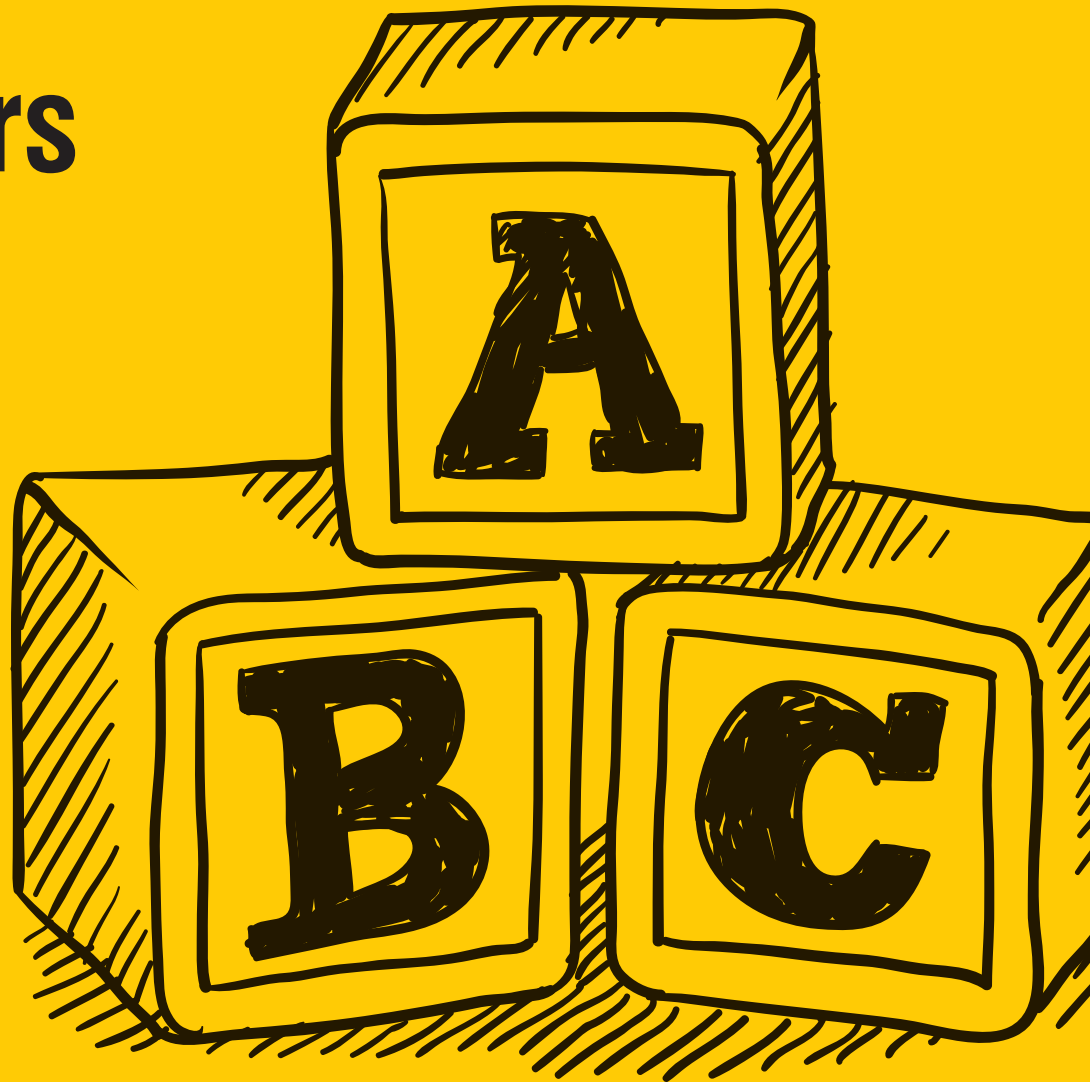


“Friends”

An English Language Learning Programme for Young Learners

Year **1**



MINISTRY OF EDUCATION AND CULTURE

“Friends”

**An English Language Learning
Programme for Young Learners
Teacher’s Book**

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Year 1

**PEDAGOGICAL INSTITUTE
CURRICULUM DEVELOPMENT UNIT**

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CURRICULUM DEVELOPMENT UNIT

Αγαπητοί εκπαιδευτικοί

Η εκμάθηση ξένων γλωσσών είναι σημαντική για τον πολίτη του 21ου αιώνα και μια από τις δεξιότητες κλειδιά τις οποίες η Ευρωπαϊκή Ένωση θεωρεί ότι οι πολίτες της πρέπει να κατέχουν.

Η εισαγωγή των Αγγλικών στις μικρές τάξεις δείχνει έμπρακτα τη δέσμευση μας για μια ευρωπαϊκή και διαπολιτισμική διάσταση στην εκπαίδευση.

Η προσέγγιση μέσω της οποίας εφαρμόζεται το μάθημα στις μικρές τάξεις, δίνει μέγιστη σημασία στον τρόπο μάθησης και στις ανάγκες του μικρού παιδιού. Στόχος είναι τα παιδιά να εισαχθούν στο κόσμο της ξένης γλώσσας με έναν τρόπο αβίαστο και να αποκτήσουν θετικές στάσεις τόσο προς το συγκεκριμένο μάθημα όσο και προς τις ξένες γλώσσες γενικότερα.

Στόχος μας είναι τα παιδιά να χαίρονται και να απολαμβάνουν το μάθημα και να δημιουργήσουν γερές βάσεις για το μέλλον. Η εκμάθηση μιας ξένης γλώσσας είναι μια μακρόχρονη διαδικασία, της οποίας η αρχή έχει ίσως τη μεγαλύτερη σημασία.

Είμαι σίγουρος ότι οι στόχοι μας θα επιτευχθούν και σας εύχομαι καλή επιτυχία στην εισαγωγή της καινοτομίας αυτής.

Ελπιδοφόρος Νεοκλέους
Διευθυντής Δημοτικής Εκπαίδευσης

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INTRODUCTION

INTRODUCTION

GENERAL PHILOSOPHY

The teaching of English to very young learners can have many benefits to the young learners' general linguistic development; both in their new foreign language (L2) and in their mother tongue (L1). The experiences gained through the interaction with a foreign language can also positively affect the development of a learner's personality and can contribute to an openness towards other cultures and new knowledge as well as a love for languages. This positive attitude towards the learning of languages is valuable for the modern citizen especially since language learning is vital for success in life and work, as has been rightly pointed out by the European Commission through the inclusion of foreign language skills as one of the key competences for the 21st century (European Commission, 2006).

Positive attitudes can contribute to the increase of motivation and these two factors are of primary importance to the success of an early language programme. Strong, sustained motivation and positive attitudes can be argued to be the foundation for long-term language learning. As such, these are the primary objectives of the methodology adopted in the present materials, which have been based on the new national curriculum for English.

The materials aim to implement the curriculum and corroborate its aims, objectives, recommended methodology and overall approach. Consequently, they focus not only on linguistic development but also on the development of positive attitudes, language learning strategies and intercultural awareness.

METHODOLOGY

The methodology applied in the present materials is one which is based on the communicative approach, task-based learning and the characteristics of young learners. It emphasizes, therefore, active and meaningful use of language and engagement in meaningful tasks.

In Year 1 the proposed approach immerses pupils in a foreign language environment full of interesting activities to carry out. The activities do not include any reading or writing by the pupils. Instead, the focus is on aural/oral skills.

LANGUAGE SKILLS

Listening is given priority in this first year of primary school. The aim is for the pupils to become familiar with the sounds of the foreign language and to be able to listen without becoming anxious. They are encouraged to develop various learning strategies so as to help them with their listening - both now and in their future careers as language learners. Finally, at this very early stage of language learning, listening is given priority as it is a source of input for the pupils. Listening is promoted by teacher language (see

also section ‘use of L1 in the language classroom’), audio CDs for songs and stories, online sources, guest speakers in class, and more.

Speaking is encouraged from the beginning but it is never forced on the pupils. If a teacher senses that a pupil does not want to speak, then the pupil should not be forced but allowed to start speaking at his/her own time. Pupils are supported in their first efforts at speaking through songs, rhymes and jazz chants and opportunities to try things out in chorus while they are gaining in confidence.

Reading and Writing are not practiced in Year 1. There is a number of reasons which led to this decision, one of them being the fact that the pupils will be learning to read and write in Greek in Year 1. Naturally, pupils vary in their reading and writing readiness and some will be already picking up the written form or wanting to try writing things out. If so, they should not be discouraged. Nevertheless, the focus in Year 1 is on listening and speaking.

TECHNIQUES

Main methodological techniques recommended in the curriculum and adopted here are the use of games and songs, storytelling and pair and group work.

SONGS

Songs are enjoyable for all learners and especially young learners. They are fun and easy to learn and offer a range of learning benefits. They can help develop both the learners’ listening and speaking skills and can help children easily memorise chunks of language, which is an essential first step to language learning. Songs also help develop the positive learning atmosphere which is important for language learning. They can, for example, lower anxiety and enable participation by everyone – even the most shy and reserved children.

The present materials prefer the use of traditional songs and rhymes so that the children can be offered valuable authentic linguistic input as well as the opportunity to come into contact with important cultural artefacts from other countries.

Another form of singing used in this set of materials is jazz chants, which are poems using jazz rhythms. Jazz chants can be useful when there is need for children to consolidate particular language but no suitable songs can be found. In this case, teachers may use chants recommended here or create their own. Once pupils have experienced jazz chants, they are then able to create their own, either by adding words to rhythm provided by the teacher or, later on, experimenting with their own rhythmic patterns.

GAMES

Games are another valuable learning activity. Like songs, they are an activity natural to children and help develop and sustain motivation and lower anxiety. Games can cater to a variety of learning styles as they can involve music, movement and interaction with other pupils. They can also help develop valuable cognitive and social skills.

Games can be used at any part of the lesson and can greatly support the initial stages of learning when the pupils' comprehension ability is higher than their productive skills. During this stage pupils can participate in games which require no or minimal linguistic production but allow them to show comprehension and participate actively in the lesson.

There is a variety of games used in this set of materials. Some of the most frequent ones are the following:

Ball game: This is played with a small, soft ball and the pupils standing up, preferably in a circle. The teacher throws the ball to a pupil and provides a model sentence, e.g. "My name's Petros" or "I am Petros". Then the pupil which has the ball forms a similar sentence about him/her and then throws the ball to someone else. The game is very versatile and can be used to practice a range of linguistic structures and communicative functions.

Kim's game: This is a memory game and can be played using flashcards placed on the board, real objects placed in the centre of the classroom or objects shown in a digital presentation using power point or interactive whiteboard software. A number of objects are presented to the pupils and they are allowed some time to look at them. Once this time is up, the pupils are asked to close their eyes and then one object is removed. The pupils then open their eyes and try to remember which object is missing.

Pass the card: This game is played with flashcards while the pupils are sitting in a circle. There are many variations to it. The basic structure of the game involves the teacher handing out one card to the first pupil. Then the pupil passes the card to the next pupil and so forth, while the class may be singing a song or listening to a song being played as background music. When the music stops, or when the teacher shouts "Stop!", the pupil who holds the flashcard needs to hold it up and name the object on the flashcard.

Variations involve a number of flashcards going round the circle (e.g. 4 or 5 cards), flashcards being in envelopes or real objects going round. Other variations involve the pupil holding the flashcard up and inviting the rest of the class to call out the object, etc.

Disappearing cards: This game involves a number of flashcards being placed gradually on the board. Pupils may be invited to call out the object in each new flashcard which appears. Then once all the flashcards are on the board, the teacher starts removing them. Every time a flashcard is removed the pupils are invited to name all the objects again (including the one which has now been removed). Gradually all the flashcards are removed and the pupils have to rely on their memory so as to name the complete sequence of objects. (The number of objects depends on the level of the pupils. Younger pupils may only have 5 or 6 objects.)

Pelmanism: This is again a memory game which is played with two sets of the same cards (e.g. two sets of 6 cards). The cards are placed on the board (or on desks if the game is played in pairs), face down. The pupils take turns to turn two cards round. Each time they turn a card round, they are asked to name the object on the flashcard. If both cards show the same object, then the pupil can keep the cards. If the objects shown are

different, the pupil needs then to turn the cards face down and put them back in their original places. The game continues until all the cards are collected and the winner is the player who has collected the most cards.

STORYTELLING

Stories are a valuable learning tool for young learners. Storytelling is a familiar and enjoyable activity for children and thus further promotes the positive, motivating learning atmosphere which is so conducive to learning. Furthermore, stories can connect with the pupils' own emotions and everyday lives as well as open windows to new worlds and other cultures.

The stories chosen for these materials were carefully selected based on a range of criteria. Primarily they were chosen so as to be authentic stories of acclaimed literary value while at the same time be within the pupils' proximal zone of development and fit in with the topics and linguistic goals of the new national curriculum.

Storytelling is a form of shared reading during which the teacher mediates the story to the pupils. The recommended process for storytelling used in these set of materials consists of three stages: pre-storytelling, while-storytelling and after-storytelling.

Pre-storytelling is the stage where pupils are prepared so as to be able to follow the story. This can involve pre-teaching of some key-vocabulary, introduction to the topic of the story or the story's characters.

While-storytelling is the stage where the teacher actually narrates the story to the pupils. 'Telling' the story is preferred to 'reading' the story as this enables the teacher to adapt the book's language and his/her pace accordingly. During while-storytelling it is important that the pupils are actively engaged in the process. This can be achieved in various ways such as having them discuss the illustrations or predict what is going to happen in the story.

After-storytelling is a stage during which the teacher can practice and/or consolidate language which appeared in the story or consolidate further the actual storyline thus consolidating the pupils' understanding of the story. Very often a story's topic can be exploited in a way which involves various school subjects and this is something worthwhile which should be encouraged (see 'interdisciplinarity' section).

Pair and group work

Pair and group work are helpful in that they give the pupils the opportunity to work with language at their own pace as well as learn from their peers. Another important benefit is that this type of work offers the pupils more actual time to actively use the language.

Very young learners can carry out a range of pair or group work activities provided that they are supported, given clear and helpful examples and shown models of the type of work they are expected to do.

INTEGRATION OF TECHNOLOGY

The implementation of modern technologies in language teaching is motivating for the pupils and can thus promote the aims of the curriculum. The teacher is enabled to provide activities and learning materials which cater to the various learning styles in the classroom.

Often recommendations are made as to how technology can be implemented and materials are recommended either from freely available online sources or from materials specially prepared to accompany this book (online games, power point presentations). There are materials directed to help the teacher better prepare for class, materials to enhance the linguistic input the pupils are exposed to and materials intended to help pupils better comprehend or consolidate language.

Main aims of the integration of technology here is to add value to learning by increasing the interaction of pupils with language, allowing pupils to be creative and increasing their motivation.

USE OF L1 IN THE CLASSROOM

The question of whether or not teachers should use the L1 in the classroom is one which usually troubles foreign language teachers. There are a range of answers which all depend, however, on the particular context to which the question refers to.

The approach adopted here is one where the language classroom should develop into an environment where the children enjoy listening to the foreign language, where they are offered ample linguistic input and where they can develop learning strategies and practice all their communicative skills, including their strategic skills in communication.

All the above imply that the children should be exposed to natural, authentic input as much as possible. This will give them the opportunity to become familiar with the sounds and rhythms of the language. Year 1 and Year 2 only have one period of English a week, despite the fact that contact with English could also take place in other subjects either through CLIL or through projects and activities which involve other subjects. This one period should, therefore, be maximized as regards the language the pupils are exposed to and use. Teachers should use natural English in class both when teaching new language but also in the everyday classroom routines, which provide valuable opportunities for learning. Pupils' understanding should be supported through gestures and visuals.

Teachers can judge when L1 should be used in class. The following criteria, which are not exclusive, could be used when taking this decision:

- a) If the pupils seem confused and have not understood the instructions. It is ineffective to waste the time allocated to an activity. If the instructions are too complicated for the pupils to understand, it is better to give the instructions in

the L1, rather than waste valuable time and risk confusion and/or disappointment.

- b) If the pupils seem anxious and seem not to be comfortable in the foreign language environment. Our aim is for pupils to be comfortable, relaxed and happy. If the foreign language seems to be making them frustrated or anxious, a comforting break in the L1 might be useful.
- c) If the topic requires more advanced language or abstract terms. Sometimes the aims of the lesson involve discussion of themes which require more advanced language. Although some aspects of the topic might be adequately dealt with using the language pupils know, in order to achieve the aims fully, there might be need to carry out a discussion in the L1. This might usually be the case, if there is need for more in-depth discussion of a story, an analysis or presentation on intercultural aspects, etc.

Generally, L1 is expected to be used in the introductory stages of the programme, when pupils are still getting used to the foreign language classroom but the aim should be to maximize L2 use as the programme gets under way.

ASSESSMENT

Assessment is necessary so that pupils' progress is monitored and assisted in order to help each one of them reach the defined targets and fulfill their potential.

The materials follow the guidelines of the curriculum and employ mostly alternative assessment techniques which are child-friendly and do not cause increased anxiety levels, or risk damaging the motivation of the pupils.

Assessment is seen as part of learning and as such it is part of every lesson and does not come only at specific points in time. The aim of assessment is to see whether children have achieved the particular objectives and does not intend to compare them with others. Each child is supported in order to achieve his/her own potential.

The main form of assessment used here is portfolio. Portfolio assessment is suitable to the purposes and nature of assessment required by the curriculum. It is a systematic collection of evidence towards the development of the pupil in relation to the target objectives. Portfolio allows for the use of a variety of assessment types and it thus enables assessment of a variety of goals such as attitudinal, strategic and intercultural in addition to linguistic goals.

The materials should be used along with the Cyprus Junior European Language Portfolio which is based on the Common European Framework of Reference for Languages. The pupils should visit their portfolio at intervals to evaluate their progress and add evidence of their learning. Portfolios should also be used to link home and school and parental involvement in learning should be encouraged.

INTERDISCIPLINARITY

School subjects are not discrete and separate but most often link and relate to each other. Consequently, it may be that a school event, project or general theme might also be used in English while themes and language taught during the English lesson might be expanded in other subjects.

Interdisciplinary activities are encouraged and often suggested in the lesson plans. A theme from a storytelling session in English, for example, might easily be expanded in any other school subject depending on the activities chosen to consolidate the theme (art, music, drama, discussion, craft making, etc.). An action song learned during English can be integrated in a Physical Education lesson, sung as a small break in between lessons or while children are drawing something in art or turned into a musical dramatization project during music or drama classes.

HOW TO USE THIS BOOK

This book aims to help teachers implement a successful English language programme to Year 1. It is not prescriptive. Teachers can feel free to adapt, omit or add activities to suit their particular contexts.

This book is organised in Units which have their separate objectives and goals. Nevertheless, recycling language is of tremendous importance for this young age group. The Units therefore try to activate and reuse taught language as often as possible.

In particular, each Unit is taught in usually two lessons and each lesson has a complete lesson plan. Units are organized in the following sections for the convenience of the teacher:

OBJECTIVES – these are the targets of the particular Unit. Each Unit usually has language objectives, intercultural objectives and objectives which focus on the development of learning strategies.

NEW LANGUAGE – this section specifies the language which is new for the particular Unit. New language is divided into Production and Comprehension. Language which is included under Production is language which the pupil is expected to actively use, whereas language under Comprehension is not aimed for active use from the pupil. In this case, the pupil is only required to comprehend the new language.

RECYCLED LANGUAGE - Recycled language is language which has been taught earlier and is purposefully included in the Unit so that the pupils will reactivate it and reuse it, thus consolidating their learning.

MATERIALS – this section lists all the materials a teacher needs for the Unit. Materials for all the lessons which are required to cover the Unit are included in this section.

TIME - this indicates the time required for the completion of the Unit.

Accompanying Materials

This book is supported by other materials. These materials are the following:

- “Starter Book A”, which includes visual focus points for children and parents and a variety of activities
- A set of storybooks (picturebooks) which have been sent to all schools. These are:
 - “I want my dinner” by Tony Ross (HarperCollins)
 - “Brown Bear, Brown Bear” by Eric Carle (Puffin Books)
 - “Polar Bear, Polar Bear” by Eric Carle (Puffin Books)
 - “Pudding” by Pippa Goodhart (Chicken House)
 - “Dear Zoo’ by Rod Campbell (Macmillan)
- A set of flashcards to help teachers in carrying out the activities recommended in the Teacher’s book
- An accompanying website (<http://www.schools.ac.cy/klimakio/index.html>) which is regularly updated with online resources such as audio files, PowerPoint presentations, etc.

OVERALL PLANNING MAP

UNITS	Teaching Periods	MAIN OBJECTIVES	INTERCULTURAL ASPECT	LEARNING STRATEGIES	RECYCLED LANGUAGE	NEW LANGUAGE	
						PRODUCTION	COMPREHENSION
UNIT 1	2X40'	<ul style="list-style-type: none"> greet people introduce themselves 	<ul style="list-style-type: none"> become aware of children of different nationalities 	<ul style="list-style-type: none"> feel comfortable and relaxed in the language classroom 		<i>Good morning. Hello! How are you? Fine Thanks. I'm + name</i>	<i>My name is What's your name?</i>
UNIT 2	1X40'	<ul style="list-style-type: none"> respond to the teacher's instructions become familiar with basic classroom language 	<ul style="list-style-type: none"> be able to play the traditional game "Simon says" 	<ul style="list-style-type: none"> make use of gestures and facial expressions to understand and convey meaning feel comfortable and relaxed in the language classroom 	<i>Good morning. Hello! How are you? Fine Thanks.</i>	<i>Stand up/ Sit down/ clap your hands/ Listen/ Be quiet</i>	
UNIT 3	2X40'	<ul style="list-style-type: none"> comprehend basic classroom language follow teacher instructions identify the colours taught name at least four of the colours 	<ul style="list-style-type: none"> become sensitized to the existence of a variety of flags learn the traditional song "I can sing a rainbow" 	<ul style="list-style-type: none"> be able to set goals, developing personal objectives feel comfortable and relaxed in the language classroom 	<i>Good morning. How are you? Sit down/ Stand up/ Listen (or other classroom language taught in previous lessons)</i>	<i>Blue/ Red/ Yellow/ Green/ Purple/Orange/ Pink</i>	<i>What colour is it?</i>
UNIT 4	1X40'	<ul style="list-style-type: none"> to identify classroom objects taught to name at least four of the classroom objects taught follow teacher instructions comprehend basic classroom language 		<ul style="list-style-type: none"> be able to predict feel comfortable and relaxed in the language classroom 	<i>Colours: Blue/ Red/ Yellow/ Green/ Purple/Orange/ Pink</i>	<i>book, pen, pencil, ruler, school bag</i>	<i>What's this? It's a...</i>

UNIT 5	1X40'	<ul style="list-style-type: none"> to appropriately use the phrase "I want .." to use polite expressions like "please" and "thank you" to follow a simple story in English 	come into contact with foreign children's literature ("I want my dinner" by Tony Ross)	<ul style="list-style-type: none"> feel comfortable and relaxed in the language classroom inference meaning from visuals, gestures and intonation 	Classroom objects (<i>book, pen, pencil, ruler, school bag</i>)	I want my ... Please. Thank you. Lovely. Princess, teddy, dinner	<i>potty</i>
UNIT 6	1X40'	<ul style="list-style-type: none"> identify the numbers (1-10) say the numbers (1-10) comprehend basic classroom language follow teacher instructions 	become familiar with a traditional number rhyme	<ul style="list-style-type: none"> tolerate ambiguity activate background knowledge 	Colours, classroom objects	Numbers 1-10	How many..?
UNIT 7	1X40'	<ul style="list-style-type: none"> identify the parts of the face name the parts of the face comprehend basic classroom language follow teacher instructions 	become familiar with a traditional song	pay directed attention to follow simple instructions.	Colours, classroom language, classroom objects, numbers	eyes, ears, mouth, nose, big, small	
UNIT 8	1X40'	<ul style="list-style-type: none"> follow a simple story use vocabulary related to feelings (happy, sad) describe actions (naughty, bad) 	come into contact with foreign children's literature (Pudding, by Pippa Goodhart)	<ul style="list-style-type: none"> tolerate ambiguity infer meaning from visuals and gestures predict what is going to happen next in a story 	eyes, ears, mouth, nose	happy, sad, naughty, bad, dog	likes, nobody, together, friend

UNIT 9	3x40	<ul style="list-style-type: none"> • identify the animals taught • name at least five animals • follow a simple children story • comprehend basic classroom language • follow teacher's instructions 	<p>come into contact with foreign language literature</p> <p>(Brown Bear, Brown Bear by Eric Carle)</p>	<ul style="list-style-type: none"> • predict what's going to happen next in a story • use imagery 	Colours (blue, red, yellow, green, orange, purple), numbers 1-10, dog	Animals: cat, sheep, bird, duck, horse, frog, fish, bear Colours: black, white, brown	What's this? It's a/an... teacher, children, language mentioned in the story
UNIT 10	2x40	<ul style="list-style-type: none"> • to express possession by appropriately using the structure "This is my..." 		<ul style="list-style-type: none"> • tolerate ambiguity 	Classroom objects, parts of the face, colours	This is my ...	What's this? It's a...
UNIT 11	2x40	<ul style="list-style-type: none"> • identify the animals mentioned in the story • name at least four of the animals mentioned in the story • follow a simple children's story 	<p>come into contact with foreign language literature</p> <p>(Dear Zoo by Rod Campbell)</p>	<ul style="list-style-type: none"> • predict what's going to happen next in a story • infer meaning from gestures and visuals • activate previous knowledge 	Farm animals (cat, dog, sheep, bird, duck, horse, frog, fish) bear I want... This is my... scary, naughty, big, small	It's a/an ... Lion, elephant, giraffe, camel, snake, zoo, tall, perfect, pet	What's this? fierce, language included in the story

UNIT 12	2x40	<ul style="list-style-type: none"> • identify at least five of the animals in the story • say the names of at least five of the animals in the story • follow a simple children's story 	<p>come into contact with foreign language literature</p> <p>(Polar Bear, Polar Bear by Eric Carle)</p>	<ul style="list-style-type: none"> • predict what's going to happen next in a story • cooperate with peers so as to carry out tasks • use imagery 	<p>It's a/an...</p> <p>Animals: farm animals: cat, dog, sheep, bird, duck, horse, frog, fish/</p> <p>Wild animals: bear, snake, elephant, lion</p> <p>Colours (white, brown, blue, pink, black, green, yellow, purple, orange)</p> <p>Adjectives (big, small, tall, scary)</p>	<p>Polar bear, hippo, flamingo, zebra, leopard, peacock, walrus, crocodile, tiger, kangaroo, grey</p>	<p>What's this?</p> <p>Zookeeper, language included in the story</p>
UNIT 13	2 x 40	<ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • introduce people 	<p>become aware of different people from around the world.</p>	<ul style="list-style-type: none"> • tolerate ambiguity • work with others to complete tasks 	<p>colours, parts of the face</p>	<p>This is + name.</p>	<p>Who's this?</p> <p>boy, girl</p>
UNIT 14	2x40	<ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • identify members of a family • introduce the members of their family 	<p>become aware of the variety of families around the world.</p>	<ul style="list-style-type: none"> • tolerate ambiguity • relate information to personal experiences 	<p>This is...</p> <p>This is my ...</p> <p>It's a...</p> <p>Animals: cat, bird, duck, dog, fish</p> <p>sheep, horse, elephant, camel, lion, giraffe</p> <p>Classroom objects</p>	<p>mum, dad, sister, brother</p>	<p>Family</p> <p>S/he comes from...</p>
UNIT 15	2x40'	<ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • identify parts of the body taught • name the parts of the body taught 	<p>become familiar with the complete version of the traditional song "Heads, Shoulders, Knees and Toes"</p>	<ul style="list-style-type: none"> • tolerate ambiguity • use gestures to communicate meaning • make guesses based on previous knowledge 	<p>colours (blue, red, yellow, green, orange, black, white, pink)</p> <p>animals (cat, dog, sheep)</p> <p>parts of the face (eyes, ears, mouth, nose)</p> <p>big, small</p>	<p>head, shoulders, knees, toes</p>	<p>touch, show</p>

UNIT 16	2x40	<ul style="list-style-type: none"> • identify the fruit items taught • name the fruit items taught • say what fruit and/or animals they like • say what fruit and/or animal they don't like 	become aware of different children living in the world	tolerate ambiguity cooperate with others to complete tasks	animals (cat, dog, sheep, frog, snake, duck) colours (blue, red, yellow, green, orange, black, white, pink)	I like/ don't like apples / bananas / pears / oranges / rabbits	S/he likes ...
CHRIS TMAS	1x40'	give Christmas greetings	become familiar with a foreign Christmas song (Ten little angels)	• be able to activate background knowledge	Numbers 1 – 10	Merry Christmas, angel, band	
E A S T E R	1x40'	give Easter Greetings	become familiar with Easter customs from other countries	• cooperate with peers to carry out tasks	Colours	Happy Easter, Easter chocolate egg, Easter Bunny	
HAPPY BIRTH- DAY	1x40'	<ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • wish 'Happy Birthday' 	become familiar with: <ul style="list-style-type: none"> • birthday celebration in different countries • a traditional 'happy birthday' song 	<ul style="list-style-type: none"> • tolerate ambiguity • communicate using gestures 	numbers (1-10), colours (blue, red, yellow, green, orange, black, white, pink)	Happy Birthday	Let's sing

LESSON PLANS

UNIT 1

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • greet people • introduce themselves
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become aware of children of different nationalities
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	Good morning. Hello! How are you? Fine Thanks. I'm + name
<i>Comprehension</i>	My name is What's your name?
RECYCLED LANGUAGE	
MATERIALS	Class puppets, flashcards (of children from other cultures), a soft ball, paper bags or envelopes, coloured pencils
TIME	2 X 40 minute lessons

Lesson 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none">• The teacher introduces the class puppets/mascots (male and female) using Greek and saying that the puppets came to class from another country and will be with the pupils throughout the year. (These could be any puppets the teacher chooses. The teacher could choose, for example, one puppet or two. The puppets could be an animal, a fairy tale creature, etc.).• The teacher tells pupils that the puppets do not speak Greek and asks them for ideas on how they could communicate with the puppets (the expected suggestion is to speak in English).• The puppets say “Good morning” and the teacher encourages pupils to respond accordingly.• The puppets introduce themselves saying “Hello! I’m”. The teacher acts out mini-dialogues between him/her and the puppets:<ul style="list-style-type: none">- Good morning!- Good morning!- I’m + name! What’s your name?- I’m <p>The teacher goes round the class with the puppets and encourages pupils to introduce themselves to the puppets:</p> <p>Puppet: “Hello! I’m + puppet’s name.” Pupil: “Hello! I’m + pupil’s name.”</p>
PRACTICE	<ul style="list-style-type: none">• Pupils play a ball game in order to practice “I’m + name”. They stand in a circle and the teacher throws a ball to a pupil saying “Hello! I’m + teacher’s name” expecting the pupil that catches the ball to do the same. The pupil then throws the ball back to the teacher and the teacher throws the ball to another pupil until all pupils play and try and introduce themselves.

	<ul style="list-style-type: none"> • Pupils play another ball game. They sit in a circle and pass the ball round while the teacher plays English songs on the CD player/computer. At intervals the teacher stops the music. When the music stops, the pupils stop passing the ball round and the pupil holding the ball introduces his/ herself: “I’m + name.”
PRODUCTION	<ul style="list-style-type: none"> • The teacher presents the song “Good morning!” (sang to the tune of <i>Are you sleeping/ Frère Jacques</i>). The song can be found at http://www.schools.ac.cy . “Good morning! Good morning! How are you? How are you? How are you today? How are you today? I’ m fine thanks, I’ m fine thanks” • Pupils sing the song.
EVALUATION	<ul style="list-style-type: none"> • Pupils draw themselves in the frame provided in Unit 1 in their Starter Book. They then take turns to come to the front of the class, show their picture and introduce themselves: “Hello! I’m + pupil’s name.” <p>Tip 1: <i>If pupils are shy and do not want to come to the front of the class, they shouldn’t be forced. They can show their picture from their seat or present their picture to the teacher in private.</i></p> <p>Tip 2: <i>If pupils can’t say “Hello! I’m”, then try whispering it in their ear and they can try repeating it after you.</i></p>

Lesson 2

PROCEDURE

REVIEW/ PRESENTATION

- The teacher and the class puppets/mascots say “Good morning”. The pupils are encouraged to respond.
- The teacher sings or plays the song “Good morning” taught in the previous lesson and encourages pupils to sing along.
- The class puppet/mascot greets pupils and pretends that s/he has forgotten all their names so pupils have to re-introduce themselves:

Puppet: Hello! (or Good morning!) I’m ...
What’s your name?

Pupil: I’m + pupil’s name.

- The teacher tells pupils that today they have guests from other countries and shows them pictures or puppets of children of other nationalities (the pictures can be stuck on a ruler or pencil to create a makeshift puppet). The children/puppets introduce themselves to the pupils saying:

“Good morning I’m Aazzi.”

“Hello! I’m Lee.”

“Hello! I’m Rajiv.”



- At this point, the teacher can ask pupils to guess where these children come from (pupils can use their mother tongue to reply).
- The teacher presents a dialogue with the puppets.

-Hello I’m Aazzi. What’s your name?

	<p>-I'm Rajiv. -How are you Rajiv? -Fine.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher takes the puppets and goes round the class introducing them to pupils: <p>Teacher/puppet: Hello I'm Rajiv. What's your name? Pupil: Hello! I'm + pupil's name.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> Pupils create their own puppets by drawing faces on envelopes or paper bags and give them names. <div data-bbox="756 786 1240 1146" data-label="Image"> </div> <ul style="list-style-type: none"> They then use their puppets to act out dialogues in pairs. First, the teacher carries out an example dialogue with the help of a pupil. Then, the pupils introduce the puppets to their partner, e.g.: <p>Hello/Goodmorning! I'm + puppet's name. Hello! I'm + puppet's name. How are you? Fine thanks.</p> <p>Note: If pupils have difficulties in saying "How are you?", they can only say the first part of the dialogue.</p> <ul style="list-style-type: none"> Volunteer pupils can present their dialogues to the class. (If pupils are not confident enough to do this, they should not be forced to.)
<p>EVALUATION</p>	<ul style="list-style-type: none"> The teacher observes the pupils during their dialogues (above) and evaluates their progress.

UNIT 2

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • respond to the teacher’s instructions • become familiar with basic classroom language
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • be able to play the traditional game “Simon says”
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • make use of gestures and facial expressions to understand and convey meaning. • feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	Stand up/ Sit down/ clap your hands/ Listen/ Be quiet
<i>Comprehension</i>	
RECYCLED LANGUAGE	Good morning. Hello! How are you? Fine, thanks.
MATERIALS	Puppets, flashcards
TIME	1 X 40 minute lesson

Lesson 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher greets the pupils with “Good morning! How are you?”. The class puppets/mascots greet the pupils in the same way and the pupils are encouraged to respond. • The teacher plays or sings the “Good morning!” song and pupils sing along. • The pupils can also sing the song as a dialogue between the teacher and them or between two groups of pupils, e.g.:

	<p>Pupils: Good morning! Good morning! Teacher: How are you? How are you? How are you today? How are you today? Pupils: I'm fine thanks, I'm fine thanks"</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher uses the class puppets/mascots to present the phrases: <i>stand up/ sit down/ clap your hands/ Listen / Be quiet!</i> <p>Puppet 1 gives instructions to puppet 2 and the latter responds:</p> <p>Stand up Sit down Clap your hands etc.</p> <ul style="list-style-type: none"> The other puppet then gives instructions to the pupils and they respond.
PRACTICE	<ul style="list-style-type: none"> Pupils do the "Listen, point and say" activity in their Starter Book. Pupils play "Simon says". The teacher gives instructions which should be followed, if they are preceded by "Simon says". If not, then the pupils should ignore the instruction. If there are pupils that feel confident, and are willing, they can give instructions to the rest of the class in order to play "Simon says" (the teacher can help the pupils by whispering the instructions in their ear, if necessary).
PRODUCTION	<ul style="list-style-type: none"> The teacher says a chant: <p style="text-align: center;">Stand up, Stand up Sit down, listen Be quiet and Clap your hands</p> Pupils repeat in chorus doing matching gestures at the same time.

EVALUATION

- The pictures in the “Listen, point and say” activity can be used to evaluate the pupils’ ability to identify/comprehend instructions given. The teacher calls out instructions and the pupils show in their books which instruction the teacher has called out. The teacher observes the pupils by walking around the classroom and noticing their responses.
- The teacher has a set of flashcards showing the instructions taught in this lesson. S/he calls a volunteer pupil and shows him/her one of the cards. The pupil then tries to give the rest of the class the instruction to follow.

For example, the teacher shows a pupil a flashcard showing the action “Stand up”. The pupil is expected to say to the rest of the class: “Stand up” and the rest of the pupils follow the instruction.

Then another pupil comes out to give an instruction to his/her classmates and so forth. Once more, if pupils are not ready to do this, the teacher can support them by whispering the instruction in their ear.

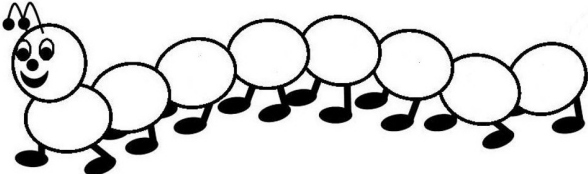
UNIT 3

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • identify the colours taught • name at least four of the colours
<i>Intercultural aspect:</i>	The pupils should: <ul style="list-style-type: none"> • become sensitized to the existence of a variety of flags, e.g. flags of Cyprus, Greece, England and/or of the countries of origin of pupils in the class • be made aware of the multicultural nature of their class (if appropriate) • learn the traditional song “I can sing a rainbow”
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • be able to set goals developing personal objectives • feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	Blue/ Red/ Yellow/ Green/ Purple/ Orange/ Pink
<i>Comprehension</i>	What colour is it?
RECYCLED LANGUAGE	Good morning. How are you? Sit down/ Stand up/ Listen (or other classroom language taught in previous lessons)
MATERIALS	Puppets, colour flashcards (from school set), a soft ball, Optional: bingo cards (e.g. from http://www.mes-english.com/flashcards/shapes.php)
TIME	2 X 40 minute lessons

Lesson 1

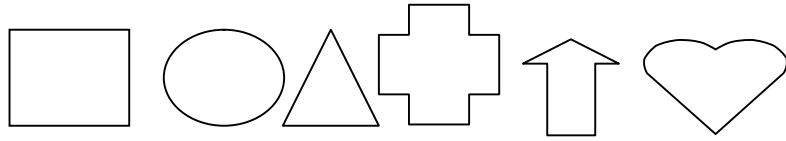
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher greets pupils with “Good morning. How are you?” and encourages pupils to reply (e.g. Fine, thanks). • Pupils sing the “Good morning” song they’ve learned in a previous lesson.

	<ul style="list-style-type: none"> • A quick game of “Simon says” can help review the language learned in the previous lesson (Unit 2) e.g. “Sit down/ Stand up/ Listen”, etc.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher uses flashcards to present the colours. Pupils repeat the words in various ways, e.g. loudly, silently, quickly etc. • Pupils do the “Listen, point and say” activity in their Starter Book. • The teacher shows a picture of the Cyprus flag asking pupils to say (in their mother tongue) which country’s flag it is and what colours they can see on it (yellow, white, green). The same process is repeated with the British flag, which could be the class puppets’/mascots’ country. The teacher can also present flags representing nationalities of pupils in the class. If the class does not include children from other nationalities, one or two more flags can be added, e.g. Greece and France. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">e.g. (flags of Greece, Bulgaria and Sweden)</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><i>Note: Pupils are not expected to be able to identify all the flags by the end of the lesson. The flags are simply used to identify the colours.</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher sticks the flags (more than one of each kind, if possible) on the classroom walls at different parts of the classroom. A group of pupils come to the front of the classroom and the teacher calls out the colours of one particular flag, e.g. blue, red and white.

	<p>The pupils need to find and touch the flag that has these colours, e.g. the British flag. The game continues with the teacher calling out colours from other flags.</p> <ul style="list-style-type: none"> • The teacher calls out colours and the pupils find an object that has that colour and hold it up. Pupils can play this game while they are sitting at their desks and/or a group of pupils can come out and find objects from around the classroom. • Variation of the game “Pass the card”: The teacher gives out a few colour flashcards to the pupils who pass them round from pupil to pupil while an English song is playing on the CD-player/computer. When the music stops, the pupils that have colour flashcards, take turns to hold them up. Each time a pupil holds a colour flashcard up, the rest of the class calls out the colour. • If there is time, another variation of “Pass the card” can be played. This time the pupils who have the flashcards, can name the colour on their cards themselves. • Ball game: The teacher says a colour and throws a ball to a pupil (Pupil A). Pupil A says another colour and then throws the ball to one of his/her classmates, Pupil B. Pupil B says any colour apart from the one said previously by Pupil A. Pupil B then throws the ball to Pupil C and so forth.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils listen and colour a picture of a caterpillar in their Starter Book. The teacher has the same picture on the board and gives instructions to pupils, e.g. <p>“Colour this red” (the teacher points to the part of the caterpillar’s body that needs to be coloured red)</p> 

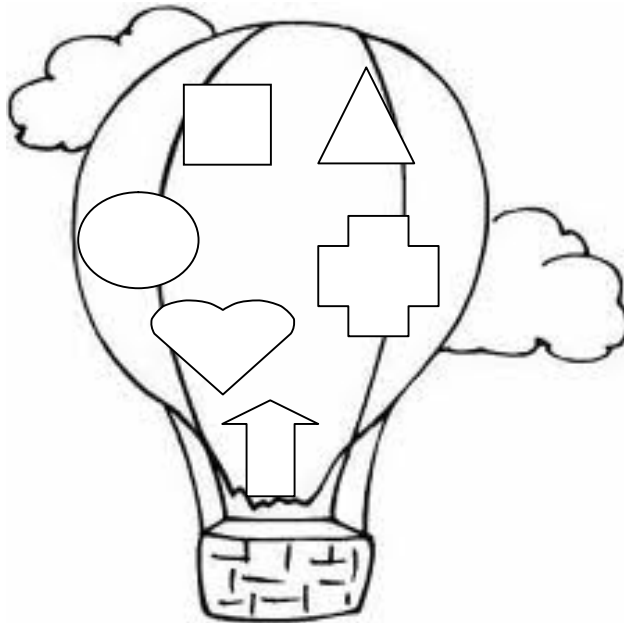
- Optional activity:

The teacher draws these shapes on the board:



S/he then gives the pupils a picture of a hot air balloon (see photocopyable material) which the pupils colour according to the teacher's instructions:

Colour this shape red.
 Colour this shape yellow.
 Colour this shape pink, etc.



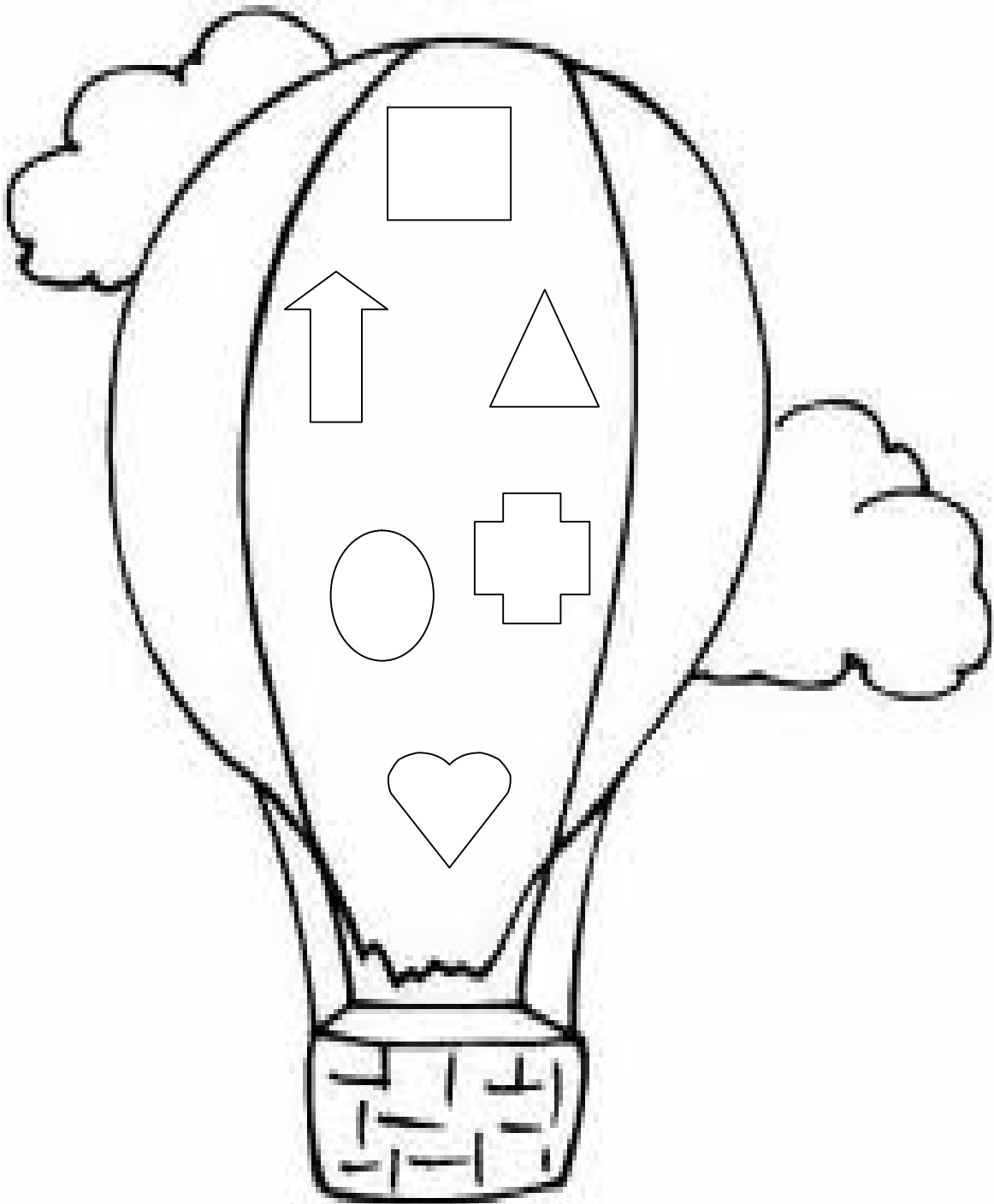
The pupils can then colour the rest of the picture in any colours they like.

EVALUATION

- During the listening activity (either the caterpillar or the hot air balloon), the teacher observes the pupils responses by walking around in between instructions.
- When pupils finish colouring, they come to the front of the class to show their drawing. If they can, they point and say the colours on their drawing. If they are having difficulties, the teacher can whisper the colour in their ear and they can then call it out. Finally, they put their pictures on the notice board.

PORTFOLIO	<ul style="list-style-type: none">• Once the pictures come down of the notice board, they can be added to the pupils' portfolio as evidence of the pupils' progress in identifying the colours taught ("Μπορώ να κατανοήσω χρώματα", Listening target, A1).
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Photocopiable material

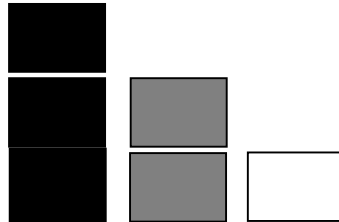


Lesson 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• The teacher greets the pupils and asks them if they remember the colours they learned. S/he asks them to call out colours they remember. As they do, the teacher sticks the relevant colour flashcards on the board.• The teacher then names all the colours again and the pupils repeat in various ways (silently, loudly, etc.).• Kim's game: The pupils close their eyes and the teacher takes away a flashcard from the board. When the pupils open their eyes, they have to call the colour that's missing.
PRACTICE	<ul style="list-style-type: none">• The teacher presents and teaches the song "I can sing a rainbow". It is a traditional song, and can be found at a variety of sites on the Internet such as http://tinyurl.com/cm5gset, http://tinyurl.com/c22btcq (slow versions), http://tinyurl.com/6eelz2u (faster-paced version). <i>Red and yellow and pink and green purple and orange and blue I can sing a rainbow sing a rainbow sing a rainbow too</i>• Pupils listen to the song and use the "Listen, point and say" activity in their Starter Book to touch the colour being mentioned each time.• Alternatively, the teacher gives each pupil a blank card/paper and asks them to colour it in one of the colours that are included in the song. They can then listen to the song and hold up their card, when their colour is mentioned in the song. During the "I can sing a rainbow" lyrics, i.e. when no colours are mentioned in the song, then all the pupils hold their cards up.• Pupils are encouraged to join in and sing the song together with the teacher.• The teacher gives each pupil one piece of white paper asking them to colour it with a colour they would like to

learn in English but they haven't been taught so far (e.g. grey, black). Pupils hand their cards to the teacher who puts them on the board as a graph, telling them that for a start they will learn the 2 most preferred.

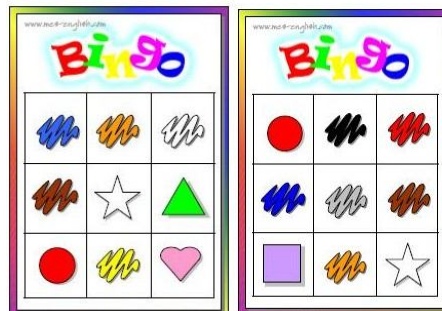
e.g.



Pupils repeat the names of the two most-preferred colours in various ways: loudly and silently, quickly and slowly.

PRACTICE

- Bingo game: The teacher can either use bingo cards (e.g. from: <http://www.mes-english.com/flashcards/shapes.php>) or use the “Listen, point and say” activity.




Tip: *If the bingo cards are laminated, then the pupils can use non-permanent markers. This means that the bingo cards can be used over and over again!*

In case the “Listen, point and say” activity is used for the Bingo game, then each pupil circles three colours. The game can be played in two variations:

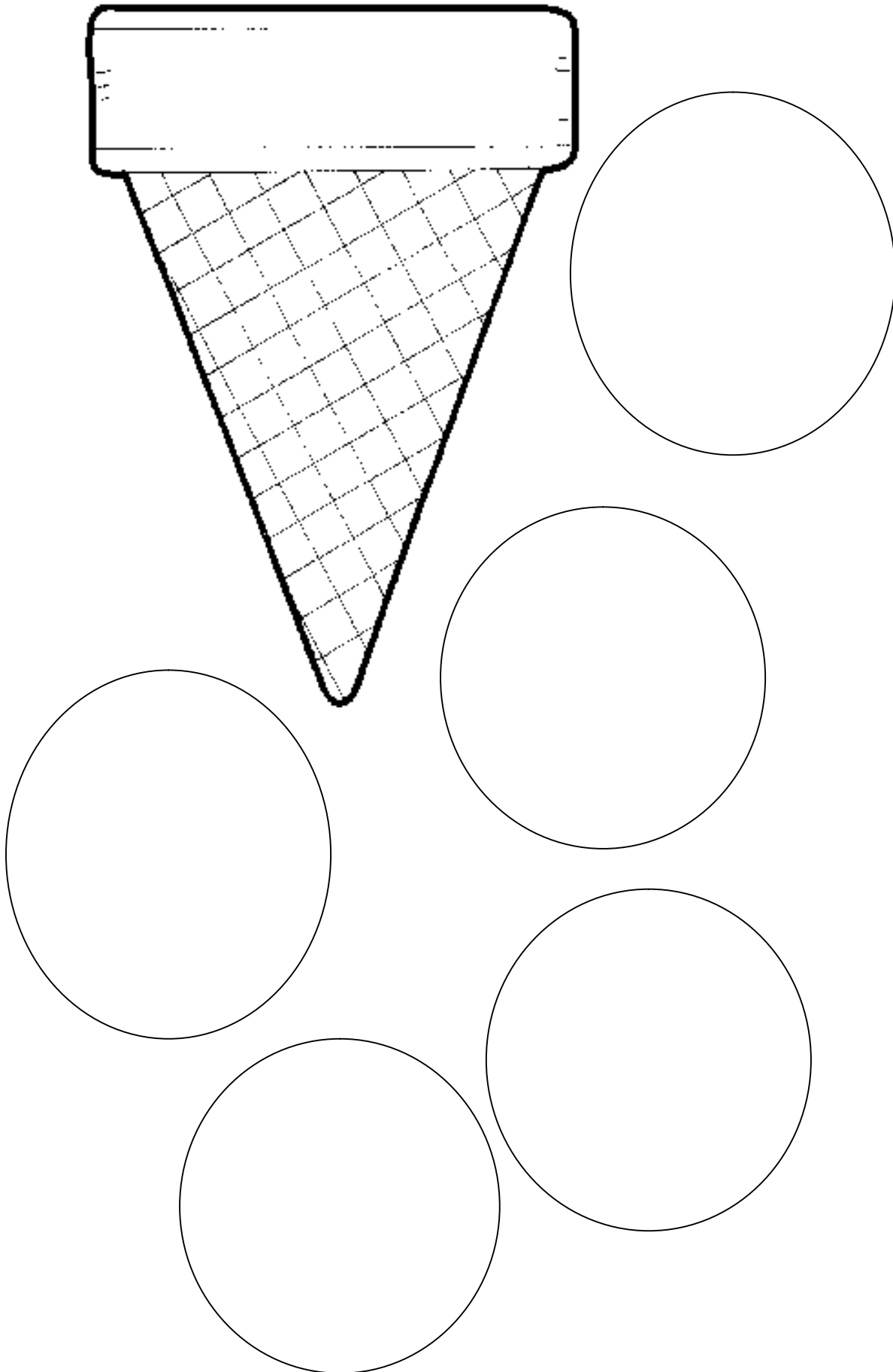
Variation A: pupils listen to colours being called out by the teacher and when they listen to all their circled colours, they win.

Variation B: pupils listen to colours being called out by the teacher and when they find all the colours they have not circled, they win.

Tip: *If there are pupils who feel confident enough, the game can be played again with pupils calling out colours, instead of the teacher.*

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils work in their Starter Book and colour the ice-cream. • While the pupils are drawing, the song “I can sing a rainbow” and/or other English songs can be playing in the background. The teacher monitors the activity and checks pupil’s progress by having individual chats with them, asking them to identify the colours they are using, etc. • Alternatively, the teacher may also like to use the photocopiable materials and have the pupils create an “ice-cream tower”. Pupils can colour as many circles as they want with the colours they have learned. <p>Once they have finished their ice-cream tower, pupils can come to the front of the class and talk about the colours they have used.</p> 
<p>EVALUATION</p>	<ul style="list-style-type: none"> • While the pupils are making their ice-cream tower, the teacher goes round the class asking pupils about the colours they are using and evaluating at the same time what they have learned so far. • If there is time, the pupils can play a “Simon says” game with instructions which involve colours as well as other instructions which recycle previously learned language. <p>e.g. “Simon says touch something green” “Simon says touch something yellow”</p>
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • Art: Pupils can learn the colours and paint a rainbow. The rainbow can be created in a variety of ways (crayons, collage, paint, colours, etc.).The pupils’ rainbows can be used to decorate the classroom either on walls, notice boards or as hanging mobiles.

Photocopiable material

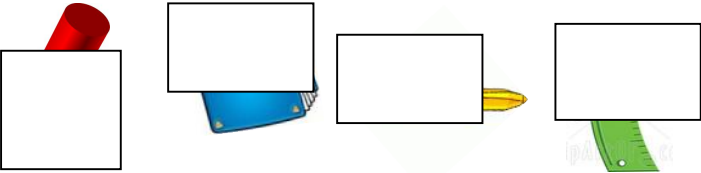


UNIT 4

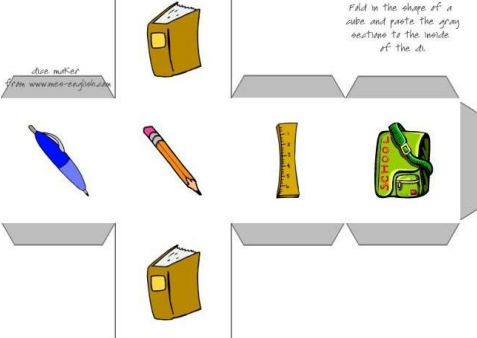
OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the classroom objects taught • name at least four of the classroom objects taught • follow teacher instructions • comprehend basic classroom language
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • be able to predict • feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	book, pen, pencil, ruler, school bag
<i>Comprehension</i>	What's this? It's a...
RECYCLED LANGUAGE	Colours: Blue, Red, Yellow, Green, Purple, Orange, Pink
MATERIALS	Flashcards of classroom objects (pencil, book, pen, ruler, school bag) from the school set or from alternative sources e.g. from http://www.mes-english.com/flashcards/classroom.php , PowerPoint presentation from www.schools.ac.cy small game cards (e.g. http://www.mes-english.com/flashcards/files/classroom_cards.pdf) and interactive game found at http://www.quia.com/cc/2309331.html
TIME	1 X 40 minutes

Lesson 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher reminds pupils of the song they learned in the last lesson ('I can sing a rainbow') and invites the pupils to sing along with him/her.
PRESENTATION	<ul style="list-style-type: none"> • The teacher presents the new words by showing real classroom objects to the pupils (<i>a pencil, a book, a pen and a ruler</i>) saying the words and encouraging the

	<p>pupils to repeat in chorus.</p> <ul style="list-style-type: none"> • The teacher also asks pupils about each item's colour in order to further review colours taught in the previous lesson. • Pupils do the "Listen, look and say" activity in their Starter Books.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher, using either a PowerPoint presentation found at http://www.schools.ac.cy or flashcards, shows only a small part of pictures of school items  <p>and slowly reveals each school item, while encouraging the pupils to guess the object along the way.</p> <p>The pictures are then presented on the board or the projector and pupils say the new words loudly and then quietly.</p> <ul style="list-style-type: none"> • Pass the card game: pupils play the game using the classroom object flashcards.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils play a "Pump Up the Volume" game: The teacher sends one pupil out of the room to be the "Seeker". Then, either the teacher or another pupil hides a school object. When the pupil-seeker returns, all of the pupils in the room say the name of the object over and over again as the seeker tries to find it. The pupils speak softer and quieter as the seeker moves further away from the hidden object. As s/he moves closer, the class pumps up the volume by repeating the word louder and louder until the object is found. Then another pupil becomes the Seeker and the teacher hides another school object. • Pelmanism (memory game): the game can be first played on the board with the whole class either using flashcards placed on the board or using an interactive game (found at http://www.schools.ac.cy or at

	<p>http://www.quia.com/cc/2309331.htm). The flashcards are placed face down and pupils have to turn them round and find the matching pairs. Pupils can be invited to come out – two at a time – to turn cards round. One pupil turns round the first card and the second pupil chooses and turns around another card. Each time they turn a card around, they need to name the object on the card. If the cards turned round are the same, the pupils win whereas if the cards are different, they have to be put back for the game to continue.</p> <ul style="list-style-type: none"> • After the pupils play the game as a class and become familiar with the rules, they can also play it in pairs or groups using sets of cards given to them by the teacher. Small game cards can be downloaded from http://www.mes-english.com/flashcards/classroom.php . <p><u>Pelmanism game rules:</u> Pupils play in pairs or groups. They place all their cards face down on their desks. They take turns to choose two cards and turn them round. Each time they turn a card around, they have to say the word. If the cards are the same, the pupil takes them. If not, they have to be placed back in the same place. The winner is the pupil with the most cards.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils use the picture in the Starter Book and point to the objects mentioned by the teacher. The teacher can give instructions such as “Show me the ruler”, “Point to the school bag.” and walk about the classroom observing the pupils responses. Notes on the pupils’ progress should be recorded soon after the lesson. • Pupils play a dice game. The teacher can either use a big toy die and stick flashcards/pictures on its sides or prepare a die with classroom objects (see picture below) and download it from: http://www.toolsforeducators.com/dice/classroom_make1p.php

		 <p>Cut out the die. Fold in the shape of a cube and paste the gray sections to the inside of the die.</p> <p>die marker from www.mrs-teachers.com</p> <p>die notebook pen pencil ruler pencil case</p>
<p>Pupils are divided in two groups. A pupil from the first group throws the die and the teacher asks the second group: "What's this?". If pupils reply correctly they get a point for their group. Then a pupil from the second group comes out and the same procedure is followed.</p>		

UNIT 5

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • appropriately use the phrase “I want ..” • use polite expressions like “please” and “thank you” • follow a simple story in English
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • come into contact with foreign children’s literature (storybook “I want my dinner”)
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • feel comfortable and relaxed in the language classroom • be able to inference meaning from visuals, gestures and intonation
NEW LANGUAGE	
<i>Production</i>	I want my ... please. thank you. lovely. princess, teddy, dinner
<i>Comprehension</i>	Potty
RECYCLED LANGUAGE	Classroom objects: book, pen, pencil, ruler, school bag
MATERIALS	Storybook “I want my dinner” by Tony Ross Class puppet, a plastic bag, pictures or real objects (a teddy bear, a potty, a crown), 2 pictures (one with a rude/angry expression and the other one with a happy and polite face – see photocopyable material)
TIME	1 X 40 minutes

Lesson 1

PROCEDURE	
REVIEW /PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher holds the class puppet/mascot and goes round the class picking up pupils’ school objects (pencils, rulers etc) and puts them in a plastic bag. The puppet also takes the teacher’s pen and sandwich and puts them in the bag too.

	<ul style="list-style-type: none"> • The puppet encourages the pupils to identify what is in the bag by going through a few of the objects. • The teacher and the puppet act out the following dialogue: Teacher: I want my pen. (in a rude manner) Puppet: Say PLEASE! Teacher: I want my pen ... please. (The puppet gives the teacher his/her pen.) Teacher: "Thank you!" • The teacher repeats the dialogue asking for his/her sandwich: Teacher: "I'm hungry. I want my sandwich" (in a rude manner miming that s/he feels hungry) Puppet: "Say PLEASE" Teacher: " I want my sandwich ... please" <i>The puppet gives the teacher his/her sandwich</i> Teacher: "Thank you" • The teacher encourages pupils to ask for their own classroom objects which the puppet put in the plastic bag. Whenever pupils omit to say please or thank you, the puppet says the phrase: "Say please" or "Say thank you". • The pupils sit in a circle and the teacher shows the cover of the storybook introducing the main character and key vocabulary. e.g.: "She is a princess." (teacher shows or wears a crown) "She's hungry." (teacher uses miming) "She wants her dinner." (teacher uses miming again)
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. Once a few examples of please and thank you are used in the story, the teacher encourages pupils to participate in the story and say the magic word 'please' (e.g. say ???)

	<p>or the polite way the princess asks for something, e.g.:</p> <p>.... "I want my potty" Say PLEASE, said the General"</p> <p>At this point, the teacher stops and shows pupils the picture of the princess asking them: "What does the princess say?"</p> <p>The teacher generally encourages pupils to take part in the storytelling process by encouraging them to say either the whole polite phrase "I want my potty", or expressions such as 'please' and "Thank you !".</p> <p>The pupils can also contribute by just repeating the words "please" and "thank you" after the teacher uses them.</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> The teacher presents two pictures showing a boy (see photocopiable material). The first picture shows the boy with a rude/angry facial expression and the second one with a calm and polite facial expression. <div data-bbox="719 1146 1198 1335" data-label="Image"> </div> <p>The teacher says phrases, like:</p> <p>" I want my dinner!" " I want my potty!" " I want my potty, please!" " I want my pencil!", etc.</p> <p>showing the appropriate picture of the boy each time and encouraging the pupils to repeat each phrase in chorus either in a rude manner or in a polite manner.</p> <ul style="list-style-type: none"> The teacher says phrases like above and shows one of the pictures of the boy (rude/polite). The pupils listen and if the phrase matches the picture, they touch their nose. If the phrase does not match the picture (e.g. the phrase is "I want my pencil, please." but the picture shows the rude boy.), they touch their head.

	<ul style="list-style-type: none"> • Pupils are still in a circle. Each one has a school object s/he owns. The teacher puts music on the CD player/computer and pupils pass the school objects around while the music is playing. The teacher stops the music and calls the name of a pupil. The pupil then looks for his/her own school object and finds who is holding it. S/he then asks for it politely: Pupil 1: I want my pencil, please. Pupil 2 gives the pencil. Pupil 1: Thank you! If the pupil forgets to say please or thank you, the class is encouraged to remind him/her (e.g. say thank you!.) The activity is repeated a few times with different pupils. • The teacher tells the story again and pupils join in whenever they can. They can also have copies of rude or polite faces and each time they hear the princess talk, they have to decide, if she is polite or rude and hold the appropriate picture up.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Teacher and pupils dramatise the story. The teacher takes the role of the princess (or a prince) and s/he puts on a toy-crown, if possible. S/he then gives pupils different objects that belong to her/him (school objects, a teddy bear, a potty, etc) and starts asking for these things: “I want my” The pupil that has that object in his/her possession asks the teacher to ask in a polite way and say thank you, e.g.: Teacher: I want my pencil. Pupil: Say please. Teacher: I want my pencil, please. Pupil: Here you are. Pupil: Say thank you. Teacher: Thank you! When the teacher asks in a polite way the pupil can give the object.

	<ul style="list-style-type: none"> • If there is time, the activity can be repeated with pupils taking on the role of the prince/princess. • Pupils draw a scene from the story. The teacher monitors the activity and has individual learning chats with pupils about their progress.
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • DRAMA: The pupils can act out the story in the form of a little play. This play can be presented either at the weekly assembly or elsewhere. • Alternatively, the pupils can create their own play using their own ideas/objects.

Photocopiable material





Unit 6

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the numbers (1-10) • say the numbers (1-10) • comprehend basic classroom language • follow teacher instructions
<i>Intercultural aspect:</i>	Pupils should become familiar with a traditional number rhyme
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • activate background knowledge
NEW LANGUAGE	
<i>Production</i>	Numbers 1-10
<i>Comprehension</i>	How many..?
RECYCLED LANGUAGE	Colours: Blue, Red, Yellow, Green, Purple, Orange, Pink Classroom objects: pencil, ruler, school bag, book, pen
MATERIALS	song (ten little Indians or other similar song) Optional: large number flashcards (either from the school set or from other sources e.g. from www.eslflashcards.com),
TIME	1X40 minutes
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher begins the lesson with the “I can sing a rainbow” song or another song which the pupils may have learned in the meantime.
PRESENTATION	<ul style="list-style-type: none"> • The teacher counts on his/her fingers from 1-10 twice. Pupils listen and are invited to join in. • The teacher presents the numbers using number flashcards or by writing the numbers on the board. Pupils repeat the words silently, loudly, quickly, etc.

<p>PRACTICE</p>	<ul style="list-style-type: none"> • Kim’s game: The flashcards with the numbers are placed on the board. The pupils close their eyes and the teacher removes one of the flashcards. The pupils open their eyes and say the missing number. <p>If the teacher is not using flashcards, when the pupils close their eyes, s/he chooses one number to rub out from the board. The pupils then try to identify the missing number.</p> <ul style="list-style-type: none"> • Guessing game: How many ... have I got? Pupils try to guess the number of school objects that the teacher holds (pencils, rulers etc.) or has in her/his bag. The teacher can use real objects or flashcards and hide them from the pupils until they make their guesses. <p>e.g. Pupils close their eyes and the teacher picks up three pencils. Pupils open their eyes.</p> <p>Teacher: How many pencils have I got? Guess.</p> <p>Pupil 1: two</p> <p>Pupil 2: five</p> <p>etc.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pass the card game: Pupils sit in a circle and are given cards with numbers. They pass the cards from pupil to pupil until the teacher says stop. Then the pupils have to show the card they are holding and say the number on the card. • While the pupils are in a circle, they play a game where all the pupils say the numbers in turn but each time a certain number comes round (e.g. 3 or 5) the pupil whose turn it is, says ‘BANG’. e.g.: <p>Pupils take turns: one, two, three, four, BANG!, six, seven, eight, nine, ten. One, two, three, four, BANG! six, seven, eight, nine, ten. etc.</p> <ul style="list-style-type: none"> • The teacher introduces the traditional number rhyme “Ten little Indians”. The song can be used either in its original version (ten little Indians) or changed

	<p>according to the teacher or the pupils' suggestions (e.g. ten little airplanes, ten little elephants, etc.)</p> <p>One little, two little, three little Indians four little, five little, six little Indians seven little, eight little, nine little Indians ten little Indian boys.</p> <p>or</p> <p>One little, two little, three little aeroplanes four little, five little, six little aeroplanes seven little, eight little, nine little aeroplanes ten little aeroplanes flying high.</p> <p>The pupils can listen to the song which is available at http://www.schools.ac.cy . Since it is a traditional song, it can also be found on various Internet sites such as http://tinyurl.com/6ofzgye .</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils listen and colour the right number of school objects in their Starter Book. The teacher gives instructions about how many items the pupils should colour, while also saying which colour they should use. The instructions to be used for the activity can be in the form of the examples below: -Colour two pencils blue. Colour three pencils yellow. -Colour four schoolbags red. Colour 2 schoolbags orange. etc.
<p>PORTFOLIO</p>	<ul style="list-style-type: none"> • After this lesson the pupils can visit their portfolio and note that they learned the numbers from 1- 10. Evidence of their learning which can be included in the portfolio, can be a recording of themselves saying the numbers (video or audio) or a recording of themselves singing the number rhyme they learned in this lesson. The pupils can also illustrate the song they learned.

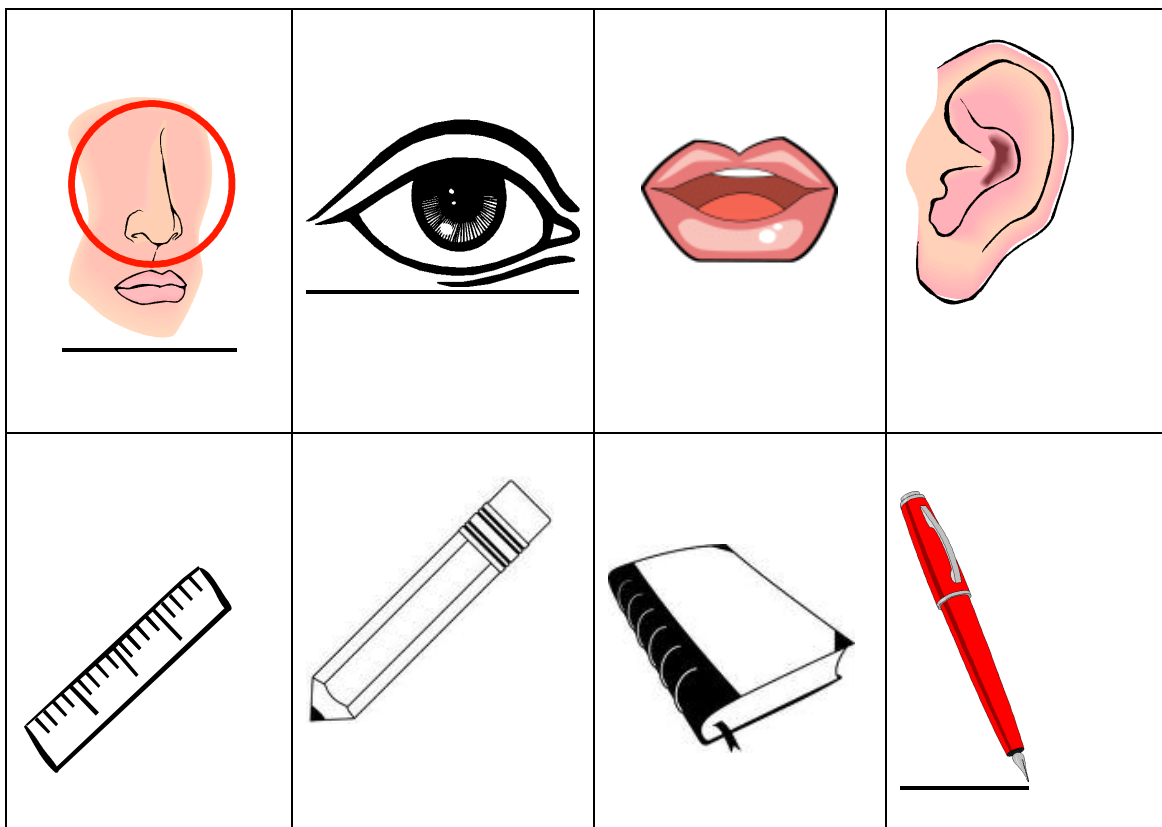
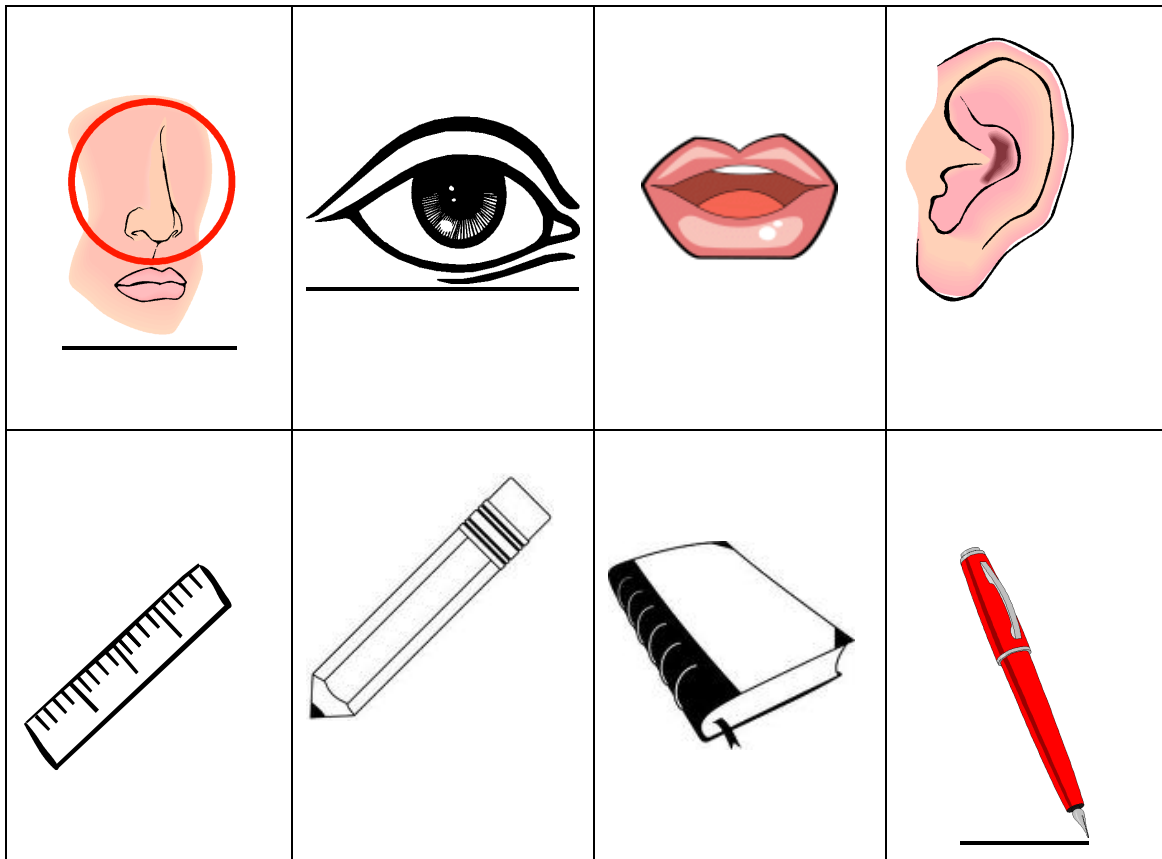
Unit 7

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the parts of the face • name the parts of the face • comprehend basic classroom language • follow teacher instructions
<i>Intercultural aspect:</i>	Pupils should become familiar with a traditional song.
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • pay directed attention to follow simple instructions.
NEW LANGUAGE	
<i>Production</i>	eyes, ears, mouth, nose, big, small
<i>Comprehension</i>	
RECYCLED LANGUAGE	Colours, classroom language, classroom objects, numbers
MATERIALS	Photocopiable material, colours, song (eyes, ears, and mouth and nose), play cards with parts of the face and classroom objects
TIME	1X40 minutes
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the rhyme they learned in the previous lesson.
PRESENTATION	<ul style="list-style-type: none"> • The teacher presents the new words (eyes, ears, mouth and nose) by pointing to her/his face and saying the words. The pupils are encouraged to point to their own face and say the words themselves. • The teacher continues with a song which includes the new language. This is the first part of the song “Head, shoulders, knees and toes”. Pupils listen to the song and do the matching actions by following the teachers’ actions. <p>It is a traditional song and can also be found on many Internet sites such as: http://tinyurl.com/c9kkknm</p>

	<p>Eyes and ears and mouth and nose, mouth and nose, mouth and nose</p> <p>Eyes and ears and mouth and nose, mouth and nose</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils sing along with the teacher and do the matching actions. • The pupils, along with the teacher, sing the song but only the teacher does the actions. The teacher deliberately makes mistakes and shows the wrong part of the face. The pupils shout “Stop” and start over. • ‘Simon says’: The pupils play “Simon says”. The instructions practice the new language (e.g. Simon says touch your nose, Simon says close your eyes,). Classroom language is also revised through this activity (e.g. Simon says be quiet, Simon says listen, etc.).
<p>PRODUCTION</p>	<p>Note: The teacher introduces the words big and small before carrying out the following activity. The words can be repeated by the pupils and gestures can be used while saying the words.</p> <ul style="list-style-type: none"> • Listen and Draw: Pupils do the activity in their Starter Book. The teacher gives instructions which the pupils follow to draw a face. A sample transcript of what the teacher can say is: <p><i>Let’s draw a face. Draw two small eyes. Colour them blue. Now, draw two big ears</i></p> <p><i>Are you ready? Let’s draw the nose. Draw a big nose.</i></p> <p>etc.</p> <p>The pace of the instructions should be slow and the</p>

	<p>teacher may need to repeat them a number of times before the pupils successfully complete their face outline.</p> <p>Once the pupils have finished, the teacher can draw the outline on the board and go through the instructions again inviting pupils to come to the board and draw each item. The pupils can, therefore, look at the drawing on the board and check their drawing, too. They can then be invited to evaluate how well they've done by giving themselves one star per correct point added to the face, e.g.</p> <p>One star for eyes, one star for nose, etc.</p>
EVALUATION	<ul style="list-style-type: none"> • Pupils play a memory game (pelmanism) which includes new and recycled language. <p><u>Rules:</u> Pupils play in pairs. They are given cards with parts of the face and classroom objects (see photocopiable material). Each object appears in two different cards (print handout twice for each pair). Pupils place all their cards face down on their desks. They take turns to chose two cards and turn them round. Each time they turn a card round they have to say the word. If the two cards are the same, the pupil keeps them. If not, the pupil places them back, face down. The winner is the pupil with the most cards.</p> <p>The pupils can first play the interactive version of the game together as a class, with two pupils going to the front of the class to choose pictures each time. The game can be found at http://www.schools.ac.cy .</p> <p>Also, while pupils are playing in pairs, one or more pairs (depending on how many computers are available in class) can play the game at the computer.</p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can be video or audio-recorded singing the song and include it in their portfolio as evidence of knowing the parts of the face and understanding a song (Listening target, A1) and evidence that they can sing a song (Speaking target, A1).

Pelmanism cards



UNIT 8

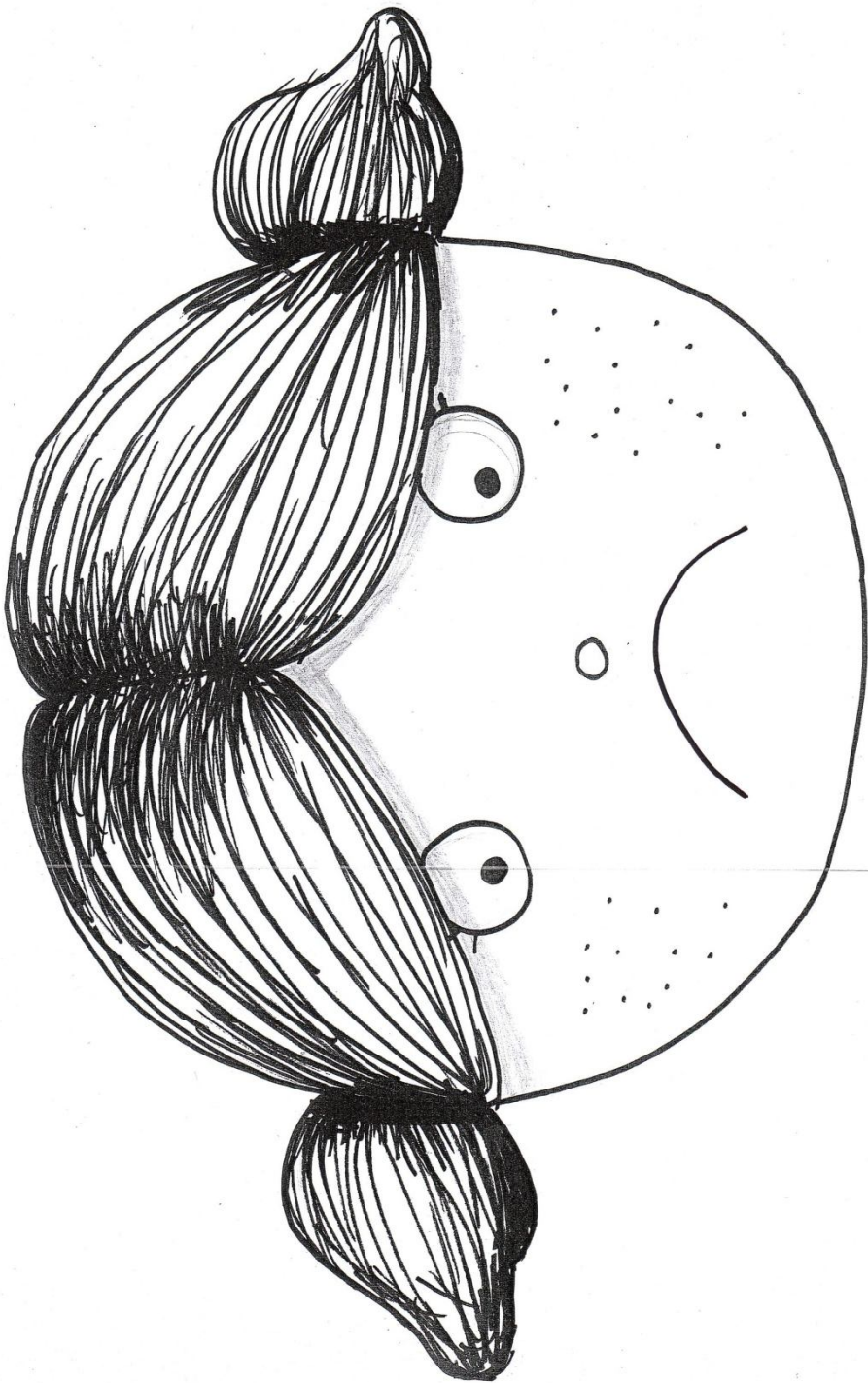
OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow a simple story • use vocabulary related to feelings (happy, sad) • describe actions (naughty, bad)
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign children's literature (Pudding by Pippa Goodhart)
<i>Learning strategies:</i>	Pupils should be able to <ul style="list-style-type: none"> • tolerate ambiguity • infer meaning from visuals and gestures • predict what's going to happen next in a story
NEW LANGUAGE	
<i>Production</i>	happy, sad, naughty, bad, dog
<i>Comprehension</i>	likes, nobody, together, friend
RECYCLED LANGUAGE	eyes, ears, mouth, nose
MATERIALS	Flashcards (from school set or alternative sources e.g. from http://www.esl-kids.com/flashcards/feelings.html) (happy, sad, naughty, bad), paper bags, story "Pudding" (found at http://www.schools.ac.cy), photocopyable material
TIME	1X40 minutes
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the song "eyes, ears, mouth and nose" which they learned in the previous Unit, while also doing the matching actions. • Pupils play "Simon says". They respond to the teacher's instructions only if s/he says "Simon says" e.g. "Simon says touch your nose".
PRESENTATION	<ul style="list-style-type: none"> • The teacher presents the new words using flashcards (happy, sad, naughty, bad) or other relevant pictures. The pupils' attention is drawn to the eyes and mouth or the actions of the pupils in the flashcards. • Pupils repeat the words while miming the

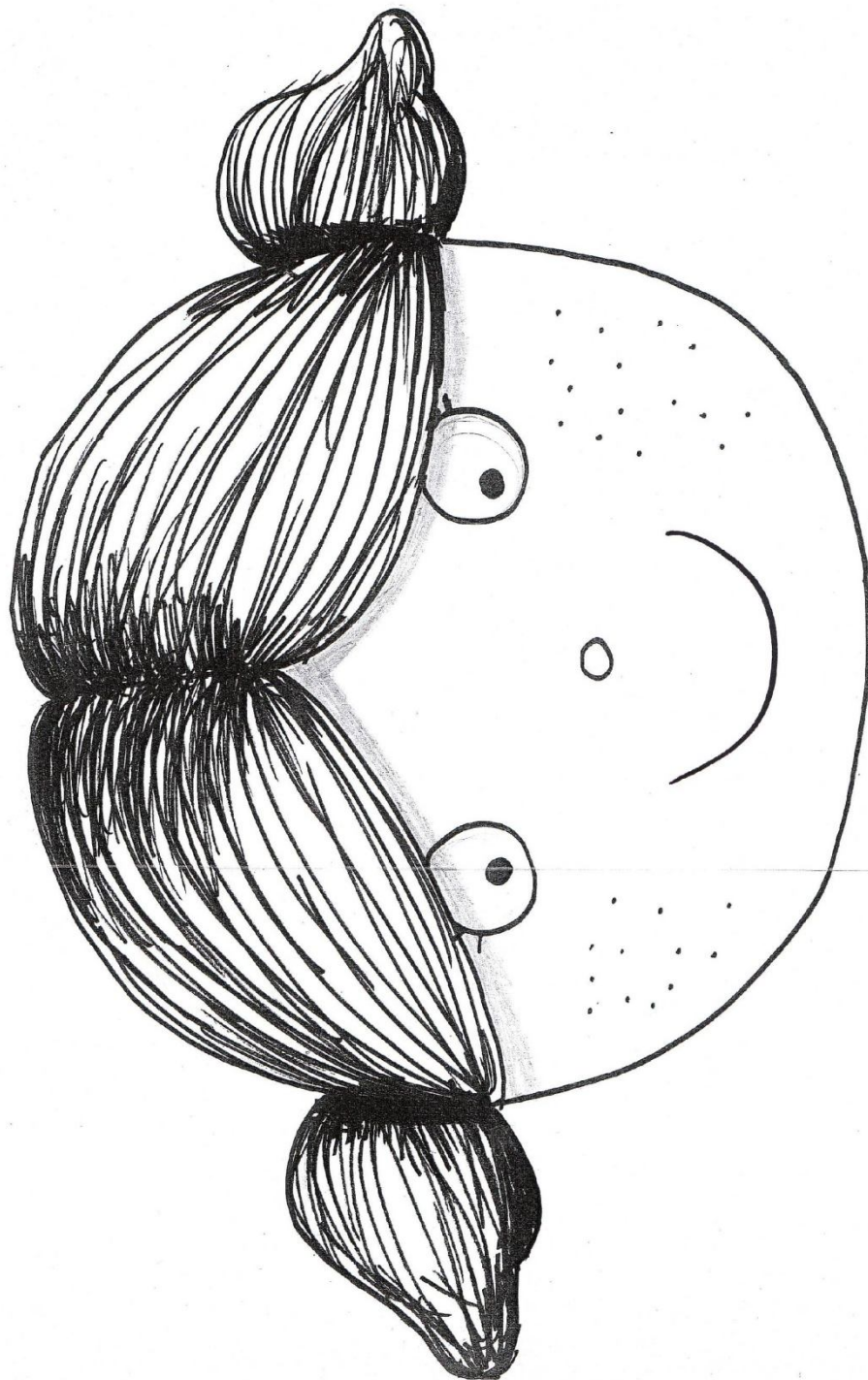
	<p>feelings/actions.</p> <ul style="list-style-type: none"> • Pupils do the “Listen, point and say” activity in their Starter Book. • The teacher calls out words and pupils show the matching picture in the “Listen, look and say” activity. • The teacher shows flashcards to the pupils and each time s/he shows a flashcard, s/he says one of the new words (happy, sad, etc.). If the word matches the flashcard, the pupils touch their nose. If the word does not match the flashcard, the pupils touch their head.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher presents the first picture and asks pupils to say what they see. The word ‘dog’ is introduced. The teacher asks pupils to guess the dog’s name. After the pupils suggest various names, the teacher introduces its name: “Pudding”. The teacher can perhaps mention (in L1) that it is a funny name since pudding means sweet or dessert in English. • The teacher says “X is my friend. Helen is Anna’s friend. Can you guess who is Pudding’s friend?”. Pupils try to guess e.g. “A dog. A cat...”. The teacher says “Let’s read the story to find out”.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. Occasionally, s/he stops and invites pupils to talk about the feelings of the characters in the story e.g. “What a mess! Look at Pudding. He is naughty. Is he happy?”
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Disappearing pictures: The teacher puts the flashcards on the board. Pupils say the words one by one. The teacher removes one picture and the pupils say the words again in the right order (including the word which has been removed). The teacher gradually removes all the words. • Miming game: Pupil volunteers take turns to come to the front of the class and mime feelings (happy, sad) or actions (naughty, bad). The rest of the pupils try to find the word.

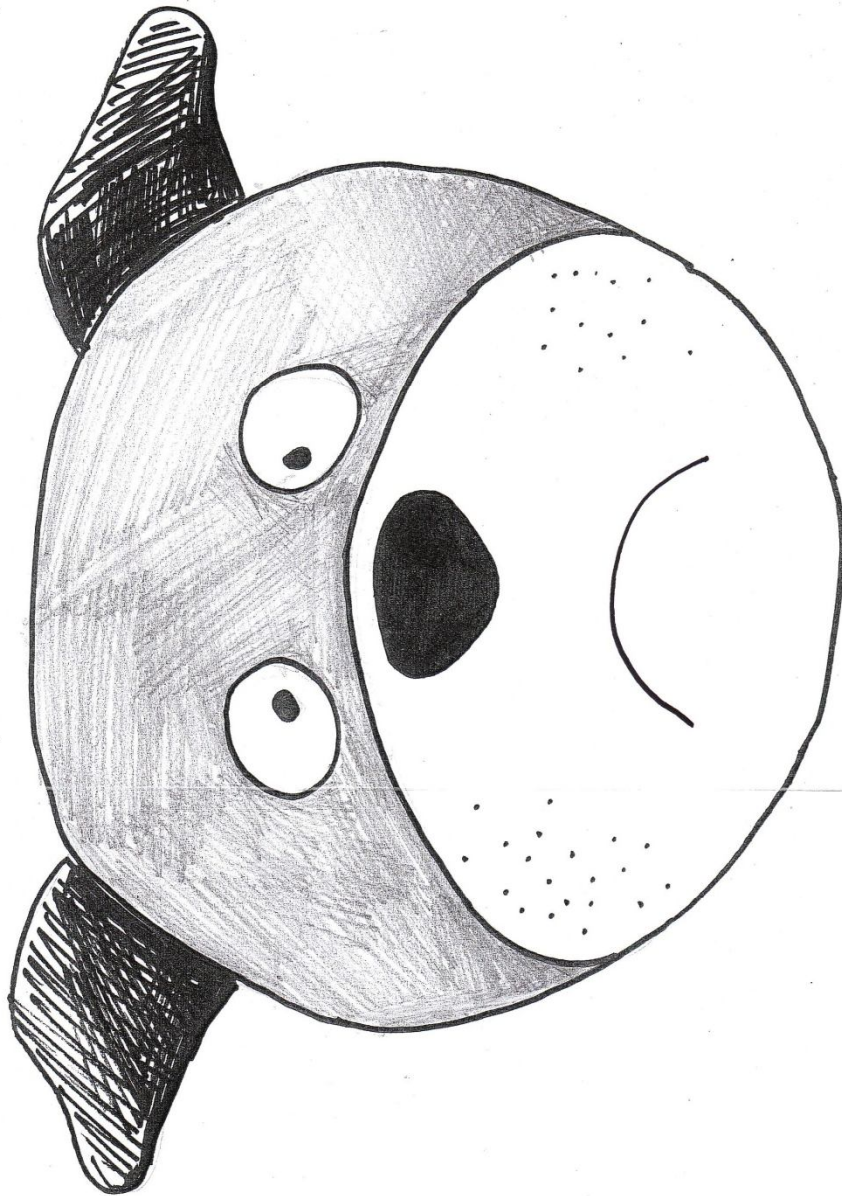
	<ul style="list-style-type: none"> • Pupils make paper bag faces: Pupils work in pairs. Each pupil has a paper bag. One pupil draws Lucy on the two sides of the paper bag. Lucy is happy on the one side of the bag and sad on the other. The other pupil draws Pudding on the two sides of his/her paper bag. Pudding is happy on the one side of the bag and sad on the other. <p>Alternatively, the teacher can give the drawings to the pupils to colour and stick on the envelopes (see photocopiable material).</p> <ul style="list-style-type: none"> • The teacher tells the story again. The pupils have their paper bags and follow the story while turning their paper bags from side to side according to the storyline (happy/sad). The teacher also encourages them to name the feeling they show on the paper bag. Finally, the pupils can also bring the paper bag figures together or further apart according to the story.
EVALUATION	<ul style="list-style-type: none"> • The teacher narrates short excerpts based on the story and the pupils draw a happy or sad face on the pictures in their Starter Book, accordingly, e.g.: <p><i>Pudding is alone. He has no friends. He is very sad.</i></p>
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • <u>Art</u>: Pupils work in groups. Each group draws a different part of the story using water paints, pastels or other means. Finally, the drawings are put together to create Pudding’s illustrated storybook. • <u>Life skills</u> (Αγωγή Ζωής): the story can be told again to highlight further the feelings of happiness and sadness as well as issues of friendship and/or loneliness.
PORTFOLIO	<ul style="list-style-type: none"> • If pupils make an illustrated storybook (see Art above), they can put take pictures of their book or scan it and put it in their portfolios. • The teacher can also take photos of the pupils with their paper bags and include them in their portfolio as evidence of a story they listened to and understood (Listening target, A1).

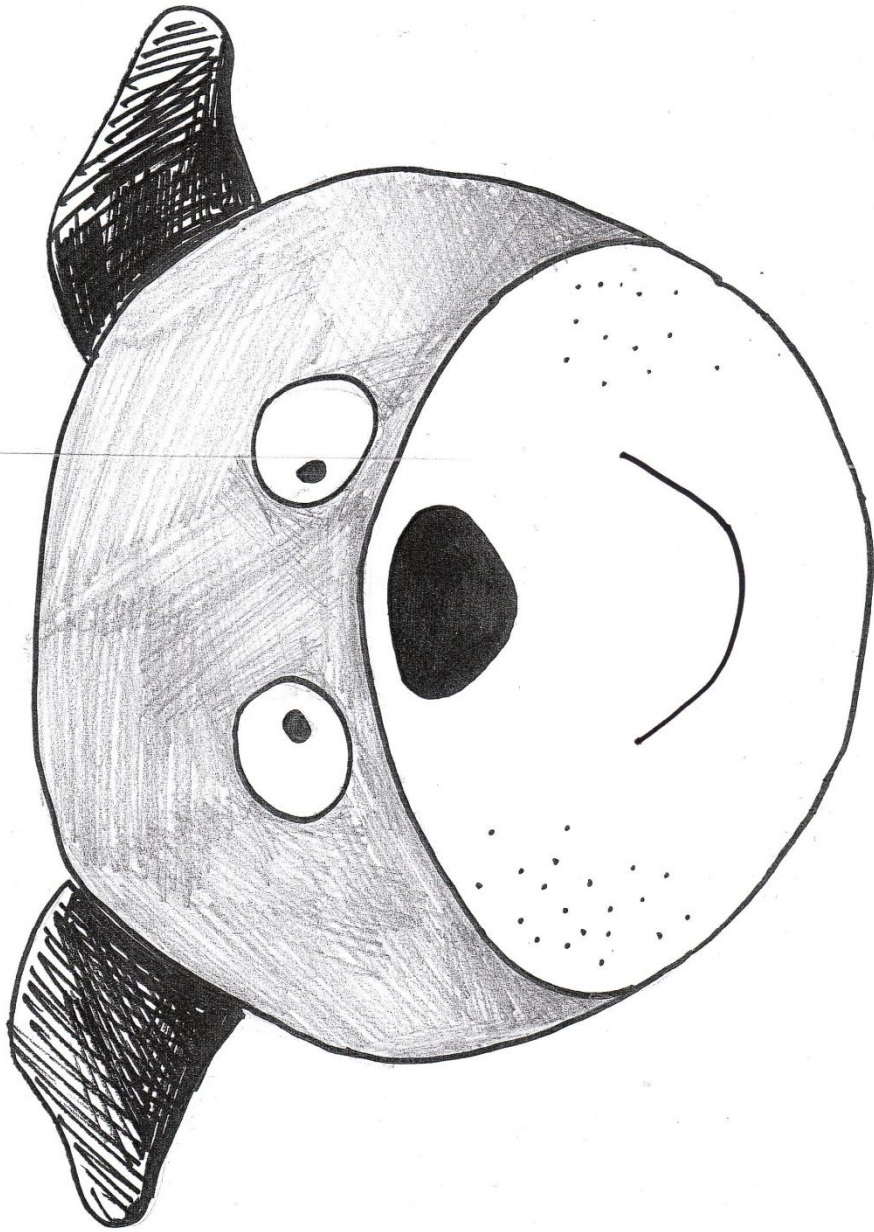
Note: Special thanks to Rodoula Matsa for drawing the pictures of Pudding and Lucy which are presented here.

Photocopiable material:









Unit 9

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the animals taught • name at least five animals • follow a simple children's story • comprehend basic classroom language • follow teacher's instructions
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign language literature (Brown Bear, Brown Bear by Eric Carle)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • predict what's going to happen next in a story • use imagery
NEW LANGUAGE	
<i>Production</i>	Animals: cat, sheep, bird, duck, horse, frog, fish, bear Colours: black, white, brown
<i>Comprehension</i>	What's this? It's ... teacher, children, language mentioned in the story
RECYCLED LANGUAGE	Colours (blue, red, yellow, green, orange, purple) numbers 1-10 dog
MATERIALS	Flashcards (from school set or other sources, e.g. from www.eslflashcards.com and/or http://www.dltk-teach.com/books/brownbear/index.htm), PowerPoint presentation found at http://www.schools.ac.cy , photocopiable material, storybook "Brown Bear, Brown Bear, what do you see?" by Eric Carle
TIME	3X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher asks the pupils to choose a song to sing. The pupils can choose any of the songs learned until now.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher presents the new language (animals) using flashcards. The introduction of the new vocabulary can also be done through a power point presentation found at http://www.schools.ac.cy . The PowerPoint slides can also be printed out and used as flashcards. • Pupils repeat the words after the teacher silently, loudly, etc. • Pupils do the “Listen, point and say” activity in their Starter Books. • The teacher asks the pupils to identify the animals’ colours thus reviewing previously learned colours and introducing the three new colours (black, white, brown). <p>Note: Pupils are not expected to learn all the words in the first lesson. The animals are repeated and revised in the following two lessons and throughout the course.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Disappearing pictures. The flashcards are placed on the board. Pupils say the words one by one. The teacher removes one picture and the pupils say the words again in the right order (including the word which has been removed). The teacher gradually removes all the words. • Kim’s game: The flashcards are placed on the board. The pupils close their eyes and the teacher removes one of the pictures. The pupils open their eyes and name the missing animal word.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pass the card: The teacher distributes the flashcards to the pupils. Each pupil passes his/her card to the pupil sitting next to him/her. When the teacher says ‘Stop’ each pupil holding a card, raises it up so that the rest of the class can identify it and name the animal in chorus. • Bingo (variation of the traditional Bingo game): The pupils circle three of the animals in the “Listen, look and point” activity. The teacher calls out animals and pupils tick (✓) animals they hear. The winner is the pupil who crosses out all of his/her circled animals

	<p>first.</p> <p>Alternatively, the teacher may choose to play the traditional version of BINGO by preparing BINGO cards with animals (e.g. from http://www.toolsforeducators.com).</p>
EVALUATION	<ul style="list-style-type: none"> Running game: The flashcards with the animals are placed on the board. Pupils are divided in two groups and stand in two separate rows in front of the board. The teacher calls out an animal and the first pupil from each row runs to find the right flashcard. The winner is the pupil who first touches the right flashcard. S/he gets a point for his/her group and moves to stand last in the line. The game continues with the pupils who are now standing first in their rows. <p>Tip: <i>If it is a large class, you may not feel comfortable having everyone out standing in two rows. In this case, you can divide the class in two groups. You can have the first group come out and play the game and then the other.</i></p>

LESSON 2

PROCEDURE	
PRE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle either on cushions, the carpet or on their chairs. The teacher revises the animals and colours taught in the previous lesson by holding the flashcards in a way that pupils can't see them and asking them to guess the animal on each card. The teacher also encourages the pupils to guess the colour of each animal. <p><u>Example:</u></p> <p>Teacher: What animal is this?</p> <p>Pupil 1: A horse.</p> <p>Teacher: Yes, well done! What colour is it?</p>

	<p>Pupil 2: Red.</p> <p>Teacher: No, it isn't red.</p> <p>Pupil 3: Blue.</p> <p>Teacher: Yes! It's a blue horse.</p> <ul style="list-style-type: none"> • Pass the card: The teacher distributes flashcards to the pupils. Each pupil passes his/her flashcard to the pupil sitting next to him/her, while singing or listening to a song playing in the background. When the teacher says 'Stop', each pupil holding a card, raises it up for the rest of the class to see. The rest of the class then names the animal on the card in chorus. The pupils are also encouraged to say the colour of each animal (e.g. a blue horse). • Ball game: The teacher throws a ball to a pupil and says the name of an animal. The pupil who gets the ball has to say the name of another animal. The pupil then throws the ball to another pupil who has to say the name of another animal but NOT the animal which was previously mentioned. • If there is time, pupils can play another ball game using colour words instead of animal words. • The teacher presents the cover of the book and asks pupils to say what they see on the cover (a bear, a brown bear, a big brown bear, etc.). • Pupils are encouraged to guess/predict which animals will be mentioned in the story.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. After each animal, s/he stops and invites pupils to guess the animal that comes next. The pupils are also encouraged to guess the colour of the animal that will follow. • Pupils can also be encouraged to say parts of the story. With the support of the teacher, for example, they can pose the question (what do you see?).

<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Memory game: Pupils try to remember the animals mentioned in the story. The teacher places flashcards on the board according to the animals the pupils mention. • The flashcards are on the board but in random order. Pupils try to place the animals in the order according to which they are mentioned in the story. They move the flashcards and put them in the order they think the animals appear in the story. Once the pupils have decided on the order, the teacher goes through the story again so that they can check their answer and confirm the order of the animals. • The teacher gives the pupils black and white handouts of the animals mentioned in the story for them to colour. Each pupil chooses one animal and colours it with the right colour (the one in the story). Black and white pictures for colouring can be obtained from: http://www.dltk-teach.com/books/brownbear/index.htm During the activity, the teacher has individual learning chats with the pupils. S/he can ask pupils to identify the animal they are colouring and its colour, how they liked the story, etc.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • The teacher tells the story again. Each time an animal is mentioned, the pupils that have coloured that animal, hold their picture up.
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • <u>Art</u>: Pupils can prepare masks of the animals included in the story. Masks can be downloaded from http://resources.sparkleboxres.co.uk/sb3428.pdf

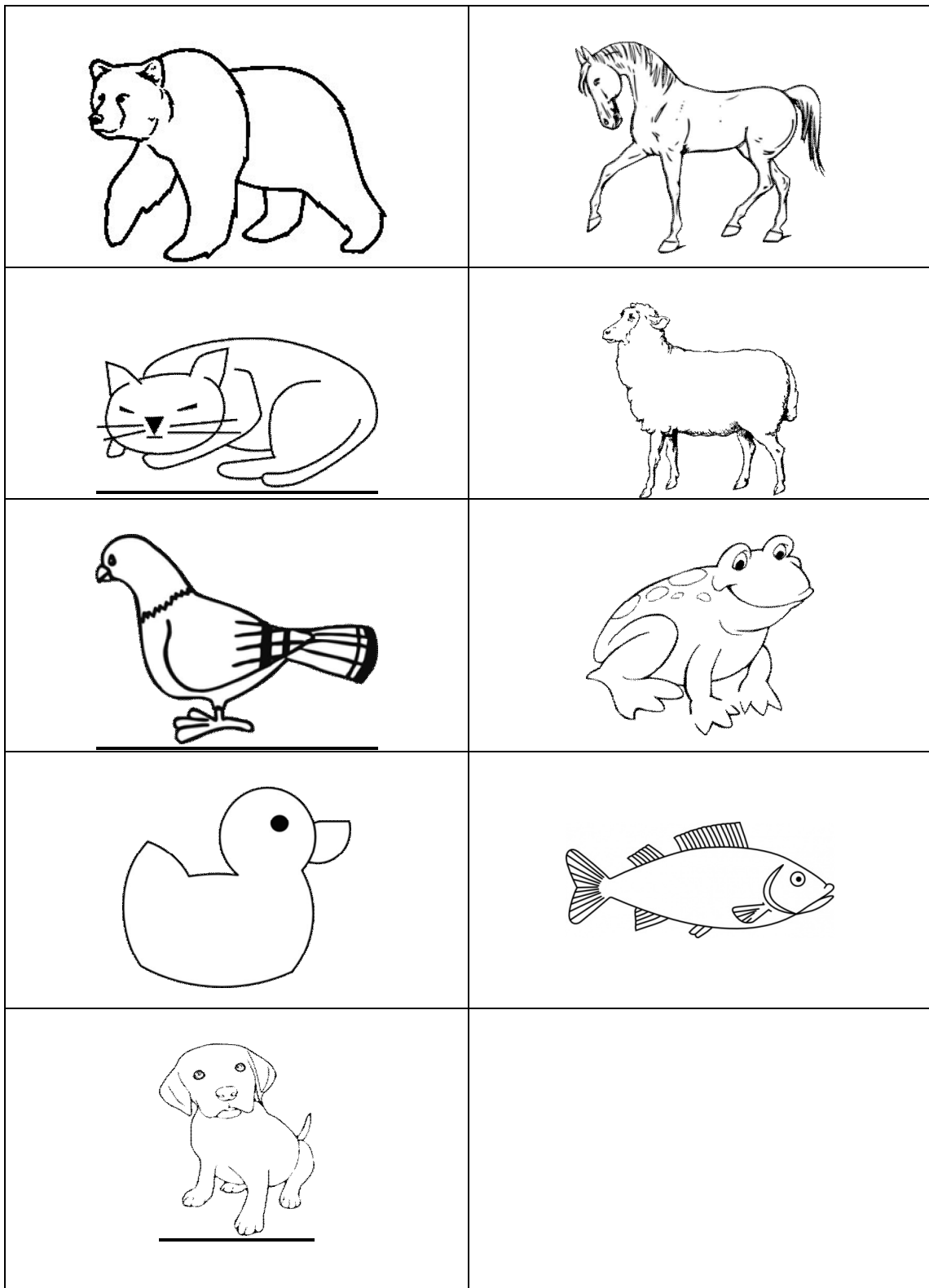
LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• The pupils sit in a circle. The teacher asks the pupils to remember the animals mentioned in the story. As the pupils mention animals they remember, the teacher places the flashcards on the board.• The pictures the pupils coloured in the previous lesson are used for this activity. The teacher calls out animals and pupils raise their picture when they hear their animal. (This activity can also be carried out with the animal masks, if these have been made by the pupils).
WHILE-STORYTELLING	<ul style="list-style-type: none">• The teacher tells the story encouraging participation from the pupils. When pupils are able to, they can also pose the question (Brown bear brown bear what to you see?) and say it along with the teacher.• The teacher sings the story to the tune of Frere Jacques/Are you sleeping? and the pupils join in. You can listen to the story sang at http://www.schools.ac.cy .
AFTER-STORYTELLING	<ul style="list-style-type: none">• Role-play: Each pupil holds the animal mask or the picture they coloured. They come out and stand in groups in the order according to which the animals appear in the story (all the bears together, all the dogs together, etc.). The teacher begins the story by asking the pupils that have the bear: “Brown bear, brown bear what do you see?” The pupils that have the bear answer: “I see a red bird looking at me”. The teacher asks the pupil with the red bird: “Red bird, red bird what do you see?” The pupil with the bird answers saying the name of the following animal etc. The question (e.g. ‘Red bird, red bird, what do you see?’) can also be posed by the pupils.• An alternative activity similar to the above is to allow pupils to give their own sequence to the story (mention the animals in a different order other than the one mentioned in the story).

	<ul style="list-style-type: none"> Listen and colour: The pupils do the activity in their Starter Book. They listen to the teacher and colour the animals accordingly. The listening text can be found at http://www.schools.ac.cy . <p>Transcript:</p> <p><i>Let's colour the animals. Colour the cat red. Now let's colour the dog. Colour the dog yellow. And now the horse. Colour the horse green. Let's colour the frog. Colour the frog orange. And the bear? Colour the bear blue.</i></p> <ul style="list-style-type: none"> After this activity, the pupils are encouraged to make their own "Brown Bear, Brown Bear" book. They are given a handout (see photocopiable materials) and colour the pictures according to the story. <p>Pupils then cut out the pictures and put them together (staple them) so as to make small booklets.</p>
SUGGESTION FOR PROJECT WORK	<ul style="list-style-type: none"> The pupils can make a digital storybook. They can be divided into groups or pairs and each pair or group can learn a part of the story. Then, the teacher helps each group/pair to record their part on a recording device (directly on the computer or an mp3 or other device). The narrations are then compiled together. Finally, the audio file can also link to a visual presentation of the book through the pupils' colourings (see lesson 1) or the actual pages of the book which can be scanned.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> Art: Pupils can create their own large pictures of whatever animals they like. Then these can be used to create a class picture book. Design and Technology/Science: Pupils can make a barn with farm animals. Maths: Pupils can solve math problems using the animals, e.g. There is one horse and three ducks in the farm. How many animals are there? OR Pupils make charts about the animals they like most. Music: Pupils sing the words of the story.
PORTFOLIO	<ul style="list-style-type: none"> Pupils can be videotaped or recorded when they are

	<p>singing the story in the tune of the song “Frere Jacques”. The recordings can be put in their portfolios. Alternatively, they can be videotaped when they are doing the roleplaying activity.</p> <ul style="list-style-type: none">• The animals they coloured and/or the masks they made can also be included in the portfolios and the teacher can support the pupils by writing something they wanted to say about the story. They can for example say if they liked it and the teacher can write that note for them.• If the digital book is created by the class (see project work), then this can also be included in the portfolio. The audio recording can be used as evidence that the pupils can narrate part of a story (Speaking target, A1).• The pupils list the story in the stories they have read (page 27).
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Photocopiable materials: Making a "Brown Bear, Brown Bear" book.



Unit 10

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • express possession by appropriately using the structure "This is my..."
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity
NEW LANGUAGE	
<i>Production</i>	This is my...
<i>Comprehension</i>	What's this? It's
RECYCLED LANGUAGE	Classroom objects, parts of the face, colours, animals
MATERIALS	flashcards, photocopiable material, real objects, puppets, A4 cards, pictures pupils bring from home, glue, scissors, audio material from http://www.schools.ac.cy , interactive pelmanism game found at http://www.schools.ac.cy .
TIME	2X40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher shows things from her/his pencil case and says: This is my...(pencil, ruler, school bag etc). • S/he encourages pupils to hold up their own things (revision of classroom objects) and do the same.
PRACTICE	<ul style="list-style-type: none"> • The teacher shows parts of his/her face and says: This is my nose, This is my eye, etc. Each time the pupils are encouraged to do the same and repeat in chorus. • The teacher asks the pupils to close their eyes. S/he

	<p>goes around the classroom and picks different things from the pupils' desks. When the pupils open their eyes the teacher holds up one object at a time and asks who it belongs to. Pupils are encouraged to identify their things by saying: "This is my...".</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Ball game: The teacher throws the ball to a pupil. The pupil that gets the ball shows something from his/her desk or pencil case and reports to the class (e.g. This is my book). The pupil then throws the ball back to the teacher who continues the game. • Pupils work in their Starter Books, where there are different school objects which they have to colour according to instructions given by the teacher, the class puppet or the audio recording (http://www.schools.ac.cy) . <p><u>Transcript:</u></p> <p>This is my ruler. It's red.</p> <p>This is my book. It's orange.</p> <p>This is my pencil. It's blue.</p> <p>This is my pen. It's green.</p> <p>This is my schoolbag. It's yellow.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • The teacher asks pupils to close their eyes and picks one object from a number of pupils' desks. The objects are then placed in the middle of the classroom. Pupils take turns to find and take their objects. When they find an object and pick it up, they are encouraged to say "This is my".

Reminder: Tell the pupils to bring pictures of things, animals or people for the next lesson.

LESSON 2

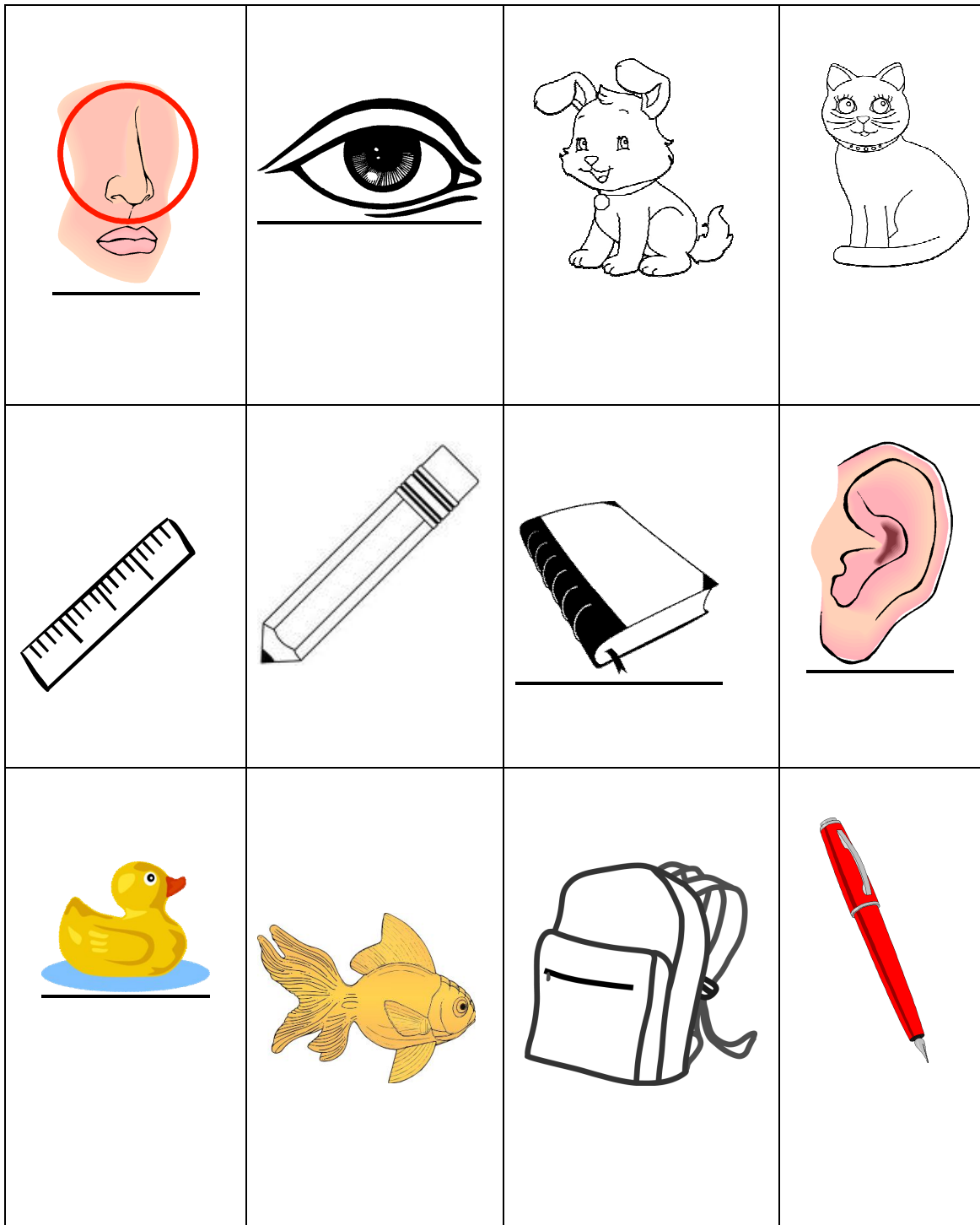
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PROCEDURE	
PRESENTATION/ REVIEW	<ul style="list-style-type: none"> The teacher shows different things to the pupils, each time saying “This is my...”. When the teacher refers to the things correctly pupils say “Yes” and clap their hands. When the teacher makes mistakes pupils say “No” until their teacher says the right word. <p>e.g. Teacher: This is my pencil (shows a book), Pupils: No, It’s a book. Teacher: This is my book Pupils: Yes (They clap their hands)</p>
PRACTICE	<ul style="list-style-type: none"> The teacher introduces the following or a similar chant to the class. <p style="text-align: center;">This is my book. This is my book.</p> <p style="text-align: center;">What’s this?</p> <p style="text-align: center;">This is my book.</p> <p style="text-align: center;">This is my book. This is my book.</p> <p style="text-align: center;">What’s this?</p> <p style="text-align: center;">MY BOOK!!!</p> <p>The chant can be found at http://www.schools.ac.cy .</p> <ul style="list-style-type: none"> The pupils are encouraged to sing the chant by singing along with the teacher. They can sing the whole chant or they can sing it as a dialogue between them and the teacher, gradually taking on bigger parts. The pupils are encouraged to suggest other objects to add and thus expand the chant, e.g. This is my pencil. This is my dog, etc.

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pelmanism game: The pupils play a pelmanism game using the interactive activity found at http://www.schools.ac.cy <p>Two pupils volunteer to come out. Each pupil chooses a picture to turn around. When the picture is revealed, the pupil says “This is my + object in picture.”. Then the other pupil chooses a picture and when that is turned around, the pupil says “This is my + object in picture”. If the cards are the same, they remain face up, whereas if they don’t match they are again turned face down.</p> <p>Another pair of pupils comes to the front to play the game and so forth until all the cards are matched.</p> <ul style="list-style-type: none"> • Pelmanism with pupils playing in pairs. Pupils are given cards with classroom objects and other recycled vocabulary e.g. animals, parts of the face (see photocopiable material). Each object appears in two different cards (print handout twice for each pair). Pupils place all their cards face down on their desks. They take turns to chose two cards and turn them round. Each time they turn a card round they should say “This is my ...”. If the two cards are the same, the pupil keeps them. If not, the pupil places them back, face down. The winner is the pupil with the most cards. <p>During the activity one or two pairs, according to the number of computers in the classroom, can play the game at the computer.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pass the card: Flashcards with school objects and animals are given to the pupils. The teacher puts a CD with English traditional songs/rhymes playing in the background or invites the pupils to sing one of the songs they learned. Each pupil passes his/her card to the person sitting next to him/her. When the teacher says stop, the pupils who are holding a flashcard, take turns to hold it up and show it to the class. They then say “This is my...” .

Photocopiable material:

Pelmanism cards



Unit 11

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the animals mentioned in the story • name at least four of the animals mentioned in the story • follow a simple children's story
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • come into contact with foreign language literature (Dear Zoo, Rod Campbell)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • predict what's going to happen next in a story • infer meaning from gestures and visuals • activate previous knowledge
NEW LANGUAGE	
<i>Production</i>	Lion, elephant, giraffe, camel, snake, zoo, tall, perfect, scary, pet It's a...
<i>Comprehension</i>	What's this? Fierce
RECYCLED LANGUAGE	Farm animals (cat, dog, sheep, bird, duck, horse, frog, fish) bear "I want..." "This is my..." big, small, naughty,
MATERIALS	Animal flashcards (from school set or from other sources e.g. from www.eslflashcards.com), photocopiable materials, storybook "Dear Zoo"
TIME	2X40 minutes

LESSON 1

PROCEDURE	
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher has flashcards with the farm animals taught in previous lessons and holds them facing towards him/her, so that pupils can't see them. Pupils guess which animal is on each card. • The teacher tells pupils that s/he has more flashcards

with animals and holds the new flashcards so that pupils can only see part of the animal each time. S/he encourages the pupils to guess the animal by saying names of any animals they might know. If pupils respond in Greek, the teacher gives the English word. The structure “It’s a/an...” is introduced here and pupils are encouraged to use it.

- The flashcards for the new words are placed on the board and the vocabulary introduced. Pupils repeat the new words in a variety of ways (e.g. loudly, happily, quietly, etc.).
- Disappearing pictures (with the newly-introduced animals): The teacher points to a flashcard and pupils name the animal by saying “It’s a...”. Then the teacher removes the flashcard and points at the place where the picture was, before being removed. The pupils are encouraged to remember what animal used to be in the particular position. The teacher does the same with the second flashcard (without placing the first one back) and continues the activity until all flashcards are removed.
- Pupils try to remember where each flashcard was and help the teacher put them back in their place.
- The teacher uses gestures to describe each of the animals so as to introduce the adjectives (big, small, tall, naughty, perfect). For example, the teacher shows the giraffe and says: “Look! It’s a giraffe. It’s tall!” and does a matching action. Pupils are encouraged to repeat while copying the action.

Teacher: Look at the giraffe! It’s tall. What is it? It’s tall (does the action).

Pupils: It’s tall. (pupils do the action)

- The storybook “Dear zoo” is presented to the pupils. They are asked to guess what the word ‘Zoo’ means and which animals might appear in the story, i.e. what animals one might find at a zoo.
- The teacher uses gestures and when necessary visual material (e.g. a letter) in order to explain what the story is about. L1 is used when necessary. The teacher says that s/he wrote a letter to the zoo asking for a pet.

<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> The teacher tells the story and involves the pupils by pausing and inviting them to guess the animal that comes next. There is a dialogue between the teacher and the pupils during the story. The teacher starts the story by saying that s/he wrote a letter to the zoo asking for a pet. Pupils see the covered picture of the first animal (elephant) and try to guess what animal the zoo sent by saying “It’s a/an...”. The teacher reveals the covered picture and asks the pupils whether s/he can keep this animal (‘Can I keep the elephant?’) doing a matching action and explaining the word ‘keep’, in Greek if necessary. Pupils respond with ‘No!’ and the teacher seeks an explanation (‘Why? What’s the problem?’). If pupils remember the word, they say it (It’s big.) otherwise the teacher says the word. <p>The teacher says the whole story using the same pattern of questions and answers.</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> Pictures of the animals that appear in the story are placed on the board. Pupils are asked to place them in the order according to which they are mentioned in the story. <p>The teacher does not correct the order in which the pupils place the animals. Instead, she goes over the story again, while the pupils check their answer and correcting the animals along the way, if necessary.</p> <ul style="list-style-type: none"> Pupils work in their Starter Books to create their own zoo by drawing the animals they like the most. Then they come out and present their Zoo by saying: “This is my zoo”. The teacher encourages them to present the animals in their zoos by asking them “What’s this?”. Pupils are encouraged to respond with “It’s a/an...”.
<p>EVALUATION</p>	<ul style="list-style-type: none"> The teacher says words describing each of the animals (e.g. big, small, perfect) and pupils identify the appropriate animal. <p><u>Example:</u> Teacher: It’s a big animal. Pupil: elephant.</p> <ul style="list-style-type: none"> The teacher asks the pupils to mime being big animals, small animals, tall animals and scary

	animals as well as ‘perfect’ animals, e.g. “Can you be a BIG animal? Show me. Let’s be BIG animals.”etc.
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher asks pupils, if they remember the story they learned last time and if they liked it. S/he asks them what animals they remember and mimes/gestures to remind them of the adjectives learned (small, big, tall, fierce, perfect, etc.). S/he also asks them which animal is the perfect animal for them (this can also done in L1). The teacher introduces a chant to pupils: <p style="margin-left: 40px;">I’m a big, big elephant,</p> <p style="margin-left: 40px;">I’m a small, small frog,</p> <p style="margin-left: 40px;">I’m a tall, tall giraffe,</p> <p style="margin-left: 40px;">I’m a perfect, perfect dog.</p> <p>The teacher says the chant while doing the actions and encourages the pupils to copy her/him.</p> <p>Alternatively, the teacher can have the pupils listen to the chant at http://www.schools.ac.cy and encourage them to do the movements along with him/her.</p>
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story again and pupils are encouraged to participate. S/he can give animal flashcards to the pupils and encourage them to raise their flashcard when they hear their animal mentioned

AFTER-STORYTELLING

- Kim’s game: The animal flashcards are placed on the board. The pupils close their eyes and the teacher removes one of the flashcards. The pupils open their eyes and name the missing animal.
- Miming: The teacher mimes an animal and pupils try to guess which animal it is using “It’s a...”. The pupil who finds it comes out and mimes another animal (the teacher can allow the pupils to decide which animal they want to mime or whispers an animal in their ear).
- The teacher gives the pupils a handout (see photocopiable material) with shows a box sent from the zoo. Pupils fold it in the middle. They draw inside the folded paper the animal they want to have as a pet and then cover it so as the rest of the pupils can’t see it.

When they finish they come out and their classmates are invited to guess what animal is in ‘the box’, e.g.:

Teacher: What’s this?, What’s Maria’s favourite animal?

Pupil A: It’s a lion.

Maria: No.

Pupil B: It’s a giraffe.



- The pupils listen to another version of the story (a musical version). This can be found at <http://tinyurl.com/435bdfu>.

EVALUATION

- The “Listen, point and say” activity can be used to

	<p>evaluation whether the pupils can identify the animal vocabulary. The teacher gives instructions such as “Point to the lion.” and walks about the classroom observing the pupils’ responses.</p> <ul style="list-style-type: none"> • The teacher evaluates pupils’ ability to use “It’s “ through a guessing game. S/he chooses a flashcard and the pupils guess which animal s/he is holding. They are encouraged to use “It’s” <p>e.g.</p> <p>Pupil 1: It’s a cat.</p> <p>Teacher: No.</p> <p>Pupil 2: It’s a giraffe.</p> <p>Teacher: Yes, well done!</p> <p>The flashcards can include all the animals learned until now and not only the animals introduced in this Unit.</p> <p>Pupils can also come out and be the teachers, choosing a flashcard and leading the activity.</p> <ul style="list-style-type: none"> • Alternative activity: The teacher makes a die with one animal on each side (or uses one of the big plastic dice available on the market). Pupils throw the die and make sentences about the animal that they see by saying: “It’s a/an..., I want...”.
<p>PORTFOLIO</p>	<ul style="list-style-type: none"> • Pupils include the story in the list of stories they have read (p. 27). They can also include the animal cards (completed handouts) they have created in their portfolios.
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • P.E : pupils can exercise stretching, jumping, hopping, etc by pretending to move like different animals (e.g. move like a big animal, move like a small animal, move like a giraffe, etc.)

The box from the zoo



Unit 12

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify at least five of the animals in the story • say the names of at least five of the animals in the story • follow a simple children's story
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • come into contact with foreign language literature (Polar Bear, Polar Bear by Eric Carle)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • predict what's going to happen next in a story • cooperate with peers so as to carry out tasks • use imagery
NEW LANGUAGE	
<i>Production</i>	Polar bear, hippo, flamingo, zebra, leopard, peacock, walrus, crocodile, tiger, kangaroo, grey.
<i>Comprehension</i>	What's this? Zookeeper
RECYCLED LANGUAGE	It's a/an... Animals: farm animals: cat, dog, sheep, bird, duck, horse, frog, fish/ Wild animals: bear, snake, elephant, lion Colours: white, brown, blue, pink, black, green, yellow, purple, orange Adjectives: big, small, tall, scary
MATERIALS	Flashcards (from school set or other sources e.g. from www.eslflashcards.com or http://www.dltk-teach.com/books/brownbear/sequel.htm , photocopiable material, sounds (e.g. from http://www.1soundfx.com), storybook "Polar Bear, Polar Bear" by Eric Carle
TIME	2X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher holds flashcards showing the farm and wild animals taught in previous lessons. Pupils are

	<p>asked to guess which animal is on each card by saying “It’s a...”.</p> <p>Pupils can also come out and be the teachers, choosing a flashcard and leading the activity.</p> <ul style="list-style-type: none"> • The teacher asks the pupils to name a big animal, a small animal, a tall animal etc. e.g. “Do you know a BIG animal? What about a small animal?”. • The teacher asks pupils to mime being big, small, scary and ‘perfect’ animals.
<p>PRE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher presents the new words using flashcards. Pupils repeat the words after the teacher silently, loudly, etc. • Pupils work in their Starter Books. The teacher calls out animals and pupils identify them by pointing to the relevant picture. • Pupils then work in their Books and classify the animals based on which live on the farm and which are wild. • The teacher can help pupils correct their work by creating two columns on the board (farm animals/ wild animals). S/he then invites pupils to come out and place the flashcards in the right column. • Pupils can then be called to the board and classify the animal flashcards according to big and small animals. Alternatively, the teacher can distribute the flashcards to pupils and ask the pupils to come out and divide themselves into two groups: big and small. • Pupils listen to sounds of animals and guess which animal makes each sound. Sounds can be downloaded from http://www.1soundfx.com/ or www.findsounds.com/ISAPI/search.dll Farm and wild animals can be included in this activity. Similar language to the one used in the storybook is used here.

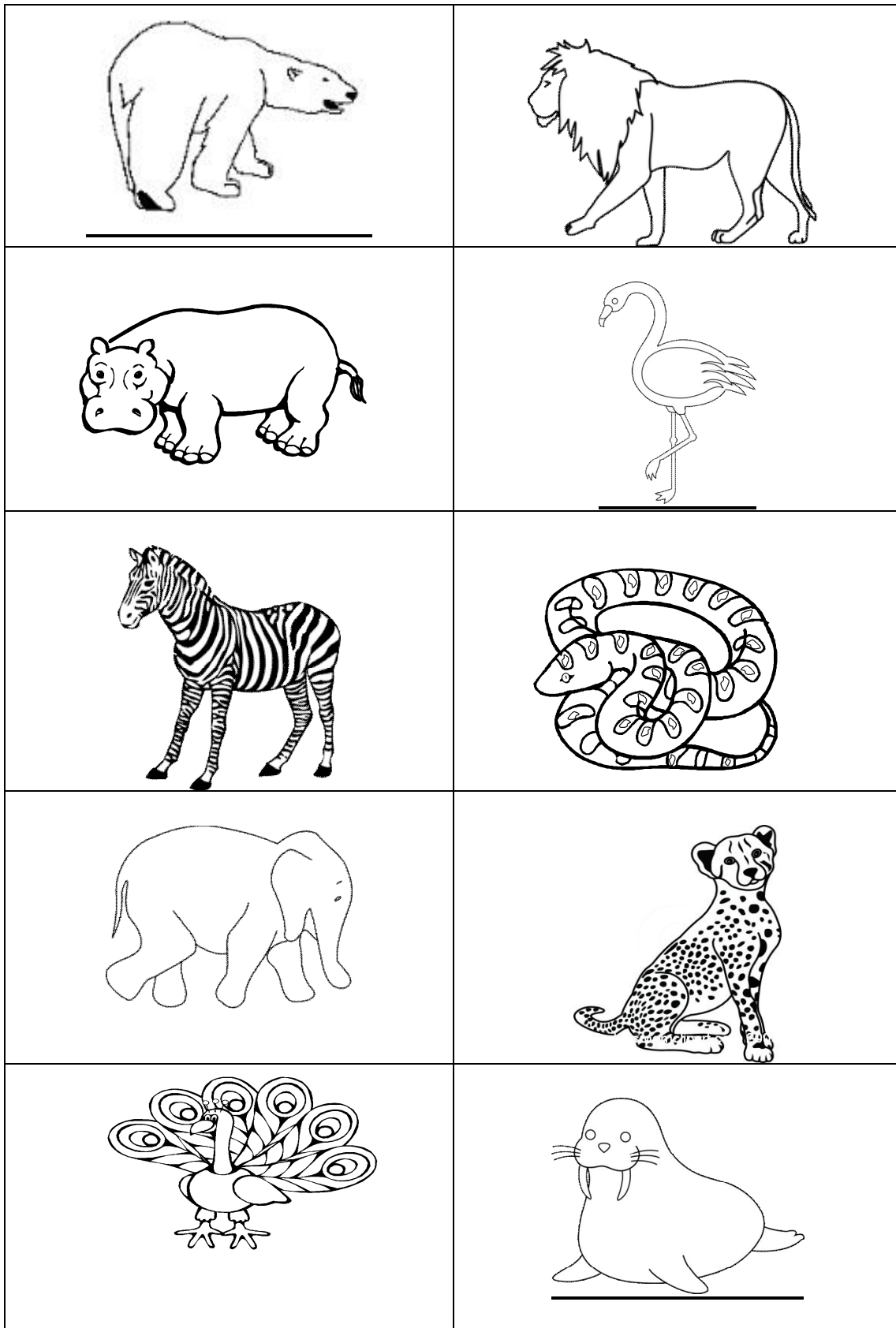
	<p><u>Example</u> Teacher: Children, what do you hear? Pupil 1: I hear a...</p> <ul style="list-style-type: none"> The storybook “Polar Bear, Polar Bear, What do you hear?” is presented to the pupils. Pupils discuss the cover and predict which animals might appear in the story. The teacher reminds them of the story “Brown Bear Brown Bear” and explains that this is a similar story.
WHILE - STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story, pausing at intervals to encourage pupils to guess the animal that will come next in the story. Pupils choose from the pictures placed on the board.
AFTER - STORYTELLING	<ul style="list-style-type: none"> Pupils are asked to rearrange the pictures on the board so as to put them in the right order according to which they are mentioned in the story. The teacher tells the story again for the pupils to check their answer.
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation of the pupils’ reaction/participation during the storytelling stage. The teacher records her/his observations soon after the lesson.
PORTFOLIO	<ul style="list-style-type: none"> Pupils can draw animals that they have learned so as to add their achievements in their portfolio. They note their progress as regards animal vocabulary. They can, for example, add a target in Listenign A1 (e.g. Μπορώ να κατανοήσω πολλά ζώα) and include drawings of animals they can understand. They can also record their progress in relation to the goal “Μπορώ να ονομάσω κάποια ζώα” (Speaking, A1). Pupils also list the new story in the list of stories they have read (p. 27).

LESSON 2

PROCEDURE	
REVIEW / PRE-STORYTELLING	<ul style="list-style-type: none">• Guessing game: The teacher holds flashcards of the animals taught in the previous lesson. Pupils try to guess the animals that the teacher has by saying “It’s a...”.• Pass the card: The teacher distributes the flashcards to the pupils. Each pupil passes his/her card to the next pupil. When the teacher says ‘Stop’, pupils who are holding pictures, take turns to raise them up for the rest of the class to see. The rest of the class then identifies the animal using “It’s a...”.
WHILE-STORYTELLING	<ul style="list-style-type: none">• The teacher retells the story and encourages active participation by the pupils. S/he helps pupils discuss the pictures in the book (e.g. What can you see? What colour is it? Do you like..? Are you scared of...? Is it big/small/scary?).
AFTER-STORYTELLING	<ul style="list-style-type: none">• Each pupil chooses one animal from the story and draws it on A4 paper. Alternatively, pupils are given handouts of the animals included in the book to colour. These can be found on the following website: http://www.dltk-teach.com/books/brownbear/sequel.htm Pupils take the role of the animal they have coloured and the teacher retells the story. Each time pupils hear their animal mentioned in the story, they say its part. e.g.: Teacher: Polar bear, polar bear, what do you hear? Pupil/s with Polar Bear: I hear a lion in my ear.• Alternatively, pupils create a mini-book of the story. The teacher gives pupils a handout (see photocopiable materials) for the pupils to colour and then cut out. The pictures are then stapled together.

	<p>Once the mini-book is ready, the teacher tells the story again with the pupils following in their mini-books. The pupils can use the mini-book to share the story with their parents at home.</p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils put their coloured handouts in their portfolios. They share their comments with their teacher who helps them write something about how they liked the story in their portfolio. • Pupils can be video or audiorecorded narrating part of the story. This can be used as evidence towards “Μπορώ να αφηγηθώ μέρος μιας ιστορίας.” (Speaking, A1)
PROJECT WORK	<ul style="list-style-type: none"> • (Optional): Pupils can make a class book by putting together the pictures they drew (or coloured) with the animals in the story. Their pictures can also be scanned and added to a digital storytelling programme or in PowerPoint. Pupils can then say the relevant part of their story (the one matching the animal they coloured) and record themselves. The audio can supplement the pictures. The result will be a digital book which can go into the pupils’ portfolio, can be given to them copied on CD ROMs or uploaded on the school website.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Greek: Pupils discuss with their teacher about endangered animals (e.g. polar bear) • Art: Pupils can make posters about endangered animals. • Maths: Pupils can make graphs about animals they like.



Colour the pictures. Then cut them out to make a book.





UNIT 13

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • introduce other people
<i>Intercultural aspect:</i>	Pupils should become aware of different people from around the world.
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • cooperate with others to complete tasks
NEW LANGUAGE	
<i>Production</i>	This is + name.
<i>Comprehension</i>	Who's this? Boy, girl
RECYCLED LANGUAGE	colours, parts of the face
MATERIALS	Flashcards (from school set or photocopiable materials), puppets
TIME	2x40 minutes

Lesson 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • A new puppet, friend of the class puppet/mascot, greets the class and introduces his/her friends using pictures such as the ones below. e.g. “Look! I have many friends. Look at this boy. This is Henry from Germany. Look at this girl. This is Anita from India. This is Aba from Kenya. This is Marie from France”. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Henry</p> </div> <div style="text-align: center;">  <p>Anita</p> </div> </div>

	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Aba Marie </div> <ul style="list-style-type: none"> • The puppet asks the pupils about their classmates' names, e.g. "Who is this?". They are encouraged to answer e.g. "This is Stelios". The teacher also asks using "Who is this girl/boy?". Pupils answer.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils stand in one or two rows. The teacher points to pupils and says, e.g. "This is Andreas". If the statement is correct, pupils should jump to the right. If the statement is wrong, they jump to the left. If there are pupils who feel confident enough, they can be given the opportunity to make statements themselves, i.e. take on the role of the teacher. • Pupils sing a chant. They use names of pupils in the class. <p style="text-align: center;">Who is this? Who is this? (The teacher points to a pupil) This is This is Who is this? Who is this? (the teacher points to another pupil) This is ... This is</p> <p>e.g.</p> <p style="text-align: center;">Who is this? Who is this? This is Petros. This is Petros. Who is this? Who is this? This is Maria. This is Maria.</p> <ul style="list-style-type: none"> • The chant can be sung in different ways and using different names. It can, for example, be used in the form of a dialogue with the teacher singing the "Who is this?" questions and the pupils singing the answers or with the girls singing the questions and the boys singing the answers, etc.

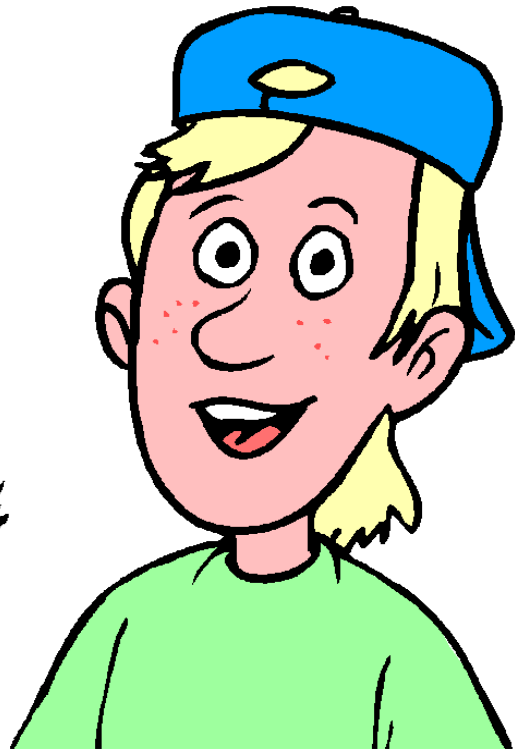
PRODUCTION	<ul style="list-style-type: none"> • Ball game (variation): The teacher throws the ball to a pupil and asks “Who is this?”. The rest of the class says “This is ... + the name of the pupil who caught the ball”. Then the pupil throws the ball back to the teacher. S/he throws it to another boy/girl, and asks the class “Who is this?” and the game continues. • Ball game (round 2): The pupils now throw the ball to each other but before they throw the ball to a classmate they have to say who he/she is, e.g. “This is Maria” (and then the pupil throws the ball to Maria).
EVALUATION	<ul style="list-style-type: none"> • Pupils work in their Starter Books. They draw their favourite character (from cartoons, fairytales, TV, books) and introduce him/her to their partner and later to the class. e.g. “This is Donald”.

Lesson 2

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The puppet used in the previous lesson (friend of the class puppet) asks the pupils to introduce their classmates because s/he forgot their names e.g. <p>Puppet: Who is this? Pupils: This is Maria. Puppet: Who is this boy? Pupils: This is Andreas.</p>
PRACTICE	<ul style="list-style-type: none"> • The puppet tries to identify pupils but s/he makes mistakes. Pupils correct the puppet e.g.: <p>Puppet: This is Costas. Pupils: No! Puppet: Who is this? Pupils: This is Nicos.</p> <ul style="list-style-type: none"> • Pupils sing the chant they learned in the previous lesson. They use names of pupils in their class.

	<p>Who is this? Who is this? (The teacher points to a pupil) This is This is Who is this? Who is this? (the teacher points to another pupil) This is ... This is</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Ball game (variation): The teacher throws the ball to a pupil and asks “Who is this?”. The rest of the class says “ This is ... + the name of the pupil who caught the ball”. Then the pupil throws the ball back to the teacher. S/he throws it to another boy/girl, and asks the class “Who is this?” and the game continues. • Ball game (round 2): The pupils now throw the ball to each other but before they throw the ball to a classmate they have to say who he/she is, e.g. “This is Maria” (and then the pupil throws the ball to Maria). • A pupil volunteer comes out and stands facing the board. The teacher selects a pupil who says “Hello!” The teacher (or the rest of the pupils if they are able to) asks “Who is this?” and the pupil who is facing the board tries to identify the voice (e.g. This is Stella.). <p><u>Example</u> Costas is facing the board. Maria: Hello! Teacher/Pupils: Who is this? Costas: This is Anna. Pupils: No! Costas: This is Maria. Pupils: Yes!</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils during the activities. The teacher takes notes about the pupils’ progress soon after the lesson.

Photocopiable material: Flashcards

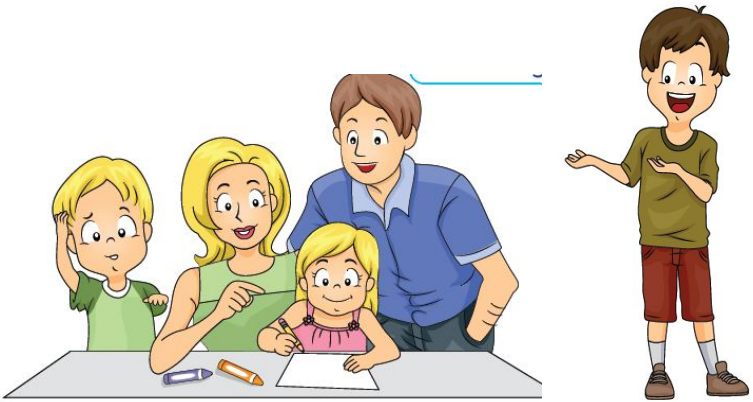


UNIT 14

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • identify members of a family • introduce the members of their family
<i>Intercultural aspect:</i>	Pupils should become aware of the variety of families around the world.
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • relate information to personal experiences
NEW LANGUAGE	
<i>Production</i>	Mum, dad, sister, brother
<i>Comprehension</i>	Family S/he comes from...
RECYCLED LANGUAGE	This is... This is my ... It's a... Animals: cat, bird, duck, dog, fish, sheep, horse, elephant, camel, bear, snake, frog, lion, giraffe Classroom objects
MATERIALS	Lesson 1: flashcards with families living in different countries and with individual family members (from school set), interactive pelmanism game found at http://www.schools.ac.cy , dice for board game, presentation at www.schools.ac.cy Lesson 2: scissors, glue
TIME	2X40 minutes

Lesson 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher shows photos of families from various countries. S/he introduces the family members, e.g.: 'This is a family in India. Look at the girl. Her name is Ami. This is her dad/mum/brother/sister'. • The teacher shows the figure of a boy, Sam, (see

	<p>presentation at www.schools.ac.cy) who introduces his family to the pupils, e.g.: “Hello! My name’s Sam. I am from England. This is my dad/mum/brother/sister.”</p>  <ul style="list-style-type: none"> • The pupils are encouraged to repeat the words for family members in different ways.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Listen and find: The teacher asks pupils to close their eyes and places the flashcards with family members (mum, dad, brother, sister) at different places around the classroom. S/he then asks a group of pupils to come out and calls out words for them to find, e.g. “Find Sam’s mum”. Pupils have to find the correct flashcard. After the group finds all the flashcards, the pupils close their eyes again and the teacher changes the position of the flashcards. Another group can then play the game. • Pass the card: The teacher gives pupils the flashcards with members of Sam’s family. Each pupil passes the card to the pupil next to him/her. When the teacher says “Stop”, pupils who are holding flashcards, take turns to raise their cards up so that all pupils can see them. The class then identifies the person on the card, e.g. “It’s dad.”.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils sing a song (to the tune of ‘Frere Jacques’): <p style="text-align: center;">Mum and dad, mum and dad How are you? How are you? Sister and brother, sister and brother How are you? How are you?</p> • Pelmanism (use the interactive game at http://www.schools.ac.cy): Pupils form two groups.

	<p>Representatives of each group take turns to come to the board and turn two pictures around. Each time a picture is turned around, the pupil has to say the right word (e.g. mum, dad). If the pictures are the same, the group gets a point. If the pictures are different, they will turn face down again. The winner is the group with the most pictures.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> Board game: Pupils open their Starter Books and play a board game in pairs or groups. They take turns to throw a die and move according to the number they have thrown. Each time they have to say the name of the animal, object or family member on the square they land e.g. “It’s a cat”, “It’s a bird”. <p>The teacher walks round the class, monitors the game, observes and evaluates pupils’ progress.</p>

Note: Remind pupils to bring photos of members of their family for the next lesson (optional).

Lesson 2

<p style="text-align: center;">PROCEDURE</p>	
<p>REVIEW</p>	<ul style="list-style-type: none"> The teacher asks pupils if they remember Sam and s/he presents Sam again. Sam asks if they remember his family and introduces his family again. “This is my mum. This is my dad. This is my brother. This is my sister”. The teacher shows the flashcards with Sam’s family and encourages pupils to repeat the words. Pupils sing the song they learned in the previous lesson (following the tune of ‘Frere Jacques’): <p style="text-align: center;">Mum and dad, mum and dad How are you? How are you? Sister and brother, sister and brother How are you? How are you?</p>

	<ul style="list-style-type: none"> • Guessing game: The teacher holds the flashcards facing towards her/him. Pupils guess the person in the pictures, e.g. “It’s dad.”, etc.
PRACTICE	<ul style="list-style-type: none"> • The teacher places the flashcards on the board and numbers them. S/he calls out a number and the pupils say the word e.g. “dad”. • Pupils stand in one or two rows. The teacher shows flashcards of family members, animals and classroom objects included in the recycled language. The teacher identifies the object/person/animal on the card, e.g. “This is dad.”. “This is a cat.”. Pupils jump to the right, if it is correct and to the left, if it wrong. • Noughts and Crosses: The teacher draws a noughts and crosses table on the board and puts flashcards in each square. The game involves new and recycled language so a variety of flashcards should be used. The pupils are divided into two groups and each group takes a turn to pick a square. The representative of the group has to name the object in the square so as to win a X or an O accordingly. Pupils who are able to, can form sentences with the words (e.g. This is dad., This is a cat., etc.). The winner is the team which first completes a diagonal, vertical or horizontal line of X or O.
PRODUCTION	<ul style="list-style-type: none"> • Pupils draw the members of their family in their Starter Book. They can also stick a photo they have brought with them. Then, they introduce their family to the class i.e. “This is my mum”.
EVALUATION	<ul style="list-style-type: none"> • Pupils can play the board game in their Starter Books again. They can play in pairs or groups. They take turns to throw a die and move according to the number they have thrown. Each time they have to say the name of the animal, object or family member on the square they land e.g. “It’s a cat”, “It’s a bird”. <p>The teacher walks round the class, monitors the game, observes and evaluates pupils’ progress.</p> <ul style="list-style-type: none"> • The teacher can also use the opportunity when pupils are drawing their family (see production above) to have individual learning chats with pupils.

UNIT 15

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • identify parts of the body taught • name the parts of the body taught
<i>Intercultural aspect:</i>	The pupils should become familiar with the complete version of the traditional song “Heads, Shoulders, Knees and Toes”
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • use gestures to communicate meaning • make guesses based on previous knowledge
NEW LANGUAGE	
<i>Production</i>	head, shoulders, knees, toes
<i>Comprehension</i>	touch, show
RECYCLED LANGUAGE	colours (blue, red, yellow, green, orange, black, white, pink) animals (cat, dog, sheep) parts of the face (eyes, ears, mouth, nose) big, small
MATERIALS	flashcards of body parts (from school set or from other sources e.g. from http://www.eslflashcards.com), puppets, presentation from www.schools.ac.cy , the song “Head and shoulders, knees and toes”, small pictures of the parts of the body taught and recycled in this lesson (for pelmanism game)
TIME	2X40 minutes

Lesson 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils play a game of ‘Simon says’ with opportunities to use previously taught language (body parts, classroom language, classroom objects, colours, etc.)
PRESENTATION	<ul style="list-style-type: none"> • The teacher points to her/his body and says the new and recycled body part vocabulary encouraging the

	<p>pupils to point to their body and repeat the words at the same time.</p> <ul style="list-style-type: none"> • Pupils do the “Listen, point and say” activity in their Starter Books. • The teacher uses either a PowerPoint presentation found at http://www.schools.ac.cy or flashcards of the new and recycled words and the pupils are encouraged to say the words happily/sadly. Pupils can also use their Starter Books and point to the right place in the picture, while they repeat the words.
PRACTICE	<ul style="list-style-type: none"> • Disappearing pictures: The teacher places on the board the flashcards showing parts of the body. The pupils say the words. Then, the teacher takes one picture away. The pupils ‘read’ the words again (including the missing picture). The flashcards are gradually taken away, while the pupils continue ‘reading’ what was on the board. • Pupils are reminded of the song which they have previously learned (‘eyes, ears, mouth and nose’) and sing it with the teacher, while doing the matching actions. • The teacher tells the pupils that this is only part of the song and that today they will learn the rest of the song. The teacher presents the song and the pupils join in and do the actions. The song is a traditional one and can, therefore, be found on a variety of Internet sites such as http://tinyurl.com/6dzj465 http://tinyurl.com/c9kkknm <p>Head and shoulders, knees and toes, knees and toes knees and toes Head and shoulders, knees and toes knees and toes</p> <p>Eyes and ears and mouth and nose mouth and nose, mouth and nose eyes and ears and mouth and nose mouth and nose</p>
PRODUCTION	<ul style="list-style-type: none"> • Pelmanism: The teacher places two sets of pictures

	<p>of parts of the body (two for each body part) on the board, face down. Pupils form two groups and they take turns (one pupil from each group) to turn two pictures. Each time a picture is turned, the pupil has to say the word. If the two pictures match, the pupils (representatives of the group) take them. If they don't match, they are placed back on the board, face down. The winner is the group which finds the most pairs.</p> <p>This game can also be played as an interactive activity (found at http://www.quia.com/cc/2309329.html).</p> <ul style="list-style-type: none"> • The teacher uses a picture of a monster or a simple drawing on the board to introduce the word monster and then describes the monster while involving the pupils and also revising the words “big” and “small”. e.g. “Look! Has it got a big head or a small head?” “How many legs has it got?” etc. • Pupils work in their Starter Books. They listen to the teacher and draw the monster s/he is describing. A sample text can be: <p><i>“The monster’s head is big. His nose is small and red. He has got four, small ears. His mouth is big. Draw three eyes. His eyes are green. He has got three legs. Draw four toes on each foot”.</i></p> <p>Once the pupils have finished, the teacher can go over the text again, inviting pupils to come to the board and draw each item thus creating the monster on the board. The pupils can, therefore, look at the drawing on the board and check their drawing, too. They can then be invited to evaluate how well they’ve done by giving themselves one star per correct point drawn, e.g. one star for the eyes, one star for the mouth, etc.</p> • If there is time the pupils can sing the song ‘Heads and Shoulders’ one more time.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of pupils during the various activities and in the listen and draw activity.

PORTFOLIO	<ul style="list-style-type: none"> The pupils' monsters can be added to their portfolio as evidence towards progress on the target "Μπορώ να κατανοήσω απλές περιγραφές." (Listening, A1)
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Lesson 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sing the complete version of the song 'Heads and Shoulders', which they learned in the previous lesson. The teacher can also introduce a game played along with the song. In this game, the song is sung several times but each time a word is deleted from the song and substituted with the action only. The song is sung until there are no words left, but only actions. The teacher uses either the PowerPoint presentation found at http://www.schools.ac.cy, flashcards or a pupil to review new and recycled words. S/he says the words and the pupils repeat loudly, quietly etc.
PRACTICE	<ul style="list-style-type: none"> Simon says: Pupils play a game of 'Simon Says'. The instructions used review previously learned vocabulary and practise new vocabulary, too. (e.g. Simon says touch your nose. Simon says sit down. Touch your ears, etc.) If there are pupils who are confident enough, they are invited by the teacher to be 'Simon' and give instructions themselves. Less confident pupils can also be encouraged to take the lead and the teacher can assist them by whispering instructions in their ear. Swat: Flashcards illustrating parts of the body are placed on the board. Pupils form two rows. The teacher calls out a word and the pupils who are first in each row run to the board. The first pupil to touch the right flashcard wins a point for his/her team. The pupils then move to the back of the row and the game continues with other pupils, until all the pupils have played.

Tip 1: *If the class is too big for pupil to stand in two rows, pupils can form two groups and each pupil given a number so that the same numbers are found in both groups (e.g. Group A has 1 – 10 and Group B has 1 – 10, too). The teacher calls a number and the pupils with that number (one from each group) run to touch the word which is called out by the teacher. The pupil that touches the picture first, gets a point for his/her group.*

Tip 2: *The game is much more fun, if real fly swatters are used!*



PRODUCTION

- Pass the card: The teacher distributes flashcards with parts of the body. Each pupil passes the card to the pupil next to him/her, while music is playing in the background or while the pupils sing a song. When the teacher says ‘Stop!’, each pupil raises the card s/he is holding and the rest of the class names the body part.
- Listen and colour: Pupils work in their Starter Books and colour the clown according to the description provided by the teacher. A sample text is provided here:

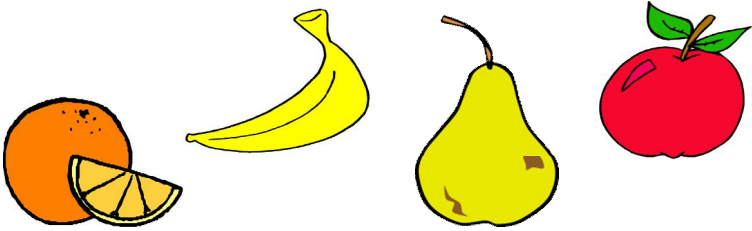
The clown’s eyes are green. His ears are white. His mouth is red and his nose is blue. His head is yellow. Can you colour it yellow? Very funny head! His shoulders are orange, his knees are black and his toes are pink.

The teacher should say the text slowly and might have to repeat the text a few times until the pupils complete the picture.

Once the pupils have finished, the teacher can place an enlarged copy of the clown on the board (or on the projector) and go over the text again, inviting pupils to come to the board and colour the clown accordingly. The pupils can, therefore, look at the drawing on the

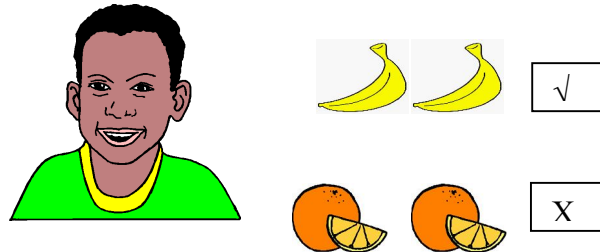
	<p>board and check their drawing too. They can then be invited to evaluate how well they've done by giving themselves one star per each correct point drawn, e.g. one star for the colour of the eyes, one star for the colour of the toes etc.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses and of how well they carry out the listen and colour activity.
PORTFOLIO	<ul style="list-style-type: none"> • The pupils can record the fact that they can now name and identify the body parts and they can add the clown as evidence of their achievement. • The pupils can also add a recording of themselves singing the complete version of the song "Heads and Shoulders". This can be recorded in any audio or video device or on www.voki.com. It can be used as evidence towards the target "Μπορώ να τραγουδήσω ένα απλό τραγούδι" (Speaking, A1).

UNIT 16

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify the fruit items taught • name the fruit items taught • say what fruit and/or animals they like • say what fruit and/or animal they don't like
<i>Intercultural aspect:</i>	Pupils should become aware of different children living in the world
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • tolerate ambiguity • cooperate with others to complete tasks
NEW LANGUAGE	
<i>Production</i>	I like/ don't like apples, bananas, pears, oranges, rabbits
<i>Comprehension</i>	S/he likes ...
RECYCLED LANGUAGE	<p>animals (cat, dog, sheep, frog, duck, snake) colours (blue, red, yellow, green, orange, black, white, pink)</p>
MATERIALS	Flashcards of pupils and fruit (flashcards used in earlier units can be used or new ones e.g. downloaded from http://www.esl-kids.com/flashcards/flashcards.html , http://www.eslflashcards.com), puppets, A3 cards, glue, scissors, pictures from old magazines
TIME	2 x40 minutes
Lesson 1	
PROCEDURE	
PRESENTATION	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • The teacher shows pictures of children from various countries and presents the fruit they like/don't like, using flashcards. The teacher places the appropriate

symbol next to the fruit.

e.g. “Hello! I’m Noemi from Kenya. I like bananas. I don’t like apples”.



“Hello! I’m Amita from India. I like apples. I don’t like oranges”.



- Pupils repeat the names of the fruit happily/sadly.
- The teacher says which fruit and animals s/he likes/doesn’t like, showing flashcards to review vocabulary and also introduces the word “rabbit”.
- Pupils are asked to say what they like or don’t like. (At this point they may not yet be able to use a complete sentence.)

PRACTICE

- Disappearing pictures: The teacher places the fruit flashcards on the board. Pupils say the words. The teacher then takes out one picture and the pupils say all the words again including the missing word for the missing picture. The teacher gradually removes all the pictures and each time the pupils say the words and try to remember and include the pictures that have been removed.
- Bingo: Pupils play the Bingo game in their Starter Books. Pupils choose three pictures and cross them

	<p>out. The teacher then says the fruit and animals s/he likes (“I like pears”). The teacher also says what s/he doesn’t like (“I don’t like pigs”). The pupils cross out the items the teacher doesn’t like. The pupil who first crosses out all the pictures from one horizontal row, is the winner. If no horizontal rows are completed, then the winner is the pupil with the most pictures crossed out.</p> <p>The Bingo game can be played again but this time the pupils can cross out pictures only if the teacher says s/he likes something.</p> <p>Confident pupils can also lead the Bingo game, making I like / I don’t like sentences.</p> <ul style="list-style-type: none"> • Pass the card: The teacher distributes fruit flashcards to the pupils. Each pupil passes his/her card to the pupil next to him/her. When the teacher says “stop”, pupils with a card, take turns to raise their cards up. The rest of the class names the fruit in chorus, whereas the pupil holding the card responds saying either . ‘I like bananas’ or “I don’t like bananas”, according to his/her preferences.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Ball game (round 1): The teacher says the name of a fruit or animal s/he likes and throws the ball to a pupil who then says the fruit/animal s/he likes e.g. “I like apples”. The pupil throws the ball to a classmate who continues the game. • Ball game (round 2): A second round of the game is played with the pupils saying things they don’t like. • Pupils sing a song (to the tune of ‘row, row, row your boat’) <p style="padding-left: 40px;">I like, like bananas Pears and apples too Bananas, bananas, bananas, bananas Pears and apples too</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Listen and circle: Pupils work in their Starter Books. The teacher says what fruit/animals s/he likes and the pupils circle those fruit/animals e.g. <p>“I like apples. I like dogs.”</p>

	<ul style="list-style-type: none"> • The teacher also says what things s/he doesn't like and the pupils cross those things out. <p>e.g. "I like apples and bananas but I don't like pears. I like horses but I don't like sheep. And, ... oh! I don't like cats. I like dogs!"</p> <ul style="list-style-type: none"> • If there is time, confident pupils may be invited to lead the activity and the activity can be played again.
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Note: The teacher asks pupils to bring pictures of fruit and animals they like (e.g. from magazines, etc.)


Lesson 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The pupils sing the song they learned in the previous lesson: <p style="margin-left: 40px;">I like, like bananas pears and apples too. Bananas, bananas, bananas, bananas. Pears and apples too.</p> • The teacher presents the fruit and animals s/he likes. Flashcards are placed on the board. • The teacher encourages pupils to say what they like. • The teacher points to a picture on the board (e.g. banana) and asks: "Who likes bananas? Do you like bananas?", inviting those who like bananas to put their hands up. The whole group is then assisted in saying: "I like bananas". The teacher then asks the rest of the group to say "I don't like bananas". The same procedure is followed with two or three of the other pictures on the board.
PRACTICE	<ul style="list-style-type: none"> • Kim's game: Pictures of fruit and other flashcards from previously learned vocabulary are placed on the board. The pupils close their eyes and the teacher

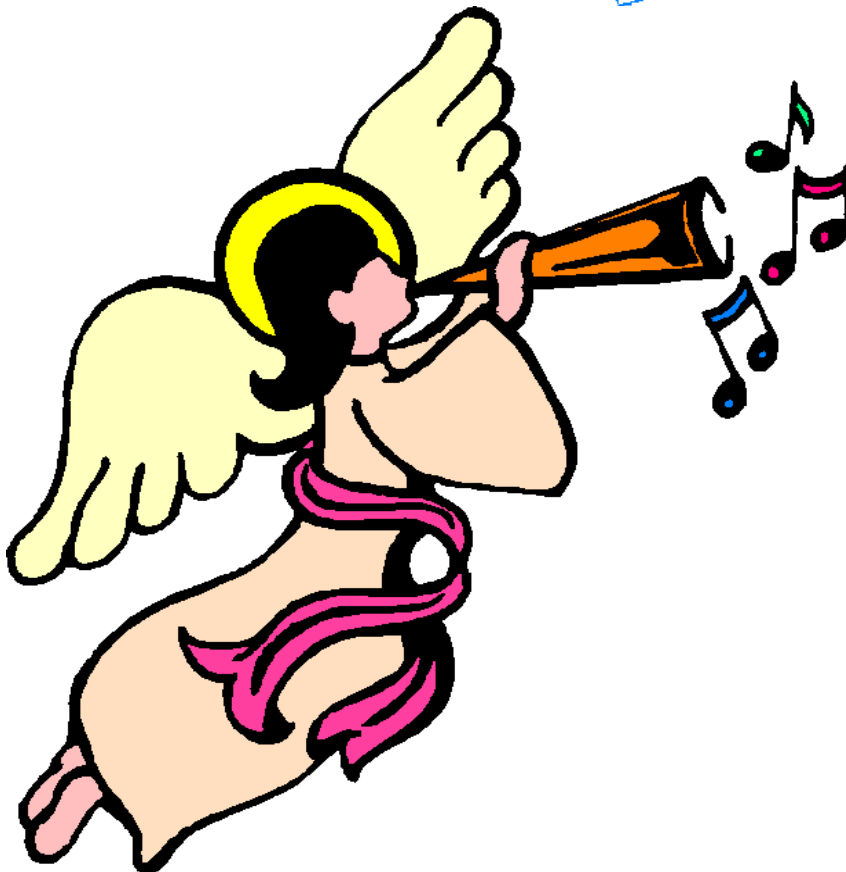
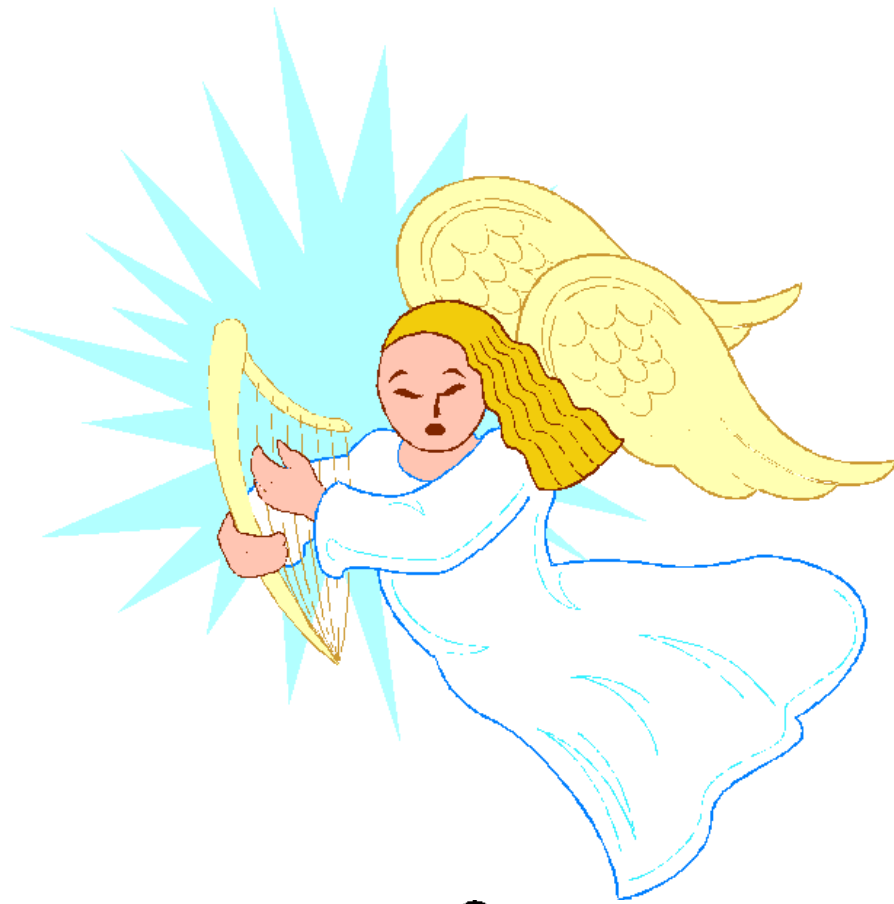
	<p>takes away one picture. Then, pupils open their eyes and name the missing object/fruit/animal.</p> <ul style="list-style-type: none"> • Pupils work in their Starter Books. They listen to the class puppet and mark with either a √ or a X, depending on the puppet's preferences. For example, the puppet says: "I don't like cows" and the pupils place a X under the cow. • The pupils can then be encouraged to say what they like/ don't like from the animals in the picture. <p>Tip: <i>Confident pupils may come out and say what they like/don't like, while the rest of the class listen and put a √ or a X.</i></p> <ul style="list-style-type: none"> • A new puppet (friend of the class puppet) visits the class but it has a cold/sore throat and can't speak. It, therefore, shows the pupils pictures of what it likes/doesn't like and the teacher makes appropriate faces (happy / sad). The pupils help the puppet say what it likes / doesn't like, e.g. (in chorus): "I like ..." / "I don't like ..."
PRODUCTION	<ul style="list-style-type: none"> • Step on the card: Pupils stand in two rows in front of a set of cards with fruit and animals which are laid out on the floor. The teacher says the name of a fruit/animal. A pupil from the front of each row runs to identify the right picture and steps on it. The first pupil with feet on the picture has to make a true sentence e.g. "I like/don't like bananas."
EVALUATION	<ul style="list-style-type: none"> • Pupils work in pairs and prepare a poster on an A3 card. They stick fruit and animals they like on the poster. They present it to their classmates. During the activity, the teacher monitors and talks with the pupils about things they like/don't like.

CHRISTMAS

OBJECTIVES	
<i>Language:</i>	Pupils should be able to <ul style="list-style-type: none"> • give Christmas greetings
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become familiar with a foreign Christmas song (Ten little angels)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • activate background knowledge
NEW LANGUAGE	
<i>Production</i>	Merry Christmas, angel, band
<i>Comprehension</i>	
RECYCLED LANGUAGE	Numbers 1 – 10
MATERIALS	Puppet, pictures of 10 angels, picture of a band (see photocopiable material)
TIME	1 X40 minute lesson
PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher presents the classroom puppet/mascot dressed up in Christmas clothes, or dressed with Christmas decorations, and asks pupils why they think their puppet is dressed like that. Pupils are expected to respond because it is Christmas. <p>The puppet wishes them “Merry Christmas” and pupils are encouraged to reply in the same way.</p>
PRACTICE	<ul style="list-style-type: none"> • The teacher teaches key vocabulary (angel / band) by presenting pictures of angels holding musical instruments and telling pupils that these angels are in a band (see photocopiable material). At this point s/he reviews numbers (one little angel, two little angels, three little angels etc.).

	<ul style="list-style-type: none"> The teacher then sings the song (to the tune of 10 little Indians) and encourages the pupils to sing along. <div data-bbox="694 369 1236 728" style="border: 2px solid black; padding: 10px; text-align: center;"> <p>One little, two little, three little angels Four little, five little, six little angels Seven little, eight little nine little angels, ten little angels in a band</p> </div> <ul style="list-style-type: none"> Another version of the song can be found at http://www.schools.ac.cy and can also be used with the pupils.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> Pupils make their own Christmas cards by colouring and decorating the Christmas card in their Starter Books. A simple message (e.g. Merry Christmas) and their name can be written in the card. <div data-bbox="845 1153 1093 1478" style="text-align: center;"> <p>Merry Christmas</p>  </div> <ul style="list-style-type: none"> The lesson concludes with the pupils singing the song ‘ten little angels’ again.
<p>EVALUATION</p>	<ul style="list-style-type: none"> Through observation of the pupils’ participation and engagement with the activities.
<p>PORTFOLIO</p>	<ul style="list-style-type: none"> Pupils can add their Christmas card in their portfolio. They may also want to add Christmas cards which they might have received from friends and family living abroad. The teacher can help them record where the cards originated from. The cards can be included in the portfolio’s section ‘Other People and Cultures’.

Photocopiable material



Easter

OBJECTIVES	
<i>Language:</i>	Pupils should be able to give Easter Greetings
<i>Intercultural aspect:</i>	Pupils should become familiar with Easter customs from other countries (e.g. Easter egg hunt, egg rolling)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • cooperate with peers to carry out tasks
NEW LANGUAGE	
<i>Production</i>	Happy Easter, Easter chocolate egg, Easter Bunny
<i>Comprehension</i>	
RECYCLED LANGUAGE	Colours (as many as possible from the ones already taught: blue, red, yellow, green, orange, purple, pink, black, white, brown)
MATERIALS	Toy Easter eggs or flashcards, puppet/Easter bunny
TIME	1X40 minutes
PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Role play: The teacher introduces Easter Bunny who came from England to wish Happy Easter to the pupils. Pupils are expected to respond and wish Happy Easter to the Bunny. The Bunny also introduces chocolate eggs. If possible, the Bunny can bring small chocolate Easter eggs to treat the pupils when they wish him Happy Easter.
PRACTICE	<ul style="list-style-type: none"> • The teacher has Easter eggs (toy eggs or flashcards with Easter eggs) in different colours. Pupils are asked to close their eyes. The teacher goes around the classroom and each time puts an egg/flashcard in a pupil's hands. The pupil who gets the egg says the colour of the egg (e.g. It's red/It's a red egg). The rest of the class open their eyes and if their classmate said the right colour, they wish him/her "Happy Easter". Then they close their eyes again and the game goes on.

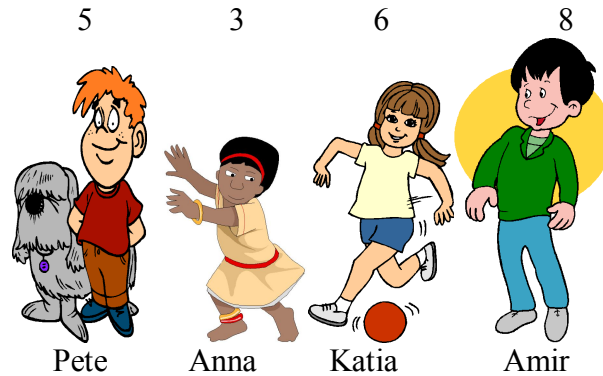
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Easter Egg hunt: Egg hunt is a traditional game usually played on Easter Sunday in many countries (USA, Canada, UK). During this game decorated eggs, real hard-boiled ones or chocolate eggs of various sizes, are hidden in various places for children to find. The game may be both indoors and outdoors. <p>In this case, the teacher explains to the pupils what an Easter egg hunt is (using the L1, if necessary) and then asks them to close their eyes and places toy eggs, small chocolate eggs or flashcards with eggs in various places around the classroom. A group of pupils is then called out and looks for the Easter eggs. When the group collects them all, they present their finds to the class by counting them and naming their colours. Another group can then play the game.</p> <ul style="list-style-type: none"> • The pupils can play a game similar to “Pump up the volume” game: One of the pupils (the “seeker”) is sent out of the room while the teacher and the rest of the pupils hide an egg (preferably a chocolate Easter egg). When the seeker returns in the classroom the rest of the pupils say “Happy Easter” over and over again as the seeker tries to find it. They must speak softer and quieter when the seeker moves away from the egg and louder when the seeker goes closer. When the seeker finds the egg, s/he wishes “Happy Easter” to his/her classmates. • Pupils make Easter Cards using the card in their Starter Book.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Through observation of the pupils’ participation and engagement with the activities.
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • Physical Education: Pupils can play the Easter egg hunt in the school yard during the P.E: lesson.

‘HAPPY BIRTHDAY’

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • comprehend basic classroom language • follow teacher instructions • wish ‘Happy Birthday’
<i>Intercultural aspect:</i>	Pupils should become familiar with: <ul style="list-style-type: none"> • birthday celebration in different countries • a traditional ‘happy birthday’ song
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • communicate using gestures
NEW LANGUAGE	
<i>Production</i>	Happy Birthday
<i>Comprehension</i>	Let’s sing!
RECYCLED LANGUAGE	numbers (1-10), colours (blue, red, yellow, green, orange, white, pink)
MATERIALS	Flashcards, class puppet, another puppet
TIME	40 minutes
PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher places the picture of a birthday cake on the board and holds two puppets. S/he says that the class puppet has his/her birthday and the other puppet says ‘Happy Birthday’. The pupils also wish the puppet “Happy Birthday!”. • The teacher shows pictures of pupils around the world, celebrating their birthday. e.g. “This is Mimi from Africa. He is one year old”. “This is Achim from Germany. Today, he is nine”. • Pupils are asked if they know any traditional celebrations of birthdays in other countries. The teacher can offer information and/or encourage pupils to share (in L1) e.g.: piñatas in Mexico / earlobes pulled in Hungary/ etc.

PRACTICE

- The teacher shows flashcards with children and puts them on the board. S/he introduces the names of the children and writes a number on the top of each picture showing the children's age.



- Listen and find: The teacher asks e.g. “Who is five today?” and the pupils run to the correct picture. The teacher helps the pupils say the name of the child.
- The teacher says a number which represents the age of the child on the picture and the pupils wish “Happy Birthday” to the child. e.g.

Teacher: eight

Pupils: Happy Birthday, Amir!

PRODUCTION

- Pictures of coloured birthday cakes are placed on the board (a blue cake, a pink cake, a yellow cake, a green cake etc), each one next to a picture of a pupil. The teacher says the colour of a cake and the pupils wish ‘Happy Birthday’ to the appropriate pupil e.g.

Teacher: Blue cake.

Pupils: Happy Birthday Pete!



- Pupils work in their Starter Books. They listen to the teacher and colour the cakes accordingly, e.g.:

*Cake 1 is green. Cake 2 is blue. Cake 3 is red.
 Cake 4 is yellow. Cake 5 is orange. Cake 6 is white.*

Then, the teacher says how many candles go on each cake e.g:

Put three candles on the yellow cake, etc.

- Pupils sing “Happy Birthday” to the puppet or a classmate that happens to have his/her birthday on the day.
- Pupils prepare a birthday card for the puppet that has its birthday. If a pupil has his/her birthday, they give the birthday card to him/her.

EVALUATION

- Through observation of the pupils’ participation and engagement with the activities.

Year 1 Vocabulary

Greetings:

Good morning, Hello, Goodbye, How are you?, Fine, thanks

Colours:

blue, red, yellow, green, orange, black, white, pink, brown, purple

Classroom objects:

book, pen, pencil, ruler, schoolbag

Counting:

numbers 1-10

Parts of the face:

eyes, ears, nose, mouth

Farm animals:

cat, dog, rabbit, sheep, bird, duck, horse, frog, fish, pet

Wild animals:

snake, elephant, lion giraffe, camel, bear, polar bear, hippo, flamingo, zebra, leopard, peacock, walrus, crocodile, tiger, kangaroo

Members of the family:

mum, dad, sister, brother, girl, boy

Parts of the body:

head, shoulders, knees, toes

Food: apples, bananas, pears, oranges

Instructions: Stand up, sit down, clap your hands, listen, be quiet

Feelings: happy, sad

Adjectives: big, small, tall, naughty, bad, perfect, lovely

Storytime: princess, teddy, dinner, zoo, zookeeper

Polite Expressions: Excuse me, please, Sorry, Thanks, Thank you

Structures:

I like / don't like

I want my... This is my...

This is a ... It's a

Festivities: Merry Christmas, angel, band, Happy Easter, Happy Birthday