

## C. Lesson Plan

**School Name:** Yuen Long Long Ping Estate Tung Koon Primary School

**Lesson:** 1<sup>st</sup> lesson

**Subject:** English  
minutes

**Duration:** 45

**Level:** P.1 (NCS class)

**Module:** Toys we like

**Unit:** 5 Our Toys (Longman Express 1A)

**Prior Knowledge:** Student have learnt to

1. Personal pronouns as subjects to identify people: he, she.
2. Simple present tense to talk about present states: He is Sam.

**Learning Objectives:**


Students are able to

1. name body parts, such as eye, hair, ear, mouth, nose, etc.
2. use adjectives to describe people and animals, such as long, short, fat, thin, big, small, etc.
3. wait patiently for their turns.
4. maintain eye contact with group members.
5. use quiet voices during the games.
6. follow rules when playing games.

## Lesson Plan (Lesson 1)

### Organization of lesson


Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
A. Daily practice. 5 min.	<p>✧ Teacher revises the high frequency words from PLP R/W Grandma and the Birthday Cake: to, our, we, for, can, make, put, who, her.</p> <p>✧ Teacher chooses a student as the little helper to point to the high frequency words as other students read aloud.</p> <p>✧ Teacher asks students to form an oral sentence using any one of the words.</p> <p>Teacher lets the little helper choose a word and encourage students to make a sentence. More able students are encouraged to use more than one high frequency words to make the sentence.</p> <p><i>T: The little helper can choose a word and let's see who can use the word to make a sentence. (The little helper chooses 'put'.)</i></p> <p><i>S 1: Put in the butter.</i></p> <p><i>T: Is it too simple? Who can make the sentence longer? Who puts in the butter?</i></p> <p><i>S 2: Simon puts in the butter.</i></p> <p><i>T: This time we choose two words to make a sentence.</i> <i>(The little helper chooses 'for' and 'can')</i></p> <p><i>T: Five seconds for you to think about a sentence by using two words-for and can.</i></p>	<p>Students Participation: -Teacher encourages more students to participate.</p> <p>There is sufficient 'wait-for-answer time' (5 seconds) for students</p>	<p><b>Vocabulary cards:</b> (PLP-R/W, Grandma and the Birthday Cake, high frequency words) to, our, we, for, can, make, put, who, her.</p>

	<p><i>S: We <u>can</u> make a chocolate cake <u>for</u> our classmates and teachers.</i></p> <p>✧ Teacher writes down the sentence on a piece of chart paper. This work will be displayed in the classroom.</p>	to respond.	
B. Motivation 5 min.	<p>a. Song (3 min.)</p> <p>✧ Teacher lets students watch a video clip first. Song: Heads, Shoulders, Knees and Toes  <a href="http://www.youtube.com/watch?v=gxphoOOwTbo">http://www.youtube.com/watch?v=gxphoOOwTbo</a></p> <p>✧ Then teacher encourages students to stand up and sing together.</p> <p>✧</p> <p>b. Look and say</p> <p>✧ Students read aloud the words and use their fingers to point to their body parts: eye (eyes), hair, mouth, ear (ears), shoulder(shoulders), nose, hand(hands), finger(fingers), leg (legs) and foot (feet)</p>	 <p><b>Teacher's tip:</b> Learning Objectives -At the beginning of the lesson, teacher tells the students what they are going to learn in a simple way.</p>	<p><b>Video clip</b></p> <p><b>Song sheet:</b> Heads, Shoulders, Knees and Toes <b>PowerPoint</b></p>



Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials


<p>C. Development 15 min.</p>	<p>a. Matching (3 min.)</p> <ul style="list-style-type: none"> <li>✧ Teacher presents vocabulary cards and drills the new words. <i>T: Today we are going to learn some new words about our body and play a game. First let's learn some new words</i></li> <li>✧ Teacher shows a poster showing a body of a girl to the class.</li> <li>✧ Students match the vocabulary cards with the correct body part and teacher teaches students how to read the words correctly.</li> <li>✧ Teacher reads aloud the new words with students.</li> </ul> <p>b. Pair work (5 min.)</p> <ul style="list-style-type: none"> <li>✧ Students work in pairs. Each group gets an animal puppet. Students take turns to ask their partners to point to different parts of the animal puppet's body.</li> </ul> <p>c. Teacher uses the PowerPoint to show the new adjectives: long, short, tall, thin, fat, big and</p>	<p>Questioning Techniques:</p> <ul style="list-style-type: none"> <li>-Use open-ended questions to let Students have a discussion.</li> <li>- There is sufficient 'wait-for-answer time' (5 seconds) for students to respond.</li> </ul> <div data-bbox="906 1003 997 1096" data-label="Image"> </div> <p>Teacher's tip:</p> <ul style="list-style-type: none"> <li>- Remind students the rules for pair work.</li> </ul>	<p><b>A poster</b> showing a body of a girl with arrows pointing to different parts of the body.</p> <p><b>Vocabulary cards:</b> (sticky labels) eye (eyes), mouth, shoulder (shoulders), hand (hands), leg (legs), hair, ear (ears), nose, finger (fingers), foot (feet).</p> <p><b>Vocabulary cards:</b> short, tall, fat, thin, long, short, big, small</p> <p><b>Animal puppets</b></p>
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	small.		
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Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
	<p>d. Show and tell (5-7 min.)</p> <p>Teacher prepares some different size body part cutouts for students, e.g. long nose, big eyes, etc. Teacher has a discussion with students about their personal opinion on the body parts.</p> <p><i>T: Later we are going to make our own monster. Now let's think about what</i></p>	<p>Questioning Techniques: -Use open-ended questions to let Students have a discussion.</p> <p> Tips</p> <p>Teacher's</p>	<b>PowerPoint</b>

	<p><i>kind of monster it is. Let's talk about the nose first. What kind of nose does it have?</i></p> <p><i>S: It has a big nose.</i></p> <p><i>T: Which nose is the big nose? ( teacher holds two different sized nose cutouts in hands)</i></p> <p><i>S: This one. ( the bigger nose)</i></p> <p><i>T: How big is it?</i></p> <p><i>S: As big as an egg.</i></p> <p><i>T: Do you want to give our monster two big eyes? Which eyes are big eyes? Why do you want to give it big eyes?</i></p>	<p>tip:</p> <ul style="list-style-type: none"> <li>- List out possible answers to be used by the students before the lesson. This might be useful in guiding students to give answers.</li> <li>- Ask students to share their ideas with their partners before they answer the open-ended questions.</li> </ul>	
D: Follow up 10 min.	<p>Numbered Heads Together(NHT)</p> <p>✧ 1. Number each child in</p>	<p>Group work</p> <ul style="list-style-type: none"> <li>- The game</li> </ul>	A 4 group activity sheet

	<p>group.(No.1,No.2,No.3and No.4)</p> <ol style="list-style-type: none"> <li>2. Have facial features in the center of table so all the students can see clearly. There will be different sizes and colours of the facial features which should be cut out. ( large red nose, small blue eyes)</li> <li>3. Each group needs a piece of A4 paper.</li> <li>4. Teacher gives direction. E.g. No.3, choose a larger green mouth. Students discuss in their group whether No.3 has made the correct choice.</li> <li>5. When they reach an agreement, this facial feature is glued on the paper.</li> </ol> <p>✧ Teacher reminds students to wait patiently for their turn. Use a quiet voice during the games and follow rules when playing games.</p>	<p>provides students with opportunities for making a contribution .</p> <ul style="list-style-type: none"> <li>- Develop mutual support among group members.</li> </ul> <p> <b>Tips</b></p> <p><b>Teacher's tip:</b></p> <ul style="list-style-type: none"> <li>- Use a timer. This helps students to learn to work within a time limit.</li> </ul>	<p>Different sizes and colours of the facial feature cutouts</p>
<p>E. Consolidation 5 min.</p>	<p>✧ Students get a worksheet about filling in the body parts as homework for consolidation.</p>	<p> <b>Tips</b></p> <p><b>Teacher's tip:</b></p> <ul style="list-style-type: none"> <li>- Some students may have difficulties in</li> </ul>	<p>A4 size worksheets Graded individual worksheet 1A (green, for average students) and 1B (yellow, for less-able</p>

		labeling 'finger, hand and arm'	students)
Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
F. Debriefing 2 min.	Teacher completes an evaluation form with students-How did we do?	Learning Objectives -at the end of the lesson, the teacher reviews the learning key points with students.	
G. Evaluation. 3 min.	Each student completes a self-learning form.	<p>Assessment for Learning</p> <ul style="list-style-type: none"> <li>- Evidence is collected to reflect the effectiveness of students' learning</li> </ul>  <p>Teacher's tip:</p> <ul style="list-style-type: none"> <li>- Analyze the results and interview the</li> </ul>	<b>Self-learning form</b> (lesson 1)



		students who chose 'not so well' or 'could be better' in order to know what difficulties or other factors affected them in particular aspects.	
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## Lesson Plan

**School Name:** Yuen Long Long Ping Estate Tung Koon Primary School

Lesson: 2<sup>nd</sup> lesson

**Subject:** English

Duration: 45

minutes

**Level:** P.1 (NCS class)

**Module:** Toys we like

**Unit:** 5 Our Toys (Longman Express 1A)

Prior Knowledge: Student have learnt

1. Personal pronouns as subjects to identify people: he, she.
2. Simple present tense to talk about present states: He is Sam.
3. Body parts vocabulary items: eye, hair, ear, mouth, nose, etc.

Learning Objectives:

1. consolidate how to use adjectives to describe people and animals, such as long, short, fat, thin, big, small, etc.
2. use interrogative pronouns to find out a person's identity: Who is he?
3. Possessive adjectives to show possession: His mouth is big.
4. wait patiently for their turns.
5. maintain eye contact with group members.
6. use quiet voices during the games.
7. follow rules when playing games.

### Lesson Plan (Lesson 2)

#### Organization of Lesson

Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
A. Daily practice: 5 min.	✧ Teacher revises the new words from last lesson: <i>eye, mouth, shoulder, hand, leg, hair, ear,</i>	Assessment for Learning: -Teacher reminds the class of	<b>Vocabulary cards:</b> eye (eyes), mouth,

	<p><i>nose, finger and foot.</i></p> <ul style="list-style-type: none"> <li>✧ Teacher asks some students to match the words (<i>finger, arm, hands</i>) to the body part pictures.</li> <li>✧ Teacher asks students to form an oral sentence using any one of the words.</li> </ul>	mistakes found on Worksheet 1A/ 1B	shoulder (shoulders), hand (hands), leg (legs), hair, ear (ears), nose, finger (fingers), foot (feet).
B. Motivation 5 min.	<p>Line game:</p> <ul style="list-style-type: none"> <li>✧ Teacher gives each student a small animal toy.</li> <li>✧ Students hold the animal toy and stand on either side of a long straight line (rope) on the floor.</li> <li>✧ Teacher says, “Step on the line if your toy has a big mouth...”. Students step on the line if the description fits their toy.</li> </ul>	Student Participation: -Teacher encourages more students to participate.	<b>A long rope</b> <b>Animal toys</b>

Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
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<p>C. Development 20 min.</p>	<ul style="list-style-type: none"> <li>✧ Teacher plays the E-book story.</li> <li>✧ Discuss the story with students.  <i>T: How many people are mentioned in this story?</i>  <i>Who are they?</i>  <i>T: Is it good or bad to say someone is fat?</i>  <i>T: Do you usually dream at night?</i></li> <li>✧ Teacher copies the following Venn Diagram on the board to help students discuss the similarities and differences between Sam and Miss Kelly. Provide students with the necessary vocabulary to form responses.</li> <li>✧ e.g. Teacher points to Sam and Miss Kelly and asks “Do Sam and Miss Kelly both have long hair?”</li> </ul> <div data-bbox="581 1348 854 1472" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>✧ Teacher writes down students' answers on the diagram with short phrases. e.g. short hair</li> </ul>	<p>Questioning Techniques:</p> <ul style="list-style-type: none"> <li>-Use open-ended questions to let students have a discussion.</li> <li>- There is sufficient ‘wait-for-answer time’ (5 seconds) for students to respond.</li> </ul> <div data-bbox="906 705 997 800" data-label="Image"> </div> <p>Teacher's tip:</p> <ul style="list-style-type: none"> <li>- Find two people with remarkable differences so that students can compare them easily.</li> <li>- Remind students not to write complete sentences in Venn diagram.</li> </ul>	<p><b>e-book</b></p>
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Stage/ Time	Teaching Activities/ Content	Teaching principles and strategies	Materials
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<p>D. Follow up 10 min.</p>	<p>Your Turn! (<i>Toys we like_lesson 2_video clip 1</i>)</p> <p>✧ Students work in groups of two. Teacher gives each group a worksheet about writing the similarities and differences between John and Pinky. Student A (less able student) is responsible for the similarities. Student B ( high ability student) is responsible for the differences.</p> <p>Teacher also prepares two versions of the worksheets ( white version for the high ability group and yellow version for the less able group)</p> <p>For the yellow version, teacher provides some examples and tips to help students finish the worksheets.</p>	<p>Group work</p> <ul style="list-style-type: none"> <li>- The game provides students with opportunities for making a contribution.</li> <li>- Develop mutual support among group members.</li> </ul>	<p><b>A4 graded group activity worksheet (yellow and green worksheet)</b></p>
<p>E. Conclusion 5 min.</p>	<p>At the end of the lesson, the teacher reviews the learning key points with students.</p>		

**YUEN LONG LONG PING ESTATE TUNG KOON PRIMARY SCHOOL**  
**2010-2011 SECOND TERM**  
**WORKSHEET (2A)**



Name (Student A): \_\_\_\_\_

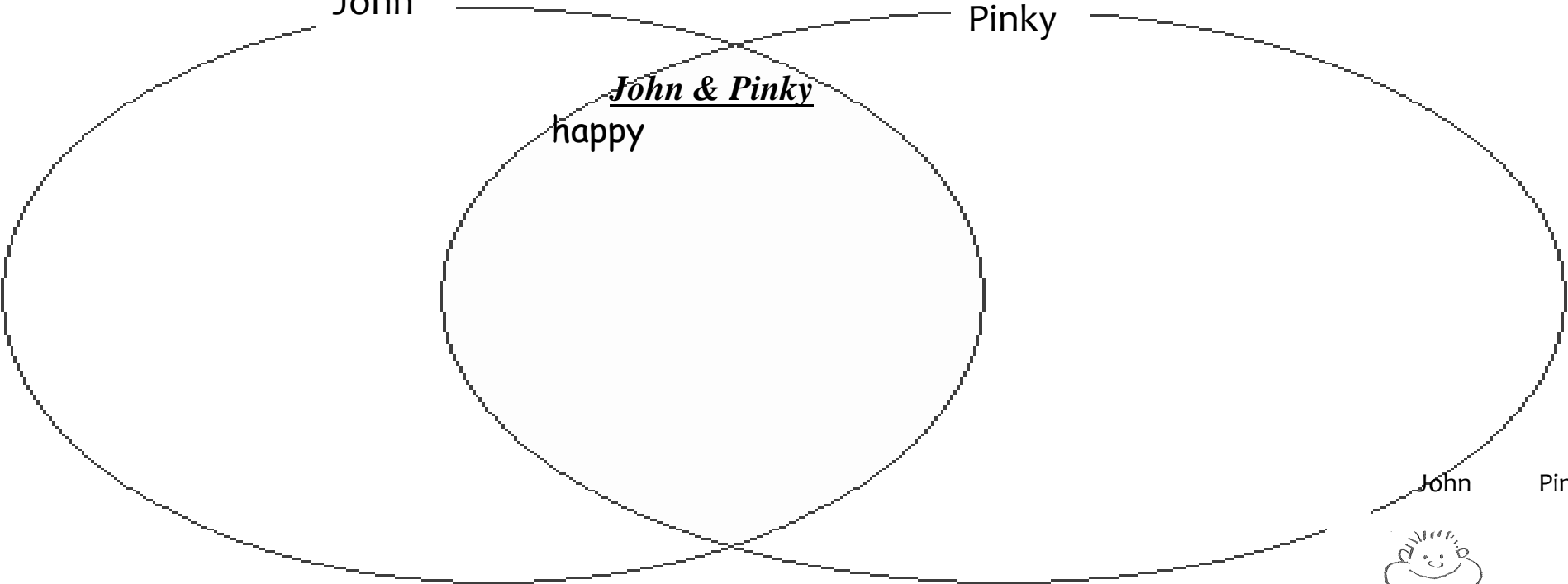
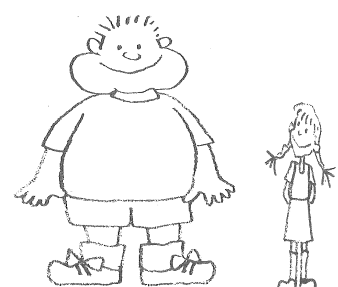
GRADE: \_\_\_\_\_

Name (Student B): \_\_\_\_\_

DATE: \_\_\_\_\_

CLASS: P.1 (     )

*Please write the similarities and differences between John and Pinky.*

<p>John</p>  <p>John &amp; Pinky happy</p>	<p>Pinky</p>	<p>John      Pinky</p> 
<p><b>Pi John has.../ John is</b></p>	<p><b>They have/ They are</b></p>	<p><b>Pinky has.../ Pinky is</b></p>

YUEN LONG LONG PING ESTATE TUNG KOON PRIMARY SCHOOL  
2010-2011 SECOND TERM  
WORKSHEET (2B)



Name (Student A): \_\_\_\_\_

GRADE: \_\_\_\_\_

Name (Student B): \_\_\_\_\_

DATE: \_\_\_\_\_

CLASS: P.1 (      )

*Please write 4 similarities and 4 differences between John and Pinky.*

John

Pinky

HELP

Read your  
textbook 1A  
Chapter 5

John

Pinky

**John has big ears.**

**They have legs.**

**Pinky has small ears.**





YUEN LONG LONG PING ESTATE TUNG KOON PRIMARY SCHOOL  
2010-2011 SELF-REFLECTION

A.

Teacher: Yiu Nai Sum	Observer: Wong Siu Mui	Other observers: Nil.			
Subject: English	Topic: Toys we like	Class: P1C	Room: Room 202	Date: 23-3-2011 (Lesson 1)	Time: 8:40a.m.-9:25a.m.

B. Reflection

The performance of the teacher and the students affect the design of the subsequent lessons.

Therefore, a detailed analysis is carried out and a reflection is made based on the six principles of small class teaching (Galton, 2009).

**LEARNING OBJECTIVES**

Questions for reflection:

- ✧ Were the learning objectives appropriate for the ability of the class?
- ✧ Did I tell the students what they are going to learn in a simple way at the beginning of the lesson?
- ✧ Did I review the learning key points with students at the end of the lesson?

***Were the learning objectives appropriate for the ability of the class?***

The learning objectives of this lesson are as follow:

1. students are able to name body parts, such as eye, hair, ear, mouth, nose, etc.
2. students are able to use adjectives to describe people, such as long, short, fat, thin, big, small, etc.
3. students are able to wait patiently for their turns.
4. students are able to maintain eye contact with group members.
5. students are able to use quiet voices during the games.
6. students are able to follow rules when playing games.

The above learning objectives are appropriate for the ability of the class. Learning objectives 1 and 2 involve the development of students' academic knowledge whereas learning objectives 3 and 4 involve development of social skills.

***Did I tell the students what they are going to learn in a simple way at the beginning of the lesson?***

At the beginning of the lesson, I did not tell the students what they would learn after the daily practice. I should tell them they will make use of the words they learn to complete a pair work task and a group work task.













***Did I review the learning key points with students at the end of the lesson?***

I reviewed the learning key point with the class when I did the self-learning evaluation with them (figure 1).

Name \_\_\_\_\_

Date 23-3-2011 (lesson 1)

How well did I do in this lesson?

	Very well	OK	Not so well
I can say the name of the body parts.			
I know how to describe people. E.g. long, fat, etc.			
I can sing the song.			
I can play the game.			

**Figure 1: Self-evaluation form of lesson 1**

## **QUESTIONING TECHNIQUES**

***Are there sufficient open-ended questions to let students explore concepts and have discussions?***

Some open-ended questions were designed and asked in 'Show and Tell' activity. For the subsequent lessons, I can list out possible answers made by the students before the lesson. This might be useful in guiding students to give answers.

***Is there sufficient 'wait-for-answer time' (3-5 seconds) for students to respond?***

For the sentence making and open-ended questions, 5 seconds wait time was provided to the students.

## **STUDENT PARTICIPATION**

### ***Are there enough interactions between teacher and students?***

I asked many questions, the students answered the questions and I gave comment. I interacted with the students. Some less-able students did not interact much with me. I can ask the students to share their opinion with their partners before they share their opinion or answer to me.

### ***Did I invite more students to participate and allow them to have sufficient time to think before telling the correct answer?***

### **Did I encourage student discussion to enhance interaction among them?**

There was not enough interaction among students. More student participation should be encouraged. For example, I can ask students to share their ideas to their partners before they answer my question.

### **Did the arrangement of students' seating facilitate interaction between students and I and among students themselves?**

Students sat closer to the teacher and the peer. They paid more attention when they sat in the base. The teacher could easily find the distracted students and reminded them to pay attention. Student spent more than two third of time sitting on the base. Students may get tired if they sat on the stools for a long period of time. Besides, it seemed to be too crowded at the base and there will be more space at the base in the following lessons..

## **GROUP WORK**

### **Have rules for group work been established?**

Explicit rules should be provided or displayed to the students.

I had reminded the students to follow the rules before they did the group work 'Run and draw'. This lesson focused on two rules. Students should wait patiently for their turns and use quiet voice during the games. However, I did not ask the students to have self-evaluation about obeying rules. This will be evaluated in the subsequent lessons.

### **Did I set evaluation criteria to help students to do self-evaluation and group evaluation?**

Only self-evaluation was done by the students. Group evaluation can be incorporated into next module plan. No explicit evaluation criteria were set to help students to do self-evaluation. I can ask students whether they know how to judge themselves. However, it is difficult to set concrete evaluation criteria to all statements of the evaluation form since some statements are affective.

## **FEEDBACK**

### **Did I praise students on specific criteria/ efforts rather than on results?**

I praised the students on their specific efforts and invited the class to praise the students too.

**Did I give opportunity for students to find their errors and correct them?**

For the sentence making activity, I wanted to train the students to edit the sentences. I invited them to identify the errors and they could give suggestions.

**Did I give opportunity for students to reflect on how they worked out the answer?****ASSESSMENT FOR LEARNING****Did I collect enough evidence to reflect the effectiveness of students' learning?**

Students completed their self-evaluation after the lesson. I analyzed the result and interviewed some students so as to understand their difficulties. However, I did not ask the students to evaluate their ability of following rules. This will be done in the subsequent lesson. Individual graded worksheets 1A and 1B were given as homework.

**Is assessment outcome considered for adjusting teaching contents/ strategies?**

I had marked the worksheet before I taught lesson 2. I also modified some design in response to their performance in worksheets 1A and 1B.

After marking students' graded worksheets, I found that some students made mistakes on labeling 'a finger, a hand and an arm'. I have asked some students who made the mistakes. A few students got confused of the picture and some mixed up the word 'hand' and 'arm'. A few made mistake like 'a feet' or spelling mistakes. Some follow-up work will be included in the lesson 2.

**Rooms for improvement**

I have mentioned some improvement that could be made in the subsequent lessons.

*Insufficient chances of sharing students' work*

I should provide more chances for students to share their group activity sheet to the class. I plan to display students' sentence making to the class and ask them to read and sign next to their favourite sentences.



## E. PEER-EVALUATION

### *Peer evaluation: Lesson 1*

#### YUEN LONG LONG PING ESTATE TUNG KOON PRIMARY SCHOOL 2010-2011 PEER EVALUATION

A.

Teacher: Yiu Nai Sum	Observer: Wong Siu Mui	Other observers: Nil.			
Subject: English	Topic: Toys We Like	Class: P1C	Room: Room 202	Date: 23-3-2011 (Lesson 1)	Time: 8:40a.m.-9:25a.m.

B. Reflection

Students are well-disciplined and attentive.

#### **Good Practice:**

It's good to integrate the knowledge learnt in the PLP-R/W lessons: Students are asked to sing the Rainbow Song when they are moving to sit at the base.

Daily Practice: Teacher revised the high-frequency words .Teacher let students choose words to make sentences. Students can make good sentences and they can choose their favourite one(s) by signing their names.

A merit point system for groups is set up to reinforce their good behaviour.

Students have enough practice before an activity is carried out. For example, revisit the adjectives, parts of the body

There is demonstration before the pair work and group work.

The use of a timer helps students to learn to work within a time limit.

For the group work, students are reminded of the rules for pair work and group work.

**Room for improvement:**

There is a typing error in the power point – Look **an** describe. It should be Look **and** describe.

There isn't enough space at the base and it hinders the movement of the students. We can try to use the square stools instead of the round ones and move the desks and chairs to the back of the classroom.

When the students are doing the pair work, it would be better for the teacher to walk around the classroom to supervise the students.



## F. STUDENTS' SELF-EVALUATION

All individual self-evaluation forms were completed by students who participated in the lessons. The evaluation was done on the same day of the lesson. The teacher read aloud each statement and reminded students not to look at their partner's form. Students had to write down their name. The teacher interviewed the students who chose 'not so well' or 'could be better' in order to know what difficulties or other factors affected them in particular aspects. In this study, only self-evaluation was done. Peer evaluation and group evaluation can be done next time.

**Table 1: self-evaluation of students for lesson 1**

Statement on the questionnaire	Percentage of students (%)		
	Very well	OK	Not so well
1. I can say the name of the body parts.	71%	19%	10%
2. I know how to describe people. e.g. long, fat, etc.	48%	48%	4%
3. I can sing the song.	80%	10%	10%
4. I can play the game.	81%	19%	0%

According to table 1, most students thought that they could say the name of the body parts well. Only 10% of students (i.e. 2 students) thought that they could not say the name of the body parts well. However, I found that about one third of students confused 'hand' with 'arm'. Some follow-up work has been done in lesson 2. Moreover, 90% of students enjoyed singing the song "Head, Shoulders, Knees and Toes". All students liked the game when they asked their partners to point to different body parts of the puppets.

**Table 2: self-evaluation of students for lesson 3**

Statement on the questionnaire	Percentage of students (%)		
	Brilliant	Good	Could be better
1. I can play the game.	61%	35%	4%
2. I can read the words.	61%	22%	17%
3. I can work with my partner.	52%	30%	18%
4. I can wait for my turn patiently.	74%	13%	13%
5. I liked this game.	74%	22%	4%

According to table 2, 96% of students thought that they could play the game well. However, there were several games in lesson 2. For statement 2 ‘I can play *the game*’, the teacher did not specify which game it was referred to. Furthermore, 83% of students thought that they could read the words well. 17% of students had difficulty in reading the words. 18% of students thought that they could work with their partner better the next time. 13% of students thought that they did not wait their turn patiently. 96% of students liked the game but ‘the game’ was not specified here.

**Table 3: self-evaluation of students for lesson 4**

Statement on the questionnaire	Percentage of students (%)		
	Good	Average	Could be better
1. I liked working with my classmates.	78%	22%	0%
2. I liked speaking in English and I used only English.	92%	4%	4%
3. I like the game.	84%	8%	8%
4. I can wait for my turn patiently.	80%	12%	8%

For lesson 4, students had the whole class activity ‘Story Whoosh’. All students had their own roles and they acted out a story.

According to table 3, all students liked working with the classmates. 92% agreed with statement 2, ‘I liked speaking in English and I used only English.’ However, statement 2 should be split into two independent statements ‘I liked speaking in English’ and ‘I used only English.’ Only 4% of students (i.e. 1 student) did not agree with statement 2. The teacher further interviewed that student and he explained that he liked speaking in his mother tongue, Nepali, better. Therefore, he did not agree with statement 2. 92% liked the game, ‘Story Whoosh’. Only 8% of students (i.e. 2 students) thought that it could be better because they wanted to act more. A slight improvement was found in how students cooperated with their partners. In lesson 4, only 8% of students (i.e. 2 students) thought that they had to wait their turns more patiently.

**Table 4: self-evaluation of students for lesson 5yyy**

Statement on the questionnaire	Percentage of students (%)		
	Good	Average	Could be better
1. I like the game.	90%	5%	5%
2. I wait patiently for my turn.	57%	38%	5%
3. I use a quiet voice during the game.	71%	29%	0%
4. I can follow the rules.	81%	19%	0%

For lesson 5, students passed toy animals and practised the sentence pattern, ‘I like this dog./ I like that dog’ and ‘I like these dogs. / I like those dogs.’ According to table 4, most students liked this game. Only 5% of students (i.e. 1 student) thought that he should wait more patiently for his turn. He explained that he could not help himself because he liked the game very much. I was delighted that all students thought that they used quiet voices during the game and could follow the rules.

**Table 5: self-evaluation of students for lesson 7**

Statement on the questionnaire	Percentage of students (%)		
	Brilliant	Good	Could be better
1. I can read the words.	62%	24%	14%
2. I can work with my partner.	67%	29%	4%
3. I can wait for my turn patiently.	57%	38%	5%

For lesson 7, students worked in pairs and played a guessing game. 14% of students (i.e. 3 students) found that they had difficulty in reading the words. During the interview, these students said they could not read the words ‘kangaroo’ and ‘hippo’ well. Most students (96%) worked well with their partners and they could wait for their turn patiently. All students liked the guessing game.