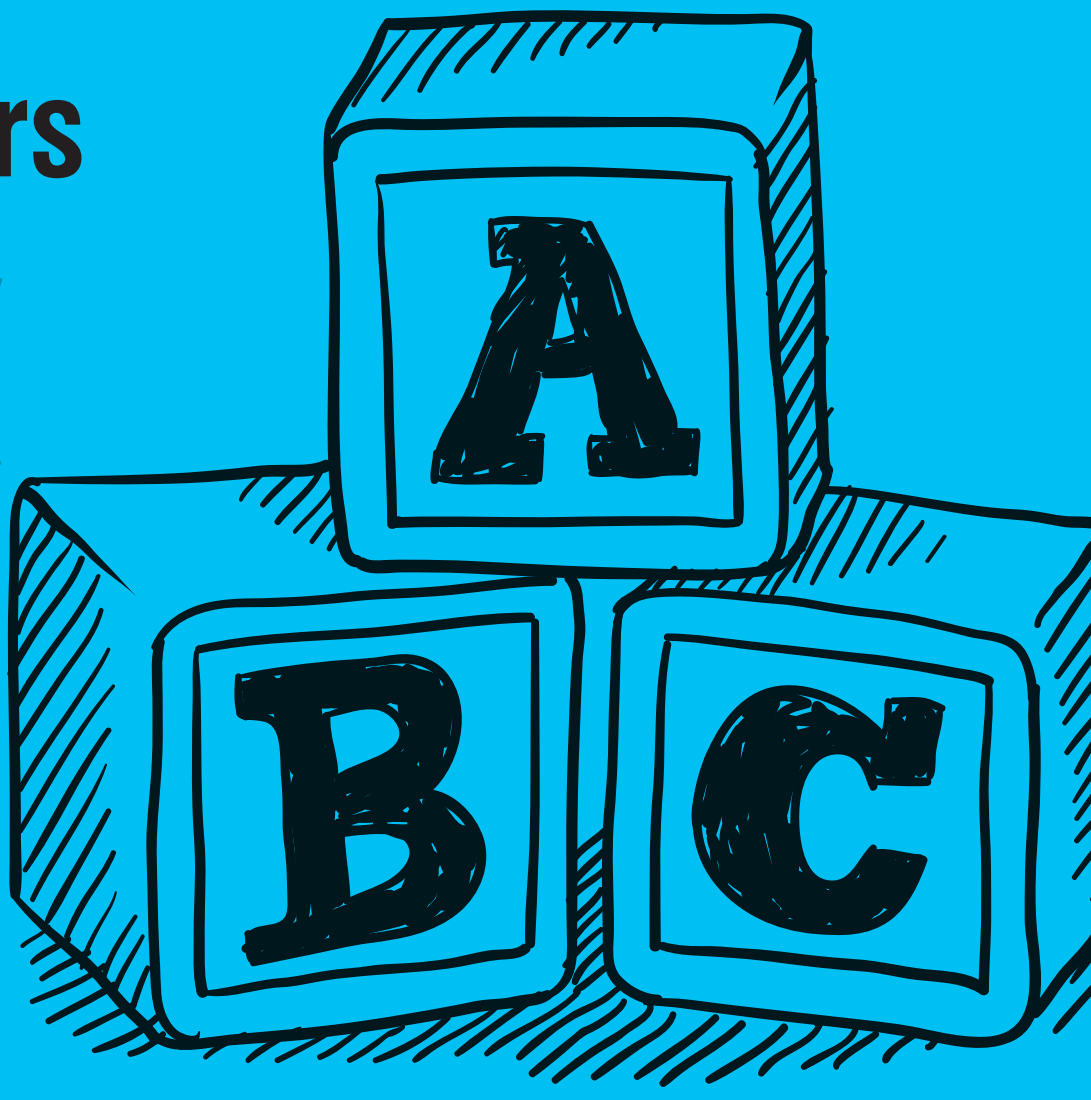
MINISTRY OF EDUCATION AND CULTURE

# "Friends"

# An English Language Learning Programme for Young Learners

Year 2




PEDAGOGICAL INSTITUTE
CURRICULUM DEVELOPMENT UNIT

MINISTRY OF EDUCATION AND CULTURE

# “Friends”

## An English Language Learning Programme for Young Learners

# Teacher’s Book

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# Year 2

PEDAGOGICAL INSTITUTE

CURRICULUM DEVELOPMENT UNIT

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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 2 the proposed approach immerses pupils in a foreign language environment full of interesting activities to carry out. The activities include an introduction to reading and writing, although the main focus remains on aural/oral skills.

### LANGUAGE SKILLS

*Listening* is one of the main areas of focus for Year 2. At this early stage of language learning, listening is given priority as it is a source of input for the pupils. Listening is promoted by teacher input (see also section 'use of L1 in the language classroom'), audio CDs for songs and stories, online sources, guest speakers in class, and more. The pupils are encouraged to develop various learning strategies so as to help them with their listening now and in their future careers as language learners.

*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 chants and opportunities to try things out in chorus while they are gaining in confidence.

*Reading* is introduced in Year 2 mainly through the introduction of the alphabet, shared reading activities and word-recognition games. Pupils learn to recognise alphabet letters through the 'Getting to know the alphabet' activities and the alphabet book ("My alphabet book"), whereas shared reading takes place through storytelling, games and songs. In the second half of the school year, the pupils learn to recognise the written form of words.

The classroom is a literate environment and should encourage the development of reading. Consequently, posters and word labels should be placed around the classroom to stimulate children. Some pupils may develop reading skills earlier than others. Each individual pupil should be encouraged to develop his/her own potential and opportunities should be offered to everyone.

*Writing* is introduced in Year 2 mainly through the 'Getting to know the alphabet' activities and use of "My alphabet book". These activities introduce pupils to writing the English alphabet. Once pupils develop letter formation skills, they are assisted in developing their handwriting skills further, through copying activities. These activities aim to establish correct handwriting habits and develop relative speed.

## *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.

## GETTING TO KNOW THE ENGLISH ALPHABET

During Year 2 the pupils are introduced to the English alphabet. This is done through a gradual introduction to the letters and constant revision. Each letter is introduced both in terms of its sound and its name and pupils engage with the letters using a variety of multisensory activities. Nevertheless, it is best if the time used in each lesson for these activities, does not take more than 10-12 minutes.

Teachers can choose from a range of activities when introducing and/or reviewing the letters. Some suggested activities are given here:

- Writing the letter/s in the air with their fingers.
- Finding names and words that begin with the specific letter/s.
- Writing the letter/s on their desks with their fingers (no ink or pencil).

- Writing the letter/s (with their fingers) on the palm of the pupil next to them, while s/he has his/her eyes closed. The other pupil has then to identify the letter.
- Forming letters using play-doh (plasticine).
- Forming letters using crafts or paint materials in art lessons.
- Singing the alphabet song.
- Forming letters using their bodies (individually or in pairs or groups).
- Playing the 'I spy' game. This is a game where the teacher or a pupil says: "I spy with my little eye something beginning with ….. (include a letter of the alphabet)". The pupils then have to guess what it is by saying things that begin with that letter.
- Playing 'swat' game with the letters of the alphabet. This is a game that can be played with flashcards and any vocabulary set. Flashcards (either letters or objects) are placed on the board and pupils are divided into two groups. Representatives from each group take turns to hold a fly swatter or a ruler. The teacher then calls a letter and the pupils run to the board and 'hit' the flashcard with that letter (or the flashcard showing an object that begins with that letter). The first one to 'hit' the correct flashcard, gets a point for his/her group.
- Playing matching games where pupils are asked to recognise and match either same letters (e.g. c with c) or capitals with small letters (e.g. C with c). Matching games can be pelmanism (see games section above), drawing lines between letters on the board, choosing letters on a handout, colouring the matching letters on a handout, etc.
- There is a very large variety of activities and teachers can use any ones they like in order to introduce or review letters of the alphabet. Nevertheless, only one or two should be used each time so that the time allocated to 'Getting to know the alphabet' does not go over 10-12 minutes. This includes using the Alphabet Book ("My Alphabet Book").

**My Alphabet Book**

The Alphabet Book is part of the 'Getting to know the alphabet' sections of the materials/lesson plans. It includes activities such as drawing, colouring, tracing and copying when each letter is introduced, whereas revision sections are also included. Pupils should not spend too much time on colouring and drawing but they can, if they want, work on improving these aspects in their free time. When using the Alphabet Book the focus should be on recognition of the letters and the formation of correct handwriting skills. Teachers should monitor pupils' handwriting, while they are working in their Alphabet Book.

## 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 European Language Portfolio (Cyprus Ministry of Education and Culture) 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 for Year 2. 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 usually taught in two lessons, or sometimes more than two, 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:

- "My Alphabet book", which is used to introduce the children to the English alphabet, as described earlier.
- "Starter Book B", 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:
  "Walking through the Jungle" by Julie Lacome (Walker Books)
  "From Head to Toe" by Eric Carle (Puffin Books)
  "Handa's Surprise" by Eileen Browne (Walker Books)
  "Going on a Bear Hunt" by Michael Rosen (Walker Books)
  "The very hungry caterpillar' by Eric Carle (Puffin Books)
- 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.

# PLANNING MAP

| UNITS | Teaching periods | MAIN OBJECTIVES | INTERCULTURAL ASPECT | LEARNING STRATEGIES | RECYCLED LANGUAGE | NEW LANGUAGE | |
|---|---|---|---|---|---|---|---|
| | | | | | | PRODUCTION | COMPREHENSION |
| UNIT 1 | 2X40' | • introduce themselves<br>• greet people<br>• respond to basic classroom instructions | • become familiar with the traditional game "Simon says" | • activate background knowledge<br>• feel comfortable and relaxed in the foreign language classroom | Good morning. How are you? Fine thanks<br>I'm ...<br>Stand up/ Sit down/ clap your hands/ Listen/ Be quiet<br>girl, boy | jump, touch, run | come here, cut, stick |
| UNIT 2 | 2X40' | introduce themselves<br>• introduce others<br>• respond to basic classroom language | become familiar with:<br>• foreign names<br>• the traditional nursery rhyme "Polly put the kettle on" | • tolerate ambiguity<br>• feel comfortable and relaxed in the foreign language classroom | I'm + name.<br><br>Action words: stand up/ sit down/ clap your hands/ listen/ be quiet/ stick/ jump/ touch/ run | What's your name?<br>My name is ...<br><br>put, take, kettle, tea | |
| UNIT 3 | 2X40' | • identify classroom objects in this unit<br>• name at least 6 of the classroom objects in this unit<br>• identify letters of the English alphabet (A, a)<br>• write the letter A, a | | ▪ make guesses based on previous knowledge<br>▪ tolerate ambiguity | It's a .....<br>book, pen, pencil, ruler, schoolbag<br>*Alphabet vocabulary:*<br>*apple* | What's this?<br>pencil case /sharpener/board/ rubber | |

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| **UNIT 4** | **2X 40'** | • identify and name at least six of the classroom objects taught<br>• identify and name at least four of the animals taught<br>• make guesses about classroom objects and animals<br>• identify letters of the English alphabet (letters B, b and C, c)<br>• write the letters B, b and C, c | | tolerate ambiguity<br>make guesses | Animals: snake, elephant, lion, crocodile, giraffe, tiger, bear<br>Classroom objects: pencil case, sharpener, board, rubber, book, pen, pencil, ruler, school bag<br>*Alphabet vocabulary: bear, cat* | Is it a ...?<br>Yes, it is.<br>No, it isn't. | |
| **UNIT 5** | **2X40'** | • identify and name at least six of the colours taught<br>• identify and name at least six of the jungle animals<br>• follow a simple story in English<br>• identify letters of the English alphabet (letters D, d and E, e)<br>• write the letters D, d and E, e | • come into contact with foreign children's literature ("*Walking through the jungle*" by Julie Lacome) | to predict what's going to happen next in a story<br>to cooperate with others to carry out tasks<br>infer meaning from visuals | It's a ... .<br>Is it a ...?<br>Yes, it is.<br>No, it isn't<br>Wild animals: snake, elephant, lion, crocodile, giraffe, tiger, bear<br>Colours: blue, red, yellow, green, orange, black, white, purple, pink, brown<br>Actions: run, jump<br>*Alphabet vocabulary: dog, elephant* | jungle, monkey, 'over there', walk, tea<br>What is it? | creep, leap, swing, wade, jungle |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **UNIT 6** | **3 x 40'** | • identify and name parts of the face and body<br>• follow a simple children's story<br>• identify letters of the English alphabet (letters F, f and G, g)<br>• write the letters F, f and G, g | •come into contact with foreign language literature<br><br>('From Head to Toe' by Eric Carle) | • pay directed attention so as to carry out tasks<br>• act out meaning<br>• infer meaning from gestures | parts of the face and body: eyes, ears, mouth, nose, head, shoulders, knees, toes<br>Action words: walk, run, jump, clap<br>Colours: white, brown, blue, black, green, yellow, orange, red<br>Animals: giraffe, monkey, cat, camel, elephant<br>*Alphabet book vocabulary: fish, girl* | neck, arms, hands, chest, back, hips, legs, foot, penguin, gorilla, turn, bend, clap<br>I can... | Can you do it? I can do it.<br>Vocabulary mentioned in the story (Buffalo, seal, raise, wave, thump, arch, wriggle, kick, stomp, wiggle)<br>Animals: parrot donkey |
| **UNIT 7** | **2X40'** | • ask questions about the number of objects or animals<br>• identify letters of the English alphabet (letters H, h, and I, i )<br>• write the letters H, h and I, i | learn a traditional number rhyme | • tolerate ambiguity<br>• cooperate with others to complete tasks | numbers: 1-10<br>animals: sheep, cat, dog, rabbit, bird<br>objects: books, pens, pencils, rulers, schoolbags sharpeners<br>colours: blue, red, green, yellow | How many.?<br>Plural form of nouns (regular)<br>*alphabet book vocabulary: hen, ice-cream* | There is/are,<br>*How many*...is/ are there? |
| **UNIT 8** | **2X40'** | • identify at least 6 of the family members taught<br>• name at last 6 of the family members taught<br>• identify and write letters of the English alphabet (letters L, l, M, m and N, n) | become aware of the variety of families around the world. | • relate information to personal experiences<br>• cooperate with others to complete tasks | This is + name .<br>This is my ...<br>mum, dad, sister, brother<br>numbers<br>*Alphabet book vocabulary: lion, nose* | grandma, grandad<br>uncle/auntie<br>*Alphabet book vocabulary: mouse* | *family* |

| | | | | | | | |
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| **UNIT 9** | **2X40'** | • introduce/identify people<br>• identify letters of the English alphabet (letters J, j and K, k)<br>• write the letters J, j and K, k | become familiar with names from different cultures | • infer meaning from gestures<br>• cooperate with others to complete tasks | *This is + name.*<br><br>*Alphabet book vocabulary: jump, kangaroo* | *He/She is...* | *Who's he/she?*<br>*Is s/he...?*<br>*from*<br>*Who's this?* |
| **UNIT 10** | **2X40'** | • comprehend and use the new vocabulary taught (over, under, through)<br>• comprehend expressions of ability (can/can't)<br>• identify letters of the English alphabet (letters O, o, P, p and Q, q)<br>• write the letters O, o, P, p and Q, q | come into contact with foreign children´s literature<br><br>('We're going on a bear hunt' by Michael Rosen) | • tolerate ambiguity<br>• infer and communicate meaning using gestures<br>• infer meaning through the speaker's intonation<br>• predict what is going to happen next in a story | family, bear, big, nose, ears, eyes, open, cat, dog, bird, lion, run, jungle | over, under, through, scared, grass, river, mud, forest, snowstorm, cave<br>*Alphabet book vocabulary: octopus, pizza, queen* | going, hunt, beautiful day, catch, (and other vocabulary found in the story) |
| **UNIT 11** | **2X40'** | • identify food items taught<br>• name food items taught<br>• say what they like/ don't like.<br>• identify and write letters of the English alphabet (letters R, r, S,s and T, t) | | • tolerate ambiguity,<br>• personalize knowledge<br>• cooperate with others to complete tasks | Fruit: apples, bananas, pears, oranges<br>Animals: cat, dog, duck, sheep, fish, rabbit<br>Colours: blue, red, yellow, green, orange, black, white, pink<br>Food items: ice-cream, pizza<br>*Alphabet book: rabbit* | I like/I don't like ... carrots/tomatoes/ chocolates/milk<br>*Alphabet book vocabulary: sun, tomato* | Do you like...?<br>I come from... |

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| **UNIT 12** | **3x40'** | • express possession using I've got...<br>• name fruit and animals confidently.<br>• follow a simple children's story<br>• identify letters of the English alphabet (letters U, u, V, v, W, w, X, x, Y, y and Z, z)<br>• Write the letters U, u, V, v, W, w, X, x, Y, y and Z, z of the alphabet | come into contact with foreign children's literature ( "Handa's Surprise" by Eileen Browne)<br><br>become familiar with tropical fruit<br><br>become familiar with animals from other countries | • predict what's going to happen next in a story<br>• cooperate with others to complete a task<br>• use visuals to support comprehension | I like...<br>Fruit: banana, orange and other fruit they know<br>Animals: monkey, giraffe, elephant, zebra, and other animals they know<br>*Alphabet book vocabulary: zebra* | I've got... ,<br>Fruit mentioned in the story: guava, mango, pineapple, avocado, passion fruit, tangerine<br>Animals mentioned in the story: ostrich, antelope, parrot, goat<br>*Alphabet book vocabulary: umbrella, violin, window, xylophone, yo-yo* | |
| **Unit 13** | **2x40'** | • say the days of the week<br>• follow a simple children's story<br>• identify matching capital and small letters | • to come into contact with foreign language literature<br><br>('The Very Hungry Caterpillar" by Eric Carle) | • predict what's going to happen next in a story<br>• cooperate with others to carry out tasks<br>• infer meaning from visuals | Colours: green, purple, red, orange<br>Fruit and food previously taught: oranges, apples, pears, cheese, ice cream<br>I like / I don't like<br>Numbers<br>Big, small | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, plums, strawberries, watermelon | Language included in the story<br>Food items (cake, pickle, salami, lollipop, pie, sausage, cupcake) |

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| C H R I S T M A S | **1x40** | • to give Christmas greetings | • learn a traditional foreign Christmas song ("We wish you a Merry Christmas") | • to activate background knowledge<br>• to selectively attend | *Merry Christmas!*<br>*angel*<br>*touch your nose, touch your head* | *Happy New Year!*<br>*Christmas tree, Christmas cake, Christmas card, present, Santa* | |
| E A S T E R | **1x40'** | • to give Easter greetings | • become familiar with Easter customs in other countries (e.g. Easter egg hunt)<br>• become familiar with an Easter nursery rhyme ("Hot Cross buns") | • cooperate with others to carry out tasks | *Happy Easter,*<br>*I like...*<br>*numbers* | *Hot Cross Buns* | |

# LESSON PLANS

# UNIT 1

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• introduce themselves<br>• greet people<br>• respond to basic classroom instructions |
| *Intercultural aspect:* | Pupils should be able to play the traditional game "Simon says". |
| *Learning strategies:* | Pupils should be able to:<br>• activate background knowledge<br>• feel comfortable and relaxed in the foreign language classroom |
| **NEW LANGUAGE** | |
| *Production* | jump, touch, run |
| *Comprehension* | Come here<br>cut, stick |
| **RECYCLED LANGUAGE** | *Good morning. How are you? Fine, thanks*<br>*I'm …*<br>*Stand up/ Sit down/ clap your hands/ Listen/ Be quiet*<br>*girl, boy* |
| **MATERIALS** | Two songs: "Good morning" and 'Circle Time Chant', which can be found at http://www.schools.ac.cy<br>Action flashcards (from the school set or other sources, e.g. from: **http://www.esl-kids.com/flashcards/actions/small-actions.pdf),** cards with pupils' names on, colouring pencils, scissors, name badges (see photocopiable material), safety pins<br>**Tip***: If you laminate your flashcards, they will last for a long time!* |
| **TIME** | 2 X 40 minutes |

**Lesson 1**

| **PROCEDURE** | |
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| **REVIEW/ INTRODUCTION** | • The teacher greets the pupils ("Good morning. How are you?") and encourages them to respond.<br>• The teacher asks the pupils if they remember the 'Good morning' song, which was taught in Year 1, and sings it |

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| | with them (sang to the tune of ***Are you sleeping/ Frère Jacques***)'. (If the pupils were taught another 'Good morning' song, they can sing that one instead. The recommended song can be found at: http://www.schools.ac.cy :<br><br>"Good morning! Good morning!<br>How are you? How are you?<br>How are you today? How are you today?<br>I'm fine thanks, I'm fine thanks"<br><br>• The class puppet/mascot* greets the pupils. The teacher re-introduces the puppet to the pupils (if it's the same as last year's) or introduces it (if it's a new puppet).<br><br>**The class puppet/mascot (or puppets /mascots) is to be used throughout the year. (This could be any puppet or puppets the teacher chooses).*<br><br>• The teacher goes round the class with the puppet. The puppet greets the pupils one at a time and introduces itself. The pupils also introduce themselves to the puppet:<br><br>Puppet: "Hello! I'm + puppet's name."<br>Pupil: "Hello! I'm + pupil's name." |
| **PRESENTATION** | • Pupils play the game "Simon Says" with the teacher giving instructions. The instructions should involve new and recycled language and may include phrases such as:<br><br>"Sit down"<br>"Stand up"<br>"Come here"<br>"Jump 3 times"<br>"Run on the spot"<br><br>It is at this point that the teacher introduces the instructions: *come here, jump* and *run (on the spot)* by miming the actions while giving the instructions for the first time.<br><br>If there are confident pupils, they can be encouraged to take on the role of the teacher and give instructions to their classmates (with the help of the teacher who can, if necessary, whisper instructions in their ear). |

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| **PRACTICE** | • Pupils stand in a circle and do the actions following the chant below which can be sang by the teacher or played on the computer/CD player. The chant can be found at http://www.schools.ac.cy .<br><br>Stand up girls and boys.<br>Stand up girls and boys.<br>Stand up girls and boys.<br>Stand up!<br><br>Clap your hands girls and boys.<br>Clap your hands girls and boys.<br>Clap your hands girls and boys<br>Clap your hands!<br><br>Jump up girls and boys.<br>Jump up girls and boys.<br>Jump up girls and boys.<br>Jump up!<br><br>Run 'round girls and boys.<br>Run 'round girls and boys.<br>Run 'round girls and boys.<br>Run 'round!<br><br>Touch your nose girls and boys.<br>Touch your nose girls and boys.<br>Touch you nose girls and boys.<br>Touch your nose!<br><br>Let's sit down girls and boys.<br>Let's sit down girls and boys.<br>Let's sit down girls and boys.<br>Let's sit down!<br><br>(The teacher can add more verses, according to his/her preference.)<br><br>• While the pupils are still in a circle, the teacher puts the action flashcards on the board and says the words encouraging the pupils to repeat the words in various ways (happily, quickly, loudly, silently).<br><br>• "Disappearing pictures" game: 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 and the pupils try to |

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| | remember all the words without anything on the board. A group of pupils can then be given the flashcards and asked to put them back on the board in the right order, whereas the rest of the class checks their response. |
| **PRODUCTION** | • Pass the card: The pupils sit in a circle and the teacher passes round a few flashcards. The pupils who get the flashcard have to pass it on to the person next to them. While the cards are passed around, there can be music playing in the background or the pupils can be singing a song they learned. When the music stops, or when the teacher shouts 'Stop!', the pupil/s who have a card, show it to the rest of the class, who have to then call out the action (e.g. Stand up!).<br>• The pupils sing the chant (above) one more time while doing the actions along with the teacher.<br>• Pupils play "Simon Says" once more. |
| **EVALUATION** | • The teacher can evaluate the pupils through their responses to the instructions during "Simon says". |
| **CROSS-CURRICULAR LINKS** | • Physical Education: The circle time song learned in this lesson can be also used in Physical Education. |

## Lesson 2

| **PROCEDURE** | |
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| **REVIEW** | • The pupils sing the "Good morning" song.<br>• The class puppet/mascot greets pupils and pretends that he/she has forgotten all their names so pupils have to re-introduce themselves:<br>"Hello!" or "Good morning! I'm + pupil's name."<br>• The teacher holds the set of flashcards used in the previous lesson showing the actions: *stand up/ sit down/ clap your hands/ listen/ be quiet/ jump/ touch/ run.* S/he |

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| | shows them to the pupils, says the words and encourages pupils to repeat.<br><br>• The teacher starts with a flashcard pressed to his/her chest and then very quickly turns it around and flashes it across the pupils' line of sight, finishing by putting it back hidden against his/her chest. The teacher should aim to do it quickly so that the pupils can't see the card well. They are encouraged to guess the action on the flashcard. Once they have guessed the action pictured on the flashcard, the teacher asks a pupil to **stick** the flashcard on a classroom wall using blue tuck (teacher shows "stick"). |
| **PRACTICE** | • Pupils stand in a circle and say the chant taught in Lesson 1, while doing the actions:<br><br>Stand up girls and boys.<br>Stand up girls and boys.<br>Stand up girls and boys.<br>Stand up!<br><br>Clap your hands girls and boys.<br>Clap your hands girls and boys.<br>Clap your hands girls and boys<br>Clap your hands!<br><br>Jump up girls and boys.<br>Jump up girls and boys.<br>Jump up girls and boys.<br>Jump up!<br><br>Run 'round girls and boys.<br>Run 'round girls and boys.<br>Run 'round girls and boys.<br>Run 'round!<br><br>Touch your nose girls and boys.<br>Touch your nose girls and boys.<br>Touch you nose girls and boys.<br>Touch your nose!<br><br>Let's sit down girls and boys.<br>Let's sit down girls and boys.<br>Let's sit down girls and boys.<br>Let's sit down!<br><br>• While pupils are sitting in a circle, they play a "Listen and Find" game with the flashcards which the pupils have stuck around the classroom in the previous game. The teacher brings out a small group of pupils and gives |

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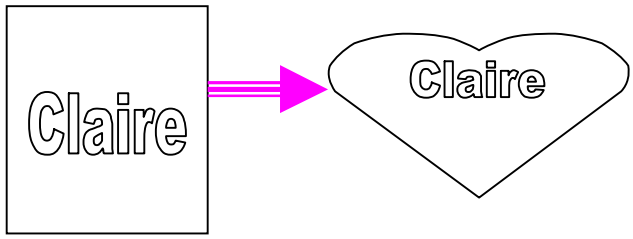
| | instructions such as:<br><br>"Touch …. 'JUMP'."<br>"Find … 'RUN'."<br>"Find .... 'CLAP'., etc.<br><br>The pupils have to find or touch the right flashcard each time. Once the game finishes, another group of pupils can come out to play it but before they start the game, the teacher asks the class to close their eyes and changes the position of the flashcards. |
| **PRODUCTION** | • Charades*:* The teacher divides the class into two teams. One pupil from each team comes to the front of the classroom. The teacher whispers different action words or shows flashcards to the two pupils and they act them out. The first team to say the correct word gets a point. For example: *sit down, jump, run* ….<br><br>• The teacher can choose to do one of the two activities below: the name card activity or the name badge activity.<br><br>A. <u>Name Card Activity</u><br>• The teacher gives pupils cards with their names on asking them to **cut** (showing the scissors and miming 'cut') their name in any shape they like.<br>e.g.<br><br>  <br><br><br>The teacher asks pupils to colour their name cards with their favourite colours. When they finish with their colouring, they are asked to stick their name cards on the board.<br>The teacher then calls out pupils to the board to identify their names, e.g.: "Claire, touch your name card."<br>Pupils find their name card and say: "Hello I'm + pupil's name."<br><br>B. <u>Name Badge Activity</u><br>• The pupils are given name badges (see photocopiable materials). They either copy their name on the badge or the teacher writes it for them. To complete the badge they |

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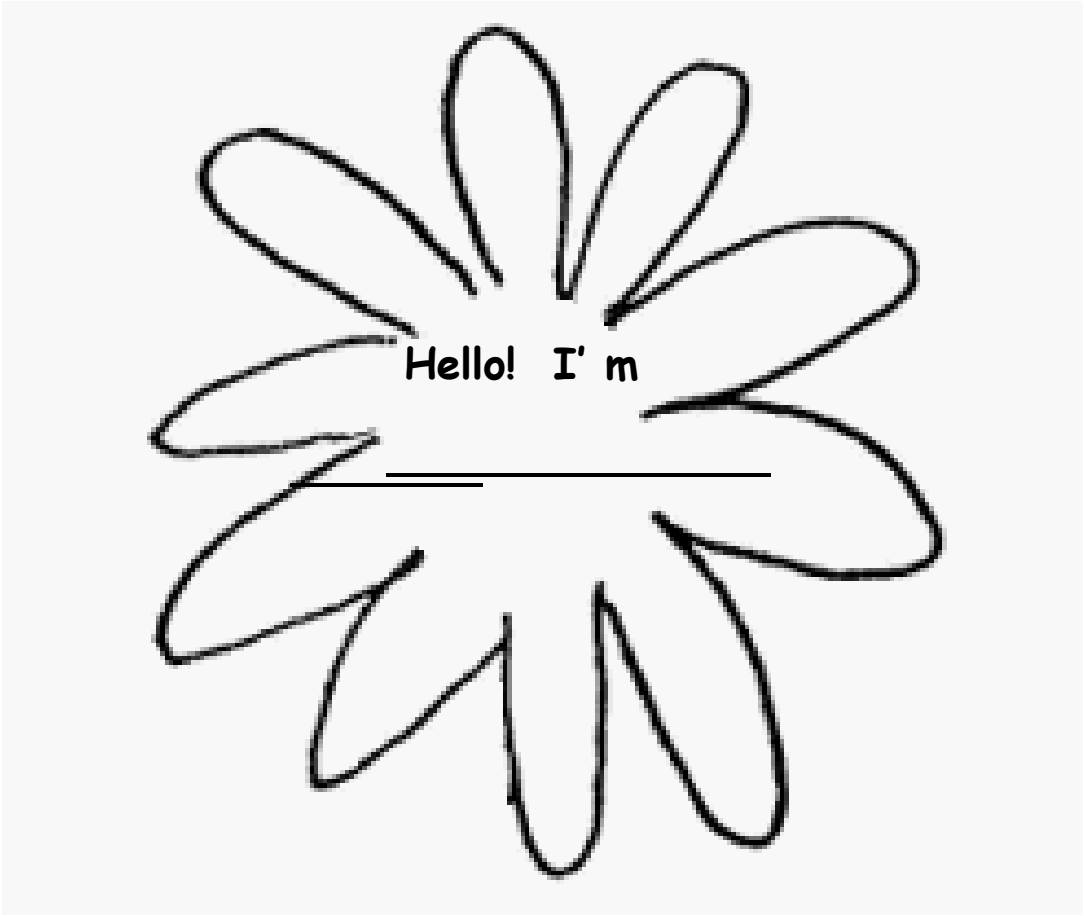
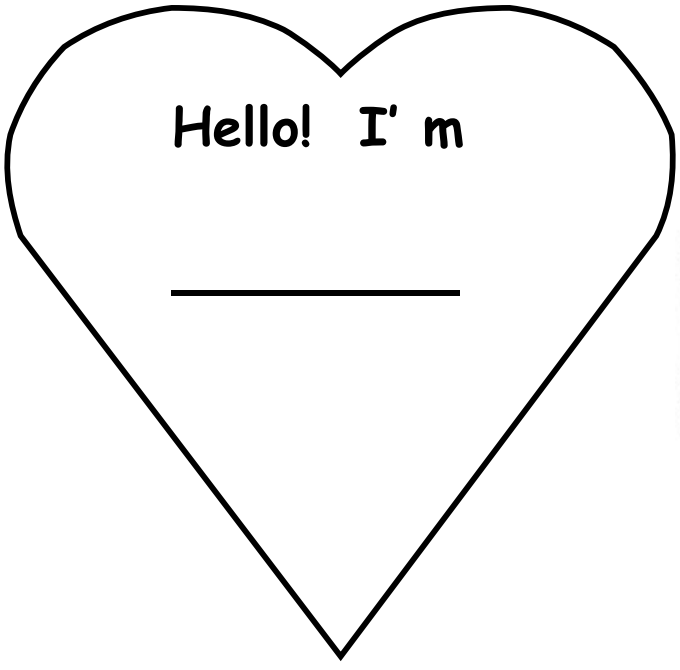
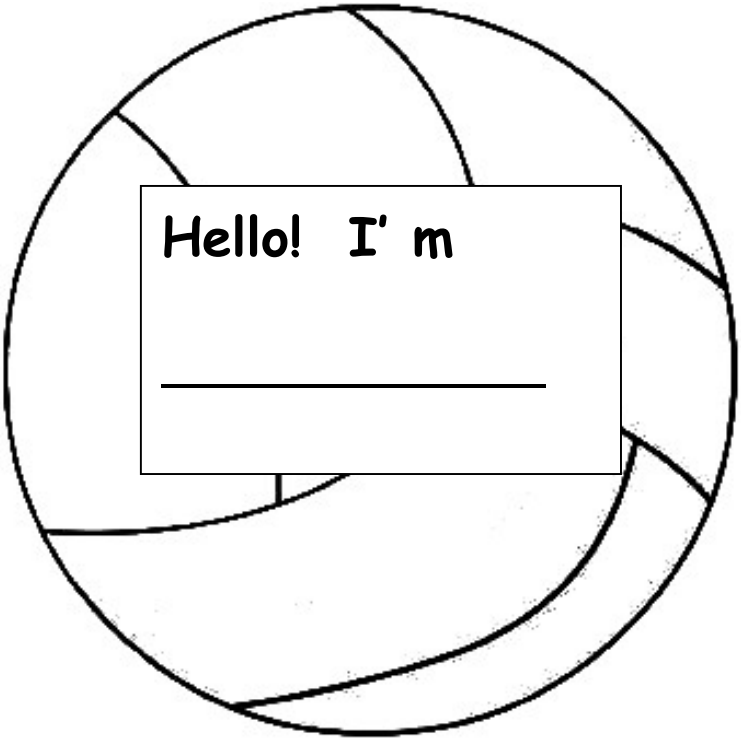
| | need to colour it, cut it and stick a safety pin at the back.<br><br>Pupils can take the name badges home to show their parents but they should bring them back to school. For the next lessons the name badges are put in a box and at the beginning of each lesson pupils are expected to pick their badge and put it on. (name recognition).<br><br>**Tip**: *Writing Greek or other foreign names in English can sometimes be tricky and individuals often have their personal preferences, e.g. someone prefers to use Kostas whereas another person prefers Costas.*<br>*It is a good idea when the teacher is writing down the pupils' names for the above activities, to inform pupils that people sometimes write their names differently and ask them to show their badge/card to their parents and see if this is the way the family writes their name.*<br><br>• Fast finishers can work with the activity in the Starter Book. |
| **EVALUATION** | • Throughout the lesson through observation of the pupils' reactions and their participation in the lesson's activities. |

**Photocopiable Material:** **Name Badges**



# UNIT 2

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• introduce themselves<br>• introduce others<br>• respond to basic classroom language |
| *Intercultural aspect:* | Pupils should become familiar with:<br>• foreign names<br>• the traditional nursery rhyme "Polly put the kettle on" |
| *Learning strategies:* | Pupils should be able to:<br>• tolerate ambiguity<br>• feel comfortable and relaxed in the foreign language classroom |
| **NEW LANGUAGE** | |
| *Production* | What's your name?<br>My name is …<br><br>put, take, kettle, tea |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | This is …<br><br>Action words: *stand up/ sit down/ clap your hands/ listen/ be quiet, stick, jump, touch, run* |
| **MATERIALS** | Class puppet/mascot, flashcards of children of different nationalities stuck on a stick (stick puppets), straws, scissors, glue, photocopiable material |
| **TIME** | 2 X 40 minute lessons |

## Lesson 1

| PROCEDURE | |
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| **REVIEW / PRESENTATION** | • The teacher holds the class puppet/mascot, greets the pupils and invites them to sing the "Good morning' song or any other song they have learned and would like to sing.<br><br>• The puppet tells the pupils s/he is having a party today in class and s/he has invited all his/her friends (stick puppets). The mascot starts introducing the friends (who are children of different nationalities) e.g.<br><br> <br><br>Dilani Hannah Akeyo Tina Sachiko<br><br>The mascot introduces his/her friends using "This is + name." and invites the pupils to repeat after him/her.<br><br>The new friend can then introduce him/herself: "Hello! My name is Hannah". e.g.:<br><br>Puppet: This is Hannah. Who is it?<br>Pupils: This is Hannah.<br>Hannah: Hello! My name is Hannah.<br><br>*At this point the teacher can ask pupils in their mother tongue to guess where these children come from and accept various suggestions from the pupils. The origin of the characters above based on the names are: Dilani – Sri Lanka / Hannah – England / Akeyo – Kenya / Tina – Australia / Sachiko - Japan*<br><br>• The teacher then mixes the stick puppets and shows part of each of the puppet for pupils to try and guess who each puppet is. e.g. |

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| | Teacher: Who is this?<br>Pupil: This is Dilani.<br><br>The teacher then uses a stick puppet to act out a dialogue between the puppet and him/herself, e.g:<br><br>-Hello! My name is Dilani. What's your name?<br>- My name is + teacher's name.<br><br>The teacher uses the stick puppets to ask various pupils in the class, the question "What's your name?" and supports the pupils so that they answer "My name is ….". |
| **PRACTICE** | • The teacher introduces a jazz chant with the help of a puppet or the recording which can be found at http://www.schools.ac.cy :<br><br>What's your name? What's your name?<br>My name is Loukia. My name is Loukia.<br>What's your name? What's your name?<br>My name is Fotos. My name is Fotos.<br><br>The jazz chant can be sang in various ways, e.g. with the pupils asking the question and the teacher pointing to a pupil to answer, with the teacher singing the question and pointing to a pupil but all the class has to reply using that name, etc.<br><br>• Pupils play a ball game in two rounds:<br><br>Round 1: The teacher says "My name is …". S/he then throws the ball to a pupil and asks "What's your name?".The pupil holding the ball introduce him/herself by saying: "My name is + pupil's name".<br>The pupil then throws the ball back to the teacher who throws it to another pupil and so on.<br><br>Round 2: The teacher throws the ball to a pupil and asks: "What's your name?".The pupil holding the ball introduces him/herself by saying: "My name is + pupil's name".<br>Then the pupil throws the ball to a classmate asking him/her: "What's your name?" and so on. |
| **PRODUCTION** | • Pupils prepare puppets of children of different nationalities.<br><br>The teacher gives out handouts with faces of children of different nationalities (see photocopiable material) and |

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| | asks pupils to colour, cut and stick the faces on a straw in order to make their own stick puppet. The pupils name them (*pupils need the help of the teacher in order to give names to the puppets that are appropriate to each puppet's nationality*).<br><br>• When the pupils finish, the teacher gives an example of a mini-dialogue using the class puppet/mascot.<br>e.g.<br><br>Puppet: Hello! My name is ……. What's your name?<br>Teacher: Hello! My name is + teacher's name.<br><br>Pupils are then encouraged to use their puppets and act out mini dialogues with their partners. The teacher walks around the classroom and monitors the pairs, helping out whenever needed.<br><br>Afterwards, volunteer pairs can act out the dialogue for the whole class.<br><br>**Tip:** *Some pupils will finish their puppets earlier than the others. They can either have the chance to create one more puppet or they can be paired between them to practice the mini-dialogue. Later on, when all pupils finish, they can be partnered with other pupils.* |
| **EVALUATION** | • The teacher observes pupils throughout the lesson but especially during the ball game.<br>• While the pupils are making their puppets, the teacher can go round the class and talk to individual pupils asking them how they like the lesson, etc. S/he can also ask them to identify the puppet (e.g. Who is this?).<br>• While pupils act dialogues in pairs, the teacher goes round the classroom checking and evaluating their progress.<br><br>For all the above, observations about particular pupils should be noted down soon after the lesson on teacher checklists regarding achievement of the particular objectives. |
| **PORTFOLIO** | • Volunteer pupils can be videorecorded during their stick puppet dialogues and this can be entered as evidence regarding competence of the pupils to introduce themselves ("Μπορώ να συστήσω τον εαυτό μου», Speaking target, A1). |

## Lesson 2

| PROCEDURE | |
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| **REVIEW** | • The pupils sing the jazz chant from the previous lesson. They can sing it in one or two different versions/ways which they have learned last time.<br><br>What's your name? What's your name?<br>My name is ……. My name is …….<br>What's your name? What's your name?<br>My name is ……... My name is ……...<br><br>• The teacher invites pupils to use the stick puppets they made in the previous lesson to act out a mini-dialogue with him/her:<br><br>Teacher: What's your name?<br>Pupil (holding a stick puppet): My name is …<br>What's your name?<br>Teacher: My name is …<br><br>• Pupils try out their dialogues in pairs. After that a couple of pairs can act out the dialogue in front of the class (preference should be given to pupils who did not present in the last lesson). |
| **PRESENTATION** | • Pupils play "Simon says". The teacher uses the instructions: *stand up/ sit down/ clap your hands/ listen/ be quiet, stick, jump, touch, run.*<br>At this point the teacher using gestures and miming can introduce the instructions **put** and **take** and include them in the "Simon says" game.<br><br>• The teacher introduces the two girls Polly and Sukey.<br><br>This is Polly. This is Sukey |

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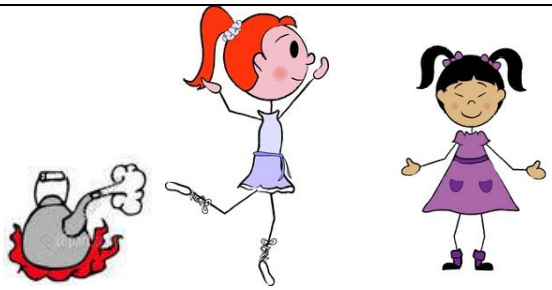
| |  <br><br>S/he explains that the two girls want to make some tea and introduces the word 'kettle'.<br><br>• The teacher sings the nursery rhyme "Polly put the kettle on" using the pictures of two girls (Polly and Sukey) and the picture of the kettle, miming the actions.<br><br>Polly put the kettle on,<br>Polly put the kettle on,<br>Polly put the kettle on,<br>We'll all have tea.<br><br>Sukey take it off again,<br>Sukey take it off again,<br>Sukey take it off again,<br>They've all gone away<br><br>The nursery rhyme can also be presented using one of the many digital representations of the rhyme freely available on the Internet, such as the one at http://www.youtube.com/watch?v=RdutyFg1Mj8 (**http://tinyurl.com/4arfzqg** ) **or** http://www.youtube.com/watch?v=eh2Ud9KReWY (http://tinyurl.com/cgaulua **).**<br><br>• Pupils are encouraged to join in by singing and/or by doing the actions. |
| **PRACTICE** | • Pupils play a "Pass the Card" game with the pictures of the two characters Polly and Sukey.<br><br>The teacher gives pupils flashcards of Polly and Sukey (perhaps in 2 or 3 copies) as well as the class puppet/mascot. H/she puts music on (preferably the song 'Polly put the kettle on') and the pupils begin passing round the flashcards and puppet from pupil to pupil. When the music stops the pupils that hold pictures (or the puppet) introduce the characters to the |

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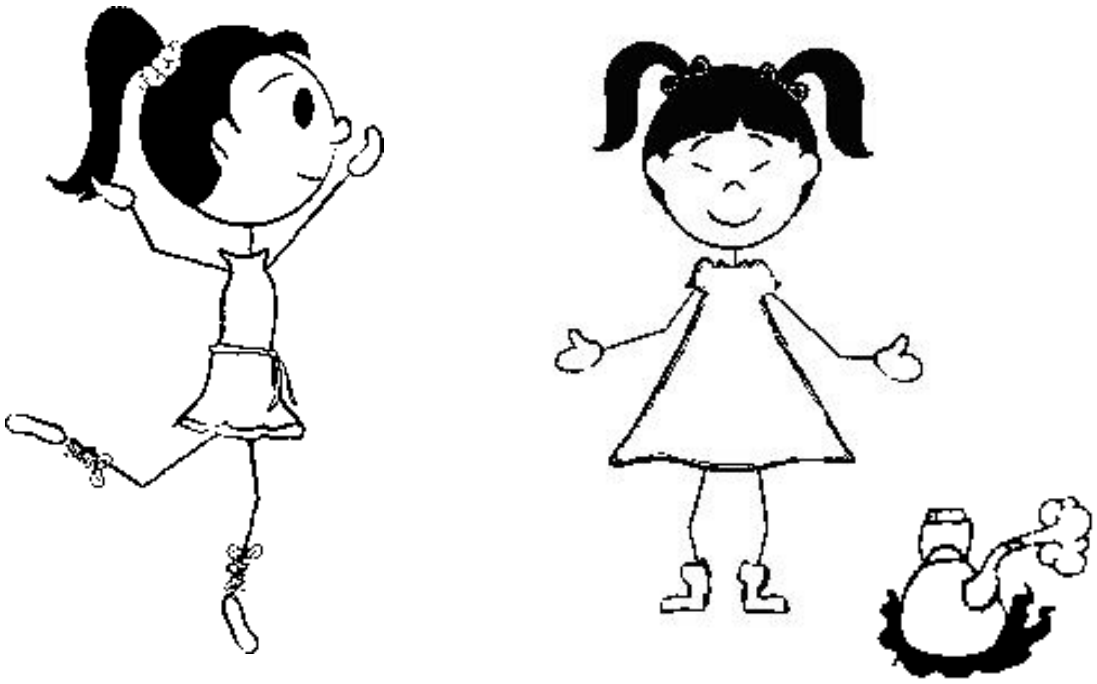
| | class e.g.:<br>This is Polly<br>This is Sukey |
| **PRODUCTION** | • Pupils play a game. A volunteer pupil comes out and stands facing the board. The teacher nominates a pupil who says "Hello!". The pupil who is facing the board has to find out who his/her classmate is:<br><br>Pupil: Hello!<br>Pupil (facing the board): This is George.<br>The whole class: No or Yes accordingly.<br><br>**Tip:** *You can play the game by blindfolding the pupil who comes out (who then does not have to face the board). Although the game might be more fun for most pupils, there are pupils who will shy away from the blindfold. A good idea is to give the pupil who comes out the option to wear a blindfold or not.*<br><br>OR<br><br>• Pupils play a ball game. The teacher throws the ball to a pupil saying to the whole class: "This is + pupil's name.". Then, the pupil holding the ball chooses a classmate s/he wants to introduce to the class and throws the ball to that pupil saying: "This is + pupil's name.". |
| **EVALUATION** | • The pupils are given a handout (see photocopiable material) with Polly and Sukey and the lyrics of the song. The pupils are encouraged to colour the picture and they can take the handout home to try singing the rhyme to their parents.<br><br>The activity in the Starter Book is also intended for the pupils to be able to share the song with their parents and does not imply that the pupils are expected to be able to independently read the song, at this point in time.<br><br>During the colouring activity, the teacher goes round and talks to the pupils asking them to identify the girls in the handout, e.g.<br>Teacher: Who is this?<br>Pupils: This is Sukey.<br><br>The teacher can also take the opportunity to talk to the pupils individually and find out how they are coping with the foreign language lesson, if they like it, etc. |

Photocopiable material

## Polly put the kettle on



Polly put the kettle on,
Polly put the kettle on,
Polly put the kettle on,
We'll all have tea.

Sukey take it off again,
Sukey take it off again,
Sukey take it off again,
They've all gone away!

# UNIT 3

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• identify the classroom objects in this unit<br>• name at least six of the classroom objects in this unit (new and recycled)<br>• identify letters of the English alphabet (letter A, a)<br>• write the letter A, a. |
| *Intercultural aspect:* | |
| *Learning strategies:* | Pupils should be able to:<br>▪ make guesses based on previous knowledge<br>▪ tolerate ambiguity |
| **NEW LANGUAGE** | |
| *Production* | What's this?<br>pencil case, sharpener, board, rubber |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | It's a…<br>book, pen, pencil, ruler, schoolbag<br>*Alphabet vocabulary: apple* |
| **MATERIALS** | flashcards of classroom objects (use the school set or alternative sources e.g. from http://www.mes-english.com/flashcards/classroom.php)<br>Optional: bingo game cards (e.g. also from http://www.mes-english.com/flashcards/classroom.php or designed by you at http://www.toolsforeducators.com), tray, real classroom objects, small game cards for pelmanism game (can be prepared at:<br>http://www.mes-english.com/flashcards/files/classroom_cards.pdf<br>or from http://www.eslflashcards.com/preview.php?id=6 ) |
| **TIME** | 2 X 40 minute lessons |

## Lesson 1

| **PROCEDURE** | |
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| **PRESENTATION** | • The teacher plays a guessing game with the pupils while using the recycled vocabulary (*book, pen, pencil, ruler, school bag*). S/he shows only part of a picture and slowly reveals the picture asking pupils the question: "What's this?". |

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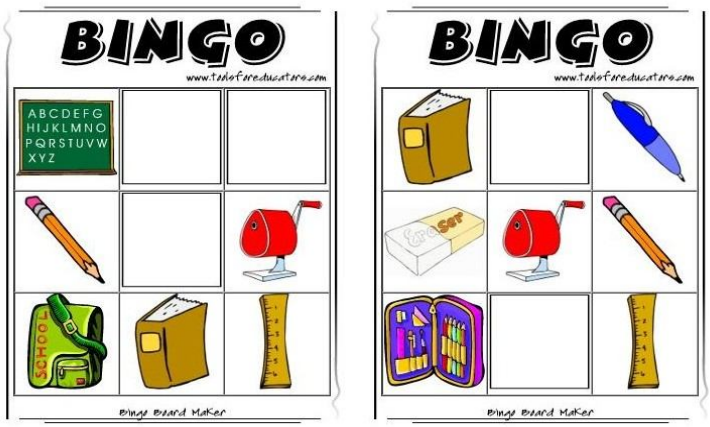
| | Pupils try to guess the classroom object and the teacher introduces the structure "It's a …" when they find the right answer.<br><br>Once the recycled vocabulary has been used, the teacher also introduces the new vocabulary through the game: pencil case, a sharpener, a board, a rubber.<br><br>• All the words (new and recycled) are presented through flashcards. The teacher says the words and the pupils repeat them in various ways: loudly, quietly, quickly, etc.<br><br>• Pupils carry out the 'Listen, point and say' in their Starter Books. |
| **PRACTICE** | • A 'Bingo!' game: The game can be played using the activity in the Starter Book. The pupils choose three pictures to cross out and then listen to the teacher to play the game. You can play the game either aiming for the pupils to listen to the pictures they have crossed out or until they cross out one complete horizontal line.<br><br>Alternatively, bingo cards prepared with the help of: http://www.toolsforeducators.com/bingo<br><br>The teacher prepares bingo cards with all the classroom objects learned so far, e.g.:<br>  <br>Then s/he calls out sentences like:<br><br>*What's this? It's a book*<br>*What's this? It's a sharpener.* etc.<br><br>Each time pupils hear a word which is on their bingo |

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| | card, they cross out the relevant picture. The pupil that crosses out all the pictures and shouts out 'Bingo!" first is the winner.<br><br>**Tip:** *If the bingo cards are laminated, then the pupils can use non-permanent markers to cross boxes out. This means that the bingo cards can be used over and over again!*<br><br>• "Pass the card" game: Pupils are given flashcards of the classroom objects. They pass the card from pupil to pupil while music is playing in the background. When the music stops, the pupils holding a card take turns to name the classroom object on the card by using "It's a ….". |
| **PRODUCTION** | • The teacher introduces a jazz chant and invites pupils to participate. The jazz chant can be found at http://www.schools.ac.cy .<br><br>What's this?<br>It's a pencil.<br>What's this?<br>It's a book.<br>What's this?<br>It's a pen in my schoolbag.<br><br>• The teacher divides pupils into 2 groups. Group A are expected to ask the questions in the jazz chant and Group B give the answers, e.g.:<br><br>Group A: What's this?<br>Group B: It's a pencil.<br>Group A: What's this?<br>Group B: It's a book.<br>etc.<br><br>Pupils can be invited to create their own jazz chant by adding other classroom objects and/or changing the rhythm.<br><br>• Pelmanism game: the flashcards are placed face down on the board. The class is divided into two groups and two representatives from each group take turns to come to the board and turn two flashcards round. Before they turn a flashcard round, one pupil asks "What's this?". Then the other pupil who turns the card replies "It's a …". If the two flashcards are the same, the group keeps the two cards and the winner is the team with the most cards. |

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| | The game can also be played as an interactive pelmanism game found at http://www.schools.ac.cy . |
| **EVALUATION** | • Pupils play the pelmanism game in pairs using small game cards (e.g. from:<br><br>http://www.mes-english.com/flashcards/files/classroom_cards.pdf |

## Lesson 2

| **PROCEDURE** |
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| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher sings the alphabet song and pupils follow<br><br>A - B - C - D - E - F - G<br>H - I - J - K - L - M - N - O - P<br>Q - R - S - T - U - V,<br>W - X - Y and Z<br>Now I know my A - B - C's<br>Next time won't you sing with me?<br><br>This is a traditional song and can be found freely available on the Internet (e.g. http://tinyurl.com/65z329j). The song can also be found at http://www.schools.ac.cy .<br><br>The teacher introduces letter A a:<br><br>• The teacher shows letter A a (big and small).<br>• S/he tells pupils the letter's name and the letter's sound (distinguish between what the letter is called and the sound it makes).<br>• The teacher asks pupils to tell him/her words they know that begin with the letter A a (the teacher can help the pupils by reminding them of some words or by using pupils' names, e.g. Anna).<br>• The teacher shows pupils how to write the letters A and a (on the board).<br>• Teacher and pupils write the letter in the air.<br>• Pupils write the letter on their desks using their finger.<br>• Pupils work in their alphabet book.<br><br>***THIS STAGE IS NOT EXPECTED TO TAKE MORE THAN 10 – 15 MINUTES. Teachers encourage the pupils not to take too long in drawing or pasting pictures in their alphabet book and make sure pupils have time to practise writing the letter. The teacher walks around checking that the pupils are writing the letter/s in the right way.*** |

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| **REVIEW** | • The teacher brings a tray with different classroom objects (e.g. a book, a pencil, a sharpener) and asks a pupil to come out and randomly pick one item up. The pupil shows the item to the class and the teacher asks: "What's this?" The pupil can then pick a classmate to answer the question using "It's a …".<br><br>Another pupil comes out to pick another item. This time the pupil who picks up the item can ask the question instead of the teacher. |
| **PRACTICE** | • The teacher gives pupils a few seconds to try and memorize the items on the tray. Then s/he covers the tray and asks pupils to talk with their partners and list the things that were on the tray.<br>Later, each pair reports one item to the class while trying not to repeat objects that have already been mentioned by other pairs.<br><br>• Pupils play a "Pump Up the Volume" game:<br><br>The teacher sends one pupil out of the room to be the "Seeker". The teacher then hides a school object. When the pupil 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 must 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 the teacher hides another school object and another pupil becomes the Seeker. |
| **PRODUCTION** | • 'Find your partner' game: Each pupil is given a small card with a classroom object. (make sure that there are two cards of every object).The pupils need to get up and walk around the classroom while trying to find their partner, i.e. the pupil with the same card.<br><br>They ask their classmates about their card:<br><br>Pupil 1: What's this?<br>Pupil 2: It's a pen<br>Pupil 1: No, thanks.<br><br>When pupils find the partner, they sit down.<br><br>**Tip:** *If the class is small, then all the pupils can do the* |

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| | *activity at the same time. If, however, the class is big, it may be more practical to take out only a group of pupils to play the game. When they are finished, then another group can come up.* |
| **EVALUATION** | • Pupils play in pairs the pelmanism game they played in Lesson 1 (Evaluation stage). The teacher monitors the activity and observes the pupils noting down progress or difficulties.<br>• Alternatively, evaluation of the pupils' ability to comprehend the target vocabulary can be evaluated through a listen and point activity using the pictures of the Bingo activity in the Starter Book. The teacher can give instructions such as "Show me the pencil.", "Show me the ruler." and move about the classroom observing the pupils' responses. |
| **PORTFOLIO** | • Pupils can record their achievement as regards the targets "Μπορώ να ονομάσω αντικείμενα της τάξης μου" (Speaking target, A1) and include progress on an additional target "Μπορώ να κατανοήσω αντικείμενα της τάξης μου". |

# UNIT 4

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• identify and name at least six of the classroom objects taught<br>• identify and name at least four of the animals taught<br>• make guesses about classroom objects and animals<br>• identify letters of the English alphabet (letters B, b, C, c)<br>• write the letters B, b and C, c. |
| *Intercultural aspect:* | |
| *Learning strategies:* | Pupils should be able to:<br>▪ make guesses<br>▪ tolerate ambiguity |
| **NEW LANGUAGE** | |
| *Production* | Is it a …?<br>Yes, it is.<br>No, it isn't. |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | It's a ….. .<br>Animals: snake, elephant, lion, crocodile, giraffe, tiger, bear<br>Classroom objects: pencil case, sharpener, board, rubber, book, pen, pencil, ruler, schoolbag<br>*Alphabet vocabulary: bear, cat* |
| **MATERIALS** | Flashcards of classroom objects (from the school set or alternative sources e.g. from: http://www.mes-english.com/flashcards.php or from http://www.eslflashcards.com/preview.php?id=6 )<br>large flashcards of animals and small game flashcards (from the school set or alternative sources e.g. from http://www.esl-kids.com/flashcards/animals.html )<br>Dice (e.g. from: http://www.toolsforeducators.com/dice/classroom_make1p.phpOR large plastic die) |
| **TIME** | 2 X 40 minute lessons |

## Lesson 1

| PROCEDURE | |
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| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher sings the alphabet song and pupils follow:<br><br>A - B - C - D - E - F - G<br>H - I - J - K - L - M - N - O - P<br>Q - R - S - T - U - V,<br>W - X - Y and Z<br>Now I know my A - B - C's<br>Next time won't you sing with me?<br><br>The teacher reviews A, a and introduces letter B, b.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW** | • The teacher shows the flashcards of classroom objects used in the previous lesson. Each time s/he shows a flashcard, s/he makes a statement, e.g. "It's a book."<br>The pupils listen to the statement and if it matches the flashcard, they touch their head. If the statement is false, then they touch their nose:<br><br>Teacher: It's a book (holds a flashcard showing a pencil)<br>Pupils touch their nose.<br>Teacher: It's a pencil.<br>Pupils touch their head. |
| **PRESENTATION** | • The teacher presents pictures in the form of puzzles. These are cut up flashcards (e.g. from http://www.mes-english.com/flashcards.php or from http://www.eslflashcards.com/preview.php?id=6 )<br><br>S/he shows pictures which show only part of a classroom object. Each time a new part is shown, s/he asks the pupils:<br>"What is it?" Is it a …..?"<br>Pupils answer Yes or No accordingly. The teacher introduces the complete answer: "Yes, it is." or "No, it isn't.". |

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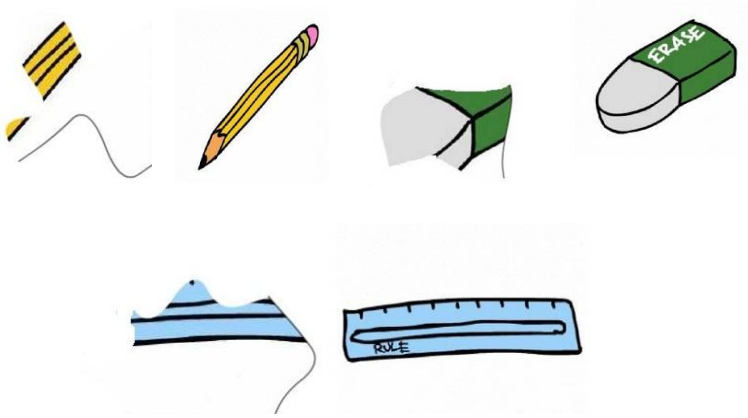
| | and in the end reveals the picture that shows the full school item, e.g.:<br>  <br><br>This presentation can either be done through cut up flashcards, as mentioned above, or through a PowerPoint presentation and/or materials for interactive whiteboards found at http://www.schools.ac.cy .<br><br>In this way the teacher presents all the recycled classroom objects vocabulary (*pencil case, sharpener, board, rubber, book, pen, pencil, ruler, schoolbag*). |
| **PRACTICE** | • The teacher puts all the flashcards face down and picks up one, which s/he doesn't show the pupils. S/he asks pupils to guess which classroom object is shown on the flashcard and helps them use the structure **'**Is it a …..?' for their guesses.<br><br>• The teacher blindfolds a volunteer pupil and hands him/her a school item. The pupil can touch the object for a few seconds and then makes a guess: 'Is it a …..?'<br>The rest of the class are expected to answer using either "Yes, it is." or "No, it isn't."<br><br>**Tip:** *Not all pupils are comfortable with being blindfolded. It is a good idea to give the option for pupils to come out and close their eyes instead of wearing a blindfold.* |
| **PRODUCTION** | • Pupils work in pairs. The teacher hands each pair a die (e.g.from:<br>http://www.toolsforeducators.com/dice/classroom_make1p.php<br>Pupil A throws the die but doesn't show it to pupil B.<br>Pupil B tries to guess by asking: 'Is it a ….?'<br>Pupil A answers 'Yes, it is.' or 'No, it isn't.' |

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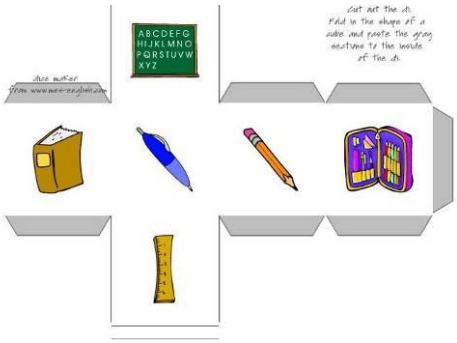
| | Then they change roles.<br>  <br><br>**Tip**: *The same game can be played using one big die. Pictures of classroom objects can be stuck on the die's sides or inserted in plastic pockets, if these are available (such dice can be found in bookshops or toy shops). The game can then be played with the whole class divided into two large groups.* |
| **EVALUATION** | • The teacher invites one pupil to come to the front and pick up one of the classroom object flashcards which s/he doesn't show his/her classmates. The rest of the pupils try to guess the object by asking: "Is it a …?".<br><br>• Alternatively, pupils play a guessing game in pairs. Each pupil gets a small blank piece of paper and draws a classroom object on it, without showing his/her partner. The partners then take turns in guessing each other's object until they find the answer.<br><br>The teacher observes the pupils and notes their understanding and use of the target language. Notes should be written down as soon as possible in the teacher's progress checklists. |

## Lesson 2

**PROCEDURE**

**GETTING TO KNOW THE ALPHABET**

The teacher sings the alphabet song and pupils follow:

A - B - C - D - E - F - G
H - I - J - K - L - M - N - O - P
Q - R - S - T - U - V,
W - X - Y and Z
Now I know my A - B - C's
Next time won't you sing with me?

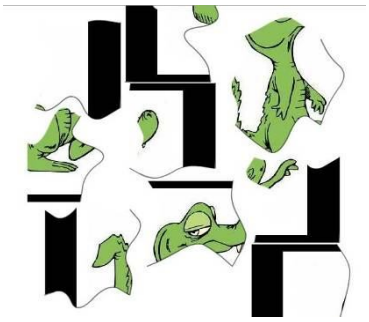
The teacher reviews the previous letters taught and introduces letter C, c.

***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).***

**PRESENTATION**

- The teacher shows flashcards of animals previously taught in Year 1 (snake, elephant, lion, crocodile, giraffe, tiger, bear) cut into jumbled pieces. Flashcards can be downloaded from : http://www.esl-kids.com/flashcards/animals.html

  Pupils guess the animal by asking: "Is it a ... ?".
  e.g.



The teacher invites pupils to put the jumbled pieces in the right place so that the animal is revealed.

This presentation activity can either be done through cut up flashcards, as mentioned above, or through a PowerPoint presentation and/or materials for interactive whiteboards found at http://www.schools.ac.cy .

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| **PRACTICE** | • Pupils carry out activity 1 in their Starter Book. It is a listening activity. They listen to the text (see transcript below) and decide which animal is mentioned each time.<br>It is very helpful for the pupils, if the first activity is done as an example, with the teacher.<br><br>The teacher can either read the text or play the audio file found at http://www.schools.ac.cy :<br><br>*Look at number 1. Is it a lion? Yes, it is.*<br>*Look at number 2. What is it? Is it a crocodile? No, it isn't. It's a snake.*<br>*Look at number 3. Is it a bear? Yes, it is.*<br><br>The pupils may need to listen to the text two or more times. |
| **PRODUCTION** | • Pass the card: Pupils sit in a circle and the teacher passes the 7 animal flashcards (snake, elephant, lion, crocodile, giraffe, tiger, bear) to the pupils. Each pupil passes the card to the pupil sitting next to him/her facing down, while music is playing in the background. When the teacher stops the music, each pupil holding a flashcard asks the rest of the pupils to guess what animal is on the card by asking them: 'Is it a … ?'. The pupil then nominates others to answer the question and replies accordingly:<br>Yes, it is.<br>No, it isn't.<br><br>• Pupils play a guessing game in pairs. The teacher gives each pair small game cards (e.g. from: http://www.esl-kids.com/flashcards/animals.html ).<br>The cards are put in a pile in the middle facing down. Pupils take turns in taking one card from the pile. The pupil that has a card (Pupil A) holds it so that the other pupil can't see. The other pupil (Pupil B) has to guess what's in the picture but has only two guesses per picture. If Pupil B finds the animal, s/he gets the card. If not, Pupil A shows Pupil B the card and keeps it. The game proceeds and the winner is the pupil with the most cards.<br><br>**Tip:** *It is always helpful, if pupils see examples of what is expected of them. Before asking them to work in pairs, play the game with one of the pupils so that the class can see how it works.* |

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| **EVALUATION** | • Evaluation can take place through observation of the pupils, especially during the activities in the production stage. Pair work, for example, allows the teacher to focus on particular pupils and even have a brief conversation with them on their learning progress.<br>• The teacher uses activity 1 in the Starter Book as a Bingo activity to evaluate whether pupils can identify the animals. Pupils choose three or four animals and circle them. They then listen to the teacher who calls out various animals. When they hear one of their circled animals mentioned, they add a tick (√). The first pupil to hear all of his/her circled animals, calls out 'Bingo!".<br>• If there is time, pupils draw their own animal which they hide from their classmates. Then they come to the front of the class showing just a part of their drawing and the other pupils try to guess which animal it is. |

# UNIT 5

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• identify and name at least six of the colours taught<br>• identify and name at least six of the jungle animals<br>• follow a simple story in English<br>• identify letters of the English alphabet (letter D, d and E, e)<br>• write the letters D, d and E, e |
| *Intercultural aspect:* | Pupils should come into contact with foreign children's literature ("*Walking through the jungle*" by Julie Lacome) |
| *Learning strategies:* | Pupils should be able to:<br>▪ cooperate with others to carry out tasks<br>▪ predict what's going to happen next in a story<br>▪ infer meaning from visuals |
| **NEW LANGUAGE** | |
| *Production* | What is it?<br>jungle, monkey, 'over there!' walk, tea |
| *Comprehension* | creep, leap, swing, wade |
| **RECYCLED LANGUAGE** | It's a ….. / Is it a …?<br>Yes, it is. / No, it isn't.<br>Wild animals: snake, elephant, lion, crocodile, giraffe, tiger, bear<br>Colours: blue, red, yellow, green, orange, black, white, purple, pink, brown<br>Actions: run, jump<br>*Alphabet vocabulary: dog, elephant* |
| **MATERIALS** | Storybook "Walking through the jungle" by Julie Lacome.<br>animal flashcards (from the school set or from alternative sources e.g. from: http://www.esl-kids.com/flashcards/animals/large-animals3.pdf)<br>colouring pencils, animal masks (e.g. from: http://www.sparklebox.co.uk / search for animal masks)<br><br>**Tip:** *You can find many resources on the jungle theme at: http://www.sparklebox.co.uk/topic/living/safari-animals.html* |
| **TIME** | 2 X 40 minutes |

## Lesson 1

| PROCEDURE | |
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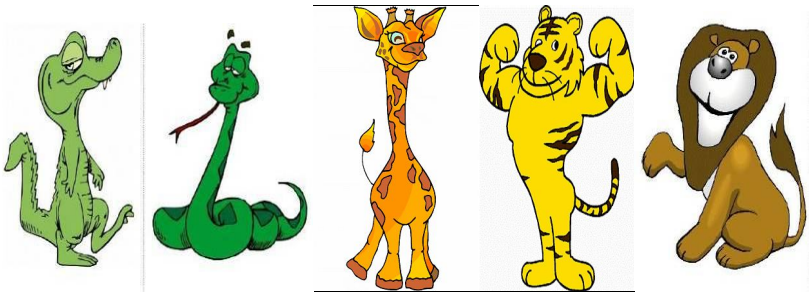
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letter D, d.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW / PRE-STORYTELLING** | • The pupils sit in a circle and the teacher shows flashcards of animals previously taught in Year 1 (snake, elephant, lion, crocodile, giraffe, tiger, bear).<br><br>  <br><br>Each time the teacher shows a flashcard, s/he names an animal. The pupils listen and if the animal they hear, matches the animal on the flashcard, they touch their head. If not, they touch their nose. For example:<br><br>Teacher: It's a snake. (holds a flashcard showing a snake)<br>Pupils touch their head.<br>Teacher: It's a lion. (holds a flashcard showing a tiger)<br>Pupils touch their nose.<br><br>• The teacher asks pupils to say the names of the animals in a variety of ways (quietly, loudly, etc.) and also encourages them to talk about the colour of the animals, which they can also repeat in chorus.<br><br>• At this point the teacher tells pupils s/he has one more animal flashcard and asks pupils to guess which animal it could be. While pupils guess, the teacher can give them a few hints, like: |

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| | It's small.<br>It's brown.<br>It's got a big mouth.<br><br>The teacher listens to the pupils' guesses and then reveals the picture of a **monkey**. S/he says the new word and pupils repeat it.<br><br>• The teacher shows the cover of the book inviting pupils to discuss it, e.g.:<br><br>Where is the boy? (at this point the word ***jungle*** is introduced)<br>What animals are there in the jungle?<br>The boy is walking through the jungle. (teacher mimes walking)<br><br>• The teacher asks pupils what animals they think the boy might find in the jungle. The pupils suggest various animals and the teacher puts flashcards of the animals the pupils mention on the board (if these animals are included in the taught vocabulary).<br>S/he then invites them to listen to the story and find out if they were right. |
| **WHILE-STORYTELLING** | • The teacher tells the story. While telling the story s/he pauses at the question "*What could it be?*" and lets pupils guess the animal. The teacher can help the pupils by giving them hints such as the colour/colours of the animal and the animal *noise* given in the story, e.g.:<br>*a) It's yellow, orange and black.*<br>*b) Listen! The noise of this animal is: SSssssss*<br><br>• During the story, at the first instance of "looking for his tea" the teacher asks if the pupils know what it means. S/he then explains that in this case, it means dinner/light meal usually in the afternoon/late evening and NOT the tea drink. |
| **AFTER-STORYTELLING** | • The teacher introduces a jazz chant based on "Walking through the jungle"<br><br>**<u>Walking through the jungle</u>**<br><br>Walking through the jungle,<br>walking through the jungle,<br>What do you see?<br>What do you see?<br>Can you hear a noise? |

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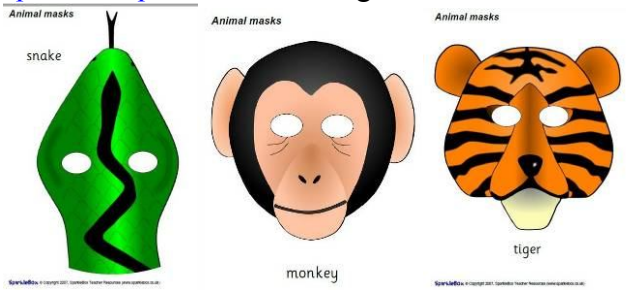
| | Can you hear a noise?<br>What could it be?<br>What could it be?<br><br>• The pupils say the chant in chorus.<br>• The teacher divides pupils into groups to say the chant in different ways, e.g.:<br><br><u>Group A</u>: Walking through the jungle,<br><u>Group B</u>: walking through the jungle,<br><u>Group A</u>: What do you see?<br><u>Group B</u>: What do you see?<br><u>Group A</u>: Can you hear a noise?<br><u>Group B</u>: Can you hear a noise?<br><u>Group A</u>: What could it be?<br><u>Group B</u>: What could it be?<br><br>Or<br><br><u>Group A</u>: Walking through the jungle,<br>walking through the jungle,<br><u>Group B</u>: What do you see?<br>What do you see?<br><u>Group A</u>: Can you hear a noise?<br>Can you hear a noise?<br><u>Group B</u>: What could it be?<br>What could it be?<br><br>An audio sample of the chant can be found at http://www.shools.ac.cy .<br><br>• The teacher gives pupils masks of the animals (e.g. from: http://www.sparklebox.co.uk e.g.<br>  <br><br>Pupils take one mask each, put it on and sit back in the circle. The teacher tells the story again and the pupils are encouraged to join in by telling the story along with the teacher. When the teacher makes the noise of a snake, pupils who wear the snake mask go to the centre of the circle acting like snakes, while the rest of the pupils point to them saying, along with the teacher:<br><br>"Over there! A snake, looking for his tea" |

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| | The same procedure takes place with all the animals mentioned in the story. |
| **EVALUATION** | • Pupils work in their Starter Books to draw animals in the jungle. The teacher monitors the activity and has individual learning chats with the pupils while they are working. S/he can ask pupils to identify the animals they are drawing, how they liked the story, if it was easy to follow, etc.<br><br>• Alternatively, pupils work in groups of six. Each member of the group draws one of the animals mentioned in the story (snake, crocodile, elephant, tiger, monkey, lion). If groups need to be smaller, then some of the pupils draw more than one animal.<br><br>When pupils finish their drawings, they cut them and stick them on a poster showing a jungle (see photocopiable material).<br><br> <br><br>*Sample of pupils' work:*<br><br> <br><br>The result is a jungle poster which can be presented on classroom notice boards, in central school areas or on the school website. |

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| **PORTFOLIO** | • The pupils' jungle poster can be scanned and/or photocopied and added to their portfolios. The teacher can help pupils add a few comments about the story (the pupils can tell the teacher and s/he can write them down). |

## Lesson 2

| **PROCEDURE** | |
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| **<u>GETTING TO KNOW THE ALPHABET</u>**<br><br>The teacher reviews the previous letters taught and introduces letter E, e.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW/ PRE-STORYTELLING** | • Pupils sit in a circle. The teacher asks them if they remember the story they read in the last lesson and encourages them to remember the animals in the story as well as some of the actions in the story (e.g. walking, running).<br><br>• The teacher introduces a chant with the action verbs (run, walk, creep, wade, leap, swing). The chant can be found at http://www.schools.ac.cy and can be used to help support the teacher in introducing the chant to the pupils while miming the actions.<br><br>Running, running, running (teacher says it fast)<br>Walking, walking, walking (teacher says it slowly)<br>Leaping, leaping, leaping (fast)<br>Creeping, creeping, creeping (slowly)<br>Swinging, swinging, swinging (fast)<br>Wading, wading, wading (slowly)<br><br>The pupils are encouraged to join in by saying the chant and/or doing the actions. |
| **WHILE-STORYTELLING** | • The teacher tells the story and places some emphasis on miming the actions walk, run, leap, swing, and wade. Pupils are encouraged to join in the story by miming the actions or saying parts of the story which they might remember. |

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| | Pupils can also have their masks on and whenever the teacher mentions an animal, pupils that have the particular animal mask go to the centre of the circle and mime moving like that particular animal (e.g. leaping, walking, running). |
| **AFTER-STORYTELLING** | • Pupils say the jazz chant taught in the previous lesson and mime the various actions mentioned in the story:<br><br>Walking through the jungle,<br>walking through the jungle,<br>What do you see?<br>What do you see?<br>Can you hear a noise?<br>Can you hear a noise?<br>What could it be?<br>What could it be?<br><br>The teacher changes the jazz chant using other action words. Although the pupils might not be able to say all the action words, they can say the rest of the chant and mime the actions. e.g.<br><br>Running through the jungle,<br>running through the jungle,<br>What do you see?<br>What do you see?<br>Can you hear a noise?<br>Can you hear a noise?<br>What could it be?<br>What could it be?<br><br>Jump, leap, swing are other options although emphasis is placed on walking, running and jumping.<br><br>• Pelmanism game: Animal flashcards are placed face down on the board. The class is divided into two groups and two representatives from each group take turns to turn two flashcards round. Before they turn a flashcard round, one pupil has to ask "What is it?". Then the other pupil who turns the card around should say "It's a …". If the two flashcards are the same, the group keeps the two cards. If the cards are different, however, the cards are returned to their place on the board face down. The winner is the team with the most cards.<br><br>If there is time, pupils can watch a narration of the story |

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| | online at http://tinyurl.com/d7aj295 (http://www.youtube.com/watch?v=LXkqwSguqmM ). |
| **EVALUATION** | • The pupils create a funny picture with their favourite animal having tea. They can for example draw a tiger or an elephant sitting down and having a traditional British tea.<br><br>*Sample of pupils' work:*<br><br> <br><br>While the pupils are drawing, the teacher goes round and discusses with them what they are drawing how they liked the story, which was their favourite part, etc.<br><br>The pupils' pictures are displayed on the classroom notice boards. |
| **PROJECT WORK** | • The pupils' pictures can be scanned and inserted in either PowerPoint or moviemaker so as to make a digital book with a suggested title. "It's time for tea!". Pupils can also add an audio recording to accompany each picture, e.g. "Look! Over there! A tiger looking for its tea!"<br><br>**Tip:** *The story offers a wonderful opportunity to put on a mini-play for the school either at an open day or at one of the school assemblies. The teacher can act as the narrator and the pupils wearing their masks can act the story out. The play can be videorecorded for the pupils' portfolio.* |
| **PORTFOLIO** | • The pupils can put their pictures in their portfolios along with additional comments that they want to say about the story and about what they learned. The teacher can assist them in writing down comments |

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| | they want to make or they can write themselves in Greek.<br>• If a digital storybook is created (see project work above), copies of the storybook can be added to the pupils' portfolio. |
| **CROSS-CURRICULAR LINKS** | • Music: Pupils can work on adding suitable background music for their play, or they can make their own jungle sounds using various instruments. |

***Photocopiable material***

# UNIT 6

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• identify and name parts of the face and body<br>• follow a simple children's story<br>• identify letters of the English alphabet (letters F, f and G, g)<br>• write the letters F, f and G, g. |
| *Intercultural aspect:* | Pupils should:<br>• come into contact with foreign children's literature ('From Head to Toe' by Eric Carle) |
| *Learning strategies:* | Pupils should be able to :<br>• pay directed attention so as to carry out tasks<br>• act out meaning<br>• infer meaning from gestures |
| **NEW LANGUAGE** | |
| *Production* | Parts of the body: neck, arms, hands, chest, back, hips, legs, foot<br>Animals: penguin, gorilla,<br>Action words: turn, bend<br>I can… |
| *Comprehension* | Can you do it? I can do it.<br>Vocabulary mentioned in the story (Buffalo, seal, raise, wave, thump, arch, wriggle, kick, stomp, wiggle)<br>Animals (parrot donkey) |
| **RECYCLED LANGUAGE** | Parts of the face and body: eyes, ears, mouth, nose, head, shoulders, knees, toes<br>Action words: walk, run, jump, clap<br>Colours: white, brown, blue, black, green, yellow, orange, red<br>Animals: giraffe, monkey, cat, camel, elephant<br>*Alphabet vocabulary: fish, girl* |
| **MATERIALS** | Body part and action flashcards (from the school set or from alternative sources, e.g. http://www.esl-kids.com/flashcards/flashcards.html ), handouts, colouring pencils, song 'head and shoulders', storybook "From Head to Toe" by Eric Carle |
| **TIME** | 3 x 40 minutes |

## Lesson 1

| PROCEDURE | |
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| **GETTING TO KNOW THE ALPHABET**<br><br>The alphabet book revision activities (Revision 1) are completed at this point or at the end of the lesson.<br><br>There are ideas in the Introduction (pages 12/13) for possible Revision Activities such as:<br><br>- pupils work in pairs. They take turns to form in each other's palm with their finger a letter of the alphabet. Pupil A closes his/her eyes and Pupil B forms a letter in Pupil A's palm. Pupil tries to find out which letter of the alphabet it was.<br>- pupils work in pairs. The teacher calls out a letter and each pair has to find a way to form that letter using only their bodies.<br><br>Further ideas are also found in the Review section, below: | |
| **REVIEW** | • Revision of the letters taught until now can take place with games such as 'I spy ..." The teacher can put on the board flashcards of words learned (including the words learned until now through the alphabet book) and ask the pupils to guess what s/he spies, e.g. "I spy with my little eye something beginning with A" (the teacher can also make the sound of the letter so as to help the pupils.). The pupils are invited to guess the word thus remembering and consolidating initial sounds of words.<br><br>• Alphabet Bingo: The pupils use activity 3 in their Starter Books and each pupil chooses two letters to cross out. The teacher calls out letters and the pupils cross out any letters they hear that are on their bingo cards. The winner is the pupil who crosses out all the letters and shouts 'Bingo!' first.<br><br>• The teacher helps pupils remember the parts of the face and body, taught in the previous year, by pointing to his/her face and body and saying the words. The pupils are encouraged to point to their own face and body and say the words themselves. |

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| **PRACTICE** | • The teacher reminds the pupils of the song "Head and shoulders knees and toes" which was taught in the previous year (Year 1) and invites the pupils to sing it while doing the appropriate actions. The song is a traditional one and can be found freely available on various Internet sites such as:<br>http://tinyurl.com/6dzj465<br>http://tinyurl.com/c9kkknm<br><br>Head and shoulders knees and toes,<br>knees and toes<br>knees and toes,<br>head and shoulders knees and toes<br>knees and toes<br><br>Eyes and ears<br>and mouth and nose,<br>mouth and nose,<br>mouth and nose,<br>Eyes and ears and mouth and nose<br>mouth and nose.<br><br>• 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. (see: http://tinyurl.com/d6jssel )<br><br>• The Starter Book includes the first verse of the song. This is mostly so that pupils can share the song with their family. For the same reason, there is a photocopiable handout which includes the whole song. The aim is again to for the pupils to take the song home and share it with their parents. The pupils are, however, NOT expected to be able to read the song. |
| **PRODUCTION** | • "Simon says": The teacher gives instructions which review and practice classroom language (touch, show, etc.) as well as body parts vocabulary (Touch your nose, Simon says close your eyes, etc.). The teacher can of course use the game to revise any other vocabulary taught (e.g. colours - Touch something red, etc.)<br><br>Once the teacher has checked that all the pupils can follow the instructions, s/he can ask volunteer pupils |

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| | to lead the game and give instructions. The teacher can support less confident pupils by whispering instructions in their ear. |
| **PROJECT WORK** | • Pupils are divided into groups of 3-4 and are given A3 cards with one of the alphabet letters which have already been taught in the middle. They are asked to draw or stick pictures of objects/animals/colours/etc. that begin with the particular letter. |
| **EVALUATION** | • While the pupils are working on their letter project, they can take turns at the computer in their groups and record the song "head and shoulders" on video, audio or on voki (http://www.voki.com/). Links to the vokis can be placed on the school website. |
| **PORTFOLIO** | • Pupils' letter projects can be included in their portfolios.<br>• If the pupils record themselves singing, their recordings can also be included in their portfolio as evidence of being able to sing a song and as evidence of being able to name parts of the face and body (Speaking targets, A1). |

## Lesson 2

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| **REVIEW** | • Pupils sit in a circle and sing the song "Head shoulders knees and toes". If they have filmed a video or recorded their singing on voki (http://www.voki.com/), the lesson can begin by showing the class the recordings made by their classmates (further recordings can be made in this and the next lesson).<br><br>**Tip:** *If you are the class teacher, you can find more opportunities to sing this song at different times of the day over the next week. You can, for example, use this song to start the day or to give the pupils a break when they seem tired in double sessions.* |

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| **PRESENTATION** | • The teacher tells pupils they are going to learn more words about the body and presents the new vocabulary by pointing to the different parts of his/her body and saying the words. Pupils repeat the words while pointing at their own bodies.<br><br>• Flashcards showing the new words are presented and placed on the board. The teacher encourages the pupils to repeat the words in various ways.<br><br>• Pupils carry out the "Listen, point and say' activity in their Starter Books.<br><br>• The teacher sings a new song to the tune of 'head and shoulders' (a sample of the song can be found at http://www.schools.ac.cy ). Pupils follow by copying the teacher and doing the appropriate actions:<br><br>Neck and arms<br>hands and chest<br>hands and chest<br>hands and chest<br>neck and arms<br>hands and chest<br>hands and chest<br><br>Back and hips,<br>legs and foot<br>legs and foot<br>legs and foot<br>Back and hips,<br>legs and foot<br>legs and foot |
| **PRE-STORYTELLING** | • The teacher does different actions and asks the pupils whether they can do them. S/he encourages them to reply using "I can do it". There is an opportunity here to revise the language taught through the story "Walking through the Jungle" so the teacher uses those actions along with the new ones (e.g. walk, run, jump).<br><br>Example:<br><br>Teacher: I can turn my head. Can you do it? |

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| | Pupils: I can do it!<br><br>Teacher: I can walk. Can you do it?<br><br>Pupils: I can do it!<br><br>• The teacher presents the storybook to the pupils. Pupils discuss what they can see on the cover (what animal is it?, Is it big or small? Is it scary? What colour is it? Can you show me its head/arms/ears/etc.?).<br><br>• Pupils are asked to guess what other animals might be included in the story. |
| **WHILE-STORYTELLING** | • The teacher tells the story to the pupils. Each time s/he shows a new page to the pupils, s/he asks them what they can see (e.g. What animal can you see? What colour is it? Is it big/small?). S/he also prompts the pupils to do the actions mentioned in the book each time the question "Can you do it?" comes up. |
| **AFTER-STORYTELLING** | • Pupils take the roles of the animals included in the story, e.g. 3 pupils can be the giraffe, 3 pupils can be the gorilla, etc. (they might be given pictures of the animals). The teacher tells the story again and each time pupils hear their animal, they do the appropriate action (pupils also raise their picture if they have one).<br><br><u>Example:</u><br><br>Teacher: I am a giraffe and I can bend my neck.<br><br>Pupils who have the giraffe roles bend their necks.<br><br>• The teacher says an action mentioned in the book. Pupils are encouraged to remember the animal that does the particular action. Then the teacher asks the pupils whether they can do the particular action, too. Pupils reply and do the action.<br><br><u>Example:</u><br><br>Teacher: I am a… and I can bend my neck. What is it?<br><br>Pupils: Giraffe. |

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| | Teacher: Can you bend your neck? Can you do it?<br><br>Pupils: Yes/Yes, I can. (they do the action) |
| **EVALUATION** | • Simon says: The pupils play "Simon says" (e.g. Simon says touch your nose/head/foot/etc, Simon says close your eyes, Simon says clap your hands, bend your neck, turn around, run on the spot, jump). |
| **CROSS-CURRICULAR LINKS** | • Physical Education: The pupils can play Simon says in physical education. The teacher can make use of the above vocabulary and/or actions, while also adding new ones, if required. |

## Lesson 3

| **PROCEDURE** | |
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| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters F, f and G, g.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW / PRE-STORYTELLING** | • Pupils sit in a circle and sing the song they were taught in the previous lesson. They do the appropriate actions.<br><br>Neck and arms<br>hands and chest<br>hands and chest<br>hands and chest<br>neck and arms<br>hands and chest<br>hands and chest<br><br>Back and hips,<br>legs and foot |

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| | legs and foot<br>legs and foot<br>Back and hips,<br>legs and foot<br>legs and foot<br><br>• The teacher, along with the pupils, sing the song. They then sing it for a number of times but leaving out one word at a time. Each time a word is left out, the action is still carried out.<br><br>Example:<br>1st time: The whole song<br>2nd ----arms hands and chest, etc.<br>3rd time: -----, ----- arms and chest, etc.<br><br>Pupils do the appropriate actions by showing the relevant parts of the body including those that are not mentioned each time. |
| **WHILE-STORYTELLING** | • The teacher tells the story and pupils do the appropriate actions. They are also encouraged to join in and respond to the question: Can you do it? |
| **AFTER-STORYTELLING** | • Pupils take turns to come out and mime different animals by doing the actions mentioned in the book. Their classmates are asked to guess what animal they are miming. They are also encouraged to remember the action.<br><br>Example:<br><br>Teacher: What animal is Maria?<br><br>Pupils: A giraffe.<br><br>Teacher: What can she do? She can … .<br><br>Pupils: bend her neck.<br><br>Teacher: Can you do it?<br><br>Pupils: Yes, I can do it. (doing the action)<br><br>• Pupils come out and say their names and things they |

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| | can do. Their classmates are asked to follow their actions. Pupils are encouraged to use actions already known from the present story and those taught in the story "Walking through the Jungle". The teacher can help the pupils decide on which action to do by showing them flashcards or even pictures from the two storybooks ("From head to toe" and "Walking through the Jungle").<br><br>Example:<br><br>Pupil: I'm Maria. I can clap my hands. Can you do it?<br><br>(The teacher is available to help the pupil form the sentences.)<br><br>Classmates: I can do it! (they do the action) |
| **EVALUATION** | • Simon says: The pupils play "Simon says" (e.g. Simon says touch your arm/neck/ nose/head/foot/etc, Simon says close your eyes, Simon says clap your hands, bend your neck, turn around, run on the spot, jump). |
| **CROSS-CURRICULAR LINKS** | • Physical Education: Various games with body movements and actions can be played during P.E.:<br><br>a) The teacher says to the pupils to move in the space using particular body movements. e.g. Run and clap your hands, walk and bend your back (the teacher demonstrates the actions).<br><br>b) The teacher puts music and when the music stops pupils are asked to do a particular action (e.g. Wave your hand).<br><br>c) Pupils work in pairs. One of the two pupils does an action and the other is asked to do exactly the same. The teacher moves around and asks the pupils about the actions they are doing. |

Photocopiable material:

# Head and shoulders

Head and shoulders knees and toes,
knees and toes
knees and toes,
head and shoulders knees and toes
knees and toes

Eyes and ears
and mouth and nose,
mouth and nose,
mouth and nose,
Eyes and ears and mouth and nose
mouth and nose.

## UNIT 7

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• ask questions about the number of objects or animals<br>• identify letters of the English alphabet (letters H, h, and I, i )<br>• write the letters H, h and I, i |
| *Intercultural aspect:* | Pupils should learn a traditional number rhyme. |
| *Learning strategies:* | Pupils should be able to:<br>• tolerate ambiguity<br>• cooperate with others to complete tasks |
| **NEW LANGUAGE** | |
| *Production* | How many ……. ?<br>Plural form of nouns (regular)<br>*Alphabet book vocabulary: hen, ice-cream* |
| *Comprehension* | There is/are ….. , *How many*…are there? |
| **RECYCLED LANGUAGE** | numbers 1-10<br>animals (sheep, cat, dog, rabbit)<br>objects (books, pens, pencils, rulers, sharpeners)<br>colours (blue, red, green, yellow) |
| **MATERIALS** | A set of two-sided cards: one side shows an animal or object and the other side has a number<br>pictures of animals and objects (e.g. from http://www.esl-kids.com/flashcards/flashcards.html, or http://www.eslflashcards.com)<br><br>**Tip:** *If you already have laminated animal and object flashcards, write numbers at the back of the flashcards with a non-permanent marker. You'll be able to use them for this lesson and then erase the numbers.* |
| **TIME** | 2x 40 minutes |

## Lesson 1

| **PROCEDURE** |
|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letter H, h<br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** |

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| **REVIEW/ PRESENTATION** | • The teacher invites the pupils to count together with him/her. S/he writes the numbers on the board and says the numbers from 1-10.<br><br>• The teacher asks pupils if they know any number rhymes from the previous year. S/he assists them in remembering and singing songs that have been learned in Year 1 (e.g. "10 little Indians/aeroplanes/angels, etc.). If pupils know other number rhymes, which they may have learned at home or elsewhere, they are invited to share them with the class.<br><br>• The pupils are introduced to a new number rhyme:<br><br>One, two, three, four, five<br>once I caught a fish alive<br>six, seven, eight, nine, ten<br>then I let it go again.<br>Why did you let it go?<br>Because it bit my finger so<br>Which finger did it bite?<br>This little finger on the right.<br><br>The teacher sings the number rhyme but can also have the pupils listen to the rhyme or even watch a video of the rhyme. As it is a traditional nursery rhyme, it is freely available on the Internet and teachers can use resources such as this video: http://tinyurl.com/65pavuj .<br><br>**Tip:** The Starter Book includes the lyrics of the song which can be used so that pupils can take the song home and share it with their parents. The pupils are, however, NOT expected to be able to independently read the song at this point.<br><br>• Matching game: Pupils form two groups. They take turns to match numbers with sets of objects/animals on the board.<br>OR<br>• Pupils listen to the teacher's instructions and form groups of objects on their desks, e.g. 'Show me three pencils', 'Show me two books.' 'Show me one book and four pencils.", etc. |
| **PRACTICE** | • The teacher asks pupils to close their eyes and hides some objects in his/her bag (pens, pencils, books, rulers, sharpeners). S/he asks students to guess how |

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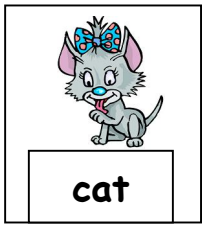
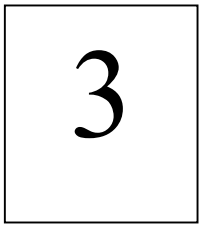
| | many objects of each kind s/he has got e.g.:<br><br>Teacher: I've got some rulers. How many rulers have I got?<br>Pupils: Three rulers?<br>Teacher: No. How many rulers? Guess.<br>Pupils: Two rulers.<br>Teacher: No. How many rulers?<br>Pupils: Four<br>Teacher: Yes! I've got four rulers!<br><br>Once the pupils find the correct answer, the teacher shows the objects and then puts them back again in his/her bag.<br><br>• Memory game: The teacher asks pupils if they remember how many objects there are in his/her bag e.g.<br>Teacher: How many rulers are there in my bag?<br>Pupil 1: Three rulers |
| **PRODUCTION** | • Pass the ball: The teacher has a set of ten two-sided cards with one side showing an animal or object and the other side showing a number. Each pupil passes the ball to the child sitting next to him/her. When the teacher says "Stop!" the pupil that has the ball picks a card and shows it to the class, who ask (in chorus) how many objects/animals are on the card, e.g.:<br>The pupil picks a card with a cat on it and shows it to the class. The other pupils ask "How many cats?". The pupil replies "Three" and shows them side two of the card.<br><br>  <br><br>  <br><br>Side 1 Side 2<br><br>The pupils may not be ready to make the question by themselves. The teacher is expected to help the group by beginning the question and encouraging them to repeat after him/her. |

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| **EVALUATION** | • The pupils look at activity 3 in their Starter Books. The teacher asks pupils to guess what animals could be on the farm.<br><br>After the pupils make a few predictions, the teacher encourages them to ask questions using 'How many?" e.g. "What about dogs? Are there any dogs? Ask …how many …..?". The teacher replies and the pupils draw the animals in their picture. Finally, the teacher shows a completed picture to the pupils so that they can check their work.<br><br>• If there is time, the pupils can draw more animals on their farm. The teacher can monitor the activity and have individual learning chats with pupils asking them to identify the animals, to number the animals, checking on how they feel about the lesson in general, etc.<br><br>Notes about the pupils' progress should be recorded soon after the lesson. |
| **CROSS-CURRICULAR LINKS** | • Maths: The pupils can carry out various simple additions and subtractions while following |

**Lesson 2**

<table>
<tr><th colspan="2">PROCEDURE</th></tr>
<tr><td colspan="2">GETTING TO KNOW THE ALPHABET<br><br>The teacher reviews the previous letters taught and introduces letter I, i<br><br>Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).</td></tr>
<tr><td>REVIEW / PRESENTATION</td><td>• Pupils sing the traditional nursery rhyme they learned in the previous lesson:<br><br>One, two, three, four, five<br>once I caught a fish alive<br>six, seven, eight, nine, ten<br>then I let it go again.<br>Why did you let it go?<br>Because it bit my finger so<br>Which finger did it bite?<br>This little finger on the right.<br><br>Tip: If you are the class teacher, you can find more opportunities to sing this song at different times of the day over the next week. You can, for example, use this song to start the day or to give the pupils a break when they seem tired in double sessions.<br><br>• The class puppet goes round the classroom, asking pupils questions, e.g. “How many sharpeners/books/rulers/ have you got?”. Pupils answer e.g. “Three sharpeners”.<br><br>• The teacher then checks pupils’ memory and asks questions about the pupils who replied to the puppet earlier, e.g. “How many sharpeners has Maria got?”</td></tr>
<tr><td>PRACTICE</td><td>• The teacher introduces a new song (to the tune of “Here we go round the Mulberry bush”).<br><br>How many, how many, how many cats?<br>How many cats? How many cats?<br>How many, how many, how many cats?<br>One, two, three, four, five.</td></tr>
</table>

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| | How many, how many, how many dogs?<br>How many dogs? How many dogs?<br>How many, how many, how many dogs?<br>Six, seven, eight, nine, ten.<br><br>• The pupils can sing this song in a variety of ways, such as:<br><br>Group A: How many, how many, how many cats?<br>How many cats? How many cats?<br>How many, how many, how many cats?<br>Group B: One, two, three, four, five.<br><br>Group B: How many, how many, how many dogs?<br>How many dogs? How many dogs?<br>How many, how many, how many dogs?<br>Group A: Six, seven, eight, nine, ten.<br><br>• Other activities with the above song can be:<br><br>a) The pupils start singing and then the teacher shows a flashcard with an animal. The pupils then have to change the verse according to the animal on the flashcard.<br>b) The pupils are encouraged to add more verses to the song by making new questions about other animals. |
| **PRODUCTION** | • Kim's game: Pupils work in pairs. They take turns to show the contents of their pencil case to their partner for a few seconds and then they close their pencil case. Then, the pupils take turns to check their partner's memory e.g.<br>-"How many pencils?"<br>-'Three". |
| **EVALUATION** | • The class is divided into two groups. The teacher uses a presentation found at http://www.schools.ac.cy and shows the pupils a picture for about 20-30 seconds. The picture is then taken away and groups take turns to pose and answer questions, e.g.:<br>Pupil from Group A: How many cats?<br>Pupil from Group B: five<br>Pupil from Group B: How many birds?<br>Pupil from Group A: six.<br>The teacher gives points to the groups for forming questions and for giving correct answers. |

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| | • Pupils can work in their Starter Books (activity 2) and draw a picture about the song "One, two, three, four, five – Once I caught a fish alive".<br>During this activity the teacher can have individual learning chats with the pupils. |
| **PORTFOLIO** | • Pupils can update their portfolio entries on songs/rhymes they have learnt adding the rhyme they learnt in this Unit or other songs which they have not yet added to their portfolio.<br>• Pupils can say the numbers from 1 – 10 and record this using any audio recorder, voki.com or other similar programmes. This can be used as evidence towards the target «Μπορώ να μετρήσω μέχρι …» (Speaking target, A1).<br>• A simple portfolio entry with comments by the teacher can also be included as evidence for Listening target ("Μπορώ να κατανοήσω αριθμούς") |

## UNIT 8

| **OBJECTIVES** | |
|---|---|
| *Language*: | Pupils should be able to:<br>• identify at least six of the family members taught<br>• name at least six of the family members taught<br>• identify letters of the English alphabet (letters L, l M, m and N, n)<br>• write the letters L, l, M, m and N, n |
| *Intercultural aspect:* | The pupils should become aware of the variety of families around the world. |
| *Learning strategies:* | Pupils should be able to:<br>• relate information to personal experiences<br>• cooperate with others to complete tasks |
| **NEW LANGUAGE** | |
| *Production* | grandma, grandad<br>uncle, auntie<br>*Alphabet book vocabulary: mouse* |
| *Comprehension* | Family |
| **RECYCLED LANGUAGE** | This is + name.<br>This is my … .<br>mum, dad, sister, brother<br>numbers<br>*Alphabet book vocabulary: lion, nose* |
| **MATERIALS** | pictures of families living in different countries<br>flashcards illustrating family members (from the school set or other alternative sources e.g. from http://mes-english.com/flashcards.php (family)<br>or flashcards made from the photocopiable material (created with clipart from http://www.clker.com) |
| **TIME** | 2 x 40 minutes |

## Lesson 1

<table>
<tr><th colspan="2">PROCEDURE</th></tr>
<tr><td colspan="2">GETTING TO KNOW THE ALPHABET<br><br>The alphabet book revision activities (Revision 2) are completed at this point or at the end of the lesson.<br>During this lesson the letters L, l are also introduced.<br><br>There are ideas in the Introduction (page 12/13) for possible Revision Activities such as:<br><br>- pupils work in pairs. They take turns to form in each other's palm with their finger a letter of the alphabet. Pupil A closes his/her eyes and Pupil B forms a letter in Pupil A's palm. Pupil tries to find out which letter of the alphabet it was.<br>- pupils work in pairs. The teacher calls out a letter and each pair has to find a way to form that letter using only their bodies.</td></tr>
<tr><td>PRESENTATION</td><td>• The teacher shows pictures of families from around the world and introduces the pupils in the pictures e.g.<br>"This is Nadia from Kenya. This is her family. This is her sister/mum/dad/grandma/ grandad".<br>"This is Lien from China. This is her brother/ mum/dad/grandma/grandad".<br><br>• The teacher shows flashcards of a new character (Angela – see photocopiable material) and her family.<br>"This is Angela. This is her mum, dad/brother/sister/grandma/grandad/uncle/auntie).<br><br>• The teacher gives volunteer pupils the flashcards of the character's family and asks the pupils to come to the board, one at a time, and arrange the flashcards in a tree diagram on the board.<br><br>When a pupil comes to the board with one of the flashcards, the teacher asks him/her to show it to the class and asks "Who is this?". The pupils answer and then the pupil decides where to place the flashcard. The teacher asks the class, if they agree or</td></tr>
</table>

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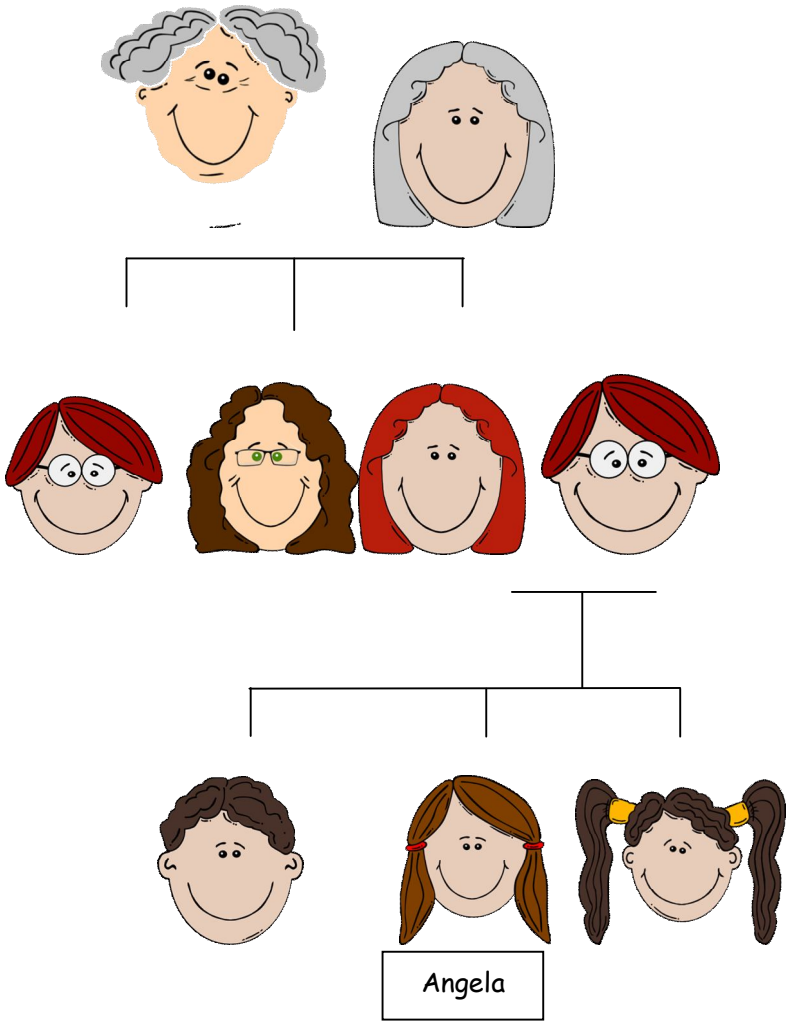
| | disagree. If they agree, the teacher writes the appropriate word under the picture e.g. grandma and asks pupils to repeat it.<br><br>The process continues until all the family members are placed on the family tree.<br><br>  <br> |
| **PRACTICE** | • The teacher numbers the flashcards (members of Angela's family) on the board. S/he calls a number and the pupils identify the person.<br><br>• Pupils close their eyes and the teacher removes a flashcard. Pupils open their eyes and identify who is missing, e.g. 'It´s grandad'.<br><br>• The teacher takes the word cards from the board (or rubs out the words), mixes them up and calls pupils to come out and place them back on the board in the right place. If the teacher did not use word cards, s/he can write the words in a section of the board and ask pupils to come out and draw lines to match the |

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| | words with the flashcards.<br><br>• Pupils stand in one or two rows, depending on the size of the class. The teacher shows a flashcard and identifies the person on it (e.g. "This is dad."). If it`s a true statement, pupils jump to the left. If not, they jump to the right. |
| **PRODUCTION** | • Pupils work with activity 1 in their Starter Books. They copy the words in the appropriate box to complete the family tree.<br><br>• The teacher writes the words: grandma, grandad, uncle, auntie, mum, dad, brother, sister on the board. Pupils work in groups to create their own chant with these words. When the groups finish, they present their chant to the class. If some groups don`t finish, they can present it next time. |
| **EVALUATION** | • Evaluation takes place through observation of the pupils' participation in the various activities.<br>• While the pupils are working in their Starter Books, the teacher can chat to individual pupils about their progress, about their portfolio or ask them to identify members of the family. |
| **PROJECT WORK** | • (Optional) Mosaic collage: The teacher gives a small white piece of paper to each pupil (e.g. 5X7cm). Each child draws a member of his/her family and writes the word under it (mum, dad, etc.). When pupils complete their picture, they put all drawings face down in rows of four or five. The teacher uses sticky tape to stick the drawings together, one next to the other.<br>The mosaic can be used to decorate the classroom wall or the classroom door<br> |

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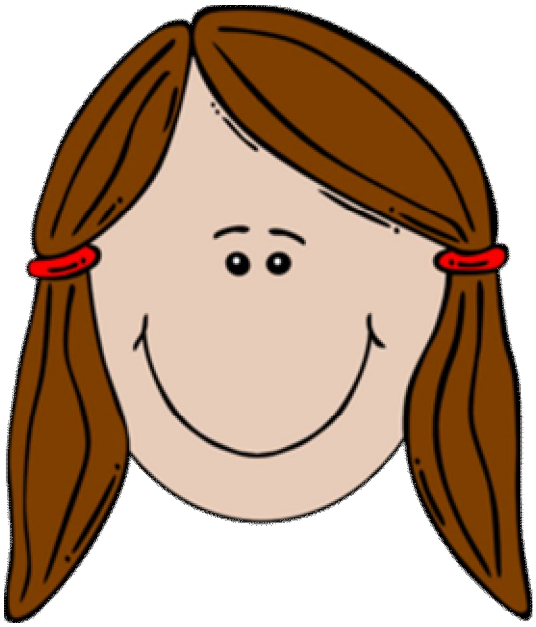
| **PORTFOLIO** | • The pupils can be encouraged to record their chant and add it in their portfolio. The chant can be audio or video recorded. Voki.com could also be used for this activity. |
| **CROSS-CURRICULAR LINKS** | • Music: Pupils can continue working on chants during their music lesson.<br>• Art: Pupils can make an art project (e.g. collage) based around the topic of 'family'.<br>• Art: Pupils can work around the topic of 'family tree' and find various ways in which to visually represent their family tree. |

**Note:** Ask pupils to bring a family photo for the next lesson.

**Photocopiable material: Flashcards**



Angela

sister

dad

mum

auntie

uncle

brother

grandma

grandpa

## Lesson 2

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters M, m and N, n.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW** | • Pupils present their chants to the class. If some pupils have recorded their chants, they are encouraged to share them with the class. Pupils who are still working on their chants, should be assured that once they complete them, they will also be offered the chance to present to the class and the teacher should try to arrange some time for those groups to finish their work.<br><br>• Guessing game: The teacher holds the family flashcards so the pupils can`t see them. The pupils guess the person in the picture, e.g.<br><br>Teacher: Who's this?<br>Pupil 1: It`s grandad.<br>Teacher: No.<br>Pupil 2: It`s grandma.<br>Teacher: Yes.<br><br>The game continues with the rest of the flashcards and pupils can be invited to lead the game and take the role of the teacher. |
| **PRACTICE** | • The teacher shows *word cards* of family members and pupils say the words. Alternatively, the teacher writes the words on the board. The teacher then gives the flashcards to the pupils and asks them to come to the board and stick each flashcard next to the right word.<br><br>• Pupils use activity 2 in their Starter Books as a "Listen, point and say" activity. |

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| | • Pupils play Bingo! (activity 2 in the Starter Book). Each pupil crosses out three pictures. The teacher calls out family members. If pupils have the picture that illustrates the family member called out and it is not crossed, they cross it out. The pupil that crosses out all the squares and shouts 'Bingo!' first is the winner. |
| **PRODUCTION** | • Pupils do activity 3 in the Starter Book. It is a listening activity. Pupils listen to the teacher and number the persons in the order they hear them speak. The teacher can change his/her voice accordingly.<br><br>e.g. *Number 1: Hello! I'm Tom.*<br>*Number 2: Hi! I'm Tom's grandad.*<br>*Number 3: Hi! I'm Tom's sister.*<br>*Number 4: Hello! I'm Tom's grandma.*<br>*Number 5: Hi! I'm Tom's mum.*<br>*Number 6: Hello! I'm Tom's dad.*<br><br>• The teacher gives to pupils the flashcards of Angela's family. Then the pupils sing a song or the teacher puts music in the background while they pass the flashcards round from pupil to pupil. When the music stops or the teacher says 'Stop!", the pupils who are holding a card, show it to the class and make a statement e.g. "This is grandma.". |
| **EVALUATION** | • Pupils are given an A4 card. They can either stick a family picture or draw their family and then label their family members. |
| **PROJECT WORK** | • (Optional) Those pupils who would like to work on this project can create their own family tree on an A4 card by sticking photos or drawing their family members and labeling them. |

**Photocopiable material: Bingo card**

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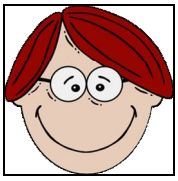
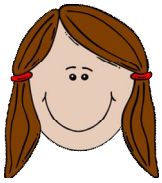
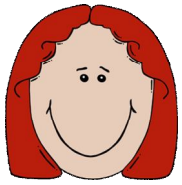
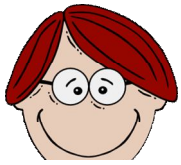
|---|---|---|
|  uncle |  Angela | grandma |
|  mum | auntie |  dad |
| grandad | sister | brother |

**UNIT 9**

| **OBJECTIVES** | |
|---|---|
| *Language*: | Pupils should be able to:<br>• introduce/identify people<br>• identify letters of the English alphabet (letters J, j and K, k)<br>• write the letters J, j and K, k |
| *Intercultural aspect:* | The pupils should become familiar with names from different cultures. |
| *Learning strategies:* | Pupils should be able to:<br>• infer meaning from gestures<br>• cooperate with others to complete tasks |
| **NEW LANGUAGE** | |
| *Production* | He / She is… |
| *Comprehension* | Who's he/she? Is s/he…?<br>from<br>Who's this? |
| **RECYCLED LANGUAGE** | *Alphabet book vocabulary: jump, kangaroo*<br>This is + name. |
| **MATERIALS** | Pictures of children from different countries (use school set or photocopiable material) |
| **TIME** | 2 x40 minutes |

## Lesson 1

| **PROCEDURE** | |
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| The teacher reviews the previous letters taught and introduces letter J, j<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **PRESENTATION** | • Pupils look at the pictures in activity 1 in their Starter Book and discuss where the children are from. e.g. " She is Anita from India. He's Henry from Germany. He is Aba from Kenya. She is Marie from France". Pupils repeat e.g. "She is Anita". |

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| | • Pupils can discuss about any people they know from other countries and what their names are (in L1). |
| **PRACTICE** | • The teacher introduces a song (to the tune of " Frere Jacques"):<br><br>Who is this? Who is this?<br>He is Aba. She is Marie.<br>Aba, Marie, Anita. Aba, Marie, Anita.<br>He is Aba. She is Marie".<br><br>Shared reading: The teacher writes the song on the board so pupils can follow while they sing.<br><br>• The teacher invites the pupils to create their own song by suggesting names of pupils in the class. In the process, s/he asks the pupils "Who is he? / Who is she?" to collect names for the song. Pupils prepare a song as a class and the teacher writes it on the board for the pupils to sing.<br><br>During the process the pupils might notice the difference between He and She. The teacher may clarify that 'He' is used for boys and 'She' is used for girls. |
| **PRODUCTION** | • A new puppet comes into the classroom. The teacher tells pupils that the new puppet comes from another country and s/he/it wants to be their friend and learn their names. The puppet asks individual students the names of their classmates e.g.<br><br>Puppet: Hello pupils. Who is she?<br>Pupil: She is Maria.<br><br>The questions and answer/s are written on the board and the process continues with the puppet asking the names of various pupils.<br><br>• The teacher says that all the pupils should be introduced to the puppet so the pupils take turns to introduce the pupil sitting next to them to the puppet, e.g. the first pupil says: "He/she is + the name of the child sitting next to him/her". Then, the child being introduced points to the child sitting next to him/er and says "He/She is + his/her name." and so forth. |

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| **EVALUATION** | • Ball game: Pupils stand in a circle. A pupil says the name of a classmate e.g. "She is Maria" and then throws the ball to Maria. The pupil who takes the ball says e.g. "He is Stelios" and throws the ball to Stelios and so forth. |
| **CROSS-CURRICULAR LINKS** | • Art: Each pupil draws the portrait of the pupil sitting next to him/her. Once the portraits are ready, the pupils can present them to the class and say who the pupil in the portrait is: "S/he is...".<br>All the drawings can be put together to prepare a class booklet called "Our class".<br>Alternatively, the drawings can be scanned and a presentation can be prepared in Moviemaker or in PowerPoint. The teacher can also add text under each drawing e.g. He is ..... / She is .... . |

## Lesson 2

| **PROCEDURE** | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letter K, k<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW** | • The teacher holds the puppet used in the previous lesson. The puppet asks the pupils to remind him some of the pupils' names e.g.<br>Puppet: Who is he?<br>Pupils: He is Andreas. |
| **PRACTICE** | • Pupils sing the following song (to the tune of " Frere Jacques") with their own names. The song can be written on the board along with pupils' names, which can be changed so that more pupils can be involved. |

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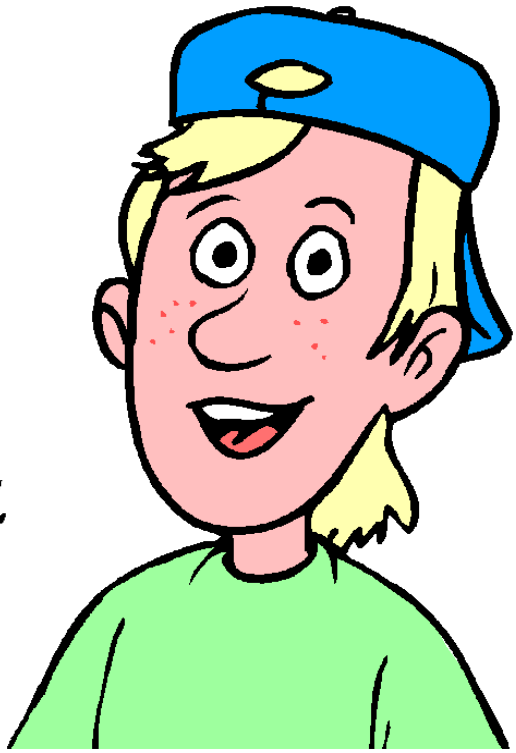
| | Who is this? Who is this?<br>He is ….. . She is ..... .<br>….. , …..., ……. . ……., ……..., ……...<br>He is …….. She is ……..<br><br>A more difficult version would be for the pupils to change the names of the pupils in the song according to the teacher's on-the-spot instructions. The teacher points to pupils during the song, which means the pupils have to react quickly and add the names of the pupils to the song. |
| **PRODUCTION** | • Pupils close their eyes and lean on their desk. The teacher walks in the classroom and pats a pupil on the back. This pupil says "Hello!" and the others try to identify the person e.g. "She is Helen". |
| **EVALUATION** | • Ball game: Pupils stand in a circle. A pupil says the name of a classmate e.g. "She is Maria" and then throws the ball to Maria. The pupil who takes the ball says e.g. "He is Stelios" and throws the ball to Stelios and so forth. |
| **PORTFOLIO** | • The pupils can sing the different versions of their song and be video or audio recorded for their portfolio. Pupils can also use voki.com or similar digital programmes. |

**Photocopiable material: Flashcards**



# UNIT 10

| **OBJECTIVES** | |
|---|---|
| *Language:* | Pupils should be able to:<br>• comprehend and use the new vocabulary taught (over, under, through)<br>• comprehend expressions of ability (can/can't)<br>• identify letters of the English alphabet (letters O, o, P, p and Q, q)<br>• write the letters O, o, P, p and Q, q |
| *Intercultural aspect:* | Pupils should come into contact with foreign children´s literature ('We're going on a bear hunt' by Michael Rosen) |
| *Learning strategies:* | Pupils should be able to:<br>• tolerate ambiguity<br>• infer and communicate meaning using gestures<br>• infer meaning through the speaker's intonation<br>• predict what is going to happen next in a story |
| **NEW LANGUAGE** | |
| *Production* | over, under, through, scared, grass, river, mud, forest, snowstorm, cave<br>*Alphabet book vocabulary: octopus, pizza, queen* |
| *Comprehension* | going, hunt, beautiful, day, catch, (and other vocabulary found in the story) |
| **RECYCLED LANGUAGE** | family, bear, big, nose, ears, eyes, open, cat, dog, bird, lion, run, jungle |
| **MATERIALS** | Storybook 'We're going on a bear hunt' by Michael Rosen<br>Flashcards (grass, mud, river, forest, snowstorm, cave). (from the school set or from alternative sources e.g. from http://kizclub.com/storypatterns/bearhunt(C).pdf or http://resources.sparklebox.me.uk/501-999/sb826.pdf)<br>Flashcards for the words: over, under, through (from the school set or from photocopiable material)<br>teddy bears or pictures with bears (pupils are asked to bring their teddy bears to school for the second lesson) |
| **TIME** | 2X40 minutes |

## Lesson 1

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters O, o and P, p<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **PRE-STORYTELLING** | • The teacher presents the new words (grass, river, mud, forest, snowstorm, cave) using flashcards. The teacher says the word, encourages the pupils to repeat after him/her and sticks the flashcards on the board while also writing each word under its flashcard.<br><br>The teacher leaves the flashcards, accompanied with their words, on the board throughout the lesson.<br><br>• If there is time, each pair of pupils can be given pictures of the new words. The teacher then shows a flashcard and says the name of the thing/place. Each time the teacher shows a flashcard, the pupils find the same one from their cards/pictures, point to it and repeat after the teacher.<br><br>• The teacher prepares a simple drawing on the board (e.g. a box) and uses arrows to illustrate the meaning of the words: over, under, through. Alternatively, the teacher can show pictures: a bird flying over the tree, a monkey passing through the tree and a dog walking under the tree (see photocopiable material). The teacher uses gestures/movements to introduce the words and asks pupils to do the movements, too.<br><br>• The teacher presents the book "We're going on a bear hunt". Pupils observe and discuss the illustrations on the cover (e.g. How many people are there?, Who are they?, etc.). Pupils are asked to predict where the family on the cover is going, e.g.<br><br>"Look at this family. They are going somewhere. Where do you think they are going?" |

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| | Pupils can either use the L2 or their L1 to express ideas (e.g. forest, school, a friend). The teacher says "They are going on a bear hunt. Do you like bears? Are they scary? What's a bear hunt? (can explain in L1) Can we go on a bear hunt in Cyprus? No…but they are going on a bear hunt…They are going to catch a bear! Oh…I'm scared! (teacher mimes) Are you scared of bears? Show me 'scared' (pupils mime scared).<br><br>During the above introduction the teacher uses gestures and miming to introduce some key words, e.g. bear hunt, catch, scared). |
| **WHILE - STORYTELLING** | • Pupils sit in a circle. The teacher tells the story. Gestures, facial expressions and exaggerated intonation are used to illustrate the meaning of words (Michael Rosen's videoclip is very helpful in illustrating the movements which can be used http://tinyurl.com/6eeg24). During the storytelling the teacher asks pupils to guess what the family is going to encounter next. The pupils are also invited to join in as the teacher reads the sections/phrases of the book which are frequently repeated:<br><br>"We're going on a bear hunt.<br>We're going to catch a big one.<br>What a beautiful day!<br>We're not scared!"<br><br>And:<br><br>"We can't go over it.<br>We can't go under it.<br>Oh no!<br>We've got to go through it!" |
| **AFTER-STORYTELLING** | • The teacher asks pupils to come to the board and put the flashcards (grass, mud, snowstorm, etc.) in the right order according to the sequence they are encountered in the story.<br><br>If the teacher has used cards for each pair of pupils (see pre-storytelling stage), then pupils are asked to work in pairs to carry out this activity with the pictures on their desks.<br><br>• The teacher tells the story again. Pupils are |

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| | encouraged to act out the family's adventure, e.g.:<br>-going though grass: they rub hands together to create a swishing sound<br>-crossing the river: they do the breast stroke with their arms<br>-going through mud: they slowly pull feet up as if stuck in mud<br>-going through the forest: they stumble as they walk<br>-being in a snowstorm: they pretend to shiver<br>-going through the cave: they walk carefully<br>-finding the bear: they pretend they are terrified.<br><br>• Pupils do activity 1 in their Starter Books.<br><br>**Note:** Pupils are asked to bring their favourite teddy bear to the next lesson. Alternatively, the teacher prepares some pictures of bears. |

**Photocopiable material: Flashcards**

# UNDER

# OVER

# THROUGH

## Lesson 2

<table>
<tr><th colspan="2">PROCEDURE</th></tr>
<tr><td colspan="2">GETTING TO KNOW THE ALPHABET<br><br>The teacher reviews the previous letters taught and introduces letter Q, q<br><br>Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).</td></tr>
<tr><td>REVIEW / PRE-STORYTELLING</td><td>• Pupils have their teddy bears with them. The teacher pretends s/he puts magic dust over the pupils' teddy bears so that they can have super powers and be able to fly.<br><br>• The pupils play 'Simon Says" with their 'magic' teaddy bears. The class can play either version A or version B of the game:<br><br>Version A:<br>If the class has used pictures (grass, cave, mud, etc.) per pair in lesson 1, then the pupils put them again on their desks and follow the teacher's instructions, e.g. "The teddy bear is going over the grass.", "Simon says the teddy bear is going under the snowstorm.", etc..<br><br>Version B<br>If the pupils did not use the pictures per pair in lesson 1, then the game can be played with their teddies and classroom objects. They follow the teacher's instructions but in this case the teacher uses instructions that have to do with school objects, e.g. "Simon says the teddy bear is going under the books.", "The teddy bear is flying over the pencils", etc.</td></tr>
<tr><td>WHILE - STORYTELLING</td><td>• The teacher tells the story again. Pupils are encouraged to participate by saying the phrases which are often repeated in the story and by using gestures to show the adventures during the bear hunt.</td></tr>
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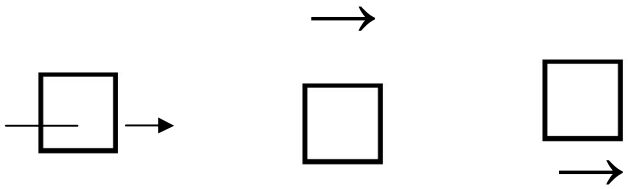
| **AFTER-STORYTELLING** | • The teacher writes the words: "over", "under" and "through" on the board. Then s/he draws simple drawing/shapes to illustrate the meaning of the words. Pupils come to the board to match the words with the drawings e.g.<br>  <br>through over under<br>• Pupils do activity 2 in their Starter Books. They write the prepositions in the appropriate place.<br>• Pupils do activity 3. The teacher reads the excerpt while pupils draw the picture adding the characteristics of the bear as they hear them:<br>"One shiny wet nose!<br>Two big furry ears!<br>Two big goggly eyes!<br>It's a bear!"<br>• The pupils share with the class the bears they drew and read the excerpt in chorus. Each time a pupil comes out to show his/her picture, the class checks the points drawn and repeat the excerpt in chorus, while the pupil points at the relevant details in his/her picture, e.g.<br>Teacher: This is Nadia's bear. Let's check.<br>Pupils: one shiny wet nose (Nadia points to her picture)<br>Teacher: A lovely nose, Nadia!<br>Pupils: Two big furry ears.<br>etc.<br>• If there is time, the pupils can watch an animated version of the story at http://tinyurl.com/42ow4uj (http://www.youtube.com/watch?v=hb-nTnriTP8 ) |
| **PORTFOLIO** | • They can take pictures of their book (see below) or scan it and include it in their portfolios. |

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| | • The pupils' performance (see Drama activity below) can be videorecorded or at least photos can be taken and the pupils can supplement the photos with their comments.<br>• The pupils write the story in the list of stories they have read (page 27).<br>• Pupils reflect on how well they have achieved the target "Μπορώ να κατανοήσω μια μικρή και απλή ιστορία" (Listening, A1 target). |
| **CROSS-CURRICULAR LINKS** | • Art: Pupils work in pairs. Each pair draws a different part of the story using water paint, crayons, etc. Drawings are put together to create a " bear hunt" storybook.<br><br>• Drama: Pupils can prepare a mini play based on the story (similar to what they did during their lessons) and present it during a school event or a school assembly. This can be video recorded and also included in the pupils' portfolios.<br><br>**Tip:** *Presenting a song or play to the school, parents or wider community can boost the pupils' confidence and motivation but also allows the sharing of the work done in class with others and this can help in developing awareness of English as well as cooperation between teachers.*<br>*It is also a great way to involve and inform parents in what is going on in the English class.* |

# UNIT 11

| **OBJECTIVES** | |
|---|---|
| *Language*: | Pupils should be able to:<br>• identify the food items taught<br>• name the food items taught<br>• say what they like or don't like.<br>• identify letters of the English alphabet (letters R, r, S,s and T, t)<br>• write the letters R, r, S, s and T, t |
| *Intercultural aspect:* | |
| *Learning strategies:* | Pupils should be able to:<br>• tolerate ambiguity<br>• cooperate with others to complete tasks<br>• personalise knowledge |
| **NEW LANGUAGE** | |
| *Production* | I like …. / I don't like ….<br>carrots, tomatoes, pizza, chocolates, milk<br>*Alphabet book vocabulary: sun, tomato* |
| *Comprehension* | Do you like…?<br>I come from… |
| **RECYCLED LANGUAGE** | Fruit (apples, bananas, pears, oranges)<br>Animals (cat, dog, duck, sheep, fish, rabbit)<br>Colours (blue, red, yellow, green, orange, black, white, pink)<br>Food items: ice-cream, pizza<br>*Alphabet book vocabulary: rabbit* |
| **MATERIALS** | Flashcards of pupils and fruit (from the school set or from other alternative sources e.g. from http://www.esl-kids.com/flashcards/flashcards.html ), flashcards of pupils from other countries (use flashcards already from Unit 9), puppets, dice |
| **TIME** | 2x 40 minutes |

## Lesson 1

| **PROCEDURE** |
|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letter R,r. The alphabet book revision activities (Revision 3) are completed at this point or at the end of the lesson. |

There are ideas in the Introduction (pages 12/13 ) for possible Revision Activities such as:

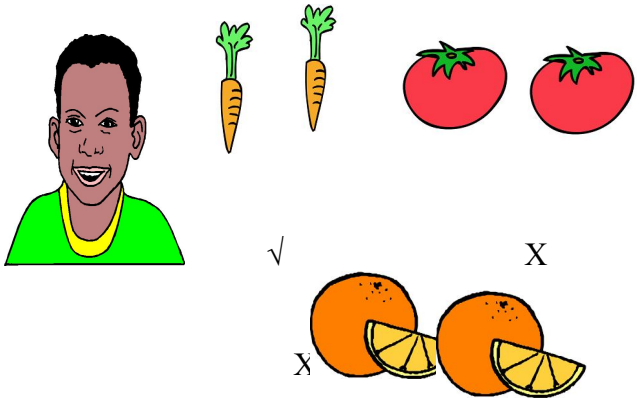
- pupils work in pairs. They take turns to form in each other's palm with their finger a letter of the alphabet. Pupil A closes his/her eyes and Pupil B forms a letter in Pupil A's palm. Pupil tries to find out which letter of the alphabet it was.
- pupils work in pairs. The teacher calls out a letter and each pair has to find a way to form that letter using only their bodies.

**PRESENTATION**

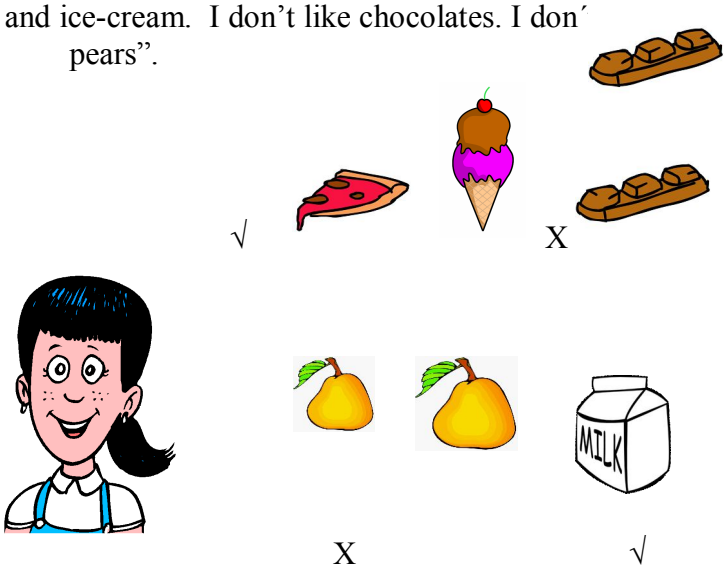
- The teacher shows pictures of pupils from various countries (use the flashcards from Unit 9) and presents what these pupils like using flashcards or drawings on the board.

  The food items introduced and/or recycled are: carrots, ice-cream, tomatoes, pizza, chocolates, milk, apples, bananas, pears, oranges.

  e.g. "Hello! I'm Aba. I come from Kenya. I like carrots. I don't like tomatoes or oranges".




"Hi! I'm Marie. I come from France. I like pizza. milk and ice-cream. I don't like chocolates. I don´
pears".



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| | • The teacher writes the new words on the board and the pupils are encouraged to say the new words in various ways.<br><br>• The teacher says which food items s/he likes/doesn't like. S/he writes " I like…." and "I don't like…" on the board. |
| **PRACTICE** | • Disappearing pictures (include flashcards of recycled vocabulary too): Pupils say the names of the food items on the flashcards which are placed on the board by the teacher. The teacher then takes out one picture and the pupils say all the words again - including the missing one. The teacher gradually removes all the pictures but each time one is removed the pupils have to say all the words again. In the end there are no flashcards left on the board. The teacher gives the flashcards to pupils and asks them to come to the board and put them back in the order they were. The class can state whether they agree or disagree with the arrangement.<br><br>• The puppet tells the pupils that she/he/it has got a sore throat and can't say what he likes/doesn't like. The teacher shows pictures of food items and asks the puppet whether he/she/it likes them or not. According to the puppet's gesture, the pupils say loudly what the puppet wanted to say |
| **PRODUCTION** | • Ball game - Round 1: The teacher throws the ball to a pupil and says something that s/he likes. The pupil takes the ball, says what s/he likes and throws the ball to another pupil.<br><br>Ball game - Round 2: The same procedure is followed but this time each person has to say something that s/he doesn´t like.<br><br>• Pupils play, in pairs or groups, the board game in their Starter Books (activity 1) which uses new and recycled vocabulary. When pupils land in a square they say if they like or don't like the object/colour/animal/food item in the square. |

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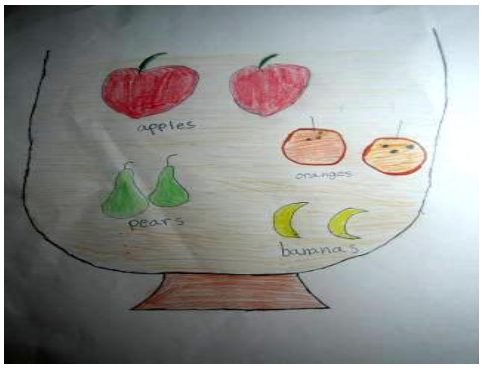
| **EVALUATION** | • Pupils draw a bowl of fruit on a piece of paper. They colour the fruit and write the names of the fruit, too (e.g. pears, bananas, oranges, apples). The pupils can add more fruit, if they like. In this case, they can ask the teacher to help them with the names of the fruit.<br>When they finish, pupils present their fruit salad and say what they like/don't like in it e.g. " I like apples, bananas, oranges and pears", or " I like apples and bananas. I don't like oranges" etc.<br><br>  <br><br><br>**Tip:** *Pupils who finish their fruit bowl early can team up with other fast finishers and play another round of the board game.*<br><br>The teacher monitors the activity and uses the opportunity to have individual learning chats with the pupils asking them what fruit they are drawing, what fruit they like or don't like, etc. Notes on the pupils' progress should be recorded soon after the lesson.<br><br>• Alternatively, and if there is no time, the teacher can evaluate pupils by listening in when they play the board game. |
| **CROSS-CURRICULAR LINKS** | • <u>Art:</u> Pupils can try working with still life and work on painting a fruit bowl, which they can later present and talk about. |

## Lesson 2

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters S, s and T, t.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW** | • The pictures of food items introduced in the previous lesson are placed on the board (ice-cream, carrots, tomatoes, pizza, chocolates, milk). Pupils repeat the names of the food items after the teacher. Gradually the recycled food vocabulary is added too.<br><br>• The class puppet asks the pupils what food items/colours/animals they like or don't like.<br><br>Puppet: What colours do you like?<br>Pupil 1: I like red.<br>Pupil 2: I like yellow.<br>Puppet: What animals do you like?<br>Pupil 3: I like cats.<br>Pupil 4: I like dogs. |
| **PRACTICE** | • Matching words with pictures: The teacher places word cards and pictures of food items on the board (carrots, tomatoes, pizza, chocolates, milk, ice-cream, apples, bananas, pears, oranges). Pupils form two groups and take turns to match the pictures with the words.<br><br>• Pass the card. The teacher passes cards with animals/food items/colours. Each pupil passes his/her card to the pupil next to him/her. When the teacher says 'Stop!', pupils take turns to hold up their cards and say if they like or not the object on their card. |
| **PRODUCTION** | • Noughts and crosses. The teacher draws a 3x3 grid on the board and adds pictures or words from known vocabulary.<br><br>Pupils form two groups. They take turns choosing a |

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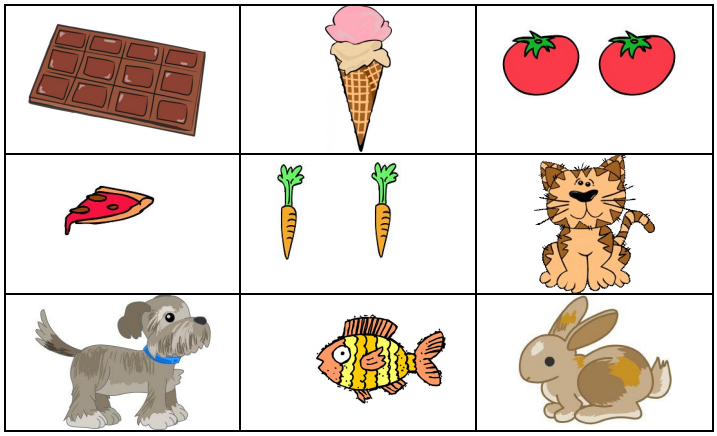
| | word from the 3X3 grid<br>(e.g. ice-cream, carrots, tomatoes, pizza, chocolates, cat, dog, pig, rabbit) and make a sentence with this word using "I like" or "I don't like". If they make a correct sentence they mark the square with a X, while the other group marks its squares with a nought (0). The group which makes sentences, and marks squares, for three consecutive words (horizontal, vertical or diagonal) is the winner.<br><br>  <br><br>• The pupils work with activity 2 in their Starter Books and prepare a poster about what they like and what they don't like. The pupils can draw and/or write the things they want in their poster and the teacher can help them with any words they need help with (new and recycled vocabulary should also be available on the board for the pupils to copy).<br>Once the pupils finish, they can show their posters to the class and give an oral mini-presentation, e.g. "I like apples, bananas and ice-cream. I don't like carrots. I like red and yellow. I don't like black. I like cats. I don't like dogs".<br><br>Depending on the computers available in the classroom, a group of pupils can prepare their poster on PowerPoint, on Kidspiration or on glogster.com |
| **EVALUATION** | • The teacher chats with the pupils during their work on their poster and also, if there is time, observes the pupils during activity 3 in their Starter Books. Pupils work in pairs. They try to find what their partner likes e.g.<br>- "Pigs?"<br>- "I don't like pigs".<br>- "Cats?"<br>- "I like cats".<br>Pupils place a √ or a X under the pictures. |

# UNIT 12

| **OBJECTIVES** | |
|---|---|
| *Language*: | Pupils should be able to:<br>• express possession using I've got…<br>• name fruit and animals confidently.<br>• follow a simple children's story<br>• identify letters of the English alphabet (letters U, u, V, v, W, w, X, x, Y, y and Z, z)<br>• write the letters U, u, V, v, W, w, X, x, Y, y and Z, z. |
| *Intercultural aspect:* | Pupils should:<br>• come into contact with foreign children's literature: ("Handa's Surprise" by Eileen Browne)<br>• become familiar with tropical fruit<br>• become familiar with animals from other countries |
| *Learning strategies:* | Pupils should be able to:<br>• predict what is going to happen next in a story<br>• cooperate with others to complete a task<br>• use visuals to support comprehension |
| **NEW LANGUAGE** | |
| *Production* | I've got… ,<br>Fruit mentioned in the story (guava, mango, pineapple, avocado, passion fruit, tangerine)<br>Animals mentioned in the story (ostrich, antelope, parrot, goat)<br>*Alphabet book vocabulary: umbrella, violin, window, xylophone, yo-yo* |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | I like…<br>Fruit (banana, orange and other fruit they know)<br>Animals (monkey, giraffe, elephant, zebra and other animals they know)<br>*Alphabet book vocabulary: zebra* |
| **MATERIALS** | Animal and fruit flashcards (from school set or from alternative sources e.g. from www.esl-kids.com and http://resources.sparkleplus.co.uk/sb279.pdf), photocopiable material, storybook ("Handa's Surprise" by Eileen Browne), masks (e.g. from http://resources.sparklebox.me.uk/501-999/sb976.pdf ), real or toy fruit and basket (for lesson 3)<br><br>**Tip:** *There are many very useful resources for Handa's Surprise at* *http://www.sparklebox.co.uk/literacy/stories/handas-surprise.html* |
| **TIME** | 3 x 40 minutes |

## Lesson 1

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters U, u, and V, v.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **PRESENTATION** | • The teacher has flashcards with different fruit and wild animals (e.g. from: http://resources.sparkleplus.co.uk/sb279.pdf ) and the pupils look at activity 1 in their Starter Books. The teacher shows a flashcard and says what s/he has got (e.g. I've got a banana, I've got an apple, etc.). Each time the teacher shows a fruit or animal the pupils find the same fruit or animal in their handout, point to it and repeat after the teacher. |
| **PRACTICE** | • The teacher calls out a fruit or animal and writes the word on the board. Pupils find the picture of the animal or fruit in activity 1. They point to it and say "I've got …".<br><br>• The teacher puts the flashcards next to the words which are written on the board.<br><br>• The pupils close their eyes and the teacher sticks flashcards of fruit and wild animals around the classroom. The teacher puts music on and pupils move around the classroom. When the music stops, pupils have to touch a card. Then they say what card they've got (I've got a …). (More than one pupil can touch each card.)<br><br>**Tip:** *The activity can work well with a small-sized class. If there are many pupils in the class, it is better to choose a small group of pupils to play the game. The group then can sit down and another group can come out to play.* |

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| | • Pupils look at the pictures in activity 2 in their Starter Book and listen to the teacher who makes statements first about animals and then about fruit, e.g.: "I've got a banana", "I've got a mango" The pupils circle what the teacher says s/he has got.<br><br>The pupils then report their answers and check them with their teacher, while the teacher is circling on a larger version of the handout which is either placed or projected on the board, e.g.:<br><br>Teacher: OK, What have you circled? Tell me what you've got.<br>Pupil 1: I've got a mango.<br><br>• If there is time, a variation of the above activity can also be used. The teacher can put flashcards in a bag and walk around the classroom asking the pupils to pick out a card. They then have to say "I've got a …" without showing the picture to the others. The rest of the class circles what they hear using the pictures in activity 2.<br><br>• 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 that has a card, says: I've got a.... (object on card). |
| **PRODUCTION** | • Pupils draw an animal or a fruit on a piece of paper. If they can, they can copy the name of the fruit or animal from the board and write it under their picture. Then they present it to their classmates and what they have got: "I've got a ….".<br><br>The pupils' pictures can go on the notice board arranged in such a way so as to make a display about fruit and animals.. |
| **EVALUATION** | • Evaluation can take place through careful observation of pupils during the various activities above.<br><br>• If there is time, the pupils can play a game with a die. A large die can be used (large, plastic dice are available on the market) with pictures of fruit or animals stuck on each of its sides. Pupils take turns to throw the die and then make a sentence with the |

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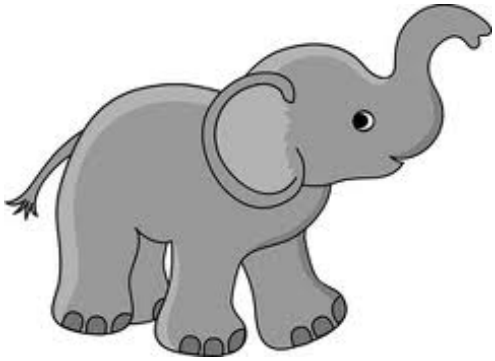
| | picture that comes up, e.g. "I've got a …". If pupils can't say the sentence, the teacher whispers it in their ear so that they can repeat it.<br><br>**Tip:** *This game can also be played as a competition between groups.* |
| **PORTFOLIO** | • The pupils' pictures with their fruit or animal (see production) can go in their portfolio. If the pupil can tell the teacher what s/he's got, the teacher can write it down on the picture as evidence that the pupil can talk about what s/he's got (I've got ….). If the pupil can copy the word, the evidence can also be used as a first indication of the pupil's ability to copy words (Writing A1 target). |

Photocopiable material:

Animals and fruit included in the story. They can be used during the presentation stage and also for the pupils to cut out and create Handa's path/route in lesson 2.



## Lesson 2

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters W, w and X, x.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **PRE-STORYTELLING** | • Pupils sit in a circle. The teacher uses the same flashcards which were also used in the previous lesson (obtained from: **http://resources.sparkleplus.co.uk/sb279.pdf**). The teacher holds a flashcard without showing it to the pupils. S/he says "I've got a/an…" and encourages the pupils to complete the sentence.<br><br>The teacher then reveals the flashcard and pupils repeat the name of the fruit or animal after the teacher. The flashcards are then placed on the board in random order.<br><br>• The teacher tells pupils they are going to listen to a story and shows the cover of the book to introduce the main character. S/he asks the pupils to say what they think the name of the girl could be and listens to all their ideas. The teacher says the girl's name is Handa.<br><br>Pupils are then asked to guess where the girl comes from (Kenya). They are also encouraged to discuss the fruit in Handa's basket and compare them with local Cyprus fruit.<br><br>Finally, the teacher reads the title 'Handa's Surprise' and explains what 'surprise' means. S/he asks pupils to say and what they think her surprise would be (in L1). |
| **WHILE-STORYTELLING** | • The teacher tells the story. Pupils are encouraged to guess the animals that appear next and/or the fruit that the animals like. After each animal takes a fruit, the teacher -pretending to be the animal- says (e.g. |

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| | for the monkey) "Mmm... I like bananas. I've got a banana."). |
| **AFTER-STORYTELLING** | • Pupils discuss the animals in the story, if they like them, which animal they like best and whether these animals exist in Cyprus. (e.g. What animals did we see in the story? Do you like elephants? Are there elephants in Cyprus?)<br><br>• The teacher asks pupils to come to the board and match the animals with the fruit they take in the story.<br><br>• S/he then asks pupils to put the animal and fruit flashcards, which are on the board, in the right order according to the sequence they appear in the story.<br><br>• Pupils work in their Starter Books (activity 3) to create Handa's path/route by drawing Handa, her friend and all the animals which appeared on the way.<br><br>Alternatively, the teacher can give the pupils a handout with pictures of the animals and the fruit mentioned in the story (see photocopiable materials). In this case, the pupils need to cut the pictures and stick them either in the Starter Book or on an A3 paper to create Handa's route.<br><br> <br><br><br>If pupils don't manage to complete this activity during the lesson, they can continue it in the next lesson. |

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| **CROSS-CURRICULAR LINKS** | • Art/Design and Technology: Pupils can prepare masks of animals mentioned in the story. Mask templates can be found at: http://resources.sparklebox.me.uk/501-999/sb976.pdf (see below):<br> |

**Note**: If making a mask during Art is not possible, pupils may prepare the masks at another time or as a home project.

## Lesson 3

| **PROCEDURE** | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>The teacher reviews the previous letters taught and introduces letters Y, y and Z, z.<br><br>***Resources and suggested activities as to how alphabet letters are introduced at this stage are found both in the Introduction (pages12/13) and in Unit 3 (page 46).*** | |
| **REVIEW/ PRE-STORYTELLING** | • The teacher asks the pupils, if they remember the story (Handa's surprise) and encourages them to call out fruit or animals they might remember from the story. As they call out the words, the teacher writes them on the board.<br><br>• The teacher then gives flashcards to pupils and asks them to come out and place them next to the matching words. |

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| **WHILE-STORYTELLING** | • The teacher tells the story again and encourages more participation from the pupils, asking what's going to happen next, what animal will appear and what fruit it will take.<br><br>**Tip:** *There is a Handa's surprise animated movie available on CD in certain editions of the book. If the school has this edition, the pupils can watch the animated movie.* |
| **AFTER-STORYTELLING** | • Pupils who haven't finished their project about Handa's route can finish it now. Pupils who have already finished it, can draw their favourite scene from the story. During the activities, the teacher monitors and has individual learning chats with the pupils asking them to try to tell her/him about the scene they are working on, how they liked the story, if it was easy to follow, etc.<br><br>• Pupils can also work with activities 5, 6 and 7 in their Starter Books.<br><br>• Fast finishers can work with the handout in the photocopiable materials.<br><br>• Using props made by the pupils during Art, or at another time (a basket, fruit and masks) pupils take on the roles of the characters in the story (Handa, Handa's friend and the animals) and act out the story while the teacher reads it.<br><br>Pupils can also take the roles of cameraman or photographer and take snapshots or video clips of the mini-play.<br><br>If pupils can, they may be encouraged to narrate parts of the story themselves using a simple pattern. A number of pupils can be involved and each pupil can prepare for a short narrating part, e.g.:<br><br>Pupil 1: And then came a big elephant.<br>Mmmmm I like ... said the elephant.<br>I've got a .... ..<br>(other pupils are simultaneously acting out the scene with the elephant)<br>Pupil 2: Then came a big .....<br>etc. |

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| | • The lesson can conclude with the pupils dancing to Kenyan music. |
| **EVALUATION** | • Pupils work in pairs or groups to complete the handout (see photocopiable material) where they classify fruit and animals. The pupils can find the words and flashcards which are still on the board helpful in completing this task. |
| **PORTFOLIO** | • The pupils' drawings of their favourite scene or Handa's route, along with comments from the teacher and pupils about how well they did in comprehending the story or how they liked it, can go into their portfolios. This can also be used as evidence for achievement of the target "Μπορώ να κατανοήσω μια μικρή και απλή ιστορία" (Listening, A1).<br><br>• Pictures or videos taken during the acting out of the story can also be included in the portfolios along with pupils' comments. The teacher can write the pupils' comments in English and/or the pupils can write in their L1. This can be used as evidence towards achieving the target «Μπορώ να λάβω μέρος σε μια δραματοποίηση μιας ιστορίας που δίαβασα." (Speaking, A1).<br><br>• Pupils include 'Handa's Surprise' in the list of stories they read (page 27). |
| **CROSS-CURRICULAR LINKS** | • <u>Art</u><br>-Pupils can prepare the masks mentioned above (in Lesson 2).<br>-Pupils can draw and colour Handa's village.<br>-Pupils can create a model of Handa's village<br>• <u>Greek</u><br>-Pupils give another ending to the story (in L1), e.g. they say what would have happened if Handa arrived at her friend's house with an empty basket or if her friend didn't like tangerines.<br>• <u>Maths</u><br>-Pupils can prepare a graph about the fruit or animals mentioned in the story they like most.<br>• <u>Music</u><br>- Pupils can learn an African song.<br>- Pupils can become familiar with African musical instruments. |

## Handa's Surprise

**Find the animals and the fruit.**

guava monkey mango pineapple ostrich antelope

avocado passion fruit tangerine parrot goat

banana orange giraffe elephant zebra

| Fruit | Animals |
|---|---|
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |
| • ..... | • ..... |

Name: _____ Class: _____

# UNIT 13

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• say the days of the week<br>• follow a simple children's story<br>• identify matching capital and small letters |
| *Intercultural aspect:* | Pupils should come into contact with foreign language literature ('The Very Hungry Caterpillar" by Eric Carle) |
| *Learning strategies:* | Pupils should be able to:<br>• predict what's going to happen next in a story<br>• cooperate with others to carry out tasks<br>• infer meaning from visuals |
| **NEW LANGUAGE** | |
| *Production* | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday<br>plums, strawberries, watermelon |
| *Comprehension* | Language included in the story:<br>Food items (cake, pickle, salami, lollipop, pie, sausage, cupcake), healthy, etc. |
| **RECYCLED LANGUAGE** | Colours (green, purple, red, orange)<br>Fruit and food previously taught (oranges, apples, pears, cheese, ice cream)<br>I like / I don't like ….<br>Numbers<br>Big, small |
| **MATERIALS** | Flashcards (from the school set or from alternative sources e.g. from **http://www.dltk-teach.com/books/hungrycaterpillar/sequencing.htm**,) word labels with the days of the week, storybook 'The Very Hungry Caterpillar' by Eric Carle, glue, scissors, video clip from http://www.youtube.com/watch?v=HpISHA8Fs4w or **http://tinyurl.com/59thzy** |
| **TIME** | 2X40 minutes |

## Lesson 1

| PROCEDURE | |
|---|---|
| **GETTING TO KNOW THE ALPHABET**<br><br>Pupils work in their alphabet book (Revision 4). They can work with a variety of revision activities such as "I spy ...." games, alphabet bingo games. (activity 1 in the Starter Book) and other activities/games mentioned in the Introduction (pages 12/13). | |
| **PRESENTATION** | • The pupils sit in a circle. The teacher shows pupils a calendar showing the 7 days of the week coloured in different colours. The teacher says the days and pupils repeat silently, loudly, quickly etc. Alternatively, a PowerPoint presentation can be used to introduce the days (see http://www.schools.ac.cy).<br><br>Note: The days are presented in written form. However, we don't expect the pupils to be able to read all of them at this point.<br><br>• Pupils learn a song with the days of the week. The teacher writes the lyrics on the board and points to each word while the pupils are listening and/or singing the song (shared reading). The song can be found at http://www.schools.ac.cy :<br><br>Sunday, Monday<br>Tuesday Wednesday, Thursday<br>Friday, Saturday<br>Seven days in a week.<br><br>• If there is time, the teacher says what s/he does each day of the week. S/he writes a day on the board and says what s/he does on that the day, while also miming the action (e.g. On Monday I play football). The teacher can also put supportive pictures on the board under the name of each day (e.g. under Monday a picture of someone playing football).<br><br>• The teacher asks pupils to remember the day that s/he does each activity, e.g. "What day do I play |

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| | football?". The teacher also mimes the actions and pupils say the day of the week. |
| **PRE-STORYTELLING** | • The teacher tells the pupils they are going to read a story and shows them the cover of "The very hungry caterpillar". S/he asks pupils to look at the cover and say what they think the book is about. The words hungry and caterpillar are explained at this point through the use of visuals and miming. |
| **WHILE-STORYTELLING** | • The teacher tells the story, while pausing and allowing the pupils to guess whether the caterpillar is still hungry and what the caterpillar eats next. S/he can help pupils, if necessary, by giving them clues (e.g about the colour). The teacher encourages the pupils to also guess the number of the fruit the caterpillar eats. Once the fruit is revealed, pupils are invited to say whether they like the particular fruit. |
| **AFTER-STORYTELLING** | • The teacher shows flashcards of the fruit/food mentioned in the story and asks the pupils to say the day that the caterpillar eats the particular food item (Pictures can be obtained from http://www.dltk-teach.com/books/hungrycaterpillar/sequencing.htm)<br><br>• The teacher calls out pupils to place the pictures used in the previous activity (fruit/food) in the right order according to which they are mentioned in the story. Each time pupils place a picture on the board, the teacher asks the rest of the class to repeat the word and say if they agree or not with the order it is placed in. The pupils also mention the day of the week that the caterpillar eats the particular fruit/food.<br><br>Finally, once the fruit/food is placed in the correct order, the teacher places word labels with the days of the week under each picture. If pupils are able to, they can be invited to stick the word labels under each picture themselves. |
| **EVALUATION** | • Pupils work with activity 1 in their Starter Book. They draw the things that the caterpillar eats on each day of the week. The teacher monitors the pupils |

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| | while they work. S/he moves around the classroom and asks questions about the pupils' drawings (e.g. what's this? Do you like…?).<br><br>*(Special thanks to Nicoletta Vassiliou for recommending this activity.)* |

## Lesson 2

| PROCEDURE | |
|---|---|
| **REVIEW** | • Pupils sit in a circle. The word labels with the days of the week are placed on the board. Pupils try to remember them and put them in the right order.<br><br>• The teacher gives pupils a blank A4 paper or card, divides them into groups and asks each group to copy a day on their card. This should be arranged so that there are cards for all of the days of the week, e.g. two pupils copy the word 'Sunday', three pupils 'Monday' etc.<br><br>• Pupils sing the song they learned in the previous lesson. Each time a day is mentioned in the song, the pupils who have cards with that day, hold it up.<br><br>• The teacher calls out days and when pupils hear the day on their card, they hold it up.<br><br>The pupils mix their cards up. They give their cards to other pupils and they get new ones (new days). Then the activity is repeated.<br><br>• A group of 7 pupils is given word labels with the days of the week. They come out and try to arrange themselves so that they stand one next to the other in the right order of the days of the week.<br><br>If there is time, the same activity can be done by other groups of 7 or by the whole class, working in groups. |

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| **PRE-STORYTELLING** | • The teacher asks pupils to say the things that the hungry caterpillar ate each day of the week. S/he writes the days of the week on the board and puts flashcards next to each day according to what the pupils say. S/he then invites the pupils to listen to the story again and see, if they were right. |
| **WHILE-STORYTELLING** | • The teacher tells the story again and pupils are encouraged to participate by saying the days of the week, naming the fruit, counting the fruit, naming the colours, etc. |
| **AFTER-STORYTELLING** | • Pupils complete activities 2 and 3 in their Starter Book.<br>• Domino game (see photocopiable material): Pupils play in pairs or in groups a domino game with the days of the week. The dominoes have to match days of the week and the day can be written with small or capital letters.<br>• As a closing activity, pupils can watch a video clip of the story as an animated film found at http://tinyurl.com/59thzy (http://www.youtube.com/watch?v=HpISHA8Fs4w).<br>**Tip***: It might be better to show the video clip even if some pupils are still working on their washing line activity, rather than miss the chance to show the film to the class. Pupils who are still working on their handout, can be allowed to continue while the movie is shown.* |
| **PROJECT WORK / PORTFOLIO** | • Pupils can record themselves saying the days of the week. This can be done on any audio-recording device or on voki.com. This can be included in their portfolio as evidence that they can say the days of the week.<br>• Pupils can create their own jazz chant with the days of the week and can record it (with the help of parents or their teacher) for their portfolio.<br>• Pupils can include their washing line handout in their portfolio as evidence that they can read the days of the week (evidence towards the target "Μπορώ να διαβάσω ονόματα αντικειμένων που έμαθα", |

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| | Reading target, A1).<br>• Pupils can also reflect on making progress on the alphabet ("Μπορώ να αναγνωρίσω τα γράμματα του αλφαβήτου", Reading target, A1) |
| **CROSS-CURRICULAR LINKS** | • Agogi Zois: Pupils can read the story again and talk about healthy and unhealthy food<br>• Art: Pupils can draw and colour colourful butterflies and be encouraged to talk about the colours.<br>• Science: Pupils can learn about the life cycle of a butterfly. |

**Photocopiable materials:** **Domino cards**

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|---|---|
| **Sunday** | **MONDAY** |
| **Monday** | **TUESDAY** |
| **Tuesday** | **WEDNESDAY** |
| **Wednesday** | **THURSDAY** |
| **Thursday** | **FRIDAY** |
| **Friday** | **SATURDAY** |
| **Saturday** | **SUNDAY** |

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|---|---|
| **Sunday** | **MONDAY** |
| **Monday** | **TUESDAY** |
| **Tuesday** | **WEDNESDAY** |
| **Wednesday** | **THURSDAY** |
| **Thursday** | **FRIDAY** |
| **Friday** | **SATURDAY** |
| **Saturday** | **SUNDAY** |

# CHRISTMAS

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to:<br>• give Christmas greetings |
| *Intercultural aspect:* | Pupils should learn a traditional, foreign Christmas song (We wish you a Merry Christmas). |
| *Learning strategies:* | Pupils should be able to:<br>• activate background knowledge |
| **NEW LANGUAGE** | |
| *Production* | *Happy New Year!*<br>*Christmas tree, Christmas cake, Christmas card, present, Santa* |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | *Merry Christmas,* angel<br>touch your nose, touch your head |
| **MATERIALS** | Flashcards (from school set or from alternative sources e.g. from http://www.esl-kids.com/flashcards/christmas.html or http://www.mes-english.com/flashcards/christmas.php)<br>Die (e.g. from http://www.toolsforeducators.com/dice/christmas_make1p.php)<br>Materials to make a card |
| **TIME** | 1 X40 minute lesson |
| **PROCEDURE** | |
| **PRESENTATION** | • The teacher holds the puppet who greets the pupils, saying "Merry Christmas!". The puppet says s/he loves Christmas and all the Christmas things.<br>• The teacher tells the pupils they will learn some of words for the things the puppet loves. S/he presents the words *angel*, *Christmas tree, Christmas cake, Christmas card, present and Santa* using flashcards<br>• The teacher then says the words and shows the flashcards. If the word the teacher says is the same as the flashcard, the pupils touch their head. If not, they touch their nose. |

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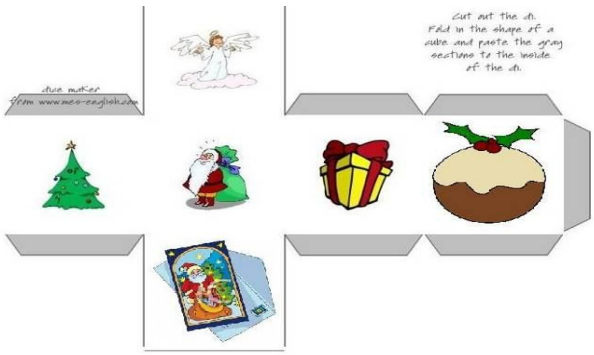
| **PRACTICE** | • The teacher plays or sings the Christmas song "We wish you a Merry Christmas and encourages the pupils to sing along.<br><br>***We wish you a Merry Christmas.***<br>***We wish you a Merry Christmas.***<br>***We wish you a Merry Christmas***<br><br>***and a Happy New Year.***<br><br>• The song is also available in the Starter Book for the pupils to share with their family. |
| **PRODUCTION** | • Pupils play a game with a die the teacher has prepared (e.g. from: http://www.toolsforeducators.com/dice/christmas_make1p.php)<br><br>The class is divided into two groups. Representatives of each group take turns to throw the die and then nominate someone from the other group to name the object shown.<br><br>Alternatively, the teacher divides the class into two groups and gives each child the same pictures shown on the die.<br>Group A pupils throw the die and tell the word to Group B pupils, who are expected to find the appropriate picture and shows it to the other group.<br>Group B pupils throw the die and Group A pupils are expected to find the appropriate picture.<br><br>  |
| **EVALUATION** | • Pupils make their own Christmas Cards and copy the wish "Merry Christmas" from the board in their cards. |

# EASTER

| **OBJECTIVES** | |
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| *Language*: | Pupils should be able to give Easter Greetings. |
| *Intercultural aspect:* | Pupils should become familiar with:<br>• Easter customs from other countries (e.g. Easter egg hunt)<br>• an Easter nursery rhyme: Hot Cross buns |
| *Learning strategies:* | Pupils should be able to:<br>• cooperate with others to carry out tasks |
| **NEW LANGUAGE** | |
| *Production* | Hot Cross Buns |
| *Comprehension* | |
| **RECYCLED LANGUAGE** | Happy Easter<br>I like…<br>Numbers |
| **MATERIALS** | Pictures about Easter, a bunny soft toy (Easter bunny), plastic Easter egg or soft ball |
| **TIME** | 40 minutes |
| **PROCEDURE** | |
| **PRESENTATION** | • The teacher presents the Easter Bunny that pupils met last year. The Easter Bunny exchanges "Happy Easter" wishes with the pupils. The teacher explains that the Easter Bunny is going to bring the pupils chocolate eggs and asks them how many eggs they think that they are going to get. |
| **PRACTICE** | • The teacher holds a chocolate Easter egg (real or plastic). He throws it to the pupils and the pupil who gets it wishes "Happy Easter".<br>**Tip:** *The same activity can be carried out using a soft ball.*<br>• The puppet asks the pupils to tell him/her things they do and things they make during Easter (e.g. eggs, flaounes, tsourekia etc). The pupils can talk about this in their L1. |

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| | The teacher then explains that in other countries people make different things. S/he introduces "Hot Cross Buns" which are a traditional sweet made in the UK during Easter.<br> |
| **PRODUCTION** | • The teacher introduces the traditional Easter nursery rhyme to the pupils and encourages pupils to sing it.<br><br>**Hot cross buns! Hot cross buns!**<br>**One a penny two a penny - Hot cross buns**<br>**If you have no daughters, give them to your sons**<br>**One a penny two a penny - Hot cross buns**<br><br>The music can be found on the following website:<br><br>http://www.kididdles.com/lyrics/h064.html<br><br>• The rhyme is also available in their Starter Book so that they can share it with their parents. |
| **EVALUATION** | • Pupils make Easter Cards. They can write Easter greetings (copied from the board) on their cards. They give them to their classmates or family and wish them happy Easter. |
| **PORTFOLIO** | • The pupils can add a copy of their Easter cards and/or comments about Easter customs in other countries in the ''Other People and Cultures' section of the Portfolio. |
| **CROSS-CURRICULAR LINKS** | • Physical Education: Pupils can play Easter Egg hunt. Egg hunt is a game during which decorated eggs, real hard-boiled ones or chocolate eggs, of various sizes, are hidden in various places for pupils to find. The game may be played both indoors and outdoors. They wish Happy Easter when they find the eggs.<br><br>**Note:** Pupils may know the game from last year. |

# VOCABULARY LIST

| | Recycled vocabulary taught in Year 1 | New Vocabulary |
|---|---|---|
| **Greetings:** | Good morning, Hello, Goodbye, Fine thanks, I'm | What's your name? My name is… |
| **Colours**: | blue, red, yellow, green, orange, black, white, pink, brown, purple | |
| **Classroom objects**: | book, pen, pencil, ruler, school bag | pencil case, sharpener, board, rubber |
| **Counting**: | numbers 1-10 | |
| **Parts of the face**: | eyes, ears, nose, mouth | |
| **Parts of the body**: | head, shoulders, knees, toes | foot, hands, neck, arms, chest, back, hips, legs |
| **Farm animals**: | cat, dog, rabbit, sheep, bird, duck, horse, frog, fish, pet | goat, hen, mouse |
| **Wild animals**: | snake, elephant, lion giraffe, camel, bear, polar bear, hippo, flamingo, zebra, leopard, peacock, walrus, crocodile, tiger, kangaroo, | ostrich, antelope, parrot, monkey, penguin, gorilla |
| **Members of the family**: | mum, dad, sister, brother, girl, boy | grandma, grandad, uncle, auntie |
| **Food**: | apples, bananas, pears, oranges | carrots, tomatoes, pizza, chocolates, milk, tea, ice-cream, guava, mango, pineapple, avocado, passion fruit, tangerine, plums, strawberries, watermelon |
| **Instructions:** | Stand up, sit down, clap your hands, listen, be quiet | jump, touch, run, turn, bend, walk, put, take, clap, |
| **Feelings**: | happy, sad | Scared |
| **Adjectives** | big, small, tall, naughty, bad, perfect, lovely | |
| **Days of the week:** | | Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday |
| **Prepositions of place:** | | over, over there, under, through |
| **Places/things:** | | jungle, grass, river, mud, forest, snowstorm, cave, kettle, umbrella, violin, window, xylophone, yo-yo, sun, jungle |

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| **Storytime**: | princess, teddy, dinner, zoo, zookeeper | |
| **Expressions**: | How are you? , Fine, thanks, Goodbye! Excuse me, please, Sorry, Thanks, Thank you | |
| **Structures:** | S/he is…, I like / don't like, I want my…, This is my…, This is a …/ It's a/an …. | How many…? Is it a…? Yes, it is/ No, it isn't**,** S/he is..**,** I can…, I've got … / What is it? |
| **Festivities:** | Merry Christmas, angel, band, Happy Easter, Happy Birthday, | Happy New Year, Christmas tree, Christmas cake, Christmas card, present, Santa, Hot cross buns |