat or relocate this step as the students respond to the teacher's instruction in their native language.

b. Slowly

Teacher can cover the cards that will be used and gradually reveal the pictures on the flashcard. Students are expected to be able to identify the picture after recognizing the contents the flashcard.

c. What's missing

In this step, the teacher pastes a card on the class board and lets the

students to repeat the word. Then, the teacher can ask the students to close or cover their eyes. The teacher then removes one of the index cards from the board. Next, the teacher can ask the students to open their eyes and says what's missing? Students are expected to be able to recognize the words from the missing flashcards.

d. Magic eyes

The teacher can paste the flashcards used on the board one by one. Then asks the students to repeat the words in a rhythmic pattern after the teacher. When the teacher feels confident enough for the students to do so, teacher can remove one of the flashcards and continue until there are no more card on the board.

e. Lip-reading activity

The teacher can embed the cards in the board and then get the students' attention. He can quietly say one of the words on the card then ask the students to guess word.

f. Flashcard riddles

Teacher can create a flashcard riddle using other languages and vocabulary that students familiar with.

g. Hans-on head

Teacher can divide classes into groups. In the team, teacher assign them three or more flashcards, Students need to put their hands on their heads each time a word that belonging to a group is called.

h. Flashcard chain

The teacher asks the students to form a circle, the students can sit or stand. The students next to the teacher will be asked a question related to the card, then the student can ask his friend the same question. After the card is 3 students away, the teacher can use a new flashcard to ask a different question, until flashcards return to the teacher.

i. Kim's game

Teacher can put 12-15 cards from various objects on the white board. Then, students are given one minute to see and every flashcard on the board. After a minute, the teacher can remove all the cards from the board. Next, the teacher asks the student to work in pairs to write as many words as possible on a piece of paper.

Multiple intelligence theory by Howard Gardner (1993) reminds the teachers that in one class there are many types of learners. Gardner's research shows that during teaching and learning activities, teachers must be able to facilitate all different types of students learning style. Because most students are visual learners, it is very important to attract visual learners. Flashcards are bright and colorful and can make a big impact on visual learners.

The activity that can highlight the impact of visual aids are:

a. Memory activities

The teacher can put a number of cards in the shape of a circle.

The student has one minute to memorize the cards. Then, within

two minutes they have to write as many of the names as they can remember

b. Drilling activities

The teacher can prepare some flashcards, and stick it to the white board. Then, the teacher can draw a box around them. By using a pointer, teacher can drill the word on the flashcards. Gradually, take the cards one by one but keep drilling and pointing the box where the card was. The student will remember even though the card is no longer there. Depending on the age of the student, the teacher can ask students to paste the card in the right place, asking the student where they go, or ask the student to come up and write the correct word in the correct place.

c. Identification activities

Slowly reveal the covered card or a word card. Students have to guess which one it is. Drill the word after the card is shown. To keep it fun, teacher can use different intonation, volume, and even a silly voice. Alternatively, flip the card over very quickly so the students just get a quick glimpse. Repeat until they have guessed the word. And drill the word after the student have guessed the word

d. TPR activities

Stick flash cards at a random spot around the classroom. Give student a word, and they have to point or race to it.

4. Teaching English Vocabulary by Using Song

The quality of vocabulary in the teaching and learning process can be improved through English songs. Song can inspire the students to learn new words they have already listened. It is supported by (Dale T. Griffee, 1992) a song provides a meaningful context for the vocabulary, so it is a good place to introduce the vocabulary. (Millington, 2011) Songs help learners improve their listening comprehension and pronunciation, and thus may help improve their speaking skills. (Dedin Eka Nurpratama, 2019) found in his research that there are five strategies in learning vocabulary through song. Those are listening to the song, taking notes, reading the lyrics, translating the lyrics, and using new vocabulary in communication.

CHAPTER III

IMPLEMENTATION

1. Making Lesson Plan

To organize the activities to be carried out by the class, the teacher needs to make a lesson plan. The lesson plans are designed according to the appropriate topics and materials. This lesson plan will be used to teach two 7 years old, 1st grader elementary school students. In making the lesson plan, the author must check and consult with lecturer of English Department. The sample of the lesson plan that the writer used is shown below.

LESSON PLAN	
Subject / Class: English / 1 st grade Elementary School	
Meeting	: 1
Topic	: Parts of Body
Lesson Objectives :	
<ul style="list-style-type: none">• To introduce/review parts of the body• To introduce related verbs – i.e. to eat, to smell, to hear, to see• To practise listening skills	
Materials / Equipment :	
<ul style="list-style-type: none">1. Head, Shoulders, Knees and Toes song transcript2. Finger puppet3. Little Red Riding Hood story transcript4. Little Red Riding Hood story poster5. Little Red Riding Hood story worksheet	
Summary of Tasks / Action :	
<ol style="list-style-type: none">1. Stage 1 (warm up)<ul style="list-style-type: none">• Introduce body parts with <i>Head, Shoulders, Knees and Toes</i> song.• Repeat the song with gesture. The student should copy the gesture.• Ask the student to sing the song on their own with gesture.2. Stage 2 (presentation)<ul style="list-style-type: none">• Introducing <i>Little Red Riding Hood</i> character by giving the student finger puppets.• Review the characters body part by pointing on the finger puppet.• Tell the <i>Little Red Riding Hood</i> story with the poster pointing to the picture based on the story.• Tell it again, highlight the body parts and the functions based on the story.3. Stage 3 (practice)<ul style="list-style-type: none">• Hand out the poster to the student and ask them to put the poster on the board in the correct order.• Tell the story as they follow the poster and make changes if necessary while retelling the story.• As the teacher read the story, encourage the student to say or repeat some of the essential word or phrases.4. Stage 4 (production)<ul style="list-style-type: none">• Hand out the worksheet to the student.• Play Simon Says game• Review the song	

2. Designing Teaching Materials

Before the author applied the lesson plan to the class, the author designed the materials related to the student's needs.

3. Preparing The Media

After completing the lesson planning and designing the materials, the author prepared the tools and media to support the teaching and learning process. The tools are a laptop, active speakers, and a whiteboard. And then, for the media, the writer uses flash cards, finger puppets, video, and worksheet. The sample of the media that the writer used is shown below.

4. The Procedure of Teaching Practice

i. First Meeting

Stage I

Before starting the lesson, I invited students to pray together. I started to ask them several questions that relate with the materials. I asked them about body parts and Head, Shoulders, Knees and Toes song. Because the song is quite familiar, I guided them to sing together. Then I sang the song again with additional gestures. I asked the students to copy my gestures afterwards. After repeating several times, I asked the students to sing the song on their own with additional gestures.

Stage II

In this stage, I start to introduce Little Red Riding Hood character by showing the finger puppets to the students. After students know the characters in Little Red Riding Hood story, I reviewed the characters body part by pointing on the finger puppet.



(Picture 1.1 Little Red Riding Hood Finger Puppets)

I started to tell the Little Red Riding Hood story with showing a flashcard base on the storyline. Then I retold the story to highlight the body parts and the functions based on the story. The students seemed little bit confuse with the vocabulary, so I simplified the explanation using Bahasa Indonesia.



(Picture 1.2 Little Red Riding Hood Flashcards)

Stage III

After the student understand about the body part and the function, I asked them to work in pairs. I handed out the flash cards and ask them to arrange the flash cards to the correct order. To check the group work, I retold the story as they follow the flashcards and make change if necessary. As I retold the story, I encouraged the student to say or repeat some of the essential word or phrases.

Stage IV

After finishing the flash cards activity, I hand out a worksheet to the student. Then the class ended with reviewing the song and playing Simon says game related to body parts and function of body part.

Little Red Riding Hood

1. Match them up!
Draw a line to match the picture and the word.

wood	granny	basket	wolf	eyes	see
ears	hear	nose	smell	teeth	eat

2. What's the order?
Watch the story and put the sentences in order.

3	On her way she met a wolf.
2	Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.
1	One day Little Red Riding Hood went to visit her granny.
7	Little Red Riding Hood never saw the wolf again.
5	The wolf opened his mouth wide and Granny jumped out.
4	The wolf ran to Granny's house and ate Granny up.
6	A woodcutter heard a loud scream and ran to the house.

(Picture 1.3 Little Red Riding Hood Worksheet)

Students provide positive feedback in the initial teaching and learning process. They looked very enthusiastic when asked to sing, because they are familiar with the song. Not only that, students are also had a high interest in finger puppets. But students had a little confusion on the vocabulary of body part functions and some instruction when working on worksheet. So, I had to give a more detailed explanation in Bahasa Indonesia.

ii. Second Meeting

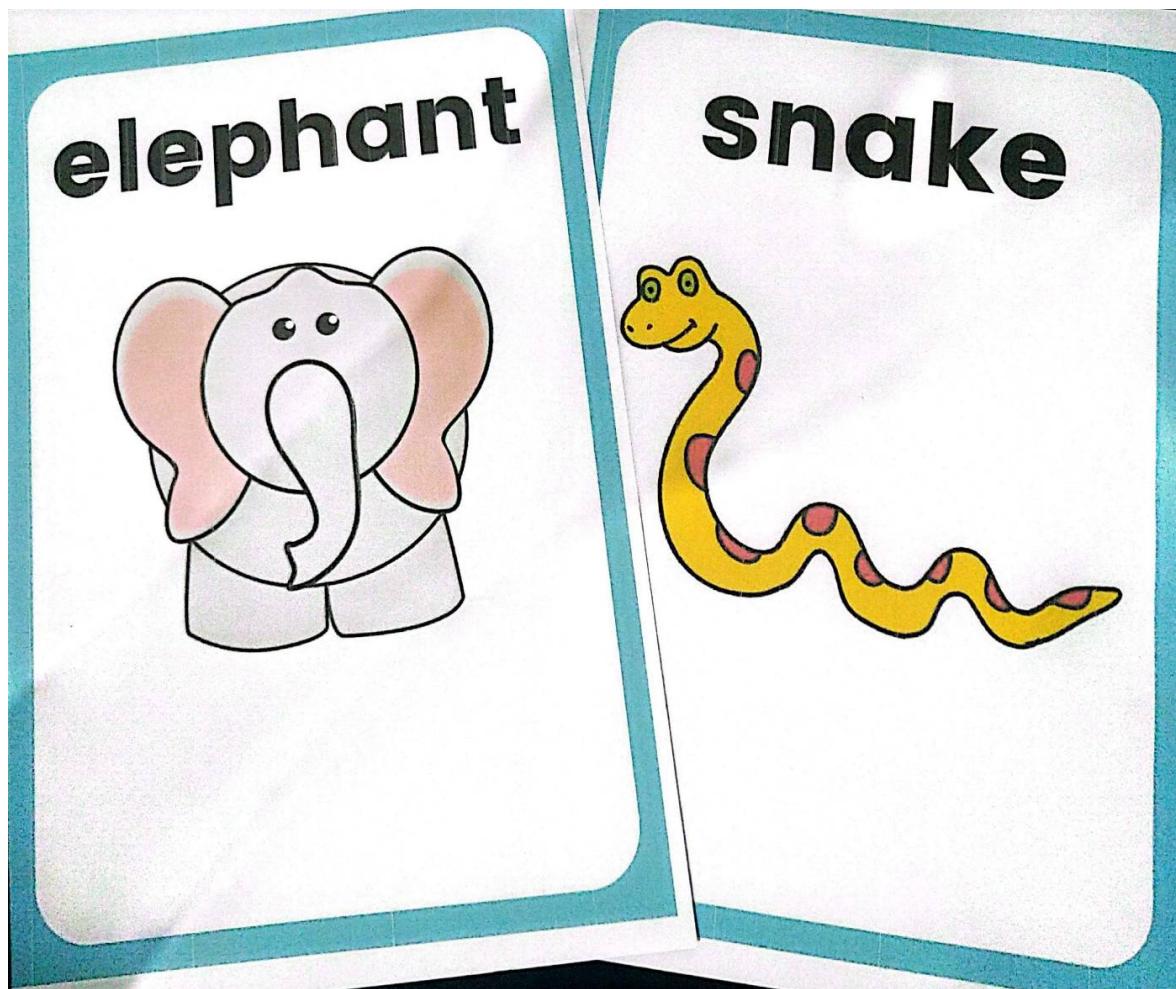
Stage I

Before started the lesson, I invited students to pray together. I started the lesson with reviewing past material by ask the student about body parts, singing Head, Shoulders, Knees and Toes song and do “Simon says” exercise. Then I started to ask them several questions that relate with the materials, I ask them about zoo and animals in Bahasa Indonesia. Some of them looks very excited about the material.

Stage II

In this stage, I started to introducing zoo animal by showing the flash cards to the students. Some of them already knew zoo animal, but not with animal move. To teach the animal move I have to use a lot of repetition in Bahasa Indonesia and gestures. After that I asked to the students about “Let's Go to the Zoo” song. But they are not familiar with the song. So, I played a lyric video of that song

to be more familiar. After several repetition, I asked the student so sing the song with my guidance.



(Picture 2.1 Zoo Animal Flashcards)



(Picture 2.2 “Let's Go to the Zoo” lyric video)

After getting to know zoo animals and animal move, I introduced them to pronouns “this” and “that”. And introduced them to expression “This/That is a...” by using flashcards.

Stage III

After the student understand about the body part and the function, I asked them to work in pairs. One student will draw an animal on the white board based on flashcard I showed. And the other student has to guess the animal by asking with “is this a...” expression.

After taking turns guessing the picture, I gave them ‘animal all around the world’ board game. To start the game, the student must place their eraser at the starting point. After that, the student needs to play rock-paper-scissors. Then the winner can move one

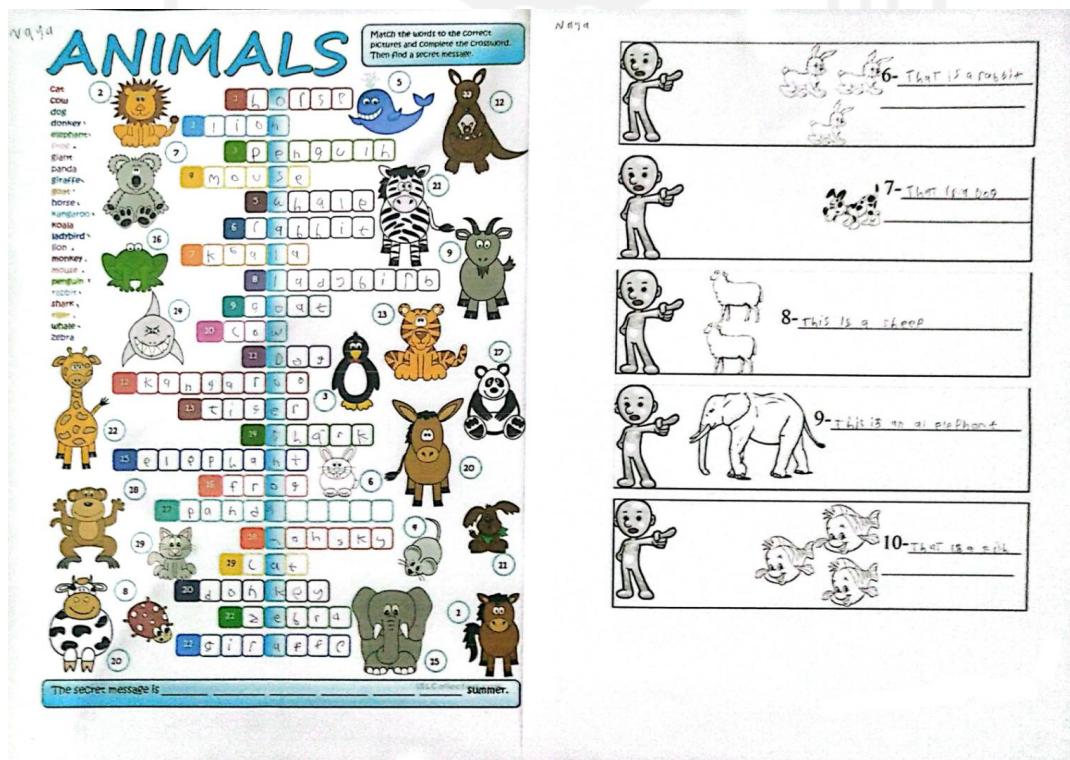
squares.

Next, students need to discuss animal paintings in this square. For example, one student needs to ask, "What is it?" "It's an elephant." Other students may say.

The students will next repeat the rock-paper-scissors game. The student who walks around the world for the first time will be the winner.

Stage IV

After finishing the 'animal all around the world' board game, I hand out a worksheet to the student. Then the class ended with reviewing the song and the material.



(Picture 2.3 Zoo Animal Worksheet)

In the second meeting, students provide positive feedback.

Students are very enthusiastic about the guessing games and bord games. But students are not familiar with the “Let's Go to the Zoo” song. So, I need to play the lyric video several time



CHAPTER IV

CONCLUSION

With reference to the information and discussion above, it can be concluded that flashcards as an educational tool can make students feel comfortable and enthusiastic as they follow the educational learning process to enrich their vocabulary acquisition. Flashcards provide a clear and colorful picture so that students find it very helpful and easier to learn and memorize the vocabulary. When the teacher explains the material, the students give a good reaction. In each stage of learning, students become more involved and active.

Songs is one of the valuable educational tools. By using songs, students can improve their listening skills and pronunciations. Songs can also be used to teach vocabulary. After listening songs many times, they stuck on their mind, so they can easily memorize the vocabulary.

The students responded positively to using songs to learn and teach vocabulary. Students look happy and enjoy themselves in the process of teaching and learning.

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APPENDICES

LESSON PLAN

Subject / Class: English / 1st grade Elementary School

Meeting : 1

Topic : Parts of Body

Lesson Objectives :

- To introduce and review parts of the body
- To introducing related verbs – i.e., to see, to hear, to smell, to eat
- To practice listening skills

Materials / Equipment :

1. *Head, Shoulders, Knees and Toes* song transcript
2. Finger puppet
3. *Little Red Riding Hood* story transcript
4. *Little Red Riding Hood* story poster
5. *Little Red Riding Hood* story worksheet

Summary of Tasks / Action :

1. Stage 1 (warm up)
 - Introduce body parts with *Head, Shoulders, Knees and Toes* song.
 - Repeat the song with gesture. The student should copy the gesture.
 - Ask the student to sing the song on their own with gesture.
2. Stage 2 (presentation)
 - Introducing *Little Red Riding Hood* character by giving the student finger puppet.
 - Review the characters body part by pointing on the finger puppet.
 - Tell the *Little Red Riding Hood* story with the poster pointing to the picture base on the story.
 - Tell it again, highlight the body parts and the functions based on the story.
3. Stage 3 (practice)
 - Hand out the poster to the student and ask them to put the poster on the board in the correct order.
 - Tell the story as they follow the poster and make changes if necessary while retelling the story.
 - As the teacher read the story, encourage the student to say or repeat some of the essential word or phrases.
4. Stage 4 (production)
 - Hand out the worksheet to the student.
 - Play Simon Says game
 - Review the song

Meeting 1 materials :

1. Head, Shoulders, Knees and Toes song transcript

Head, Shoulders, Knees and Toes



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2. Finger puppet



3. Little Red Riding Hood story transcript

BRITISH COUNCIL LearnEnglish Kids

Little Red Riding Hood

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.

On her way Little Red Riding Hood met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees.'

The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf.

'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf.

'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf.

'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house.

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out.

The wolf ran away and Little Red Riding Hood never saw the wolf again.

Listen to this story <https://learningenglish.britishcouncil.org/short-stories/little-red-riding-hood>

www.britishcouncil.org/learnenglishkids
www.britishcouncil.org/teachingenglish
British Council is a registered charity in England and Wales (number 310063) and a company limited by guarantee in England and Wales (number 1794321). © British Council 2012. All rights reserved.

4. Little Red Riding Hood story poster

BRITISH COUNCIL

Little Red Riding Hood

Once upon a time

I'm going to see my grandmother.

The wolf ran to Granny's house.

Granny, what big eyes you have!

He heard a loud scream.

And they all lived happily ever after.

LearnEnglish Kids www.britishcouncil.org/learnenglishkids

TeachingEnglish www.teachingenglish.org.uk

5. Little Red Riding Hood story worksheet

BRITISH COUNCIL LearnEnglish Kids

Little Red Riding Hood

1. Match them up!
Draw a line to match the picture and the word.

wood	granny	basket	wolf	eyes	see
ears	hear	nose	smell	teeth	eat

2. What's the order?
Watch the story and put the sentences in order.

- On her way she met a wolf.
- Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.
- One day Little Red Riding Hood went to visit her granny.
- Little Red Riding Hood never saw the wolf again.
- The wolf opened his mouth wide and Granny jumped out.
- The wolf ran to Granny's house and ate Granny up.
- A woodcutter heard a loud scream and ran to the house.

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BRITISH COUNCIL LearnEnglish Kids

3. Match them up!
Watch the story. Match what Little Red Riding Hood and the wolf say.

Granny, what big eyes you have!	All the better to see you with!
Granny, what big ears you have!	All the better to hear you with!
Granny, what a big nose you have!	All the better to smell you with!
Granny, what big teeth you have!	All the better to eat you with!

4. Write and draw!
Draw a picture of your granny or someone else in your family and write about them.

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Subject / Class: English / 1st grade Elementary School
Meeting : 2
Topic : Zoo Animal

Lesson Objectives :

- To introduce vocabulary for zoo animals
- To introduce the animal noise
- To introduce the animal move
- practicing the demonstrative pronouns ‘this’ and ‘that’.

Materials / Equipment :

1. Animal flashcards
2. *Let's GO to the Zoo* song transcript
3. *Let's GO to the Zoo* song poster
4. *Animal All Around The World* board game

Summary of Tasks / Action :

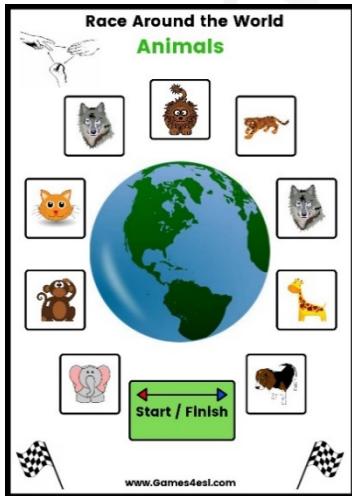
1. Stage 1 (warm up)
 - Review past material
 - Sing *Head, Shoulders, Knees and Toes* song
 - Do “Simon says” exercise
 - Asking the student about zoo
2. Stage 2 (presentation)
 - Introduce zoo animal with flashcards.
 - Teach the animal noise and move.
 - Sing the "Let's Go to the Zoo" song.
 - Ask the student to sing the song on their own with gesture.
 - Introduce the pronouns ‘this’ and ‘that’ and the expression ‘This/That is a (lion).’
3. Stage 3 (practice)
 - Playing ‘is that a tiger?’
One student will draw an animal on the paper, while the other student guess what it is.
 - Playing ‘animal all around the world’ board game
To start the game, the student has to put their eraser at the starting point. Student should then play rock- paper-scissors. After that, the winner can move one squares.
Next, students need to discuss animal paintings in this square. For example, one student needs to ask, "What is it?" "It's an elephant." Other students may say. The pupils will next repeat the rock- paper-scissors game. The student who walks around the world for the first time will be the winner.
4. Stage 4 (production)
 - Hand out the worksheet to the student.
 - Review the material

Meeting 2 materials:

1. Animal flashcards



2. *Animal All Around the World* board game



3. Worksheet A



4. Worksheet B

