

Year 1 – Part B – Unit 3

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify food vocabulary taught in this and in previous units • name at least eight items of the food-related vocabulary taught • express likes and dislikes • ask about likes and dislikes • say a chant
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from visuals • use gestures and/or facial expressions to make or communicate meaning
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <u>Listening</u> - To be able to: <ul style="list-style-type: none"> -comprehend basic vocabulary that they've been taught -comprehend basic questions • <u>Speaking:</u> <ul style="list-style-type: none"> -To experiment and practice the sounds of the new language -To be able to sing songs, chants and rhymes in the foreign language • <u>Learning Strategies</u> – To be able to: <ul style="list-style-type: none"> -use gestures and/or facial expressions to make or communicate meaning - infer meaning from visuals 	<ul style="list-style-type: none"> • Chants • Food vocabulary • I like ... / I don't like ... • Do you like ...?
NEW LANGUAGE	
<i>Production</i>	Food vocabulary: ketchup, corn flakes, apple pie, lemonade, egg, toast, chips, jam, milk Do you like..?
<i>Comprehension</i>	Food vocabulary: salt, custard, ice cubes, toothbrush, toothpaste Other vocabulary: bath, bed Prepositions: in, on Yummy, yuck
RECYCLED LANGUAGE	food vocabulary: apples, bananas, oranges, pears other vocabulary: teddy, duck, toes, head I like.../ I don't like...
MATERIALS	flashcards from year 1 school set (for the previously taught vocabulary), flashcards for the new vocabulary (e.g. from www.esl-kids.com , http://www.mes-english.com/flashcards/food.php), photocopyable materials
TIME	3X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sing a favourite song.• Pupils sing the song “I like apples” they learnt in a previous lesson (Unit 16 – part A).• The teacher shows the flashcards with the recycled vocabulary (apples, bananas, oranges, pears) to the pupils and pupils repeat the words.• The teacher shows a flashcard and says a word. If the word matches the card, pupils clap once. If it doesn’t, they clap once.
PRESENTATION	<ul style="list-style-type: none">• The teacher says today they are going to learn some more food words. S/he uses flashcards to present the new vocabulary to the pupils. Pupils repeat the words and the teacher places the flashcards on the board. Each time, for each new word presented, the teacher says if s/he likes the particular food and asks the pupils if they like it, too.• Pupils repeat the words in different ways (silently, loudly, quickly, happily, sadly, etc.).
PRACTICE	<ul style="list-style-type: none">• Disappearing pictures: The new food flashcards are already placed on the board. Pupils say the words. The teacher then takes out one picture and the pupils say all the words again, including the word for the missing picture. The teacher gradually removes all the pictures and each time a picture is removed the pupils say the words and try to remember and include the pictures that have been removed.• The teacher places the flashcards around the classroom. S/he asks a group of 5-6 pupils to come out and then s/he calls out names of food items. Pupils move around the classroom, find the appropriate picture and touch it. The teacher plays the game for a second time with

	<p>another group of pupils.</p> <p><i>Alternatively</i>, a variation of the game can be played. In this case, when the small group of pupils is out, the rest of the class sing a song of their preference. When the teacher says stop, the group of pupils who came out find a card and then name the food item on the card.</p> <ul style="list-style-type: none"> The teacher introduces a jazz chant to the pupils (www.schools.ac.cy) : <p>I like corn flakes, I like milk Apple pie? Yes, yes, please! I don't like lemonade, I don't like eggs. Ketchup and jam? Yuck! No, thanks!</p> <p>The teacher says the first line and asks pupils to repeat after him/her using the same intonation, expression, facial expressions and gestures. S/he then adds the second line and asks pupils to repeat both the first and second line. Gradually, the pupils say the whole chant.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> Pupils are divided into two groups. One group says one line and the other group responds with the next, e.g.: <p>Group A: I like corn flakes, I like milk Group B: Apple pie? Yes, yes, please! Group A: I don't like lemonade, I don't like eggs. Group B: Ketchup and jam? Yuck! No, thanks!</p> <ul style="list-style-type: none"> Pass the card: Pupils sit in a circle. The teacher gives the flashcards to the pupils and together they sing one of the songs they know. Each pupil that holds a picture, passes it on to the pupil sitting next to him/her. When the teacher says stop, they all stop singing. The pupils who hold flashcards take turns to lift their flashcards up and each time the rest of the pupils name the food they see on the flashcard. The teacher then asks the pupil that holds the flashcard to say if s/he likes/doesn't like the food shown on their flashcard.

	<p><u>Example:</u></p> <p>Pupil (Marios) lifts the flashcard which shows corn flakes.</p> <p>All pupils: Corn flakes</p> <p>Marios: I like corn flakes.</p> <ul style="list-style-type: none"> • Pupils play BINGO (handout, activity 1). Pupils circle any three pictures they want to – as long as there is one from each row. The teacher then calls out words. When pupils hear a word that they have not circled, they circle it and if they complete a line (horizontal, diagonal or vertical) they shout BINGO. <p>After the first BINGO is called, the game can continue until a pupil first circles ALL the pictures on the BINGO card.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pelmanism game: Pupils are divided into two groups and play an interactive pelmanism game on the board (http://matchthememory.com/year1partBunit3). Two pupils from each group come to the board. One pupil turns a card around and makes a sentence using ‘I like’ or ‘I don’t like’ with the food item shown on the card, e.g. ‘I like cornflakes’, ‘I don’t like ketchup.’. Then the other pupil turns another card and makes his/her sentence. If the card is the same, they get two points for their group. If the card is not the same but they made correct sentences, they get 1 point. Then two representatives of the other group come to the board and the game continues until all the pictures are matched. • The game can then played in smaller groups or pairs using the cards in the photocopiable materials. The cards should be copied twice for each group or pair.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• The teacher shows flashcards to the pupils and says names of food. If the word that the teacher says is the same with the picture shown on the flashcard, pupils clap their hands once. If it's wrong, they clap their hands twice and the teacher asks them to say the right word.• The teacher calls out names of food and pupils point to the appropriate picture from activity 1 in their handout. The teacher walks about and monitors the activity.• Pupils take turns to come to the front of the classroom and they choose a flashcard which they do not show to their classmates. They then make a sentence; either 'I like ...' or 'I don't like ...' using the food item on their flashcard. The rest of the class indicate if they think the pupil made a correct statement (i.e. used the food item on the flashcard) by showing thumbs up or if they think the pupil made a false statement (i.e. did not use the item on the flashcard) by showing thumbs down. The pupil then reveals the flashcard.
PRE-STORYTELLING	<ul style="list-style-type: none">• The teacher asks pupils if they like different types of food (Do you like ketchup? Do you like apple pie?). S/he then proceeds to make silly combinations (e.g. Do you like ketchup on apple pie? Do you like jam in milk?).• The teacher says they are going to find out about mixing things and decide if these become yummy or yucky!
WHILE-STORYTELLING	<ul style="list-style-type: none">• The teacher uses the PowerPoint presentation found at www.schools.ac.cy (Lesson 2 – story). The presentation is based on Nick Sharratt's book

	<p>'Ketchup on your cornflakes'. For each slide, s/he stops and waits for the pupils to respond if they like the particular combination of food. Pupils are expected to reply with just a "Yes" or "No".</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> Pupils make unusual combinations (activity 2, in their handout) by matching pictures and share with their teacher and classmates, e.g. <p>Teacher: What did you make</p> <p>Pupil A: Ketchup and lemonade</p> <p>Teacher: Oh... Everyone? Is it yummy or yucky? What do you think?</p> <p>Pupils: yucky!</p> <ul style="list-style-type: none"> Pupils draw an unusual combination for their breakfast (activity 3).
EVALUATION	<ul style="list-style-type: none"> The teacher has individual learning chats with pupils while they are drawing their breakfast (activity 3) and asks them to name food items on their handout (what is this?), what they like or don't like (what do you like/don't like?) and/or if they like or don't like particular things (Do you like ...?).

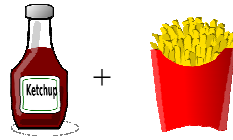
LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils say the chant they learnt in the previous lesson. The teacher reminds pupils of the new and recycled food items. S/he can turn this into a guessing game by showing part of a flashcard and asking pupils to guess what it is. The teacher then places the flashcards on the board.

	<ul style="list-style-type: none"> • Pupils present their breakfast plates (activity 3) and make sentences with “I like...”, e.g. This is my breakfast. I like ketchup on toast’ or ‘This is my breakfast. I like ketchup and toast’. etc. • Ball game: The teacher throws the ball and shows a food item from the board. The pupil who gets the ball makes a sentence with the particular food item, using I like.../I don’t like..., according to his/her preferences.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher asks pupils if they remember what food/objects they saw in the presentation/story last time. • Pupils share what they remember and the teacher places flashcards of the items mentioned on the board (e.g. duck, teddy, toast, etc.).
WHILE STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story to the pupils and asks them to remember what things are mentioned in the presentation. The teacher also encourages pupils to participate in forming the questions with her/him, e.g. ‘Do you like?’: <p>Teacher: Ok, what about now? Do....</p> <p>Pupils: you like ...</p> <p>(teacher points to the picture)</p> <p>Pupils: teddy</p> <p>Teacher: on your (teacher points to the picture)</p> <p>Pupils: toast?</p> <p>Teacher: Great! Well, ... do you like teddy on your toast?</p> <p>Pupils: No!</p>
AFTER STORYTELLING	<ul style="list-style-type: none"> • Pupils report things that they remember being mentioned in the story. The teacher checks against the presentation to see if all items were mentioned. • Pupils mention what they think was funny (e.g.

ketchup on cornflakes, duck on your egg, etc.) and then the class decides on the correct combinations which can then be placed on the board in the form of flashcards, e.g.:

What goes together?



- Pupils 'read' the correct combinations from the board, e.g.

ketchup and chips

milk and cornflakes

jam and toast

custard and apple pie


Ice cubes and lemonade

- Pupils work individually, in pairs or in groups to create a chant using the question 'Do you like ketchup and chips?'. They find the rhythm to say the words. They can use clapping, stomping, patting and/or instruments made from school items (pencils, rulers, etc.).
- Pupils play in pairs or groups the board game on their handout (activity 4). Pupils throw a die and land on a square according to the number thrown. The pupil who lands on the square asks the others 'Do you like + the item on the square?' and the others respond with 'Yes' or 'No'.

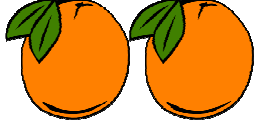


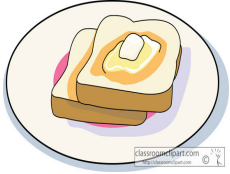

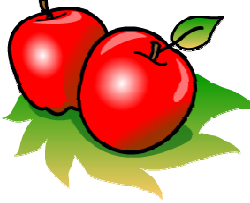
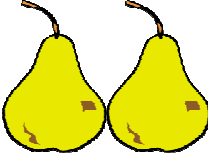
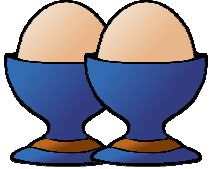




Tip: *The game can be projected on the board and modeled by the teacher through playing one or two turns with a group of pupils or the whole class. Once pupils understand how the game is played, they can work in pairs or groups with the teacher monitoring the activity.*

EVALUATION

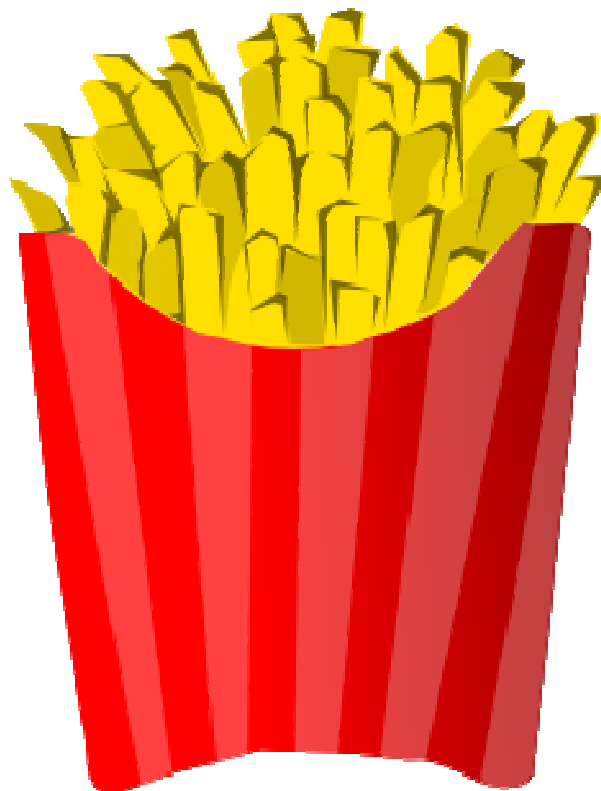
- Evaluation takes place through observation of the pupils' responses during the various activities. The

	<p>teacher notes his/her observations as soon as possible after class.</p>
PROJECT	<ul style="list-style-type: none"> • Pupils can make their own book. They can use the template of two boxes per A4 paper, e.g.: <div style="text-align: center;">  </div> <p>Pupils can draw two things per page and make a book with 3 or 4 pages. Pupils then ‘read’ their book. The teacher can video record or audio record the pupils ‘reading’ their book.</p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can include their recordings of the book (see project above) in their portfolio. • Pupils can also record the chant they learnt in lesson 2 or the chant they made in lesson 3 and include it in their portfolio. • Pupils can also include their progress as regards: <ul style="list-style-type: none"> A1 Listening: Μπορώ να κατανοήσω ένα απλό τραγούδι που έμαθα. A1 Speaking: Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ρυθμικό ποίημα. A1 Talking to other people: Μπορώ να λέω τι μου αρέσει και τι δε μου αρέσει και να ρωτώ τους άλλους τι τους αρέσει.

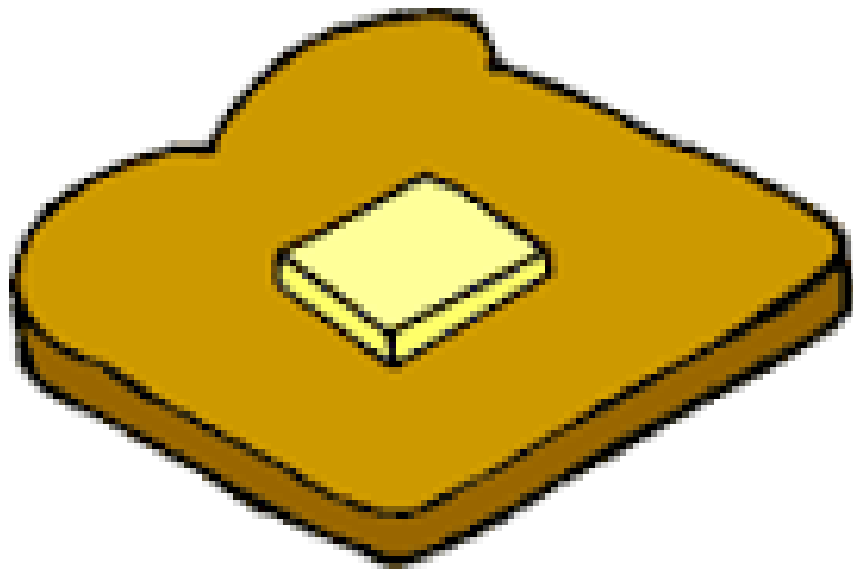
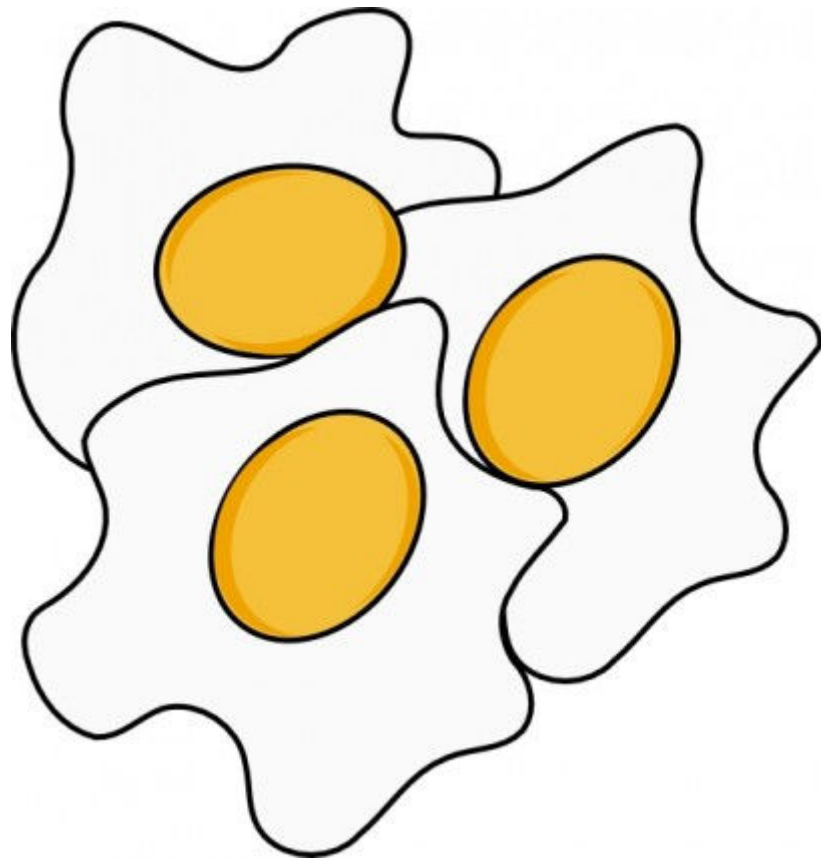
Photocopiable materials: Pelmanism cards

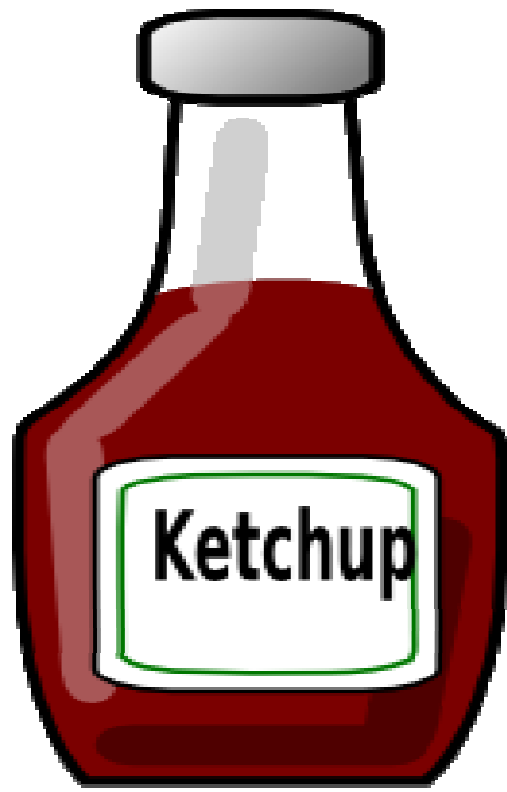
			
			
			

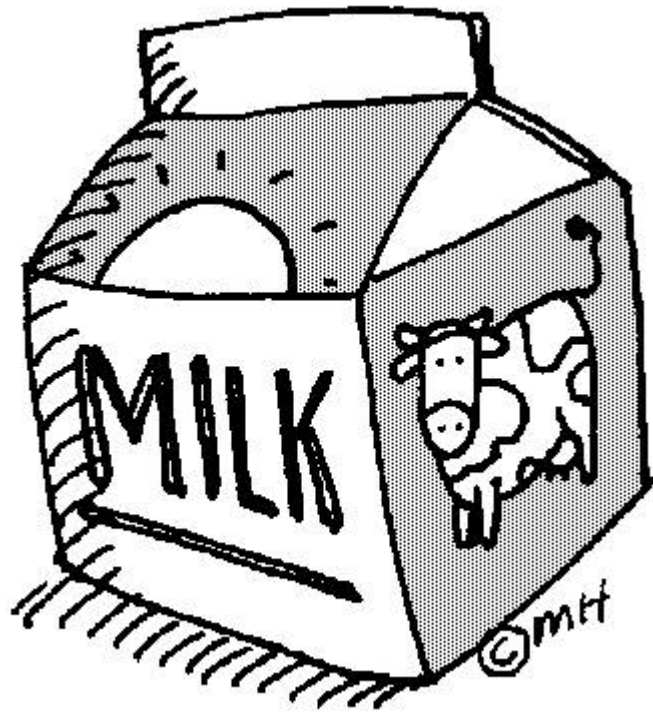
Photocopiable materials: Flaschards





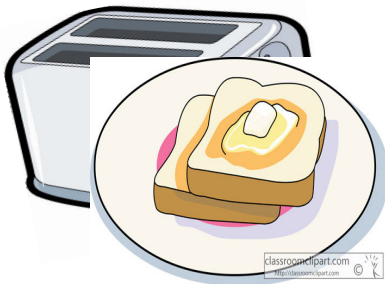
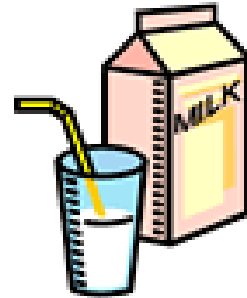
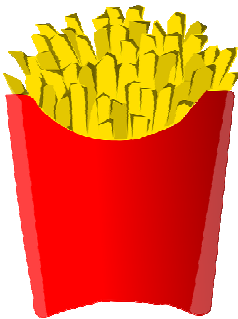
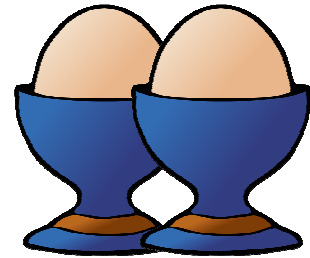
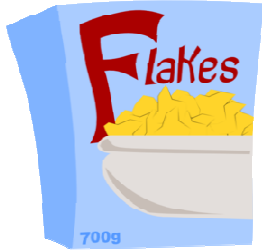




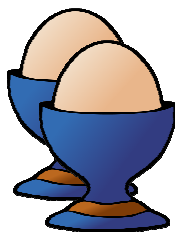


YEAR 1 - PART B – UNIT 3

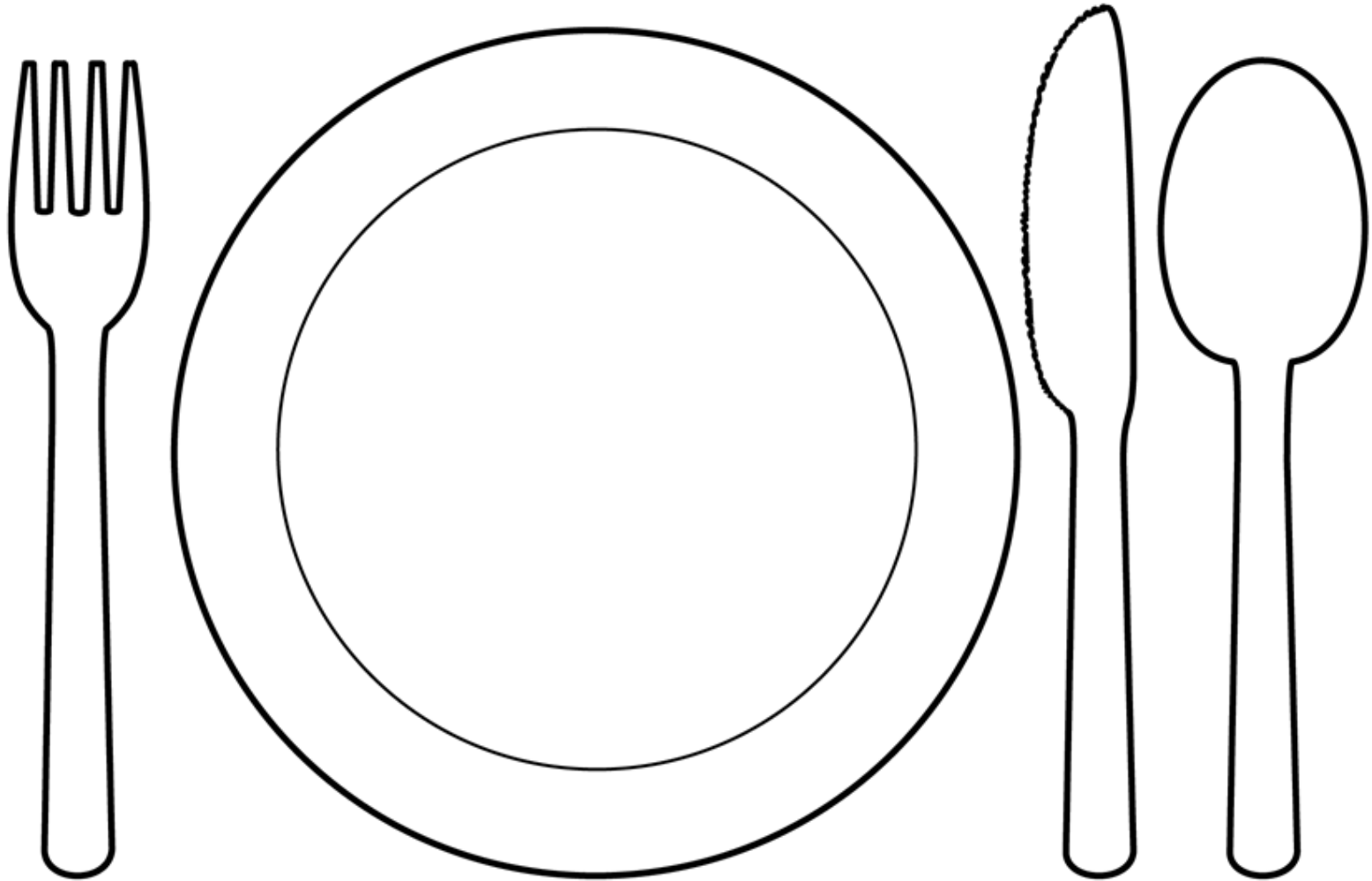
1. BINGO!



2. Make a funny match.



3. Draw a funny breakfast.



4. Let's play!

